Social Language Training within School-Based Collaborative Approaches

Thursday, April 11
4:15 pm to 5:15 pm

Rosslyn Delmonico
Speech Language Pathologist, MA, RSLP, CCC - SLP

Financial and Nonfinancial Relationships

Good morning, my name is Rosslyn Delmonico, and I am here to discuss Social Language Training within School-Based Collaborative Approaches.

I am the author of the social language program, Color My Conversation, published through Northern Speech Services. Some of the concepts I'm presenting today are from my program.

I do benefit financially from royalty payments for the sale of this product and from the online seminars that I provide through Northern Speech Services.

I have no relevant nonfinancial relationship(s) to disclose.

Seminar Goals

1. As a result of this presentation, attendees will be able to identify and list ways that social language instruction can impact a child’s social-emotional wellness and how it can integrate and enhance academic learning outcomes across grade levels and curriculum.

2. As a result of this presentation, attendees will be able to list ways that a Speech Language Pathologist can strategically plan and implement a series of five steps for increasing awareness and advocacy for social-emotional wellness within schools, homes, and community.

3. As a result of this presentation, attendees will be able to identify and list practical strategies (i.e., Power Point presentations, e-blasts, story sharing) and “hands on” tools (i.e., craft projects) for enhancing social-emotional wellness within schools, homes and community.

Theoretical Framework

Collaboration
“...a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal” (p. 77).

Consultation
“...a voluntary process in which one professional assists another to address a problem concerning a third party” (p. 85).

Five key components in collaboration
- Personal commitment
- Communication skills
- Interaction processes
- Program or services
- Context

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Questions
1. What is one thing you are hoping to learn today?
2. Have you ever thought, what could I do to leave my mark in the world?

Past Perspective
Stories and Studies

Personal Road Map (PRM)
The Personal Road Map is a summary of five steps that one might consider when transitioning from a conceptual model of support to its practical application within a professional setting.
- R. Delmonico
- J. Onderwater

Plan
Strategies

Consider the following:
1. School setting
2. Staff dynamics
3. Student community
4. Your programming
5. Your students

Generations – Past and Present
WHO ARE YOU?

<table>
<thead>
<tr>
<th>GENERATION</th>
<th>YEARS</th>
<th>AGES</th>
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</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>1925-1945</td>
<td>74 – 94</td>
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<tr>
<td>Baby Boomers</td>
<td>1946-1964</td>
<td>64 – 73</td>
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<tr>
<td>Gen X</td>
<td>1965-1979</td>
<td>39 – 53</td>
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<tr>
<td>Xennials</td>
<td>1975-1985</td>
<td>33 – 43</td>
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<td>I GEN/Gen Z</td>
<td>1995-2010</td>
<td>8 – 23</td>
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<tr>
<td>Gen Alpha</td>
<td>2010 -</td>
<td>infant – 8</td>
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</tbody>
</table>
Know our Target Audience - Children

Entrepreneurial
Well Educated
Tech savvy
Self Sufficient...

Social-Emotional Mental Health Concerns

A Look at Canadian Statistics

GREAT PLACE FOR KIDS!

**Housing**
1,2 million live in low-income housing

**Food**
18.7% families (children under 6 years) report food insecurity

**Infant Mortality**
One of the highest infant mortality rates of OECD countries.

**Noose snack regulations lacking**

**Leading Causes of Death**
Preventable accidents

**Suicide**
One in three children experience child abuse

**Child Abuse**
27.9% kids (12-17) report being overweight or obese

**Physical Activity**
35% of kids (5-17) meet the recommended daily amount

**Health and Immunizations**
25% children (by aged 2 years) received full recommended doses of diphtheria, whooping cough and tetanus

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Screen Time and Physical Wellness

