

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Demonstrate 5 different types of communication.
2. Apply active listening
3. Demonstrate ethical and respectful interactions with people who have developmental disabilities

Estimated Time

2 hours, depending on the number of participants

Supplies

Enough sets of Rory’s Story Cubes from Gamewright so that each table or group of four has a set. (Available in four different sets at Fred Meyer.)

Blank paper

Pens or colorful markers

If you would like the social stories and PECS in color, you may download this Facilitator’s Guide at the following link and print for yourself. Black and white copies of these pages are printed in this guide and the **Fundamentals** portion of the toolkit.

Activity cards, printed, laminated and cut apart

**Located at end of this chapter’s facilitator guide.*

This chapter has no visuals other than the title and ending slides.

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| <p>Preparation before training</p>  | | <p>In addition to reviewing the Facilitator Guide for this chapter, having enough Tool Kits and pens for each participant, reviewing your visuals, and preparing which questions you’ll ask, prepare the materials for the following activities included at the end of this facilitator guide chapter:</p> <ul style="list-style-type: none"> ✓ Activity cards <p>Room set up: Please set up your training space with the following ideas to set the environment for different types of communication. You may want to have a large arrow on the floor that directs participants to the sign in sheet. The environment of the room can be your tour guide through this chapter. Be creative.</p> |
| <p>Engage/Immerse (5 minutes)</p> | | |
| <p>Ask</p> | <p>?</p> | <p>Does anyone remember the first time or the last time you met a person who did not speak the same language you spoke?</p> |

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| | | <p>What did you do to attempt to communicate with them? (Listen to answers.)</p> <p>Have you ever noticed that sometimes when a person doesn't speak the same language, others attempt to communicate by speaking louder?</p> <p>Or rather than attempting to communicate, people will ignore each other?</p> <p>Imagine you are being dropped into a busy city where you do not speak the language. You will not be rescued until you obtain three items: Apple pie, white tube socks with a red stripe, and a roll of toilet paper, how will you communicate your needs?</p> |
| <p>Note</p> |  | <p>You could use the commercial on TV where people are talking but one person doesn't understand because he didn't watch the new TV show. Or some other situation where you thought you should understand but didn't.</p> |
| <p>Teach and Train (15 minutes)</p> | | |
| <p>Activity</p> |  | <p>Invite small groups at tables to work together to create a list of factors that can impact communication. You can also encourage them to write their list in their tool kits in the space provided.</p> <p>After allowing a few minutes to pass, invite each group to share their lists and give examples, while you write them on the dry erase board. Accept all answers and be sure to add (if not included) this list of factors and examples:</p> <ul style="list-style-type: none"> • the environment (forest, city, hospital, football game, car) • body language (body language doesn't always mirror spoken language, or culturally has different meaning) • emotional level or tone and pitch (feelings of anger, excitement, grief) • noise level or volume (rock concert, funeral, classroom, home) • our past history with the individual (helpful, mindful, frustrated) • what we have been told by others about the individual • pain (level/tolerance of pain varies per person) • hunger (if truly hungry, "<i>hangry</i>", a combination of hunger and anger, getting nourishment is the main focus of communication) • feelings of confidence or lack of (interviews, reporting emergency situations, being challenged by authority, defensive) |

