

# **Self-Determination-Series 2**

## **Session 2: Review, Self-Advocacy, and Communication**

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**Stacie Rulison, Facilitator**



# Welcome Back!

Would you rather do  
artwork or play  
video games?



# Ground Rules for Meeting Online



Cameras on when possible



Use chat or raise hand to talk (Zoom or actual hand)



Listen to understand



Ask questions with the microphone or in chat

# Session Overview

**Session 1:** Self-Determination Review, Self-Advocacy, and Communication

**Session 2:** Thoughts and Communication

**Session 3:** Flexibility, Compromise, and Communication

**Session 4:** Person Centered Planning, Supported Decision Making, Attitude, and Communication



# Today

- Review important information from last time
- Talk about Communication Builders and Busters
- Learn more about non-verbal communication
- Home practice activities



# Self- Advocacy!

**Self-Determination**

**Self-Advocacy**

**Communication**

**Flexibility**

**Person-Centered  
Planning**

**Supported  
Decision Making**

# When thinking about self-advocacy

- A. Communication really doesn't matter so much
- B. Communication is very important to letting others know what we want or need
- C. If my parents or guardian know what I want or need, I don't need to worry about communicating

*(Put A, B, or C for your answer in the chat)*





# As a Self-Advocate...

## YOU...

- Know what you **w**\_\_\_\_ and what is possible for you
  - *want*
- Have more **c**\_\_\_\_\_ of you
  - *control*
- Make life **d**\_\_\_\_\_ with people who can support you
  - *decisions*



# As a Self-Advocate...

## YOU...

- Understand your **d**\_\_\_\_\_, your strengths, your challenges
  - *disability*
- Willing to be **f**\_\_\_\_\_ and compromise
  - *flexible*
- Know you have legal **r**\_\_\_\_\_
  - *rights*
- Communicate (speak-up) for **y**\_\_\_\_\_ and what you need
  - *yourself*



# Being a self-advocate...

- A. Mainly happens at work
- B. Mainly happens at home
- C. Can take place anywhere

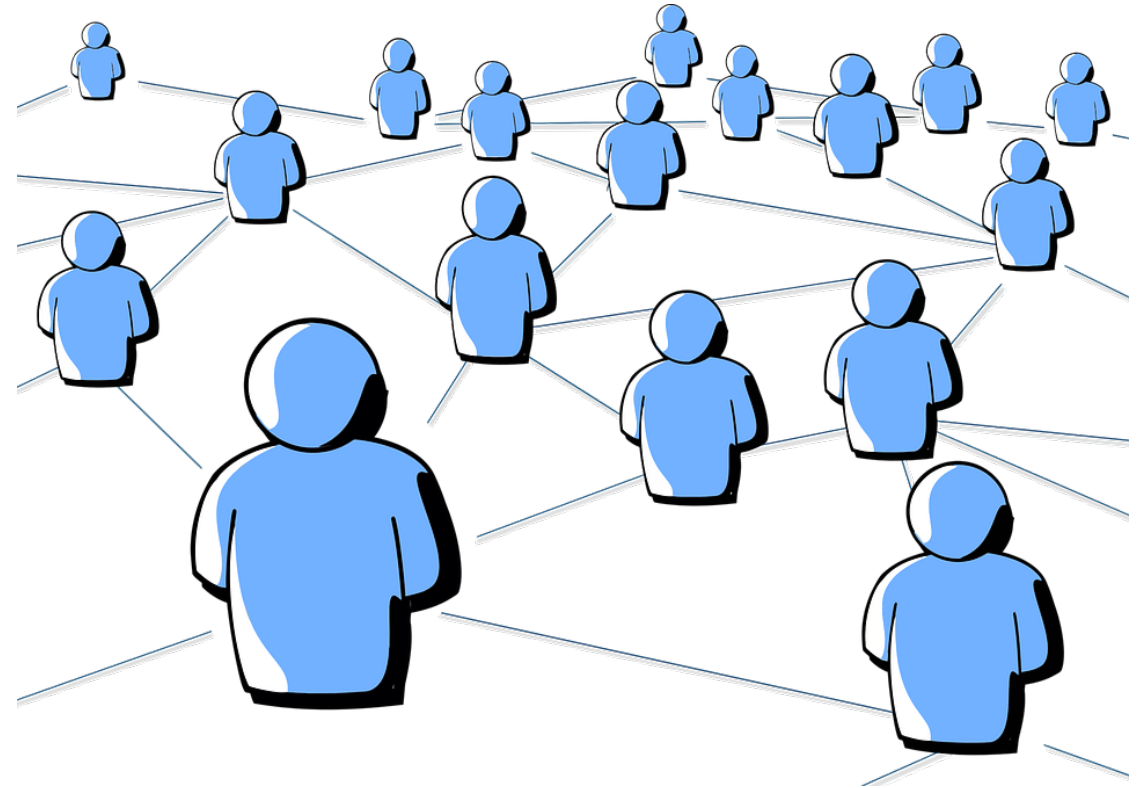
*(Put A, B, or C for your answer in the chat)*



