Trainer Resource Guide

10. Communication

Trainer Guide: SESSION 10

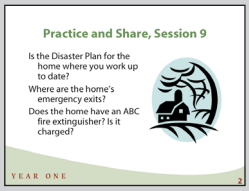
Materials

- LCD projector and computer with PowerPoint software
- DSPT DVD, Year 1
- Chart paper
- Colored markers
- Masking tape

Show Slide #1: Communication

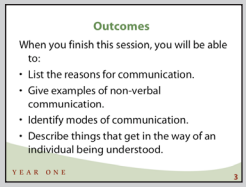
Show Slide #2: Review Practice and Share, Session 9

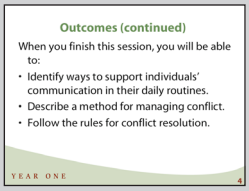
- Ask for volunteers who would like to share what they learned.
- In the last session, you learned about identifying and preparing to deal with risks in the environment.
- In this session, you will learn about communicating with individuals, supporting individuals to communicate, and communicating with other team members.



Show Slides #3 and #4: Outcomes

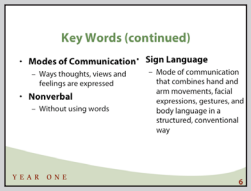
- Review outcomes for the session.





Show Slides #5 and #6: Key Words

- Review key words for the session.
- Give students 5 minutes to think about and rewrite definitions in their own words in the spaces provided.



Student Resource Guide: SESSION 10

Communication

Outcomes

When you finish this session, you will be able to:

- List the reasons for communication.
- Give examples of non-verbal communication.
- Identify modes of communication.
- Describe things that get in the way of an individual being understood.
- Identify ways to support individuals' communication in their daily routines.
- Describe a method for managing conflict.
- Follow the rules of conflict resolution.

KEY WORDS

Key Word	Meaning	In My Own Words
Active listening	One person hears another's words, figures out what they mean, and responds to the words in his or her own words.	
Communication	Sharing thoughts, views, and feelings.	
Communication boards	Electronic modes of communication that individuals carry with them.	
"I" statements	Talking about a conflict from one's own point of view.	
Modes of communication	The ways in which thoughts, views and feelings can be expressed.	
Nonverbal	Expressing thoughts, views and feelings without using spoken words.	
Sign language	The mode of communication used in the deaf community. Sign language combines the use of hand shapes, hand and arm movements, facial expressions, gestures, and body language in a structured and conventional manner to express thoughts, views, and feelings.	

ACTIVITY

What Do You Want to Know?

- Read directions aloud.
- Ask for student volunteers to share answers.
- Make note of student answers and link back to student knowledge and interests as appropriate as you review session content.
- At the end of this session, you will return to this activity to give students an opportunity to answer the third question.

ACTIVITY

What Do You Want to Know?

Directions: Think about the topic of this training session. Answer the first two questions in the space provided below. You will come back to this page at the end of the session to answer the last question.

What do you **already know** about communicating with others and about supporting communication for individuals with disabilities?

What do you **want to know** about communicating with others and about supporting communication for individuals with disabilities?

To be answered at the end of the session, during review:
What **have you learned** about communicating with others and about supporting communication for individuals with disabilities?

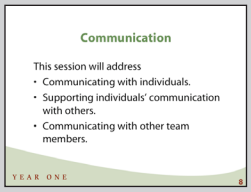
Trainer Guide: SESSION 10

Show Slide #7: Opening Scenario

- Read opening scenario aloud or ask students to read silently.
- Ask students what this scenario tells them about the importance of communication.
- Possible answers include: *lack of communication causes frustration for the individual and the DSP, and also limits the individual's independence because he cannot communicate what he wants.*

Show Slide #8: Communication

- Communication is a tool in the DSP Toolbox.
- This session will add to DSP's skills in communicating with individuals,facilitating individuals' communication with others, and communicating with co-workers and team members.



Show Slide #9: What is Communication? and review.

- Communication is about sharing thoughts, views, feelings, needs and preferences.
- Review three parts to all communication: sender, message, and receiver.

Opening Scenario

Matthew is an 8-year-old boy with cerebral palsy. Matthew has trouble talking and being understood when speaking words. In his Individual Program Plan (IPP), Matthew has a goal to use a variety of different ways to communicate. Susan, a DSP in the home where Matthew lives is very fond of Matthew and has been trying to get him to practice talking more. Lately Susan has stopped using Matthew's picture communication system with him and ignores Matthew when he uses gestures or sign language. Matthew has been trying to ask her for a drink of juice using his picture system. Susan has ignored him, saying to him, "Matthew, you just need to learn to talk." Matthew tries using the sign he knows for drink. Susan again ignores him saying, "I don't understand that stuff. Matthew, you really can try to tell me in words." Matthew is very frustrated and just can't get the words out. He is very thirsty and angry. He falls to the floor and starts screaming and crying.

Communication

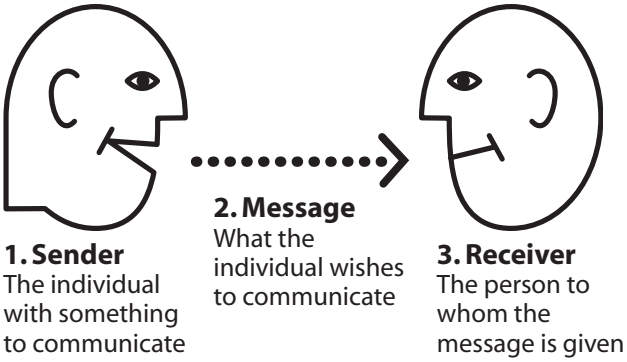
Communication is a very important tool in the DSP toolbox. Good communication will help the DSP reduce confusion and frustration and improve the quality of life for everyone in the home. Good communication is a vital component to decision making and problem solving. It is the basis for recognizing the needs of the individual and providing high quality support. Knowing how to communicate with simple, clear statements will lead to more positive interactions with the individuals you support, their families, co-workers, and community members.