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| | | <ul style="list-style-type: none"> • cultural differences (eye contact, proximity) • biases and assumptions (perception is NOT reality but it is how we are prone to believe) • time of day (alert, drowsy, busy, unfocused) • mood (related to mental health, current situation, hormonal) • familiarity (easier to talk to people we have established relationships with unless the relationship is compromised) • first and second languages (which language do we have in common) • different priorities, etc. (in a hurry, not my concern, too much information or oversharing) • physical impairments (hearing and/or visual impairments, speech impediments, dynovox or computer generated voices take a while to input data and then convey a message) • written information (unclear, foreign terms, lacking in reading or comprehension skills) |
| Say |  | <p>It's amazing we don't miscommunicate <i>all</i> the time given how many things influence communication.</p> <p>As we look at communication from a number of different perspectives today, we're going to examine communication between individuals, ourselves, and those around us.</p> |
| Ask |  | <p>Looking at this list, which of these factors could or do influence our communication with:</p> <ul style="list-style-type: none"> • the people we support? • our coworkers and management? • our friends or family? |
| Note |  | <p>Although communication could be impacted by all these factors, there may be more factors with a specific group. Putting a checkmark in three different colors to represent the three groups may be a method to capture the groups' ideas. Or numbering 1, 2, or 3 for the different groups is another way to capture these factors and their impact. It will also be useful in looking at the following questions.</p> |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| <p>Ask</p> |  | <p>Point out environment, noise level, time of day, pain, hunger, and mood, then ask:</p> <ul style="list-style-type: none"> • How might the individual you support be experiencing communication based on these factors? And does that differ from how our coworkers, managers, family, or friends might be impacted? |
| <p>Say</p> |  | <p>Most of us have learned through trial and error (for some, more errors than for others) how to successfully convey meaning through use of tone, pitch, and volume as well as body language. That being said, we sometimes forget how important it is that our spoken words match our body language.</p> <p>If someone asks a question of me (as the facilitator) and I roll my eyes, look another direction, and shrug while saying, I will find that answer for you... I am pretty sure, that even though I meant what I said, how I conveyed that answer didn't look very convincing.</p> |
| <p>Ask</p> |  | <p>What impact would this perspective have on how we see the individuals we support if they too don't use verbal language that matches body language, or if they don't have a spoken language and we are interpreting their body language?</p> |
| <p>Ask</p> |  | <p>Have you ever asked a question and then waited for the answer? (long pause) And waited...and asked again? Do any of you have any experience communicating with people who use assistive devices such as a computer, dynavox, or PECs to communicate?</p> <p>People who use assistive devices to communicate are still at the mercy of how long it takes to enter an answer into their communication device. It can be frustrating to wait for an answer, but also frustrating to know the answer and not be able to communicate it quickly.</p> |
| <p>Say</p> |  | <p>There are people who do and do not have disabilities who use spoken language at a slower pace than others. Understanding a question or request does take time to be evaluated before the person can send back a response. Meanwhile, if the person giving the message or making the request gets in a hurry, the frustration level is affected for both.</p> |

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| | | <p>Some questions to ask may include:</p> <ul style="list-style-type: none"> • Generally speaking, is applying this skill/perspective more difficult for the individuals we support? If so, what can we do to compensate or assist them? • If this were successfully applied to how we interact with our peers, how would this impact the individuals we support? • Is this skill/perspective easier or more difficult to apply with the individuals we support? Why? • What impact would successfully employing this skill/perspective have on how the individual you support relates to you? • How could the absence of this skill/principle impact the individuals we support? • How would applying this skill/principle help us to identify and meet the needs of the individuals we support? • Why might the individual you support be able to do this? What can we do to assist? |
| <p>Engage (2 minutes)</p> | | |
| <p>Activity</p> |  | <p>Write this sentence on the dry erase board: <i>I heard what you said.</i></p> <p>Invite the group to choose a partner. Decide who will be the messenger and who will be the receiver. The messenger will deliver the sentence by first putting an emphasis on <u>YOU</u>. The receiver will translate what was said on a scratch paper. Then the messenger will repeat the sentence with the emphasis on <u>HEARD</u>. The receiver will translate what was said. The third time the sentence is repeated the messenger can put the emphasis on <u>SAID</u> or use an altered voice as if a cartoon character would say it, or how someone might use baby talk to say it. Again the receiver will interpret on scratch paper. The last time the messenger says the sentence, the receiver will be non-hearing. The receiver will interpret how the messenger sent the message knowing the receiver is deaf.</p> <p>You may repeat the activity so that all participants have the chance to interpret. Invite them to change roles and write another sentence: <i>The dog was barking.</i></p> <p>Repeat the prior activity with emphasis on first DOG, second WAS, and third BARKING or with a cartoon or baby talk voice, and the last time being said to a person who isn't able to hear.)</p> |

