

Energize Oral Language and Social Skill Instruction with Interactive Multimedia Programs: The Speaking with Power Series and The Socially Wise Program

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SPEAKING WITH POWER: Oral Language Strategies

Expectations

Common Core State Standards

Why Teach Oral Language Skills?

Spoken language not only provides the foundation for the development of reading and writing, but the shared reciprocal relationship between language, reading, and writing builds literacy competence.

Millions of secondary school students do not have the literacy skills necessary to understand their textbooks, to participate in our democracy, or to enter the workforce.

Poverty

Poverty and Language

People in poverty have often acquired a “casual” register” language that is characterized by 400-800 word vocabulary, incomplete sentences, and a reliance on non-verbal assists.

Students often lack the knowledge to express themselves outside of causal conversation.

Schools and Businesses

Achievement and IQ tests, school assignments and tests, college entrance exams, state competency exams, job interviews, and well-paying jobs require the use of formal discourse and language skills.

Success

An instructional option: CD programs to teach oral language skills

- ❖ Provide standardized delivery of instruction (intervention fidelity).
- ❖ Provide immediate access to validated skills instruction.
- ❖ Youth can complete instructional activities at a convenient time.
- ❖ Youth can review information whenever needed.
- ❖ Provide a non-threatening context for instruction.
- ❖ Instruction is provided in a format appealing to youth.
- ❖ A library of programs on effective instruction could be made available to youth in a variety of settings.
- ❖ Training and progress in acquiring skills can be tracked and documented.

Speeches in the classroom – The issues/the problems

Purpose of the research project

- ❖ To design and field test interactive multimedia (IM) programs for teaching expressive language skills to at-risk youth.
- ❖ To provide instruction for teaching students to successfully learn different functions of language including narrative, informative, and persuasive speech.

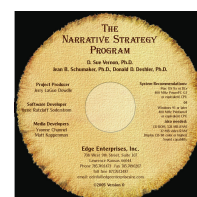
Oral Language Strategies: Speaking with Power Series

- ❖ An oral language strategy is defined as a set of cognitive and overt behaviors that individuals can use to plan, execute, and evaluate their performance on an oral communication task.
- ❖ The oral language strategies are designed to help students listen, identify critical information, and deliver that information to a variety of audiences.

SPEAKING WITH POWER: The Narrative Strategy

Narrative Language

A key to literacy is narrative language: listening, understanding, giving meaning to thoughts, and sharing them with an audience.



OVERVIEW

This program is designed to teach students strategies for telling and writing stories. The instruction enables students to relate sequenced events in different ways for different audiences. They determine the setting, characters, inciting event, rising action events, climax, resolutions, and conclusion. They add interesting vocabulary, make sure that they have a clear introduction, body, and conclusion, and they practice how to deliver the story to an audience.

How to use the CD

Structure of the CD Program

- ❖ Program Introduction
- ❖ Introduction Review: Quiz
- ❖ Introduction Review: Quiz
- ❖ Introduction to TUNE-In
- ❖ The “T” Step and Practice
- ❖ The “U” Step and Practice
- ❖ The “N” Step and Practice
- ❖ The “E” Step and “E” Step Practice
- ❖ TUNE-In Review
- ❖ Flashcards; Step Slinger Game; Quiz

- ❖ Introduction to TALK About it
- ❖ The “T” Step and Practice
- ❖ The “A” Step and Practice
- ❖ The “L” Step and Practice
- ❖ The “K” Step and Practice
- ❖ TALK About It Review (Flashcards; Step Slinger Game; Quiz)
- ❖ See it Altogether; Practice Partner/Feedback
- ❖ Do It Altogether
- ❖ Write it; Write it Practice
- ❖ Encore

The Narrative Strategy Steps

TUNE-In

- Think about your audience
- Understand important info
- Note interesting vocabulary
- Explore ways to say or write it

TALK About it

- Tell it with style
- Adapt to the audience
- Listen and answer questions
- Keep track of how you did

The Instructor’s Guide Video Demonstration

The Story Writing Checklist

Encore

Stories that students may use to practice the Narrative Strategy are provided as well as topics ideas that they might use to write stories. Stories are narrated and include illustrations so that students may listen to and read along with whichever story is chosen.