This session will enhance DSP's skills related to:

- Communicating with individuals.
- Supporting individuals' communication with others.
- Communicating with other team members, including co-workers and community members.

What is Communication?

Communication is about sharing thoughts, views, feelings, needs, and preferences. There are three parts to all communication:



When an individual decides to send a message, the intent is to:

- Express something meaningful to him or her.
- Achieve a purpose.
- Share thoughts, views, and feelings with other people.

Trainer Guide: SESSION 10

Show Slide #10: Reasons for Communicating

- This information relates to a session outcome and may be covered on the quiz.

  Outcome: List reasons for communication.
- Review slide.
- Give students examples of the reasons for communicating using the information under each bullet in the Student Guide.

Reasons for Communicating

Why do people communicate with each other? People have many different reasons to communicate during the course of each day. One very important reason for communicating is to gain more control of our lives and to participate in our communities. More specifically, people communicate in order to:

▶ Give and get information

For the DSP, this could mean giving information to parents or family members about an individual's progress or letting the regional center know about an unusual incident. It could mean asking everyone in the program his or her opinion on an activity before deciding what to do. Or you may need to check with the regional center, your administrator, and the family before changing the way in which you approach an IPP objective. For individuals, this could mean asking about the day's plans, meals, what to wear, or when they want to see their friends. It includes asking questions and offering thoughts, views, or understandings.

▶ Express feelings

Individuals may want you to know when they have had a great day or when they are feeling bad.

▶ Solve problems

You may need to communicate with two individuals at your program to work out problems and to help those people solve their own issues.

▶ Learn new things

Individuals will need to know how to gain skills, such as oral health and hygiene skills, cooking, taking care of their money, or how to make their needs known.

▶ Persuade others

Individuals may want to have others do something differently. This could mean choosing clothing different from what was offered. It could mean convincing your supervisor to alter your schedule for a special event.

▶ Make decisions

The DSP communicates with many people who make decisions that affect individuals in their programs. For instance, when a team is trying to figure out how to address a problem, there might be communication among the staff, the consultants, other programs, and the regional center so the best decision is made.

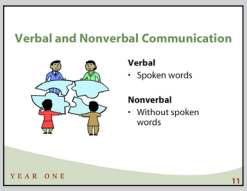
▶ Build relationships

The DSP communicates with community members, neighbors, friends and the individuals he or she supports. All relationships rely on some form of communication. Individuals use communication skills to get to know other people: find out what they like, what they do, what is important to them, and what the individuals have in common.

Trainer Guide: SESSION 10

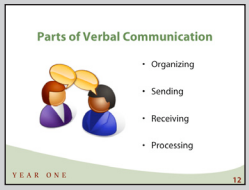
Show Slide #11: Verbal and Nonverbal Communication

- Define "verbal" and "nonverbal."
  - — Communicating with spoken words. Most common way individuals exchange information. It's a very complex skill and many points at which breakdown can occur.



Show Slide #12: The Parts of Verbal Communication and describe each part.

- — Organizing the message: Thinking about what you're going to say.
- — Sending the message: Putting your thoughts into words.
- — Receiving the message: Hearing the message.
- — Processing the message: Thinking about what the message means.

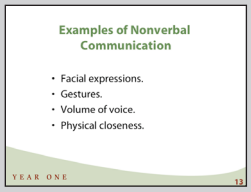


Show Slide #13: Examples of Nonverbal Communication and describe the different types of nonverbal communication. For example, *a smile is a facial expression that may communicate that a person is feeling happy.*

- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Give examples of nonverbal communication.

- Ask students to think of examples of nonverbal communication and write them on a flip chart. Make sure all of the following are mentioned: *facial expressions, gestures, volume of voice, physical closeness.*



Verbal and Nonverbal Communication

Verbal Communication

Verbal communication is the most common way individuals exchange information. Verbal communication is a complex skill, which requires attending to another person. There are many points at which a breakdown could occur when using verbal communication. Verbal communication can be broken into four parts.

1. *Organizing the message.* This begins with the thought process of what the individual wishes to say.
2. *Sending the message.* The individual transfers the thought into spoken words, which are delivered to another person.
3. *Receiving the message.* The person receiving the message hears the message and attends to it.
4. *Processing the message.* The brain of the person receiving the message decides what the intended message means.

Excerpted from the *Caregiver Manual & Resource Guide for Southwest Florida*, Florida Gulf Coast University, 2002.

Nonverbal Communication

Nonverbal communication is communication that is expressed without spoken words. Sometimes a sender's spoken message is not understood by the receiver. At these times, nonverbal communication may be more effective since there is less chance for breakdown to occur. Generally the receiver needs to attend to the sender and see the nonverbal communication to understand it. Nonverbal communication can also be used to overcome other barriers to communication, for example difficulty speaking due to cerebral palsy. Following are some examples of nonverbal communication:

▶ Facial expressions

What an individual is feeling is communicated by the look on his or her face. For example, usually a smile means the individual is happy, and a frown means that he or she might be sad.

▶ Gestures

Gestures are hand, body, and facial movements that have meaning. Examples are putting your hands up as if to say "I don't know," or shaking your head to say "Yes" or "No," or waving to an individual in order to say, "Come closer, please."

▶ Volume of voice

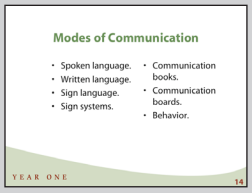
The loudness or softness of a person's voice may communicate how they feel.

▶ Physical closeness

Standing close to people usually means they know each other well. Most people try to stay about an arm's length away from the person to whom they are talking.