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| Ask |  | <p>How did the receivers interpret the message? (accusatory, sarcastic)</p> <p>How did the same words have different meaning when the emphasis changed? (smart-alecky, angry, playful, etc.)</p> <p>What did the messenger do differently when they were speaking to a non-hearing person? (more facial expression, louder tone of voice, body language and gestures emphasized)</p> <p>Listen and acknowledge responses.</p> |
| Say |  | <p>We will discuss different ways to communicate. The first, as you have experienced, is verbal. Verbal messages include gestures, facial expressions, tone, pitch, volume, pictures, and behavior, to name a few.</p> |
| Ask |  | <p>What can go wrong when you are simply speaking with someone?</p> <p>Listen to all answers, then ask for a complete silence.</p> |
| Activity |  | <p>Without saying a word, write this statement on the dry erase board:</p> <p style="text-align: center;">What did you do?</p> <p>Ask the group to write down how they interpret this question.</p> |
| Ask |  | <p>What were some of the interpretations?</p> |
| Teach/Train (1 hour) | | |
| Tool Kit |  | <p>Turn to your toolkit. Did we miss any of the non-verbal communication identified here?</p> <p>Sample clarification questions:</p> <ul style="list-style-type: none"> ✓ How could “tone of voice” put someone on the defensive? ✓ How might “facial expressions” add a negative sub-message? ✓ How could “volume” escalate conflict? ✓ How could “proximity” make someone feel unsafe? ✓ How could “eye contact” communicate blame? ✓ What “gestures” might escalate conflict? |

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| Activity |  | With a partner, take turns demonstrating how you might say, “It’s a wonderful day,” using a non-verbal method from your Toolkit. |
| Ask |  | What did you experience? |
| Activity |  | Invite pairs to take turns saying, “You look very nice today!” with an angry tone, loud volume and a little too close for comfort. |
| Ask |  | What did you experience? |
| Activity |  | <p>Try whispering the same sentence using a creepy voice from your favorite apocalyptic movie, putting your hands up in front of you like you plan to grab the person in front of you.</p> <p>Try the same sentence with your hand over your mouth, with the person at your back. If I read lips for communication, I have no idea that you are even talking.</p> <p>Just creepy right? Not that people who have disabilities don’t like a scary movie but if she didn’t know you, and you are saying this creepy statement in her home, in this tone, what message is she getting, no matter who you are?</p> <p>What do you think a person who uses English as a second language might feel?</p> <p>Think about being at home, in the bathroom, using an electronic toothbrush. Did you hear what someone said to you from the other room? Probably not.</p> <p>Thoughtful, respectful communication is our goal for this training. Not just what we already know, but what we need to know to make us purposeful in our communication with the people we support.</p> |
| Tool Kit |  | Turn to the miscommunication questions in your toolkit. What impact could miscommunication have on..... |
| Activity |  | Go through each relationship and discuss how the relationship is undermined, trust is impacted and people can get hurt. For each relationship ensure the discussion includes: |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| | | <ul style="list-style-type: none"> ✓ Personal life: friends and family, trust ✓ The person you support: needs not met, challenging behaviors escalate, goals not achieved, integration doesn't happen, competence disappears ✓ Relationship with the individual: lack of trust, negative relationship ✓ DDA caseworkers: Under payment, wrong resource, loss of provider referrals to your agency ✓ Medical: wrong diagnosis, medication, drug interactions ✓ Family: lack of trust, press coverage, loss of persons receiving services with your agency, loss of job for you. |
| <p>Say</p> |  | <p>Use this opportunity to point out miscommunication you have experienced with the people you support within your agency. This may be something that impacted the staff, person(s) you support, or even your agency.</p> <p>We talked about the consequences of people's actions in an earlier chapter. Remind staff of their responsibilities.</p> |
| <p>Say</p> |  | <p>Another verbal form of communication is called echolalia (ek-o-lay-lia) where people repeat what they hear. Have you ever done that to someone? Some of us did this as kids, especially to our siblings or friends that irritated us, and it's something our parents told us was rude. Some of the people we support can only speak when they are repeating what they hear. Sometimes they may whisper what they hear back to you. It's not our job to echo back.</p> <p>If a Direct Support Professional says, "I want to go to McDonald's." and a person who is supported repeats, "I want to go to McDonald's." What should be your response?</p> <p>Answers might include verifying what the person said by asking: When would you like to go? Where would you like to go? Or do not respond until the person brings it up again.</p> <p>A trainer tells the story of a person she knew who would ask, "Are you cold?" because she typically echoed staff messages. Her staff played a game with her, and would ask her back, "Are you cold?" She was unable to answer that she was actually cold. By asking the question, she was indicating she needed our help to get a blanket or offer her tea.</p> |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| | | Communication may not be simple for each person. It may take more detective work or more education for you to be able to communicate effectively with people we support. |
| Immerse (20 minutes) | | |
| Activity |  | <p>On each table you will find bags of dice with pictures on them. As a team at your table dump the dice out on the table and see what cubes are facing up. No, you can't turn them over to see what other options you have.</p> <p>As a team, review the cubes and create a sentence or two using just the dice. Write down the message you are intending for everyone to understand and place it face down on the table.</p> <p>Ask the teams to go to each table to see the message in the cubes. Each team will write down what they think the message says and leave their answer on the table face down. Move from table to table completing the same task until each group is back at their original table.</p> <p>Compare their messages with the original.</p> |
| Ask |  | <p>Why are they different? Possible answers: Different experiences, feelings, relationships which influenced their response.</p> |
| Note |  | Note to Facilitator: If you do not have dice, ask the participants to draw pictures to communicate their message. |
| Teach and Train (30 minutes) | | |
| Say |  | <p>Many of the people we support are non-verbal but that doesn't mean they don't communicate! Some may not have words but they have thoughts, desires, opinions and most have a way of expressing themselves in ways that can be difficult to understand.</p> <p>Sign language is the most familiar form of non-verbal communication. You will find that many of the people you will support use some form of sign language along with other modalities. Sign language is a pre-determined gesture that has meaning to the individual and the person they are speaking to. American Sign Language (ASL) is the most common signing in use in this country.</p> <p>A word of caution. Just because you (might) know sign language, does</p> |