# Communication

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**VERY Important for  
Self-Advocacy**



# 2-Way communication involves...

- A. Talking until you get your point across
- B. Trading information back and forth
- C. The other person doing most of the talking

*(Put A, B, or C for your answer in the chat)*



# 2-Way Communication

- Communication goes back and forth, like a **v**\_\_\_\_\_ game
  - *volleyball*
- One is **t**\_\_\_\_\_ or communicating, and one is **|**\_\_\_\_\_
  - *listening*



# 2-Way Communication

Does everyone need to talk to have a conversation?

**NO!**

Some people communicate with text, signing, or devices



# Video – Text to Speech Conversations



**What tips did Jill have for communicating with her?**

1. Be patient
2. Keep eye contact with the person
3. Speak to the person in a “normal” voice, not like a baby

[https://www.youtube.com/watch?v=wi5j\\_V4fbws](https://www.youtube.com/watch?v=wi5j_V4fbws)



**When only 1 person is talking or communicating in a conversation, is it a 1-way or 2-way conversation?**



# The person we communicate with is called....

- A. A friend
- B. A co-worker
- C. A talking or communication partner

*(Put A, B, or C for your answer in the chat)*



# Listening

Is **listening** a part of communication?



**YES!**

It is a very important part of communication

# What do we call the things we talk about?

T \_\_\_\_\_

## Topics!

- Something you are talking about
- Stay on topic when talking
- Common interests



# 2-Way Communication includes:

**C** \_\_\_\_\_: **telling** something about the topic

- *Comments*

**Q** \_\_\_\_\_: **asking** something about the topic

- *Questions*



# Comments and Questions

Make \_\_\_-\_\_\_ comments **ABOUT THE TOPIC**, then ask a question **ABOUT THE TOPIC**

(hint: how many comments?)

• **1-2**

# Common Question Starters....

- Who...
- What...
- Where...
- When...
- Why...
- How...
- Did...
- Do...



# Activity

Respond in chat with a **question** to these comments

- (Example): I am so hungry
  - When did you eat last?
  - What are you going to eat for lunch?
- I just got my driver's license
- I enjoy traveling
- I love dogs