Trainer Guide: SESSION 10

Show Slide #14: Modes of Communication



- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Identify modes of communication.
- Define "modes of communication."

  — The variety of ways that communication can be expressed.
- Describe the modes of communication listed on the slide and in the Student Guide.
- Refer students to Appendix 10-A and let them practice spelling their names using the American Sign Language Manual Alphabet.
- Refer students to Appendix 10-B to learn some simple words in American Sign Language.
- If time allows, an optional activity is to make communication books using pictures and letters cut out from magazines. You will need paper, magazines, scissors and glue sticks for this activity.

Modes of Communication

Now you know that communication can be either verbal or nonverbal. The variety of ways communication can be expressed are called **modes of communication**. Modes are either verbal or nonverbal.

Common modes of communication include:

▶ Spoken language

Spoken language uses speech in words and sounds that are conventional and structured. Individuals with developmental disabilities may understand spoken language but not have developed speech skills. They may use speech mixed with other forms of communication to make their needs known.

▶ Written language

Written language is not always written in full sentences or spelled correctly. It is meaningful communication when the sender and receiver understand the context of the written language. For example, if an individual is in the grocery store and writes the word "cheese," she or he may wish to buy cheese. However, if the individual is in the kitchen with the refrigerator door open and writes the word "cheese," this time it may mean, "Help me find the cheese."

▶ Sign language

Sign language is the mode of communication used in the deaf community. In the United States, the standard sign language is American Sign Language. It combines the use of hand shapes, hand and arm movements, facial expressions, gestures, and body language in a structured and conventional manner to express thoughts, views, and feelings. American Sign Language has its own alphabet, words, and syntax. The American Sign Language alphabet can be found in Appendix 10-A.

▶ Sign systems

Sign systems are based on American Sign Language and have been adapted to the needs of individuals who are in schools and whose learning styles limit their use of spoken language. Many individuals who have developmental delays use signs that combine parts of American Sign Language and local, school, or home-based signs. Appendix 10-B provides a basic list of words in American Sign Language for the DSP to use as a reference tool.

▶ Communication books

Communication books contain pictures, words, photographs, or symbols. They can be used separately or combined in one book. Individuals who use these books might point to the message they wish to send or use the book in combination with speech or even with signing. Communication books are developed based upon each individual's needs and abilities.

▶ Communication boards

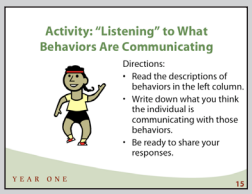
Communication boards are electronic modes of communication that individuals carry with them. Some individuals use a board that has letters on it, like a computer keyboard. They point to the letters that spell words so someone can understand them. Some people have electronic systems that use pictures or symbols or that attach to computer monitors. Some systems have a voice that repeats the word, sign, or symbol to which the individual points.

▶ Behavior

Behavior can tell you a lot if you "listen" to what it is saying. Among other things, it gives you information about what individuals want, when they are unhappy, and their interest in being social.

- DSPs should be able to identify the modes of communication that the individuals use and then support them in using those modes.
- Ask students to share some of the modes, or ways of communicating that the individuals they assist use. What do the DSPs do to support them in using those modes?

Show Slide #15: Activity: "Listening" to What Behaviors are Communicating



- Groupings: individual, pairs, small groups, large group.
- Read directions aloud.
- Read the example aloud and ask if students have any questions.
- Give students 5 minutes to complete the activity.
- Ask for volunteers to share what each behavior may be communicating. Emphasize that there are ***no right answers.*** Listening to behaviors requires making *educated guesses* based on careful observation.

Possible Answers

— Marta: *Marta wants to greet you.*

— Dan: *Dan wants help brushing his teeth.*

— Lisa: *Lisa does not like peas.*

— Juan: *Juan wants your attention.*

Some of the things that behavior can communicate are individuals':

- Preferences or choices
- Requests for objects
- Requests for assistance
- Requests for affection
- Desire for attention
- Feelings

The purpose of all modes of communication is to support individuals as they make choices and interact. It is important that DSPs are able to identify the modes of communication that individuals use and support them in using those modes.

ACTIVITY

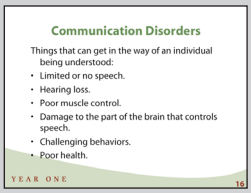
"Listening" to What Behaviors Are Communicating

Directions: Read about behaviors described in the left column. In the right column, write down what you think those behaviors are communicating.

Behavior	What could that behavior be communicating?
Example: Bob points to an apple on the table and then points to his mouth.	Bob wants to eat the apple.
Marta smiles and shakes your hand.	
Dan comes to you with a toothbrush in one hand, toothpaste in the other hand, and a confused look on his face.	
Lisa spits out peas onto the table.	
Juan tugs at your sleeve.	

Trainer Guide: SESSION 10

Show Slide #16: Communication Disorders



- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Describe things that get in the way of an individual being understood.
- Review the list of things that get in the way of understanding an individual.
- Review information about kinds of communication disorders in the Student Guide:
  - — Speech: Relates to the muscles that people use to form the sounds of speech.
  - — Language: Sometimes caused by damage to some area of the brain.
- Give examples of speech and language disorders using the information in the Student Guide.

Communication Disorders

You have learned about some of the ways that people communicate. In part, the mode of communication is influenced by communication disorders that an individual may have. Some of the things that can get in the way of an individual being understood include:

- Limited or no speech.
- Hearing loss.
- Poor control of muscles needed to produce speech (like with cerebral palsy).
- Damage to the part of the brain that controls speech.
- Challenging behaviors.
- Day-to-day health of the individual.

When making your needs known is hard, it's difficult to meet people and to do the things you enjoy, and it may make an individual behave in a negative way.