<table>
<thead>
<tr>
<th>AGE</th>
<th>SCREEN TIME</th>
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<tbody>
<tr>
<td>Under 18 months</td>
<td>0% (Television and Electronic Devices)</td>
</tr>
<tr>
<td>Between 18-24 months</td>
<td>Brief episodes (i.e. skype grandma)</td>
</tr>
<tr>
<td>Between 2-5 years</td>
<td>1 hour per day</td>
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</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>EXERCISE</th>
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<tbody>
<tr>
<td>Between 1-4 years</td>
<td>180 minutes each day</td>
</tr>
<tr>
<td>Between 5-17 years</td>
<td>50 minutes 3 days each week</td>
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Social Emotional and Mental Health

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Care</strong></td>
<td>National sample, 29% of students reported that their school provided a caring environment. (Benson, 2008)</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>From that sample, 29-45% reported social competencies in empathy, decision-making and conflict resolution. (Benson, 2008)</td>
</tr>
<tr>
<td><strong>Aggression</strong></td>
<td>Twenty percent of children are bullied on a regular basis (National Center for Education Statistics, 2016)</td>
</tr>
</tbody>
</table>

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References:
- Rosslyn Delmonico, 2019. Instagram.
- Rosslyn Delmonico, 2019. Twitter.
Social Emotional and Mental Health

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENTAL HEALTH</td>
<td>Twenty percent of all kids currently, or at some point during their life, will have a seriously disabling mental disorder (National Centre for Health Statistics, 2017)</td>
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<tr>
<td></td>
<td>Strong correlation between language impairment and social, emotional and/or behavioral difficulties ( superstar, 2010)</td>
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<tr>
<td></td>
<td>40% of children with psychiatric disorders had language impairments (Cohen et al., 1999)</td>
</tr>
<tr>
<td>ADD/LENGDAHO</td>
<td>Moving from elementary to high school = Disconnect = behavior = health = academics (Adams, R., Libby, H., 2004)</td>
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<tr>
<td></td>
<td>By high school, 40-60% of the student population are habitually disengaged from their learning environment (Adams &amp; Connell, 2004)</td>
</tr>
<tr>
<td>SUICIDE</td>
<td>In the United States, for children aged 10-14 years, death by suicide doubled from 2007 to 2010 (Garcia et al., 1999-2014)</td>
</tr>
</tbody>
</table>

Generations – Past and Present
WHO ARE THEY?

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>GENERATION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socially</td>
<td>Generation X: (1965-1980)</td>
<td>Less time with friends (movies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Depression and self-injury</td>
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<td></td>
<td>Generation Y: (1981-1996)</td>
<td>More time with parents</td>
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<td></td>
<td></td>
<td>Obsessed with safety/ Delay in driving, working,</td>
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<td></td>
<td>Generation Z: (1997-2012)</td>
<td>More time alone in their rooms</td>
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<td></td>
<td></td>
<td>More likely to be obsessed with music/ Decreased movement</td>
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<tr>
<td></td>
<td></td>
<td>Less rebellious</td>
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<tr>
<td></td>
<td></td>
<td>Less religious</td>
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<td></td>
<td></td>
<td>Obsessed with staying connected (i.e., social media, gaming, etc.)</td>
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<td></td>
<td></td>
<td>Anxious about feeling left out</td>
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<td></td>
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<td>Less tolerant for inequality</td>
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<tr>
<td></td>
<td></td>
<td>Less social interaction at work</td>
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<td></td>
<td></td>
<td>Fear of financial insecurity</td>
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<tr>
<td></td>
<td></td>
<td>Rejection of social rules</td>
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<tr>
<td></td>
<td></td>
<td>Less phones &gt; people</td>
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<tr>
<td></td>
<td></td>
<td>Fear of intimacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less time reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have smartphone in adolescence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/3 teens own an iPhone</td>
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<td></td>
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<td>Check phones &gt; 80 times/day</td>
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<tr>
<td></td>
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<td>Text in 140 characters</td>
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<td></td>
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<td>Check 2,000 times a day</td>
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<td></td>
<td></td>
<td>Multitasking is common</td>
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<td></td>
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<td>Forks, knives and spoons change when you eat</td>
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<tr>
<td></td>
<td></td>
<td>Why Today’s Teens Communicate More Elevated to even Religion, Work, Travel, Less Sleep and Complete Disconnection from Adult World</td>
</tr>
</tbody>
</table>

PROBLEM – The Impact of Statistics

Personal Road Map

1. This is the second step in our PRM to assess our personal skills and responsibilities in achieving a goal. It is a tool for problem-solving situations, we first acknowledge and identify the problem. We can then see how it affects us!