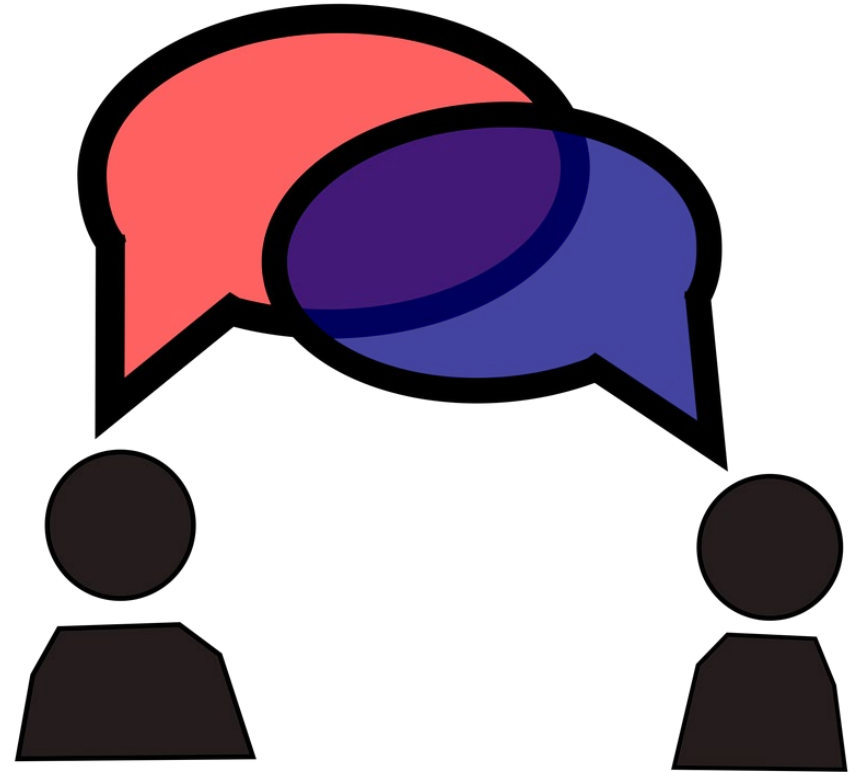
# Communication **BUILDERS:**



What We **Should Do**  
When Communicating

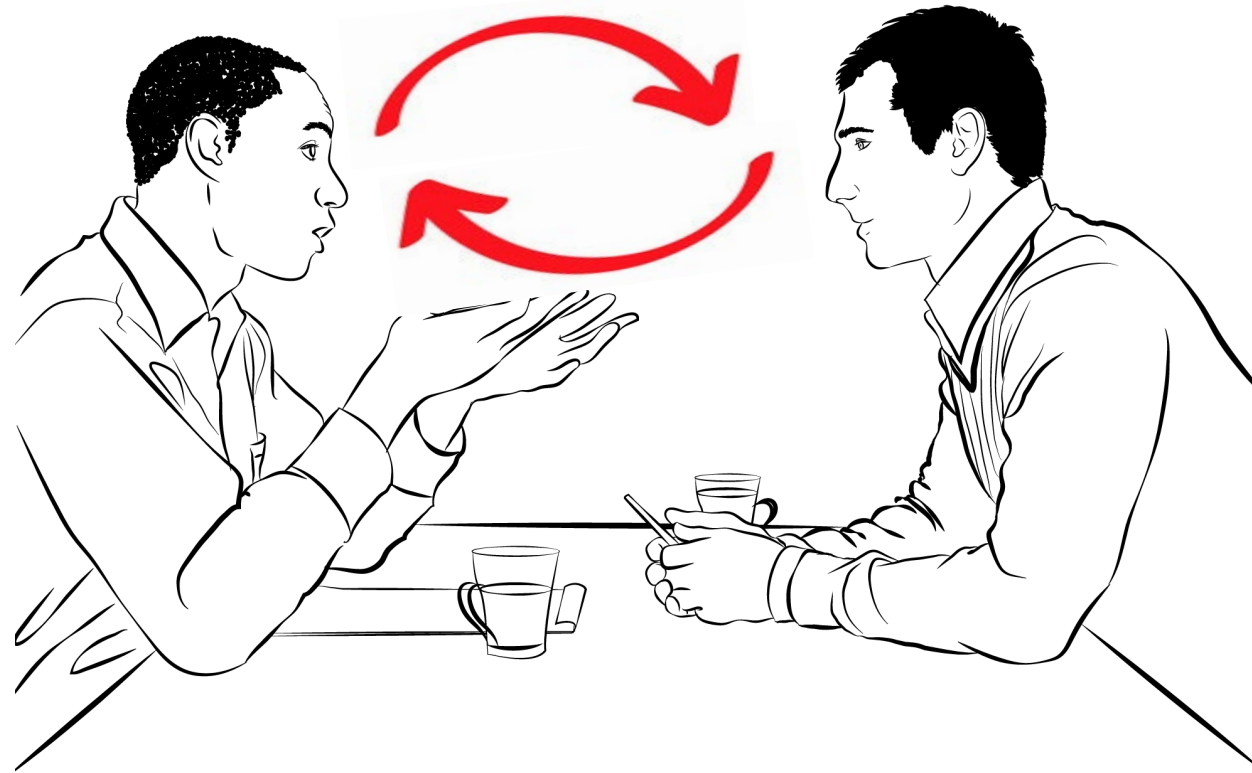
# Communication Builders

- Trade information
- Find common interests
- Listen to the person
- Watch body language
- Match the mood
- Use good volume
- Use good body boundaries
- Look toward the person



# 2-Way Communication

- 2-way communication
- Learn more about each other
- Questions and comments



# Find Common Interests

Oh, you like funny movies?  
Me too!

Yes, I love comedies, but  
have not been to a movie in a  
while



- Things we both like
- Things we can talk about
- Things we can do together
- Keeps conversation going

# Listen to the Person

## Show you are listening:

- Make short comments
  - Uh-huh, oh, interesting, cool....
- Use your body language
  - Face them and look at them
  - Nod a little
- Ask questions and comments
- They know you care



# Watch their Body Language

- Are they facing me?
- Are they talking to me?
- Are they looking at me?
  - Or giving me the **cold shoulder**?
- Watch ***your*** body language too!
  - Are you looking at them?  
Facing them? Talking to them?