There are two kinds of communication disorders:

1. Speech Disorders

Speech disorders relate to the muscles that people use to form the sounds of speech. There are four types of speech disorders:

- **Abnormal pitch**

This is a condition in which an individual's voice is high-pitched or very deep. It is similar to the difference between a man's and a woman's voice. Men's voices are usually lower toned or pitched than women's.

- **Abnormal quality**

This is a disorder in which an individual makes the sounds, but the sounds last longer or shorter than usual or are molded together in a way that make it hard to understand. It is similar to a tape recording that has gotten too old so that the tape moves slowly or a tape recording that, at the end of the tape, moves fast so the voices sound high pitched and fast.

- **Excessive loudness**

This is a condition in which individuals almost shout rather than talk in a normal voice.

- **Incorrect articulation**

This is a condition where the individual's mouth makes sounds incorrectly. Perhaps a "p" is pronounced with a voice and breathing like a "b" sound. Another example is an individual's inability to make the sound at all with his or her lips, which keeps the listener wondering what he or she meant.

Sometimes speech muscles that don't work cause a speech disorder. You may hear a speech therapist who works for someone you support talk about this. Some individuals may miss sounds when they are talking, like saying "nake" for "snake," or "moke" for "smoke." Or an individual might say "dis" and "dat" instead of "this" and "that."

2. Language Disorders

Language disorders are sometimes caused by damage to some area of the brain. With a language disorder an individual might be limited in his or her ability to understand language. This is called receptive language. An individual's ability to talk might be limited. This is called expressive language. Or, a person may talk as if they are much younger.

Trainer Guide: SESSION 10

Show Slide #17: Supporting Individuals During Their Daily Routine

- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Identify ways to support individuals' communication in their daily routines.
- Review the slide.
- Give examples of each of the suggestions using the information in the Student Guide.

Show Slide #18: DSP TV video, Scene 21: Missed Opportunity. Click on the icon to show the video.

- Discuss and answer questions at end of Scene 21.

Answers

— What is the missed opportunity? *Kami missed the opportunity to encourage communication during the daily routine of making and eating a snack.*

— What would you do differently? *Talk to David about preparing the snack, offer him choices, allow him time to respond to those choices, and acknowledge his attempts to communicate.*

— How does David feel? *David might feel invisible, unimportant, and powerless.*

Show Slide #19: DSP TV video, Scene 22: Everyday Communication. Click on the icon to show the video.

- Discuss and answer questions at end of Scene 22.

Answers

— What did the DSP do well? *The DSP talked to David about the routine, offered David choices, and acknowledged David's attempt to communicate.*

— What could the DSP do better? *This is a good example of communicating during daily routines. Perhaps the DSP could have remained in the room while David ate his nachos and continued to communicate with him.*

— Does David's quality of life change? *David may have felt greater control over his life since he was given choices. He may have also felt more satisfied since he got to eat exactly what he wanted.*

Supporting Individuals During Daily Routines

Once the DSP has identified the individual's modes of communicating, his or her responsibility is to encourage communication during daily routines. Each time the DSP and the individual are together is a chance to initiate communication. This will help individuals have more control of their lives and participate in their communities in a meaningful way.

Following are some suggestions for supporting individuals' communication every day:

▶ **Create opportunities during the day to promote conversations with individuals.**

For example, talk to the individual while doing personal care, oral hygiene, eating, and dressing routines. These are opportunities for you to learn more about individuals' modes of communication and their preferences.

▶ **Allow individuals time to respond.**

Sometimes people are so busy that they ask a question and don't really wait for a response. How many times have you asked someone "How are you?" without waiting to hear their answer? It is important to keep in mind that some individuals may take longer to understand a question. Others may need time to formulate their response. Sometimes the response may take a very long time.

▶ **Acknowledge the individual's attempt to communicate.**

Remember that everyone communicates in different ways. Even a small sound or gesture needs to be noticed. That will let the individual know that what they are trying to tell you is important to you.

▶ **Provide opportunities to make choices. Avoid making decisions for individuals.**

If you have known an individual for a long time, you often think you know what they need and want. However, individuals' needs and preferences may change over time. It is essential to create opportunities for individuals to communicate their needs and preferences. One way to do this is to provide "choice opportunities." Choice opportunities are situations in which someone is provided with a choice between two or more items or activities. You can offer choices throughout the daily routine. For example, "Do you want to brush your teeth with Crest® or Colgate®?" "Do you want pizza or steak for dinner?" "Would you like to go for a walk or go to a movie?"

▶ **Talk to the individual about routines as they occur.**

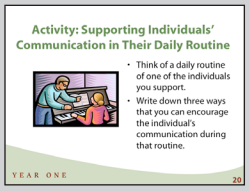
It is important to talk about activities as you do them. Imagine if you had to go through a day in total silence. By talking through each activity, you increase the chances that the individual will learn the words, as well as the order of the activities. You should talk through routines with the individuals you support even if you don't know if they really understand. You don't always know what the individual understands.

What the DSP teaches about communication is as important as how it is taught. If an individual is communicating through pictures or graphic symbols, the DSP may need to spend more structured time to assure that the symbol used matches what the individual wants to communicate. The DSP can also use those symbols throughout the day for routines and activities so that there are many chances to practice them. For someone who is learning to

Trainer Guide: SESSION 10

- Review strategies for making communication part of every day as shown in the Student Guide.
  - — Use words when individuals feel something.
  - — Use chances to name objects in daily routines.
  - — Describe everything as you assist individuals.
  - — Point to pictures of objects in books and say them clearly.
  - — Point out objects while on a walk, in the car, at the park, or in the store.
  - — Have the individual watch your mouth as you say words.
  - — Speak in short sentences when giving directions.
  - — Be sure to pronounce the entire word.
  - — Encourage progress in making sounds and saying words.
  - — Be sure your movements are simple when teaching.
  - — Encourage individuals to use all their senses.
  - — Listen carefully to what the individual says or attempts to say.