2. Programming Strategies

3. Plan Strategies

4. Past Perspective

5. Present Perspective

It’s hard to teach what we don’t have...
How to Use these Self-Reflection Surveys

SOCIAL-EMOTIONAL

OPTION ONE: They can provide insights into our personal and professional understanding of ourselves and others.

OPTION TWO: They can be added to our professional toolkit.

EXAMPLE: Create your own ‘self-reflection’ activity to raise self-awareness as a staff meeting exercise.

INSTRUCTIONS
Read through each statement and score them accordingly to how you consider yourself to be most of the time:

1 = Never
2 = Rarely and/or not effectively
3 = Most of the time but could improve
4 = Most of the time with occasional limitations
5 = Consistently and effectively

PLEASE NOTE: These surveys do not represent an exhaustive or thorough exploration of these topics. They are simply intended as tools to think about how you might consider.

Present Perspectives – Self Reflection Surveys

REASONS TO REFLECT ON OUR OWN CONVERSATION SKILLS
Though professionally trained, we may have conversational limitations.

EXAMPLE: Challenges with conversational turn taking could potentially impact relationships with fellow colleagues, teachers and parents.

REASONS TO REFLECT ON OUR OWN SOCIAL COMMUNICATION SKILLS
Though professionally trained, we may have other social limitations.

EXAMPLE: Fear of public speaking could potentially limit our opportunities to educate others (i.e. providing a workshop).

<table>
<thead>
<tr>
<th>CONVERSATIONALLY SPEAKING</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel comfortable making eye contact with others</td>
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<tr>
<td>Take time to smile or bracket people within the general public</td>
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<tr>
<td>Take time to smile or greet my colleagues, friends and family</td>
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<tr>
<td>Take time for children with people in new settings (i.e. acclimatization)</td>
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<tr>
<td>Take time for children with colleagues, friends and family</td>
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<tr>
<td><strong>I am an interesting person and have a variety of topics that I enjoy discussing.</strong></td>
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<td><strong>I am good at sharing ‘talking time’ between my conversation partner and myself.</strong></td>
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<tr>
<td>When my conversation partner has an interest that is different than mine or of low interest to me, I will remain passive and listen to the exchange or verbal and nonverbal messaging.</td>
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<td>When I am in the listener role, I use a variety of comments (i.e. ‘Awesome! Nice!’) to show interest in what my conversation partner is saying.</td>
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<tr>
<td>In most cases, when I make comments, I am doing it with a genuine interest for my conversation partner.</td>
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<tr>
<td>When I am in the listener role, I initiate questions about my conversation partner’s topics of interest.</td>
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<tr>
<td>In most cases, when I ask questions, I am doing it with a genuine interest for my conversation partner.</td>
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<tr>
<td>I consistently and effectively shift between topics through use of verbal and nonverbal messaging.</td>
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<tr>
<td>I consider myself to be an engaging listener (i.e. eye contact, facial expressions, body gestures).</td>
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<tr>
<td>Consider myself to be an engaging speaker and capable of holding others’ attention.</td>
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<tr>
<td>Consider myself to be a good storyteller.</td>
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<tr>
<td>Enjoy risk dialogue on a variety of topics.</td>
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<tr>
<td>Am sensitive in not oversharing topics within a conversation because they can become delayed or boring.</td>
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<tr>
<td>Have a good sense of stopping in conversations. (i.e. never let the other person feel rushed).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIALLY SPEAKING</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I am considered to be a friendly person.</td>
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<tr>
<td>I make a good first impression.</td>
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<tr>
<td>I consider myself to be a polite individual (i.e. using social niceties).</td>
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<tr>
<td>Feel comfortable walking into a room of strangers and choosing to engage with others or sit quietly.</td>
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<tr>
<td>Feel comfortable walking into a room of strangers and choosing to engage with others or sit quietly on my own and simply enjoy my surroundings</td>
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<tr>
<td>Feel comfortable introducing myself to others and can easily make light conversation in social settings.</td>
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<tr>
<td>When I am in a social setting, I will take the time to approach the lone individual who is not socially engaged.</td>
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<tr>
<td>Feel comfortable introducing one person to another and can easily nurture the social interactions as two strangers become familiar with each other.</td>
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<tr>
<td>Feel confident in starting new relationships with colleagues and/or potential friends.</td>
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<tr>
<td>Have a positive history of maintaining friendships.</td>
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<tr>
<td>Have a good sense of humor.</td>
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<tr>
<td>Feel confident entering into or exiting conversations skillfully.</td>
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<tr>
<td>Feel confident speaking in front of others (i.e. public speaking).</td>
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<tr>
<td>Feel confident justifying or asserting my opinion within a debate.</td>
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<tr>
<td>Feel confident giving and receiving constructive criticism.</td>
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<tr>
<td>Feel confident negotiating and compromising with others when opinions differ.</td>
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<tr>
<td>I am good at filtering my own opinions by weighing the outcome before expressing them.</td>
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<tr>
<td>I monitor social situations that are beyond my control and refrain from trying to fix them.</td>
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<tr>
<td>I try to think like the best of others unless proven otherwise.</td>
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<tr>
<td>Am comfortable seeing the lead in a conversation in a group discussion.</td>
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<tr>
<td>Engage comments as a distributor and am good at collaborating with others.</td>
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</tbody>
</table>