Generalization



SPEAKING WITH POWER: Informing Others

Overview

Students use the INFORM Strategy to research and organize knowledge to purposely share with others. They consider various topics for a speech including an object (such as an unusual sculpture), a place, a person, an event, a process, an idea or concept or an invention. Students may use an interactive map or paper/ pencil to record main ideas and details and create their introduction, body, and conclusion. They include reasons, examples and comparisons to help clarify and support information, they make the speech flow by adding transitions, and they practice delivering the speech.

Structure of the CD Program

Welcome & Introduction; Choosing a topic (activity); Speaking Styles; Characteristics of Formal/ Informal (Activity) The INFORM Steps/Step Blaster (game); Example Speech; The INFORM Map; Steps-Review Quiz 1; Delivery; Choosing an Attention Grabber (activity); Supporting Statements (interactive); Examples of transition words Quiz 2; Practice speech (map & delivery activity); Informative Strategy Checklist; Generalization activities

The Informative Strategy

Part 1: INFORM Steps

Identify the topic and investigate

Name the main ideas

Form the introduction

Organize your message

Restate and conclude

Make it Flow

Part 2: Delivery

Generalization

CD Demonstration

SPEAKING WITH POWER: Persuading Others



Overview

Students use the PERSUADE Strategy to develop the skills needed for effective persuasion by learning how to organize, prepare, and present information in a way that is convincing to others. Students research their topic and present information using facts, statistics, and examples to skillfully and responsibly persuade others to accept their way of thinking or to take action. They think about ways to grab the attention of the audience and they create their speech including a clear introduction, body and conclusion. They add visual aids, transitions, and rhetoric, practice delivering it, and evaluate their own performance.

The Structure of the CD Program

- ❖ Welcome & Introduction
- ❖ Responsible persuasion (activity)
- ❖ Speaking Styles (Formal/ Casual activity)
- ❖ The PERSUADE Strategy Steps
- ❖ Step Blaster (game)
- ❖ Example speech
- ❖ Using the steps (the outline)
- ❖ Attention grabber (activity)
- ❖ Transition words (print)
- ❖ Delivery techniques (activity)
- ❖ The PERSUADE Strategy Checklist
- ❖ Quiz
- ❖ Practice Activity

The PERSUADE Strategy Steps

- Pick a topic & research
- Establish your message
- Record you introduction
- Summarize and conclude
- Use transitions, visual aids, rhetoric
- Adjust and practice delivery
- Demonstrate
- Evaluate

Generalization

THE SOCIALLY WISE PROGRAM: Ways to Increase your Social Interaction Quotient

(An interactive multimedia social skills instructional program for students).

Purpose of the research project

- To design, pilot test, and field test an interactive multimedia (IM) program for teaching social skills to youth with social-adjustment problems.
- To provide instruction to prevent social isolation, address antisocial behavior, and provide youth with alternatives to behaviors that result in formal and informal reprimands from authority.

Program overview



The skills

- Introduction to social skills and body language (Sound, Expression, Eye contact)
- Dealing with critical feedback
- Coping with no
- Accepting advice
- Negotiation
- Apologizing
- Responding to peer pressure
- Involving others
- Giving feedback to peers
- Design your own skill

Lesson structure (Learn it, Save it, See it, Quiz it, Practice it, Live it)

CD Demonstration

Discussion

The Research Studies

Participants

Procedures

- ❖ Baseline role-play performance
- ❖ Baseline knowledge test
- ❖ CD instruction
- ❖ Computer quizzes
- ❖ Final performance and knowledge tests

Measures

- ❖ Required instructional time
- ❖ Youth use of the IM program
- ❖ Youth knowledge of the skills
- ❖ Youth performance of the strategy
- ❖ Social validity of the program

Results

Contact Information

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SESSION EVALUATION

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