Show Slide #20: Activity: Supporting Individuals in Their Daily Routine



- Groupings: individual or pairs.
- Read the directions aloud.
- Give students 10 minutes to complete the activity.
- Ask for volunteers to share their strategies with the large group.

make choices through facial expressions, you can also make sure that there are a number of chances for him or her to make a choice and to practice facial expressions.

Strategies for Making Communication a Part of Every Day

- Use words when the individual feels something (sore, hurt, tired).
- Name objects during daily routines.
- Describe everything as you assist the individual (dressing, serving meals).
- Point to pictures of objects in books and say them clearly.
- Point out objects while on a walk, in the car, at the park, or in the store.
- Encourage the individual to watch your mouth as you say words.
- Speak in short sentences when giving directions.
- Be sure to pronounce the entire word.
- Encourage progress in making sounds and saying words.
- Be sure your movements are simple when teaching.
- Encourage individuals to use all of their senses.
- Listen carefully to what the individual says or attempts to say.

ACTIVITY

Supporting Individuals in Their Daily Routines

Directions: Think of an individual whom you support and one routine that they do on a daily basis (for example, brushing their teeth, bathing, eating breakfast). Using the Strategies for Making Communication a Part of Every Day *and your own strategies, write down three ways that you can encourage that individual's communication during that routine.*

Daily routine:_____

Strategies I use to encourage communication during this routine:

1.

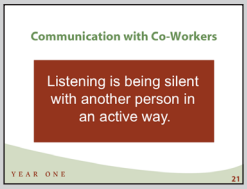
2.

3.

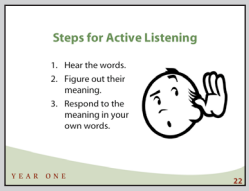
Trainer Guide: SESSION 10

Show Slide #21: Communication With Co-Workers

- Discuss the saying: "Listening is being silent with another person in an active way."



Show Slide #22: Steps for Active Listening and review.



Communication with Co-Workers

Until now, this session has focused on communicating with individuals and facilitating individuals' communication. We will now discuss how DSPs communicate with each other and with other team members.

Active Listening

Each of us shares the responsibility for good communication. Listening is a key skill to good communication. Realistically the life of a DSP doesn't always lend itself to those private moments when listening would be easy. When you add more people and their interests, you've increased the difficulty of listening. Effective DSPs develop the skills to both assist individuals to communicate and to listen very carefully. Another role of the DSP is to learn how to communicate effectively with other team members, including:

- Family members
- Regional center staff
- Licensing staff
- Administrators
- Neighbors
- Co-workers
- Work or program staff

We all need to take the time to figure out the words we hear. We may even need to ask the person who said them if we heard correctly before we respond. That means that we have to pay very close attention to each word the person is saying. This is called **active listening** because it involves a lot of energy. The steps for active listening are:

- Hear the words.
- Figure out their meaning.
- Respond to the meaning in your own words.

Hearing what a person says is not the same as listening. It happens when you take time to see if what you understood was what the person really meant. Your response is a way to "check" if the individual or fellow DSP feels heard and that the communication was understood. The ways that the DSP can do this are to:

- Ask the speaker questions to see if the understanding is correct.
- Reword the statement and say it back for clarification. For example: "What I hear you saying is that you feel frustrated. Is that correct?"

Sometimes it is important to not only hear the words but to "actively listen" to the individual's behavior or other modes of communication.

Trainer Guide: SESSION 10

Show Slide #23: Conflict Resolution

- There are many times that DSP's will encounter conflict, despite their attempts to communicate well.
- Ask students for examples of conflicts they have encountered in their work. For example, *two individuals wanted to watch different TV programs.*
- Sometimes, conflict arises because we have different expectations of the world and other people based upon our own experiences.

Show Slide #24: Activity: Stepping into Another Person's Shoes

- Groupings: pairs.
- Read the directions aloud.
- Give students 15 minutes to complete the activity.
- Have volunteers share what they learned about their partner.
- Ask if the discussion changed their perception of the other person at all. How?

Conflict Resolution

To this point, this session has focused on assisting individuals learn how to communicate and DSPs becoming good communicators. There will be times, even with good communication, when people disagree. For example, the planning team may disagree about the goal an individual may have, a parent may disagree with the support given to an individual, or two individuals living together can disagree about what TV program to watch. There are many times that a DSP will encounter conflict. It is important to know how to effectively and professionally resolve conflict.

Helping individuals be more independent may also mean teaching individuals how to resolve conflicts, how to solve their own problems, and how to make decisions. With those skills, the individuals you support can be more confident in their own abilities.

ACTIVITY

Stepping into Another Person's Shoes

Directions: Pair up with another person in the class, and ask the following questions. Write your partner's answers below.

1. Did you share a bedroom while growing up?

2. Do you share a home with someone now?

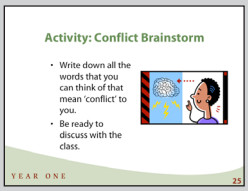
3. Was there ever a time when you didn't like sharing a room?

4. What made sharing a room or a house difficult?

Trainer Guide: SESSION 10

Show Slide #25: Activity: Conflict Brainstorm

- Groupings: individual, pairs, small groups, large group.
- Read directions aloud and give an example of a word that means conflict to you, such as *"fight."*
- Review the words that students came up with as a large group. Words may include: *war, anger, argument, tension, etc.*
- Point out how many of the words are negative.
- Emphasize that conflict can also be a positive thing if it leads to a greater understanding of and harmony with the people in your life.



ACTIVITY

Conflict Brainstorm

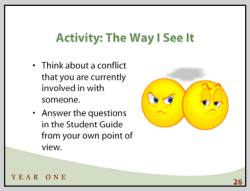
Directions: Write down all of the words you can think of that mean "conflict" to you.