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Present Perspectives -- Self Reflection Surveys

REASONS TO REFLECT ON OUR OWN EMOTIONAL HEALTH
Our emotional health and the quality of our personal relationships affect the quality of life. What happens at home can affect who we are and how we function within our professional setting.
EXAMPLE: In a professional setting, when we come to the staffroom at lunchtime feeling7
countered and hope in our own hearts, this emotional energy will likely be welcomed and8
received.

REASONS TO REFLECT ON OUR OWN ABILITY TO TAKE OTHERS PERSPECTIVE AND EMPATHIZE
Our empathy is rooted in our ability to gain another person's perspective -- to see the world through their eyes. It is important to acknowledge and share our own thoughts, feelings, and actions with others.
EXAMPLE: We need patience and care for the child with behavioral challenges -- to look beyond the behavior and see the heart of the child.

EMOTIONALLY SPEAKING

PAST PERSPECTIVE
- Personal Road Map

Stages and Studies

- PROGRAMMING

Systems

3

- PLAN

Strategies

2

- PRESENT PERSPECTIVE

Self/Reflection

1

Problem

Statistics

- PROFESSIONAL

Stories and Studies

Rosslyn Delmonico 2019

6
The Social + Emotional Connection
Developing Relationships as Adults

GROWING INTIMACY

Proximity – Physical
Similarities – Intimate
Bonding – Intimate
Developed Commitment

The Social + Emotional Connection
BUILDING EARLY ATTACHMENTS
Growing Attachments as Children

Infancy
Two Years
Three Years

Six Years
Four Years

The Social + Emotional Connection
BECOMING
Embracing Our Potential
Finishing Whole-Person
Becoming an Authentic Leader

Self-Regulation
Collaboration
Emotional Literacy

Developing Empathy

The Social + Emotional Connection
LEARNING
Moral Imagination and Identity

Perspective Taking
Kindness
Effective Communication
Connection, Curiosity, Questioning

Barriers to Academic Success and Social Development

- Academic Failure
  (I can’t do it, I’m dumb)
- Lack of Attachment
  (I am alone. No one cares.)
- Low Teacher Expectations
  (My teacher doesn’t believe in me so why should I?)
- Rejection from Peers
  (I don’t fit in. I have no one.)
- Deviant Peer Culture
  (I fit in. At least they accept me.)
- Negative school climate
  o Apathetic teachers
  o Leadership that is top-down (i.e., authoritarian)
  o Limited student-teacher time (i.e., no relationship)
  o Large student population
- Poor school design

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Social Language Training within
School-Based Collaborative Approaches

Building Adult-Student Relationships

A. OBSERVATION
   - Greetings and Chit chat
B. EXPLORATION
   - Topic Inventories and Craft Projects
C. INVESTIGATION
   - Questions
D. INTEGRATION
   - Stories
E. APPLICATION
   - Carry Over and Reaching Out

Greetings

- Connection
  - Proximity
  - Eye Contact
  - Facial Expressions
  - Body Gestures

Chit Chat

Practice having a short conversation. Here are some examples to select from ...
My Topic Inventory
We all have our favorite things!
Write one of your favorites for each topic below!