# Match the Mood or Voice

- Try to match the mood of your conversation partner
  - If they are happy, talk in a happy voice
  - If they are sad, talk in a quieter voice
  - If they are excited, be a little more excited



# Examples: Match the Mood or Voice

- Joey is *excited* to go to Cedar Point and says, *“I get to go to Cedar Point Saturday!”*
  - Joey’s friend Cole says: *“That is so cool, I have never been there!”*
- Lilly is *bummed* she is sick and go bowling with her friends and says, *“I can’t believe I am sick and go bowling, I’ve been looking forward to it.”*
  - Lilly’s mom says: *“I know you are really disappointed, I’m sorry; we will plan to do it next month.”*



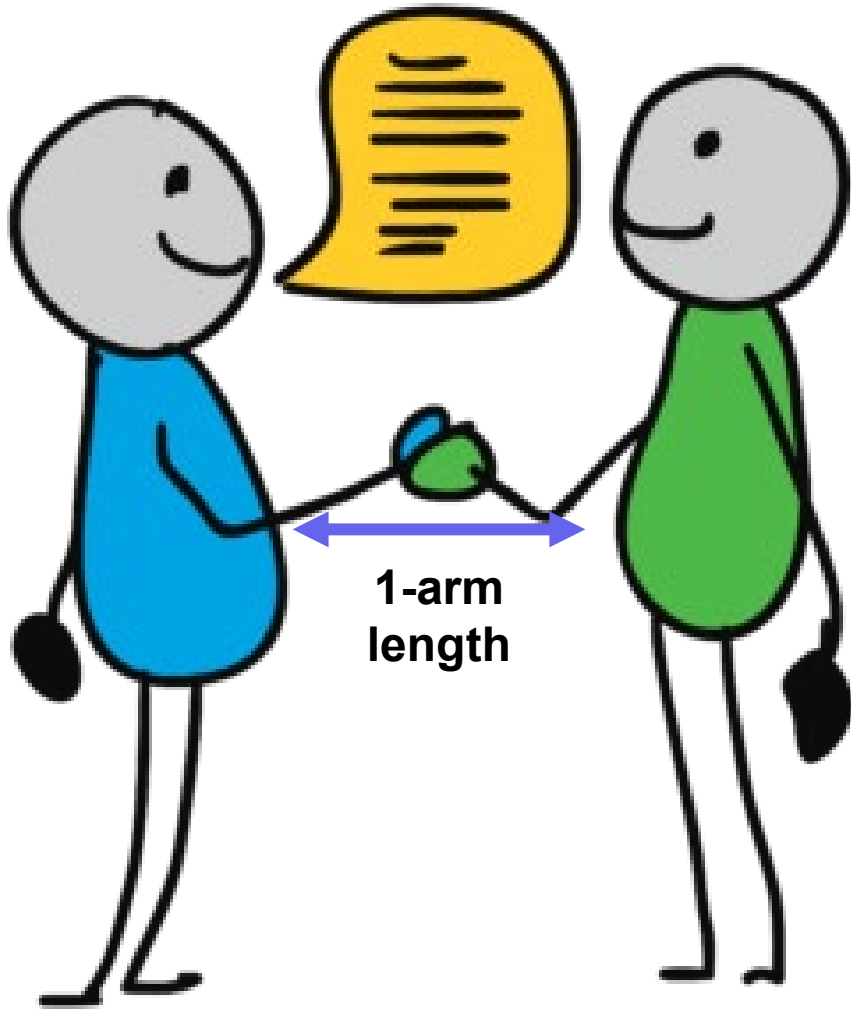


# Use Good Volume



- Not too loud
- Not too soft
- In the middle
- Watch your communication partner's body language

