

APPENDIX SI. Collaborative and non-collaborative communication strategies (from Ylvisaker et al., 1998)(25)

Collaborative conversation techniques were the focus of session 5. The aim of this module was to help conversations to be a collaborative process where both the 'feel' and information exchange are more equal, shared and organised. For example, the following example of collaboration is an excerpt from the manual:

**COLLABORATION**

**"We are doing this together, as a cooperative project"**

When in conversation, this means that we intend to convey this message to the other person. That is, we take turns, each having a go and helping the other person. Conversation is more about shared meaning than whether content is right or wrong alone. Collaboration is a way of 'sharing the floor' in a conversation, making sure that each person contributes as much as they can in the situation, supporting the person with brain injury to participate as much as possible.

We are here to provide you with the tools for the future to maximise conversation. As brain injury affects conversation due to cognitive communication difficulties, the communication partner has a special role to help make communication flow as best as possible.

**To achieve collaboration we need 5 key ingredients:**

<b>For real collaboration we need:</b>	<b>This means we need to convey:</b>
Collaborative intent	"We're doing this together"
Cognitive support	"What can help make this easier"
Emotional support	"I'm with you, its OK"
Positive question style	"I'm interested in what you have to say"
Collaborative turn taking	"I'm interested in sharing conversation"

Learning how to collaborate within a conversation is a key ingredient to the training. The elements contributing to a positive collaborative style are listed in the following table.

Types of Collaboration – Summary table

<b>A positive collaborative style:</b>	<b>A non-collaborative style:</b>
<b>COLLABORATIVE INTENT</b>	<b>NON-COLLABORATIVE</b>
Shares information	Demands information
Use collaborative talk "Let's think about it"	Talks as teacher or examiner
Shows understanding of what was said	Fails to show understanding of what was said
Invites partner to evaluate their contribution	Fails to invite partner to evaluate contribution
Confirms partners contribution	Fails to confirm partner's contribution
Shows enthusiasm for contributions	Expresses lack of enthusiasm
Establishes equal leadership roles	Takes leadership role only
<b>COGNITIVE SUPPORT</b>	<b>LACK OF COGNITIVE SUPPORT</b>
Gives information when needed	Doesn't give information when needed; instead quizzes
Uses memory, organization supports (calendars, photos, diaries, books, notes)	Fails to use or encourage cognitive supports at appropriate times
Gives cues in a conversational manner	Fails to give cues
Responds to errors by giving correct information in a non-punitive manner	Corrects in a punishing manner and considers accuracy more important than the message
<b>EMOTIONAL SUPPORT</b>	<b>LACK OF EMOTIONAL SUPPORT</b>
Communicates respect for other's concerns, perspectives and abilities	Fails to communicate respect for other's concerns, perspectives and abilities
Acknowledges difficulties (It's hard to get all these things in order isn't it?)	Fails to acknowledge difficulty of the task and continues despite difficulties
<b>QUESTIONS: POSITIVE STYLE</b>	<b>QUESTIONS: NEGATIVE STYLE</b>
Questions in a non-demanding manner	Questions in a demanding manner (quiz like)
Questions in a supportive manner (What do you need to do that?)	Questions in a non-supportive manner (How are you going to do that?)
<b>COLLABORATIVE TURN TAKING</b>	<b>NON-COLLABORATIVE TURN TAKING</b>
Takes appropriate conversational turns	Interrupts in a way that disrupts the partner's thought processes and statements
Helps partner express thoughts when struggle occurs (word finding difficulties)	Fails to help partner when struggling occurs