<table>
<thead>
<tr>
<th>TOPIC (i.e., SPORTS)</th>
<th>MY THREE FAVORITES (i.e., SOCCER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANIMAL</td>
<td></td>
</tr>
<tr>
<td>TIME OF DAY</td>
<td></td>
</tr>
<tr>
<td>GAMES</td>
<td></td>
</tr>
<tr>
<td>HOBBY</td>
<td></td>
</tr>
<tr>
<td>TV SHOW</td>
<td></td>
</tr>
<tr>
<td>BOOK</td>
<td></td>
</tr>
<tr>
<td>CANDY</td>
<td></td>
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<tr>
<td>SEASON</td>
<td></td>
</tr>
<tr>
<td>COLOR</td>
<td></td>
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<tr>
<td>SPORT</td>
<td></td>
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</tbody>
</table>

How do we develop our intimate relationships?

- BENEFITS
  - Emotional/Intimacy
  - Perspective Taking
  - Self-evaluation
  - Collaboration
  - Practicing Kindness
  - Deepening Curiosity
  - Awareness of others
  - Options (i.e., brainstorming)
  - Problem solving (i.e., reasoning)

Questions are Powerful!
Follow-up Questions make us present so more caring and likable!

- Relationship
- Value
  - Patience
  - Tolerance
  - Understanding
  - Curiosity
  - Perspective taking
  - Empathy

Show me a great listener and story teller
And I’ll show you a great conversationist!
- M. Delmonico

Investigation - Questions + Follow Up Questions

WHO ...
My Brother

WHAT ...
Basketball

WHEN ...
After school

WHERE ...
In our driveway

WHY ...
Because he’s nice and teaches me how to play

1. So when did you start playing basketball?
2. What is your favorite team?
3. Do you have a favorite player?
4. Why do you like him?
5. Do you think you might like to try out for a team when you’re older?


Do you ever get discouraged?
How we develop our intimate relationships?

**Benefits**
- Emotional Literacy
- Perspective Taking
- Self-regulation
- Coherence
- Practicing Kindness
- Developing Curiosity
- Awareness for others
- Openness (i.e. being open-minded)
- Problem solving (i.e. reasoning)
- Deepened Commitment
- Intimacy
- Similarities - Interests
- Bonding - Quality
- Value - Importance
- Possibility - Potential
Social Language Training within School-Based Collaborative Approaches

Benefits of Storytelling

PERSONAL STORIES
- Reflects on personal experiences
- Connects our hearts with our heads
- Gains child perspective
- Inform practice
- Other: parents, SLPs, teachers, administrators

PROFESSIONAL STORIES
- Builds relationships and a strong team
- Gains others perspectives
- Opportunity for shared interests
- Created projects emerge
- Other: SLPs, teachers, administrators

ADVOCACY EMPOWERED
- Statistics are powerful
- Stories put a face to the facts

The Social Project

Multi-level model to encourage and support all participants (i.e., educators, children and families) to work effectively to create a supportive social model for all children in familiar and personal social settings at school, at home and within their community.