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| | | not mean the people we support use it like you do. Over the years, many individuals have developed their own signs! It will be your responsibility to learn and become familiar with the particular signs they use. |
| Toolkit |  | In your Fundamentals section of the Toolkit for this chapter, you will see several sign language pictures. |
| Activity |  | Read and Model each sign as you go through each word and have participants practice each sign with you. Continue to use these signs throughout the rest of your training to encourage use and communication. Correct hand and finger placement as needed. (You may want to add “break” to the list.) |
| Note |  | Note to Facilitator: Discuss people you support and some of their more unusual signs. Tell participants where to find this information. If you have books with sign language pictures, bring that to your training and teach a few more than we have suggested here. Even if you don’t support anyone with these signs, DDA feels that it is to the benefit of each Direct Support Professional to experience some sign language. Review your expectations for staff to learn sign language. Should they take a class to be fluent? |
| Ask |  | What other types of gestures do you think people use while communicating? Pointing, tapping, facial expressions, laughter, crying, acting out... |
| Immerse/Engage (15 minutes) | | |
| Activity |  | <p>Every one please stand up and find a partner that you have not worked with before or that you don’t know well.</p> <p>Please be safe as we do this activity. Since we are trying to experience learning, please keep challenging behaviors to a minimum. You may have seen some challenging behaviors while you were in your on the job training but we don’t want to see all of those today.</p> <p>I am handing one person in your team a card. Please do not look at it quite yet. On your card you will find different things to communicate to your partner. Once your partner guesses what you are communicating, go to the next card. Switch modes as I call them out to you.</p> <ol style="list-style-type: none"> 1. Gestures – these can be: pointing, head nods, standing next to |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| | | <p>something they want</p> <ol style="list-style-type: none"> 2. Put your hands behind your back and only use: Expressions – feelings, but without other gestures Laughter Crying 3. Challenging behavior |
| Note |  | Note to Facilitator: If your class size is small consider doing this ala charades so that one person is doing all of the gestures while the rest of the group is guessing. |
| Ask |  | <p>Which mode was the hardest to understand?</p> <p>Does it differ from person to person?</p> <p>Where will you find information on how a person communicates?</p> |
| Note |  | Note to Facilitator: This is the perfect opportunity to share a communication plan for one of the people you support. Keep it confidential. Even in a room full of people who work for the same agency there is a “need to know” relationship. If you don’t work with that person, you don’t have a “need to know.” |
| Immerse/Engage (5 minutes) | | |
| Activity |  | <p>Break the room into small groups, giving each group an easel /Poster paper. Ask each group to brainstorm the icons they see daily and write their answers on an easel sheet. Don’t give too much information but you can use a stop sign as a starting point.</p> <p>Allow 3 minutes for this brainstorm. Share the information on each poster.</p> <p>Review one or two of the symbols to determine what information these icons relay to those who see them.</p> |
| Teach and Train (15 minutes) | | |
| Say |  | Turn to the Fundamentals section of your Toolkit where you will see the Picture Exchange Communication System (PECS). PECS is a software program where you can select different icons for the same thing. It helps to use one icon to indicate the same action or word. What kinds of things do you see on the PECS in your toolkit? Take some answers. (Behavior, what I can do, what’s next?) |
| Toolkit |  | |