# Use Good Body Boundaries



- Not too close
- Not too far
- 1-arm length away

# Video

Jordan

Elaina

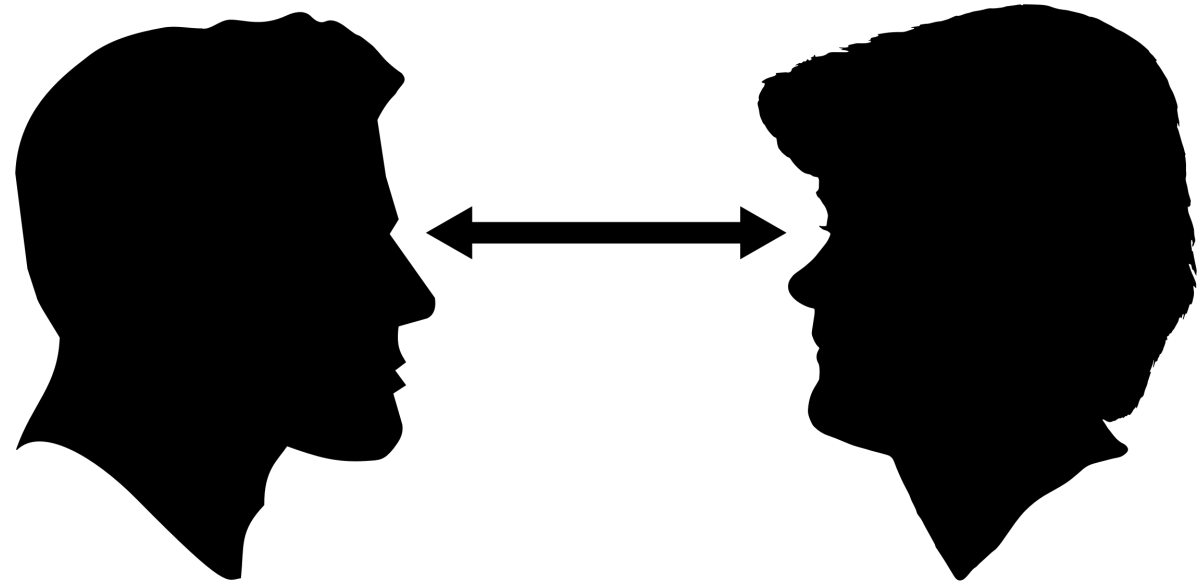


- What is going on here?

<https://www.semel.ucla.edu/peers/video/use-good-body-boundaries-bad-example-too-close>

# Look Toward the Person

- Look at or toward the person every 3-5 seconds and look slightly away
- If you cannot look at their eyes, look at their forehead
- Be careful not to stare



# Video

Jordan

Elaina



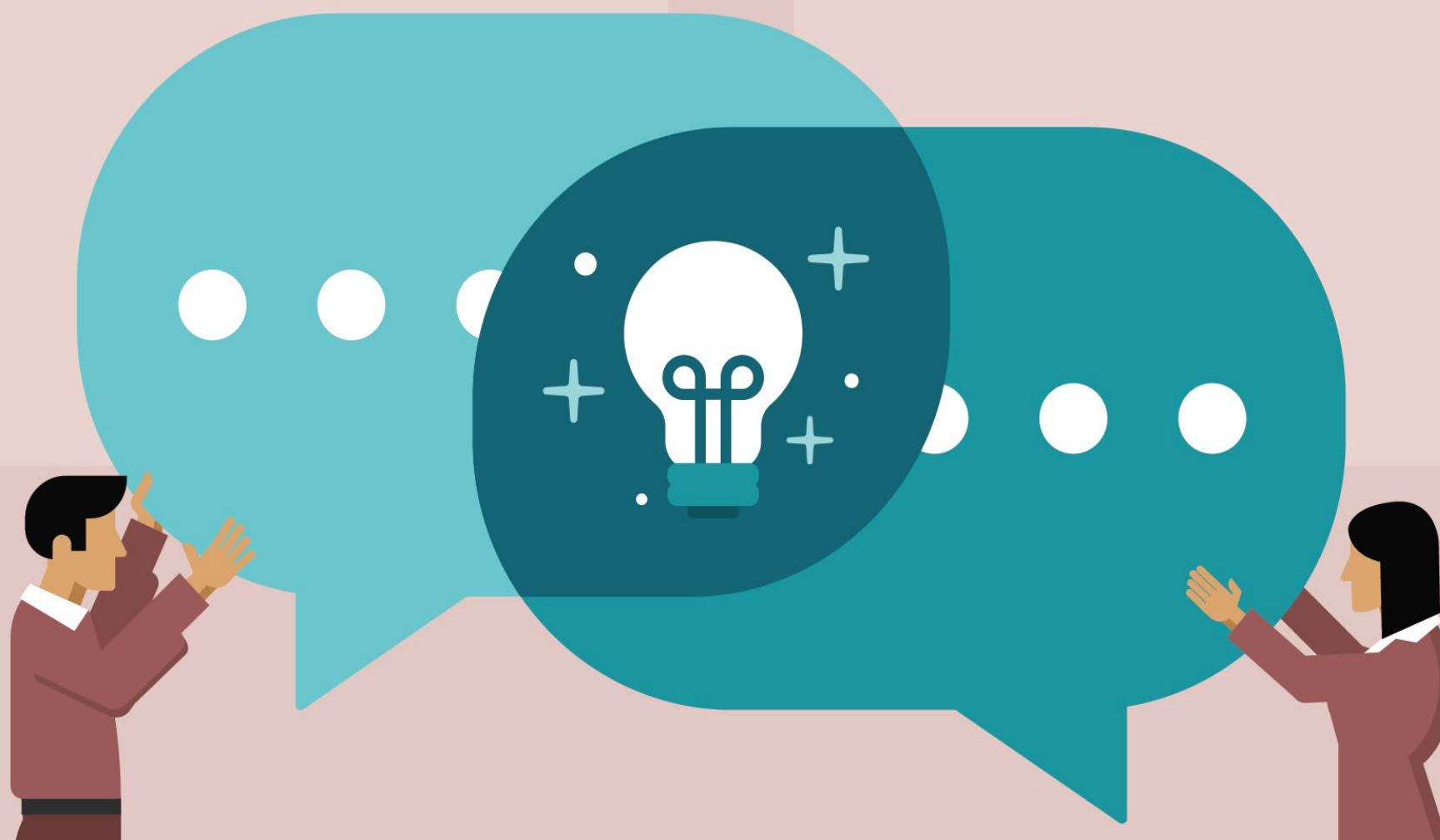
- What is going on here?