My Professional "Why?"
- Teachers = Teaching culture and classroom instruction
- Parents = Home environment and parent-child relationships
- Myself = My way of GIVING BACK (personally, socially, professionally)
- Colleagues = Doing team to my profession with time-efficient and cost-effective methods
- CHILDREN = Social communication = Those

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>YEAR</th>
<th>SUPPORT</th>
</tr>
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<tbody>
<tr>
<td>Mission</td>
<td>2013</td>
<td>One Teach + One Observe &gt; Collaboration</td>
</tr>
<tr>
<td>Mission</td>
<td>2014</td>
<td>Consultation</td>
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<tr>
<td>Credo</td>
<td>2016</td>
<td>One Teach + One Observe</td>
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<td>箔</td>
<td>2016</td>
<td>Fall-Out (small group), One Teach + One Observe &gt; Collaboration</td>
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<tr>
<td>箔</td>
<td>2018</td>
<td>Consultation (Mentorship), One Teach + One Observe &gt; Collaboration</td>
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<tr>
<td>箔</td>
<td>2019</td>
<td>Consultation (Mentorship), One Teach + One Observe &gt; Collaboration</td>
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</tbody>
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Social Conversation: Coloring Action Research

Vancouver Island University - Jennifer Onderwater

Participants: 28 Kindergarten students (12 females, 14 males)

Purpose
1. To explore and compare the Color My Conversation (CMC) program with the new BC Curriculum.
2. To determine if training kindergarten students in the area of social conversation skills will transfer to improvement in generalized social skills through the utilization of the CMC program.
3. To broaden personal and professional competency in social conversation.

Methods – Assessment
- Preliminary
  - Observed online videos, live presentations, student observations

Assessment Timeline
- Pre-Test (April 2016)
- Post-Test (June 2016)

Assessment Tools
- Social Skills Improvement System - Teacher Rating Scale
- Color My Conversation Assessment Rubric
- Researchers journal

Methods – Treatment Program
- Treatment sessions were administered by classroom teachers
- Lessons 1-8 over a 5-week period
- One lesson over two classroom periods each week
- Teacher provided follow-up activities between sessions

Rosslyn Delmonico 2019
WHAT DID WE LEARN?

Weaknesses
- Limited Timelines (8 weeks) “Want to start in January”
- Rating Scale: “Would not a parent rating next time”
- Limited experience “Will come with practise”

Strengths
- Teacher training “Found training videos and online course very helpful”
- Assessment tools “Easy to administer and informative as pre-post test measures”
- Treatment program
  - Program implementation “Easy to adapt program to teacher style and student needs”
  - Common language “Helpful for understanding concepts and communicating them to children and parents”
- Collaboration model “Enjoyed working with the SLIP”

CONCLUSIONS

Teacher
- Provided Social Language Instruction consistent with the new B.C. Curriculum
- Impacted Teaching Methods
- Impacted Teacher-Student Social Connections
- Impacted Peer Social Connections
- Impacted Personal Social Skills
- Good teaching tool for adults

Students
- Measurable improvements
- Teacher/Student Staff observations
  - Improved Student-Teacher Social Connections
  - Improved confidence, problem solving, social interactions
Social Language Training within School-Based Collaborative Approaches

Stories and Studies

Share 
Personal (Life Stories)

Share 
Professional (Past Strategies)

Share 
Collaboration (New Insights)

Share 
Best Practice and Fun Opportunities

The Social Project IV
Margaret Stenersen Elementary - Abbotsford School District
Lorraine Santos (Principal) Rosslyn Delmonico (Speech Language Pathologist)

Participants: Full Staff
- Administration (2), Teachers (32), Education Assistants (12), Aboriginal Education Support Worker (1), Youth Care Worker (1)

Active Participants
- Group A - Grade Two French Immersion (with a control)
- Group B - Grade One English (with a control)
- Group C - Grade One French Immersion (with a control)
- Group D - Grade Four English (without a control)

Purpose

1. To evaluate a service delivery model for school-based Speech Language Pathologists (SLP) that would be both time-efficient (i.e., commitment required by the SLP) and cost-effective (i.e., mentorship programming with classroom teachers) for the purposes of providing social language instruction for children within an elementary school setting.

2. To determine if direct social language instruction, provided by a classroom teacher through Mentorship Training, would be of benefit in improving the social communication skills of children within a classroom setting.

3. To determine if direct social language instruction within a classroom setting would be of benefit in improving the social communication skills of children who are acquiring a second language (i.e., French Immersion).