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| | | <p>First let's understand that picture exchange systems can be PECS as you see here, they can be objects, or they can be realistic pictures of something. People may start with an object exchange system and move to a picture or the PECs. It is totally a personal preference. Pictures may be in black and white or in color – also a personal preference. People may have books full of PECs to use when they are away from home or only use pictures to indicate the steps in a skill they are learning. Not everyone will attend to looking at pictures or objects for their communication. The best assessment to determine which system is best is with a Professional Speech Pathologist skilled in working with people with developmental disabilities.</p> |
| <p>Activity</p> |  | <p>Turn in Fundamentals for this section of the Toolkit to the feeling chart. How might you work with someone to talk about their feelings if they communicate non-verbally? Locate the feelings on the PECS sheet. Which icon would you choose if you were sad? Happy? What's the difference between disappointed and sad? Is this too many? Could you give a choice of just three or four? Sure. It will depend on the person. Some people may be able to look at 6-10 feelings and choose while others might only be able to choose 1-3. Where would you find information about this?</p> |
| <p>Toolkit</p> |  | |
| <p>Immerse/Engage (15 minutes)</p> | | |
| <p>Say</p> |  | <p>In the past and probably currently in use people may use something called a dynavox. These devices are programmable and can speak for the person. Some people have used these devices for many years. With the invention of the computer and our current electronic devices many could improve their communication by changing to a different style. They choose to remain with what makes them most comfortable just as you might choose to use familiar language when you are with friends or family. Others have learned to use an electronic device that more resemble the same devices that you use. Communication style is usually discovered while people are still in school but you may find that some clients have a real fascination with electronic devices. People have learned to communicate using typewriters, computer keyboards, and other writing tools as well. It will depend on the person you are supporting and whether or not you will learn to use any kind of equipment related to communication.</p> <p>If you have a cell phone with you go ahead and pull that out of your pocket. Go to your settings and see if you have accessibility as one of your settings. What kind of tasks are on your phone that would make it more accessible to a person with a disability? Facilitate a conversation</p> |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| | | <p>regarding reasonable accommodation for communication.</p> <p>What about other electronic devices? Can you see how our society is learning to include these accommodations in our everyday lives? Which residential guideline does this address for someone with a disability? (Inclusion, relationships, status, competence)</p> <p>If you were dependent on one of these devices to communicate, how do you think you would feel if your device was broken, stolen or lost for long periods of time? Could you survive without your voice if you didn't have your cell phone and texting to replace it?</p> <p>Taking care of communication devices and systems are your responsibility. Which role do you think this falls under? Turn back to Chapter 1 in your toolkit and review your roles as DSPs. How many of your roles talk about respect and dignity? Respecting personal property, especially items used for communication, is an important role for you to play. It's the person's voice. Protect it and respect whatever tools may be used for this.</p> |
| <p>Note</p> |  | <p>Note to Facilitator: If you support people who use electronic devices or other devices for communication have them available and show the whole class how it might work. However, if this is not possible do not remove a device from someone to share with a new class. You may also want to discuss cost, who pays for it and how to get it repaired or replaced.</p> |
| <p>Say</p> |  | <p>Let's look at social stories briefly. Some of the people we support can manage their own behavior better when they know what to do. If you say, "Don't hit Jan." Their inclination is to "Hit Jan." When they ride a bus they may get confused. Since we want them to ride the bus independently, we might have a social story that rides along on the bus with them that they can pull out and review if they get confused or lost.</p> <p>A social story tells the person the next step. It provides instructions. It doesn't have to be in the form of PECS but it could be drawn on a piece of paper. There is a right way and a wrong way to write social stories. For our purposes today we aren't terribly concerned about that. If the person you will support has any social stories these have already been written and additional instruction will be provided if you are to write them.</p> |
| <p>Activity</p> |  | <p>Just for a little more insight into this let's try telling Jan that she is going to ride the bus. When she gets on the bus she is to sit in the second seat. She is not to sit behind the bus driver because she tends to pull hair and</p> |