Conflicts is:

Trainer Guide: SESSION 10

Show Slide #26: Activity: The Way I See It

- Sometimes, what we see as a problem is seen differently by the other person.
- Groupings: individual.
- Read the directions aloud.
- Give the students 5 minutes to complete the activity.
- Do not debrief until after the next activity on S-14.



Sometimes what you see as a disagreement is seen very differently by the other person. One important part of understanding conflict is to see things as the other person sees them.

ACTIVITY

The Way I See It

Directions: Think about a conflict or disagreement you are currently involved in. It can be in your work life or outside of work. Imagine that right after class, you are meeting with the person with whom you have a conflict. Maybe you had a disagreement last night and have not seen that person since. Prepare for that meeting by writing down your answers to the following questions.

1. What is the disagreement?

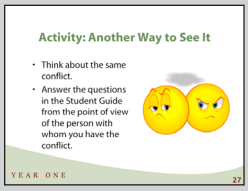
2. What will you discuss with the person when you meet?

3. What result do you want from the meeting?

Trainer Guide: SESSION 10

Show Slide #27: Activity: Another Way to See It

- Sometimes, seeing a problem from the other person's point of view is helpful in leading to resolution of the conflict.
- Groupings: individual.
- Read the directions aloud.
- Give students 5-10 minutes to complete the activity.
- Debrief with the large group by asking them what they learned from this activity? Will it help them resolve the conflict? If so, how? If not, why not?



ACTIVITY

Another Way to See It

Directions: Now imagine that you are the person with whom you have a conflict. Prepare for that same meeting by writing down your answers to the following questions.

1. What is the disagreement?

2. What will you discuss with the person when you meet?

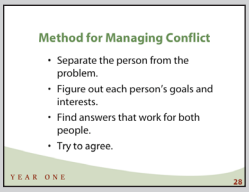
3. What result do you want from the meeting?

Trainer Guide: SESSION 10

Show Slide #28: Method for Managing Conflict

- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Describe a method for managing conflict.
- Review the information on the slide and in the Student Guide.



Method for Managing Conflict

Following is a method that you might use for managing conflict. This method may be helpful both at work and at home.

▶ **Separate the person from the problem.**

Put yourself in the other person's place, like you just did in the activity. Sometimes, something about the person is just annoying to you. It could be his or her voice or the way he dresses, or you don't like the way he lives his life. But you have to look just at the problem in order to resolve things. You have to control your emotions, even if the other person is doing things that really bother you. Mostly, you want to make sure that you understand each other.

▶ **Figure out each person's goals and interests.**

Concentrate on what each person wants most and try to find the places where there is agreement. Be open to meeting someone half way. Everyone should define how they see the problem, and the problem has to be discussed before solutions can be found.

▶ **Find answers that work for both people.**

There are many different ways to find possible answers to the problem. One way is brainstorming, which you'll practice a little later. Explore all kinds of options before making a decision.

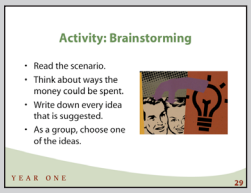
▶ **Try to agree.**

You may not come to agreement on a solution the first time that you discuss the problem. Sometimes, you have to review all of the options several times. Some people may want to think it over or discuss it with others. Once there is agreement, decide what the next steps might be. Who will do what, and when will that be done? Then figure out how to decide if the solution really worked.

Trainer Guide: SESSION 10

Show Slide #29: Activity: Brainstorming

- Groupings: small groups.
- Read the scenario aloud.
- Instruct the small groups to write down all the ways that the money could be spent. Write down every idea. Then, as a group, try to come to agreement on one of the options.
- Give students at least 10 minutes to complete the activity.
- Ask each group to share the option they chose and why. Then ask the large group if this activity was difficult, and why or why not.



ACTIVITY

Brainstorming

Directions: Break into small groups. Read the following scenario. Next, brainstorm some ways that the money could be spent. Every idea that group members suggest must be written down. Then, as a group, try to come to agreement on one of the options.

Scenario

One of the parents whose child lives in the home where you work just gave you $500. The parent said that the money can be spent in whatever way the whole group decides. The only restriction is that everyone has to be part of the decision making process.

Our group's ideas for how the money should be spent:

.....

.....

.....

.....

.....

.....

.....

We decided on this idea:

.....

.....

.....

.....

.....

.....

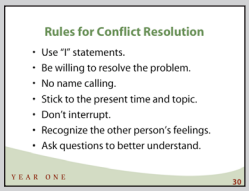
Trainer Guide: SESSION 10

Show Slide #30: Rules for Conflict Resolution

- This information relates to a session outcome and may be covered on the quiz.

  Outcome: Follow the rules for conflict resolution.

- Review the rules. Provide specific examples such as those given in the Student Guide.



Rules for Conflict Resolution

Below are some rules for resolving conflict. Rules like these are often used to help couples to communicate better. When you are discussing a difficult problem:

- **Use "I" statements.**

Using "I" statements means that you need to talk about the problem or disagreement from your own point of view. Look at the difference between the following statements:

"I feel much better when you call to let me know you'll be late."

"You never come home on time."

The second example puts the blame for the problem on the other person and can make it difficult to resolve the problem.

- **Be willing to resolve the problem.**
- **Do not engage in name calling.**
- **Stay in the present and stick to the topic.**

Staying in the present and sticking to the topic means that you shouldn't bring up problems that are not related to what you are discussing right now. Consider the following statements:

"You are acting just how you used to act five years ago when you never called home if you knew you would be late."

"And I also am sick of you leaving your dirty clothes on the floor instead of putting them in the hamper."

Statements like these take the focus off the problem at hand and make resolving it seem much less manageable.