4. To determine if general social language instruction within a classroom setting would be effective in improving the social communication skills for children with unique challenges (i.e., ASD, ELL, Behavior).

Methods

Pretest
- Power Point Presentation (Full Staff)
- Additional Power Point Presentation (Active Participants)

Assessment Timelines
- Pre-Test (March 2018)
- Post-Test (June 2018)

Assessment Tools
- Social Skills Improvement System – Teacher Rating Scale
- Color My Conversation Assessment Rubric
- Researchers journal

Treatment
- Full Staff – One additional Professional Development (Pro D) course provided
- Mentorship Training provided
  - Lessons 1-7 over an eight week period
  - Eight 45-minute 'lunch hour' meetings with Active Participants and SLP
- Active Participants then implemented the lessons within their own classrooms

Rosslyn Delmonico 2019
SLP Mentorship Training – Teacher Implemented Programming

Lunch Meetings
- Lesson review
- Lesson introduction
- Question/Answer

Mid Week Support
- Email group
- Individual support (i.e. live, online)
- Direct support (i.e. live demonstration)

Group A Rubric Classroom Average
Participant: 8 Weeks CMC

Group A SSS Classroom Average
Participant: 8 Weeks CMC

Group B Rubric Classroom Average
Participant: 8 Weeks CMC

Group B SSS Classroom Average
Participant: 8 Weeks CMC

Group C Rubric Classroom Average
Participant: 8 Weeks CMC

Group C SSS Classroom Average
Participant: 8 Weeks CMC
WHAT DID WE LEARN?

Weaknesses
- Short timeline for the length of study
- Late start time for the initiation of the study
- More preparing time for teachers
- Data collection was time consuming for teachers – Release time helpful!

Strengths
- Teacher's valued ongoing mentorship support
  - One weekly mentorship meeting (45 min) was easy for teachers to do
  - Mentorship influenced confidence in lesson administration
- Treatment program
  - Program was easy to implement
  - Teachers saw children practicing the lessons outside of learning time (e.g., recess)
  - Teachers end of year reports highlighted many stories of individual successes amongst their students

CONCLUSIONS

Teacher
- Provided Social Language Instruction (New B.C. Curriculum)
- Impacted Teaching Methods
- Impacted Teacher-Student Social Connections
- Impacted Peer Social Connections
- Impacted Personal Social Skills

Students
- Statistically Significant changes in Social Skills
- Teacher/School Staff observations
  - Improved Student-Student Social Connections
  - Improved confidence, problem solving, social interactions

Stories and Studies
Share
Personal (Life Stories)
Friendships
Stories
Professional (Past Strategies)
New Methods
Share
Collaboration (New Insights)
Best Practice and Fun Opportunities

Rosslyn Delmonico 2019
The Social Project V
Cinderich Elementary - Surrey School District
Rosslyn Delmonico (Speech Language Pathologist)

Participants: Full Staff (To Be Determined)

Active Participants
Group A - Grade One/Two (with a control)
Group B - Grade Two (with a control)
Group C - Grade Three (with a control)
Group D - Grade Six/Seven (with a control)

Purpose
1. To evaluate a service delivery model for school-based Speech Language Pathologists (SLPs) that would be both time-efficient (i.e., commitment required by the SLP and cost-effective (i.e., mentoring programming with classroom teachers) for the purposes of providing social language instruction for children within an elementary school setting.
2. To determine if direct social language instruction, provided by a classroom teacher through mentoring training, would be of benefit in improving the social communication skills of children within a classroom setting.
3. To determine if general social language instruction within a classroom setting would be effective in improving the social communication skills for children with unique challenges (i.e., ASD, ELL, Behavior).