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| | | <p>the bus driver gets a little distracted with that. What would your picture look like to tell Jan where she is to sit?</p> <p>On a piece of paper, draw your instructions for Jan. Be ready to post them in 5 minutes. You may work alone or with a partner.</p> <p>Review the pictures. Which one is right? It would depend on the person who is using it.</p> |
| Immerse/Engage (15 minutes) | | |
| Say |  | <p>There are two parts to every conversation. There’s the speaker and then there’s the listener. Is communication complete if the person listening didn’t understand? Didn’t hear? Didn’t follow the instructions? Of course not. Sometimes the way we stand or look tells the speaker that they are getting through to us. How do you know that you have been “heard”? Take some answers. This will include people did what you asked them to do, you got what you wanted...</p> |
| Teach and Train (10 minutes) | | |
| Tool Kit Activity |  | <p>As the facilitator make 4 chart papers with a line across the top and a line down the middle. (This is called a T chart). Below the line at the top and to mark the columns you created write a + on one side and – on the other. Above the line at the top write one of these topics on each chart so that you have four charts labeled:</p> <ol style="list-style-type: none"> 1. Thoughts 2. Body Language and gestures 3. Eye Contact 4. Vocal Qualities and Verbal Tracking (Verbal tracking involves only restating or summarizing what the client has already said. Verbal tracking does not include your personal or professional opinion about what your client said.) <p>As a group, create a list for the positive and negative behaviors we use when listening to people and write their answers on the charts. Go through one chart at a time. Let them know they can also write them in their Toolkit. (For sample answers, see the Fundamentals section of your Toolkit for this chapter.)</p> |
| Ask | | <p>Do you recognize yourself in any of the negative attending behaviors? What would you do to erase this behavior for yourself?</p> |
| Teach and Train (20 minutes) | | |
| Say | | <p>Open ended questions allow the person you are talking to provide information with more details. Instead of asking a closed question that</p> |

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| | | <p>can be answered “yes” or “no,” learning to ask open ended questions can:</p> <ul style="list-style-type: none"> • Allows others to contribute more to finding solutions • Allows others to open up and talk about themselves more • Increases the level of true listening • Builds relationships by increasing understanding • Can be used to guide someone towards positive choices • Allows the listener to gather more information and understand better <p>The list could on. What’s the difference between the following questions?</p> <p>Did you have fun at school today? Or Tell me what happened during lunch today.</p> <p>Is one more inviting than the other?</p> |
| <p>Tool Kit Activity</p> |  | <p>Have everyone find a partner they have not worked with. To demonstrate, have them turn to the Open Ended Questions graphic in their Tool Kit, and together as a group, change them from closed to open questions.</p> <p>Lead a discussion about the benefits of Open Ended questions as listed in the Tool Kit, asking for specific examples. Also, ask for additional benefits and have them add them to the list in their Tool Kit.</p> |
| <p>Activity</p> |  | <p>Following the exercise, debrief about their experience. Using questions, be certain to help them make the connection between becoming skilled at open ended questions and building relationships with the individuals they support. (For example - how could Open Ended questions help you get to know an individual better?)</p> |
| <p>Tool Kit Activity</p> |   | <p><u>Reflective Listening Skills</u> - Read the definition of Reflective Listening and have participants fill in the blanks in their Tool Kit.</p> <p><u>Reflective Listening Discussion Activity</u> - This activity will enable participants to dig deeper into the benefits of Reflective Listening in building trust and rapport and helping individuals to de-escalate.</p> <ul style="list-style-type: none"> ✓ Provide everyone with two cards - one will say “A” and the other will say “B” (you could also use the different colored poker chips, or two different colors of cardstock and have one color |

**CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM**

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| | | <p>represent “A” and the other, “B”).</p> <ul style="list-style-type: none"> ✓ Let them know that you’re going to read each statement below (also printed in the Tool Kit), and they are to choose which statement they believe is most correct by holding up the appropriate card. (Correct statements are underlined) ✓ After each statement, ask questions or have a brief discussion as described below. | |
| | | <u>A</u> | <u>B</u> |
| | | <p>Reflective listening validates a person’s perspective and/or actions.</p> | <p><u>Reflective listening communicates acceptance of a person’s feelings.</u></p> |
| | | <p>➤ <i><u>Tell them:</u> It’s important to distinguish between validating actions, and validating feelings. Reflective listening looks for and accepts the person’s emotions, no matter how strong, but it does not validate negative behavior. For example, if an individual were to say, “I wish I could just punch Roger in the face,” a reflective listening response might be “It sounds like you’re really angry.”</i></p> | |
| | | <p><u>Trying to solve someone’s problem while they are upset can make things worse.</u></p> | <p>The primary goal of reflective listening is to help them solve their problems.</p> |
| | | <ul style="list-style-type: none"> ➤ <i>Have you ever been in a situation where someone was offering you advice and trying to solve your problem when all you wanted to do was vent? How did that feel?</i> ➤ <i>Did that calm you down or make you more upset?</i> ➤ <i>How have you felt in the past when someone has told you to “calm down?”</i> ➤ <i>How does some of our original anger transfer over to the person who is trying to “help” in such situations?</i> | |
| | | <p><u>It’s more important that someone feels understood, than it is that they be told that things will be okay.</u></p> | <p>It’s more important that someone be told that things will be okay than it is for them to feel understood.</p> |
| | | <ul style="list-style-type: none"> ➤ <i>How might an individual mistake being told that “everything is going to be okay” for a lack of acceptance or caring?</i> ➤ <i>Can you think of a time when you felt minimized by someone who is telling you that “everything was going to be okay?” Why did it</i> | |

CH 5: EFFECTIVE COMMUNICATION
RESIDENTIAL SERVICES CURRICULUM

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| | | <i>make you feel that way?</i> | |
| | | Reflective listening elevates emotions. | <u>Reflective listening builds trust.</u> |
| | | <ul style="list-style-type: none"> ➤ <i>When someone takes the time to give you their undivided attention and really listen, how does that make you feel?</i> ➤ <i>What impact does it have on your relationship?</i> ➤ <i>How often do you think the individuals we support are denied the opportunity to have someone truly take the time to listen without minimizing, judging or problem solving?</i> | |
| | | <u>Reflective listening can communicate “tell me more.”</u> | Reflective listening communicates logic and reason. |
| | | <ul style="list-style-type: none"> ➤ <i><u>Tell them:</u> Effective reflective listening doesn’t try to rush forward with a solution. It recognizes the person’s need to vent and displays genuine interest in the individual. Reflecting a person’s feelings back to them is another way of saying, “Tell me more...”</i> | |
| | | People solve problems better when their emotions are heightened. | <u>People solve problems better when their emotions are not heightened.</u> |
| | | <ul style="list-style-type: none"> ➤ <i><u>Tell them:</u> When we are upset, a number of physiological things happen that make it very difficult for us to think logically. Two examples: rapid breathing causes an imbalance that does not allow enough oxygen to get to our brain, and the more emotional parts of our brain (such as the amygdala) have heightened activity, while the more logical parts of our brain have decreased activity.</i> ➤ <i>If this is true, how can we best help an individual in the midst of heightened emotions?</i> | |
| Ask | ? | <p>Debrief the conversation by looking at the Toolkit “Improv it” and reading through the beginning statements. Do these statements work in any situation? Most likely not. The idea is to work with the feelings, ideas, desires of the person you are supporting and not to:</p> <ul style="list-style-type: none"> ○ Impose your own thoughts into the conversation unless asked. ○ Finish the person’s sentence and do what you think they want ○ Escalate challenging behavior | |
| Engage/Immerse (5 minutes) | | | |