- <https://www.semel.ucla.edu/peers/video/use-good-eye-contact-bad-example-staring>

# Communication Busters



# About Communication **Busters**



Things we do  
when talking that  
can make 2-way  
communication  
harder

# Communication **Busters**

- Taking over
- Interrupting
- Repeating
- Policing
- Risky topics





# Taking Over

- One person doing all the talking
- Talking only about your area of interest
- Other person does not get a chance to talk
- Just interested in your topic
- Important to ask questions and make comments
- Important to share conversation



Is taking over a conversation and doing all of the talking a 1-way or 2-way conversation?

- *1-way!*

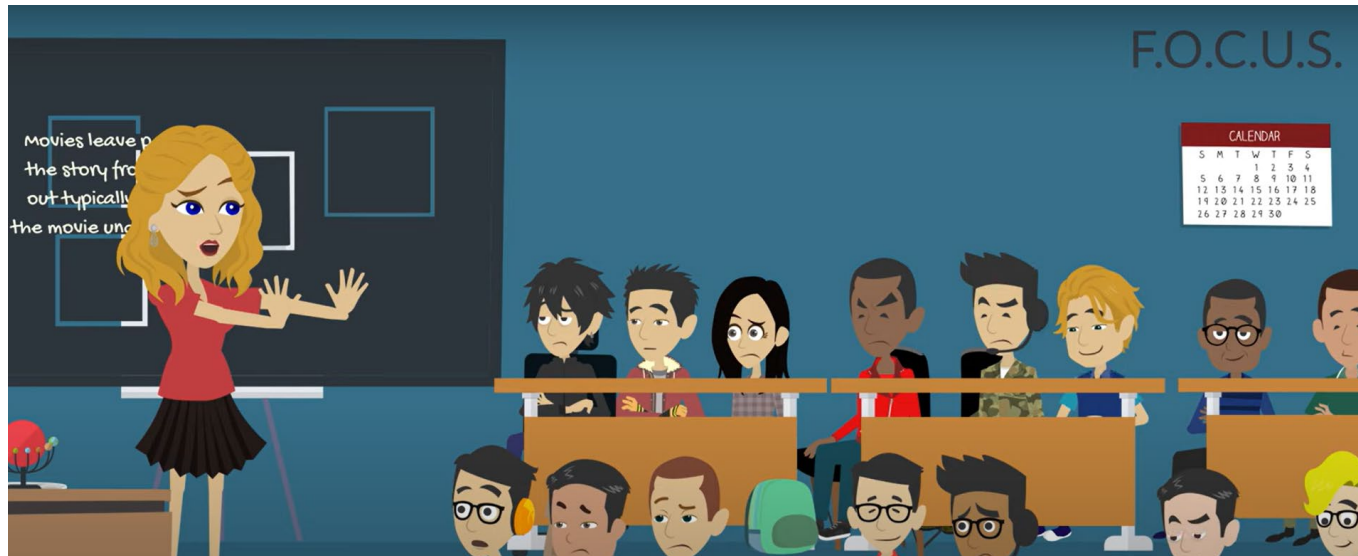


# Interrupting

- Stops flow of conversation
- Wait for a break in conversation



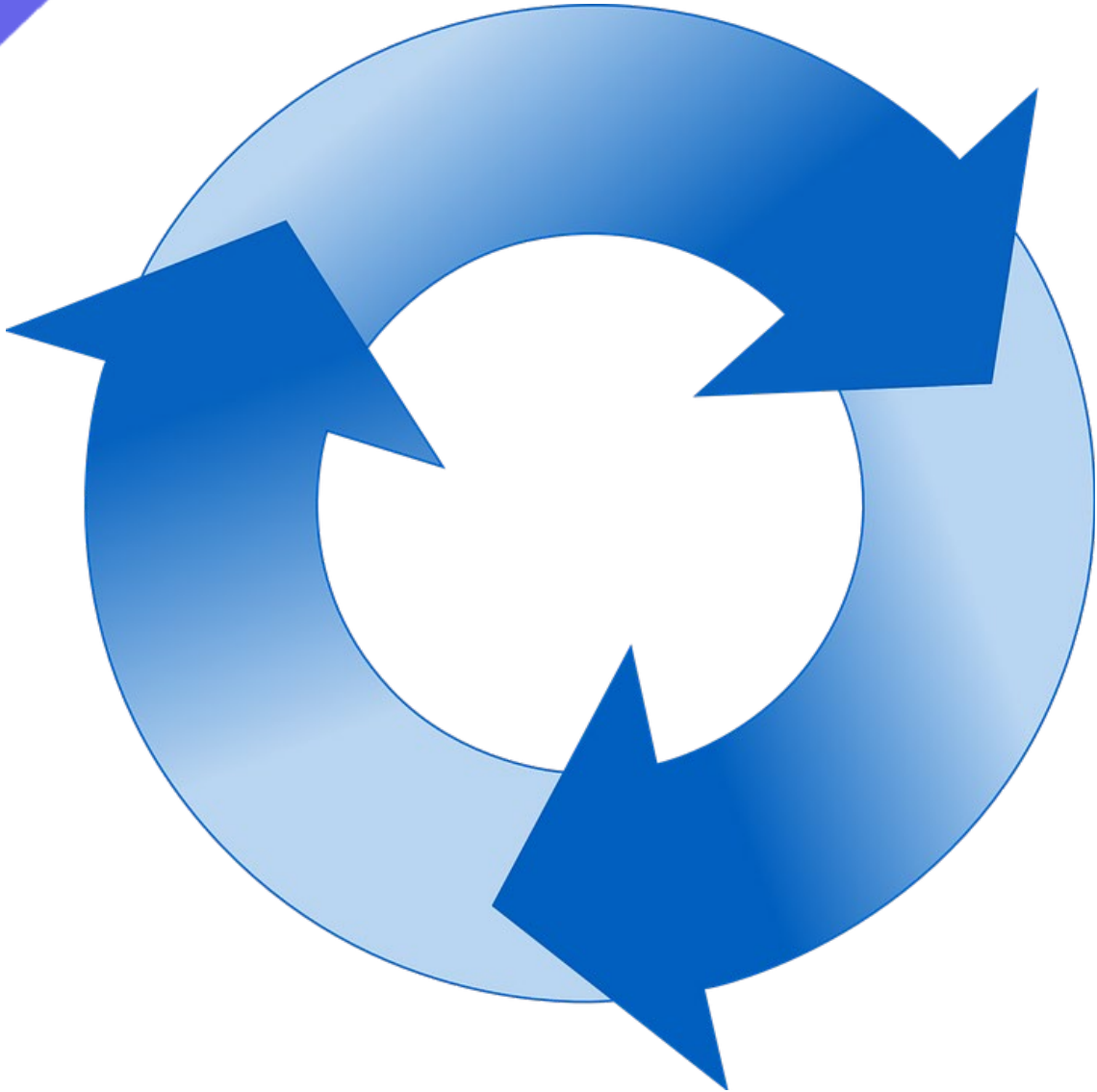
# Video-Interrupting



What is the problem here?

<https://www.youtube.com/watch?v=uo0doESIYN8>

# Repeating



- Saying the same thing over and over and over
- Think of other comments and questions you can ask **about the topic**

# What is going on in this video?



Elaina

Allison

<https://youtu.be/9K8s-LfcrWA>

# Policing



- Telling others the rules
- Telling them how to do things
- Telling them when to do things
- Telling them how to act
- At school, home, work, other places
- People don't like to be told what to do

# Risky Topics

- Risky to talk about certain topics
- Can hurt their feelings without meaning to
- Can annoy others without knowing it
- May be too personal-you don't know them well enough
- Could become a problem
- Could upset people
- Could get you in trouble to talk about certain topics





# Be careful of Risky Topics

- Weight
- Sex and gender
- Money
- Age
- Skin Color
- Religion
- Politics
- Body parts or how they look
- Speech difficulty
- Wheelchairs
- Body sounds (like burping, coughing, hiccups, etc.)
- Anything that could hurt someone's feelings or offend them



# Think it, Or Say It...

- If we **THINK** something
  - It may or may not be true
  - We **THINK** a lot of things
  - Thoughts pop in and out of our head
  - Not always okay to say something
  - Need to think before we say it



# Think First!

Her clothes  
don't  
match...should  
I think it or say  
it?