Methods
Pre-treatment:
- Power Point Presentation (Full Staff)
- Additional Power Point Presentation (Active Participants)

Assessment Timelines
- Pre-Test (January 2019)
- Post-Test (June 2019)

Assessment Tools
- Social Skills Improvement System - Teacher Rating Scale
- Color My Conversation Assessment Rubric
- Researchers journal

Treatment
- Full Staff - Two additional Professional Development (Pro D) course provided
- Parent Education - Two to four 1-hour seminars
- Mentorship Training provided
  - Fourteen 45-minute ‘lunch hour’ meetings with Active Participants and SLP
  - Active Participants then implemented the lessons within their own classrooms
  - Team Teaching

Personal Road Map
The fifth step draws from all aspects of the PRM to determine how best to use our knowledge and skills to inform and influence ourselves and others - to promote social-emotional health at all levels (i.e., home, school, community and beyond) of the system.
Social Skills Across Curriculum

Communication
Ask questions from multiple perspectives. Build shared understanding. Exchange ideas to meaningfully contribute to a variety of audiences. Discuss ideas respectfully and construct personal connections between self and the work.

Science
Group is challenged to critically analyze ideas, consider multiple perspectives, and communicate effectively. Students are asked to share their ideas and propose questions. Build shared understanding of data and evidence.

Social Studies
Ask students to share their views. Exchange ideas to build shared understanding. Help students make sense of evidence. Ask students to share their evidence. Collaboratively examine evidence to build shared understanding.

Language Arts
Exchange ideas to build shared understanding. Exchange ideas to build shared understanding. Help students make sense of evidence. Ask students to share their evidence. Collaboratively examine evidence to build shared understanding.

Math
Exchange ideas to build shared understanding. Exchange ideas to build shared understanding. Help students make sense of evidence. Ask students to share their evidence. Collaboratively examine evidence to build shared understanding.

Social Skills Across Grade Levels

I can...

Kindergarten
Be friendly and approachable. Contribute to relationships in my family, school, and community. Share my feelings and listen to others' views. Be respectful and inclusive.

Primary
Participate in and improve relationships in my family, school, and community. Share my feelings and listen to others' views. Be respectful and inclusive. Explain different perspectives and values.

Intermediate
Identify when others need support and be a part of their support. Explain different perspectives and values. Be aware of others' feelings and perspectives.

Middle School
Identify my actions and actions of others that contribute positively to change. Clarify problems, consider alternatives, and evaluate strategies. Respect differences and advocate for others. Be aware of how others may feel and seek to build relationships with people from all generations.

Social Skills Across Senior High and Beyond...

Analyse complex issues from multiple perspectives. Take thoughtful actions to bring about change. Clarify problems, consider alternatives, and evaluate strategies.

Build and sustain relationships with diverse people. Show empathy to others. Adjust behaviour to accommodate others' needs.

Colleges and Universities


Social Skills Foster Healthy Classrooms

Curiosity
When we seek to understand and value our own individuality and that of others, we become a person who is interested and a person who is of interest.

Connection
When we see others as a source of interest, we recognize our similarities and differences. Similarities foster connectedness. Differences foster uniqueness.

Cooperation
Our similarities draw us into connectedness, which increases our desire for connectedness. Differences increase our desire for cooperation.

Confidence
Our successful social interactions will increase our confidence in sustaining and forming new relationships.

Care
Valuing self and others creates a fertile soil for empathy to be fostered.
Communicating The Message

- Parent Newsletter
- School Newspaper
- Community Information
- Power Point Presentations
- "Storytelling"
- Special Projects
  - "Happy Hearts"
- Regular Submissions
- Op and Par

Building The Opportunities

- Service Delivery
- Mentorship Program
- Direct Contact
- Direct Snail Mail

Building Relationships

- Eat in Staff Room
- Attend School Social Events
- Say Hello
- Take time for Chitchat
- ...Be friendly
  - Be a friend...

Becoming a Person of Influence

- Somebody has to do it
- Passion creates opportunities
- Start simple and doable
- Connection and relationship are key
- Be patient – things take time
- Be teachable because you'll learn too!
Our Opportunity

CONVERSATIONS
EMOTIONS
RELATIONSHIP

LEADING Others to Lead
LEADING Others to Lead Self

We are changing lives,
One conversation at a time!

My face lights up when I see you!

Barbara Ellen Wightman (1930-2017)

Every life has a plan
Every life has a purpose
And every life has a beautiful design!

Thank you for your time today!