- **Don't interrupt the person who is talking.**
- **Recognize that the other person has his or her own feelings.**
- **Ask questions to understand the other person's side.**

Spencer Johnson, M.D.

Trainer Guide: SESSION 10

Show Slide #31: DSP TV, Scene 23: Poor Communication. Click on the icon to show the video.

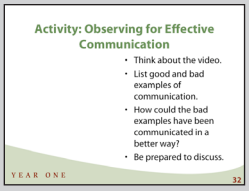
- Discuss and answer questions at end of Scene 23.

Answers

- What mistakes did you observe? *Kami was not giving the individuals her full attention. She did not take the time to hear their words, understand their meaning and respond to them. She ignored the individuals' preferences.*
- What would you do differently? *Turn off the television, ask the individuals what they would like for dinner, listen to their responses, and honor their choices.*
- Did the individuals' quality of life change? *Yes. The individuals may have felt like Kami did not care about them or their preferences, and dissatisfied with their meals.*

Show Slide #32: Activity: Observing for Effective Communication

- Groupings: Small groups.
- Direct students to the activity. Read the directions.
- Give students 10 minutes to complete the activity.
- Ask for volunteers to share their ideas.

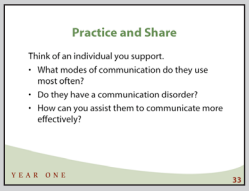


Summary

- Ask students to turn back to the "What Do You Want to Know" activity at the beginning of the session. Give students 5 minutes to think about what they learned and answer the third question.
- Ask for volunteers to share their answers.

Show Slide #33: Practice & Share

- Direct students to Practice and Share directions.
- Read the directions and make sure students understand the assignment.



ACTIVITY

Observing for Effective Communication

Directions: Think about the video. Make a list of the good and bad examples of communication you observed. Think of how the bad examples could have been communicated in a better way. As a group, be prepared to discuss what you observed with the whole class and to make suggestions for improving upon the bad examples.

EFFECTIVE COMMUNICATION

"Good" communication	***"Bad" communication***

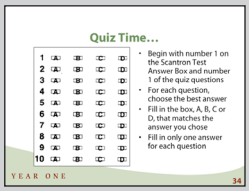
PRACTICE & SHARE

During this session you learned about modes of communication and communication disorders. Think about an individual whom you support. What modes of communication do they use most often? Do they have any communication disorders? How can you assist them in communicating more effectively?

Trainer Guide: SESSION 10

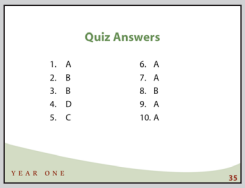
Show Slide #34: Quiz Time

- Review the directions for filling out a Scantron form.
- Give students 20 minutes to take the quiz.



Show Slide #35: Quiz Answers

- Discuss questions and answers as a class.
- Remind students to mark the correct answers so they can use the corrected quizzes as a study guide for the test after training.



Answers

1. *A*
2. *B*
3. *B*
4. *D*
5. *C*
6. *A*
7. *A*
8. *B*
9. *A*
10. *A*

End of Session 10

Session 10 Quiz

Communication

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

1. **Why do people communicate?**
   A) to give and get information.
   B) to stay healthy.
   C) to increase their income.
   D) to isolate themselves.

2. **Verbal communication has four parts: organizing the message, sending the message, receiving the message, and**
   A) sending the message back.
   B) processing the message.
   C) repeating the message.
   D) forgetting the message.

3. **Which is an example of nonverbal communication?**
   A) being silent when others speak.
   B) using facial expressions and gestures to make a request.
   C) singing out loud at meal time.
   D) looking around the room for someone to talk to.

4. **What is one thing that may get in the way of an individual being understood?**
   A) television watching.
   B) socializing with other individuals.
   C) having many unmet needs.
   D) an individual's hearing loss.

5. **Ways to support communication during daily routines include**
   A) not understanding the individual's needs.
   B) creating more opportunities for quiet time.
   C) sitting and speaking with an individual after dinner.
   D) talking only when the individual asks a question.

6. **If an individual has poor muscle control, how might it affect their speech?**
   A) they may make sounds that are not clear.
   B) they may not be able to hear.
   C) they may be very loud.
   D) they may only speak when spoken to.

7. **Which is an example of verbal communication?**
   A) an individual responds "Hello" to a greeting.
   B) an individual shakes a DSP's hand.
   C) an individual moves away from the person speaking to him.
   D) an individual is sitting quietly in a chair.

8. **When managing conflict, it is important to**
   A) enforce the rules.
   B) separate the person from the problem.
   C) win your argument.
   D) separate people who disagree.