## STOP and THINK

- Could this be a **RISKY** to say?
- Could someone not understand?
- Could someone's feelings be hurt?
- If so, **THINK** it, don't say it



# Think First!

I like his new game, should I think it or say it?



## STOP and THINK

- If it is not a **risky** topic, you can give a compliment or say something nice to the person (a compliment).
- If you aren't sure, ask someone if it is okay

# Think it or Say It



## Discuss the video

<https://www.youtube.com/watch?v=kyNc-YNsQoY>

# Practice: Think it, Or Say It...

- You notice your friend who likes chocolate is not eating chocolate, should you think or say, “are you on a diet?”
  - **THINK** it!
- You like a necklace your friend is wearing, should you think or say, “I like your necklace.”
  - **SAY** it.



# Practice: Think it, Or Say It...

- Your friend just started a new job, should you think or say, *“How do you like your new job?”*
  - **SAY** it!
- A classmate has a hard time with saying certain words, should you think or say, *“why do you talk that way?”*
  - **THINK** it!



# Practice: Think it, Or Say It...

- Your neighbor just started a new job, and you are curious about how much the job pays. Should you think or say, *“How much money do you make?”*
  - **THINK** it!
- Your friend got a new hair cut and you think it looks cool. Should you think or say, *“I love your haircut!”*
  - **SAY** it!





# When communicating...

- A. You should think it first then say it because it may be a risky topic
- B. You should say whatever you think when talking to someone

*(Put A or B for your answer in the chat)*



# Home Activities



# Next Steps:

- 1. Review your Home Activities Checklist.**
- 2. Review handouts and the PowerPoint.**
- 3. Complete your Home Activities.**
- 4. Review Additional Resources on social communication.**

# Home Activity Checklist



## Michigan Alliance for Families

### Youth Self-Determination Series-Home Activities Checklist Series 2-Session 2: Communication Builders & Busters

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Home Activities Checklist

Use the checklist below to work through the assigned home activities. You can work through these activities with your parents, siblings, peers, or other support-person.]

Done	Activity
	Review the Class 2 PowerPoint and Handout on Communication Builders, Communication Busters, Think It or Say It
	Home Activity: Worksheet 1: 2-Way Conversation Home Activity
	Home Activity: Worksheet 2: Communication Builders and Busters Practice Home Activity: rate yourself on how you did using communication builders and busters
	Resources: Review the provided resources on Social Communications Skills

- Start with your Home Activities Checklist
- Work with your parents on this if you have questions

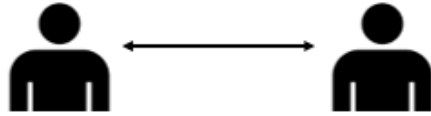


# Home Activities

## 2-Way Conversation Home Activity

Name: \_\_\_\_\_

Talk to a family member, a friend, a peer, or someone else and practice a 2-way conversation.



Who I talked to:

What was 1 common interest:

I made AT LEAST 2 comments: Yes or No

What was one comment:

What was a second comment:

I asked at least ONE question: Yes or No

What was one question:

I used Communication Builders Yes or No

I avoided Communication Busters Yes or No or Working on it!

- Start with your Home Activities Checklist
- Work with your parent or guardian on this if you have questions

# Home Activities



## Communication Builders and Busters Worksheet

Practice a 2-way conversation with your parents, sibling, friend, classmate, co-worker, or someone else. You can ask them for help filling out the information below, or to review this after you complete it, if it is helpful.

Who did you talk to? \_\_\_\_\_

I used the these **Communication Builders** in my conversation:

- I traded Information     I found common interests     I matched the mood  
 I listened to the person     I matched the mood     I used good volume  
 I used good body boundaries     I looked toward my conversation partner

What **Communication Busters** gave you the most trouble?

- I took over the conversation (just talked about my topic of interest and didn't share the conversation)  
 I interrupted the conversation (I stopped the conversation so I could talk)  
 I repeated myself (over and over during the conversation)  
 I policed the conversation (told them about the rules or what to do)  
 I talked about risky topics (I asked myself: should I think it or say it?)

What I can keep working on to improve my communication (write below):

- Start with your Home Activities Checklist
- Work with your parent or guardian on this if you have questions

# We are here to support you!

 @MichiganAllianceForFamilies

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**For more information visit**

[www.michiganallianceforfamilies.org](http://www.michiganallianceforfamilies.org)

Call 800-552-4821

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# Michigan Alliance for Families

In collaboration with



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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