

Self-Determination-Series 2
Session 2: Review, Self-Advocacy,
and Communication

Stacie Rulison, Facilitator





Michigan Alliance for Families
Information, support, and education

1

Welcome Back!





**Would you rather do
artwork or play
video games?**




Michigan Alliance for Families
Information, support, and education

2

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



Michigan Alliance for Families
Information, support, and education

3

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



4

Today

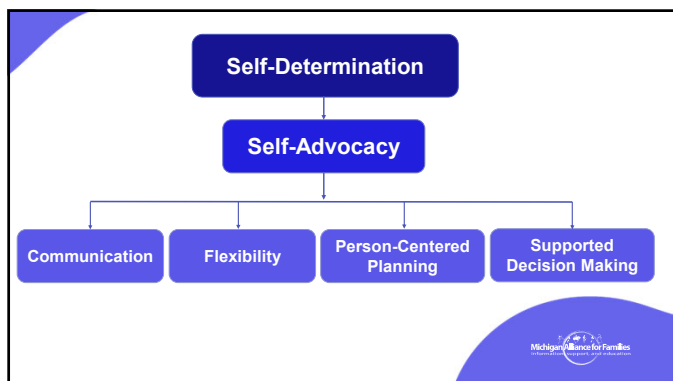
- Review important information from last time
- Talk about Communication Builders and Busters
- Learn more about non-verbal communication
- Home practice activities



5



6



7

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)

8

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*

9

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*






10

Being a self-advocate...

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

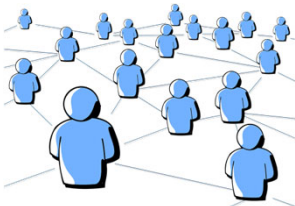

(Put A, B, or C for your answer in the chat)

11

Communication

VERY Important for Self-Advocacy






12

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)

13

2-Way Communication

- Communication goes back and forth, like a v_____ game
 - *volleyball*
- One is t_____
 - *talking*
 or communicating, and one is
 - *listening*

14

2-Way Communication

Does everyone need to talk to have a conversation?

NO!

Some people communicate with text, signing, or devices




15

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



16

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





17

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)



18


Listening

Is *listening* a part of communication?



YES!

It is a very important part of communication



19

What do we call the things we talk about?

T _____

Topics!

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




20

2-Way Communication includes:

C _____: **telling** something about the topic

- *Comments*

Q _____: **asking** something about the topic

- *Questions*




21

Comments and Questions

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

(hint: how many comments?)

•1-2



22

Common Question Starters....

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






23

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

24

Communication BUILDERS:



What We **Should Do** When Communicating



25

Communication Builders


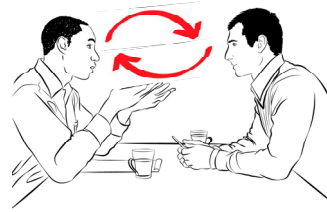
- Trade information
- Find common interests
- Listen to the person
- Watch body language
- Match the mood
- Use good volume
- Use good body boundaries
- Look toward the person



26

2-Way Communication

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



27

Find Common Interests



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

Michigan Alliance for Families

28

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



Michigan Alliance for Families

29

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?





Michigan Alliance for Families

30

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

31


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."*





32

Use Good Volume

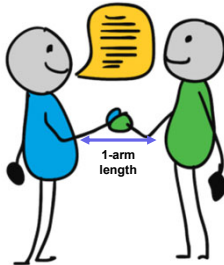


- Not too loud
- Not too soft
- In the middle
- Watch your communication partner's body language



33

Use Good Body Boundaries




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

Michigan Alliance for Families

34

Video

Jordan Elaina



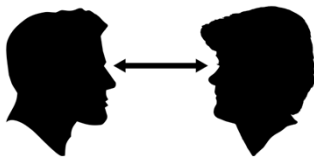
- What is going on here?

Michigan Alliance for Families

35

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





Michigan Alliance for Families

36

Video

Jordan Elaina

- What is going on here?



37

Communication Busters



38

About Communication Busters




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



39

Communication Busters

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



40

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



41

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



- *1-way!*



42

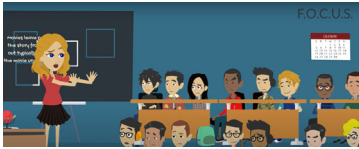
Interrupting

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




43

Video-Interrupting




What is the problem here?




44

Repeating



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



45

What is going on in this video?




Allison

Elaina




46

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



47

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



48


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

49

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

50

Think First!

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




51

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




52

Think it or Say It





Discuss the video



53

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.

54

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!

55

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!






56

When communicating...


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


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

57

Home Activities





58

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.



59

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
<input type="checkbox"/>	Review the Class 2 PowerPoint and Handout on Communication Builders, Communication Busters, Think It or Say It
<input type="checkbox"/>	Home Activity: Worksheet 1: 2-Way Conversation Home Activity
<input type="checkbox"/>	Home Activity: Worksheet 2: Communication Builders and Busters: Practice Home Activity: rate yourself on how you did using communication builders and busters
<input type="checkbox"/>	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




60

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



61

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 pushed 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



62

We are here to support you!

 @MichiganAllianceForFamilies

 @michiganallianceforfamilies

 /MichiganAlliance

For more information visit www.michiganallianceforfamilies.org

Call 800-552-4821
En Español 313-217-1060
لغة العربية 248-963-0607
Statewide Email: info@michiganallianceforfamilies.org





63

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).

www.michiganallianceforfamilies.org
1-800-552-4821
info@michiganallianceforfamilies.org