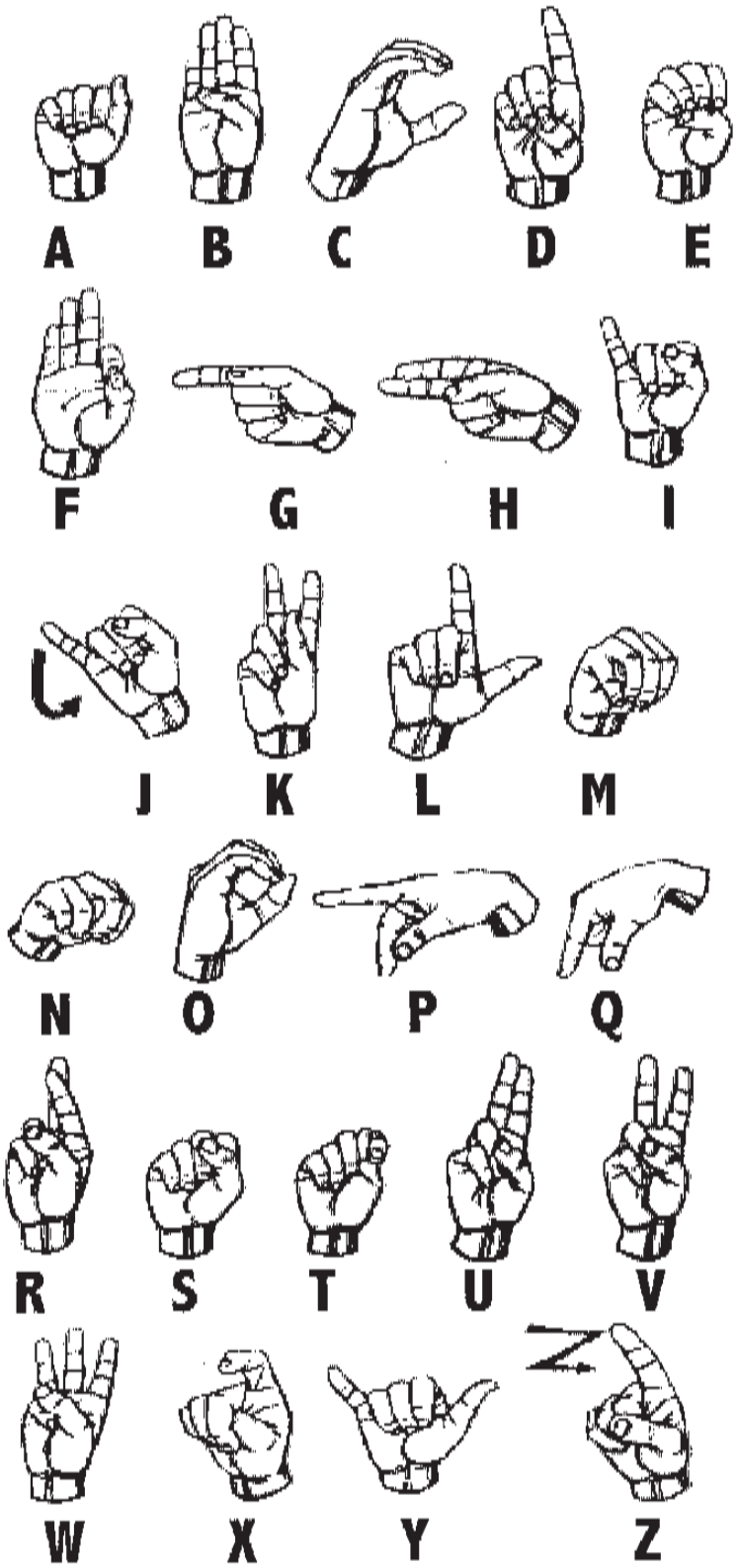
9. An "I" statement describes a problem
A) from your own point of view.
B) with the individual's behavior.
C) so it is clear who is at fault.
D) with the individual's plan.

10. When discussing a difficult problem with a co-worker,
A) don't interrupt the person who is talking.
B) be sure to get your own way.
C) bring up similar problems you have had with the co-worker in the past.
D) try to make the co-worker angrier.

Appendices

Appendix 10-A

American Sign Language Manual Alphabet



Appendix 10-B

Saying Words with American Sign Language

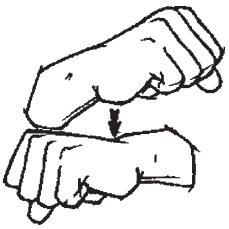
Excerpted from Vicars American Sign Language Course Introductory Signing Concepts at www.lifeprint.com

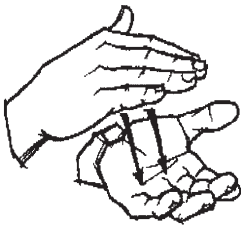
Home

The sign for "home" is made by touching your fingers and thumb together at the mouth. Then move your hand from your mouth to your right cheek.

Work

The sign for "work" is made by shaping both hands into the letter "s." With your palms facing downward, tap your left wrist on the back of your hand a few times with your right wrist.



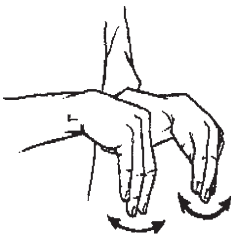


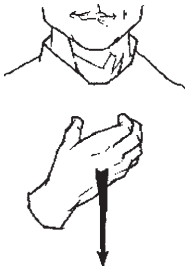
School

The sign for "school" is made by clapping your hands. Repeat two or three times.

Store

The sign for "store" is made by bending both wrists and pointing both hands down. Pivot both of your hands toward and away from your body. Repeat a few times.





Hungry

The sign for "hungry" is made by forming your right hand into the letter "c." Move your hand down the middle of your chest, starting under your throat. Note: Some people use the sign for "wish," and prefer to start "hungry" from a slightly lower position.

Thank You

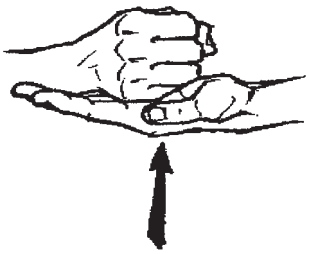
The sign for "thank you" is made by touching your lips with one or both of your hands. Your hand(s) should be flat. Move your hand(s) away from your face, palms upward. Smile. Note: Most people use only one hand for this sign.

Sad

The sign for "sad" is made by placing both hands in front of your face, palms in. Bring both of your hands down the length of your face. Tilt your head forward slightly, and a make a sad face.

Love

The sign for "love" is made by crossing both hands over your heart. Your hands may be closed or open, but the palms should face toward you.



Help

The sign for "help" is made by closing your right hand. Place your right hand on the outstretched palm of your left hand. Raise both hands. Note: Many people make this sign by placing the left "s" or "a" hand on the right "b" palm.

Bathroom

The sign for "bathroom" is made by forming the right hand into the letter "t." With your palm facing away from you, shake your hand in front of your chest.