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| Activity |  | List on an easel sheet or whiteboard nice things we do for each other on a daily basis. (Examples may include: <i>Please</i> and <i>Thank you</i> , open doors for each other.) |
| Teach/Train (20 minutes) | | |
| Say |  | <p>Just as we follow cultural norms for polite behavior there are a few little tricks of the trade to help you communicate more effectively with people who have disabilities.</p> <ol style="list-style-type: none"> 1. Don't stumble over your words. If you are speaking to someone who can't see and your comment starts with "did you see that?" move on. The person who can't see gets it. They appreciate that you are including them in the conversation. Sometimes it may be appropriate to follow up with very visual statements, "Did you see how the yellow and red blend together in the sunset over the sandy beach." 2. Keep your hands in sight not in your pockets. Hands in pockets build a distrusting relationship. What do you have to hide? 3. Remove barriers between you and the person. If you are behind a counter or desk, move to the same side with the person talking to you. 4. A wheelchair is an extension of the person's body. Don't lean on it. Do sit across from the person to help them avoid neck strain and to make them more comfortable. Be on an even playing field during communication. Don't talk to them from the rear. That means they have to twist in the wheelchair to see you and sometimes to see your face to capture the meaning of the communication. Likewise, keep walkers and canes within easy reach when people sit down. If you must move it away to maintain a safe environment, come back frequently to check to see if the person needs it. Create a signal they can give you that they need their equipment. 5. Smile. Body language and facial expressions are 80 % of communication. Context is important. Use visuals as needed. Tell jokes, share movies, laugh, cry and be empathetic but do not assume that everyone is miserable. They aren't. |

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| <p>Tool Kit</p> <p>Activity</p> |   | <p>Have everyone turn to the “Communicating with Individuals Who Communicate Nonverbally” in their Tool Kit.</p> <ul style="list-style-type: none"> ✓ Read or have someone read each bullet point. ✓ Discuss the experiences of those who have worked with individuals whose primary form of communication is nonverbal. ✓ Ask how individuals might communicate their needs such as pain or hunger. ✓ Ask if any of the points would benefit the individuals they currently support or have supported in the past. ✓ Ask if there are other communication methods that they have experienced. ✓ Ask if there are any other communication ideas they can think of. ✓ Ask how important relationship development is in effectively communicating with someone whose primary method is nonverbal. |
| <p>Ask</p> |  | <p>What information was new to you today? Do you feel a little more comfortable with communicating with the people you will support? If not, that’s ok. You are still building relationships, learning about different ways to support this person and learning to communicate will take place over time. You may not understand everything they say now but you will learn things that others before you did not learn. You will become a trusted staff.</p> |
| <p>Reflection & Celebration (15 minutes)</p> | | |
| <p>Activity</p> |  | <p>Please administer the assessment at the end of this chapter.</p> |
| <p>Note</p> |  | <p>Note to Facilitator: Please review the objectives in the Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.</p> <p>Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.</p> <p>As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure</p> |

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| | | <p>that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments.</p> |
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SIGN LANGUAGE

help



eat / food



water



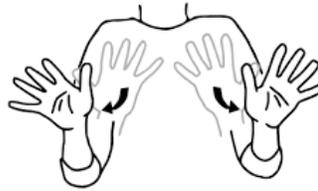
want



more



finished



bathroom



father/dad



mother/mom



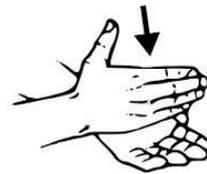
please



yes



no



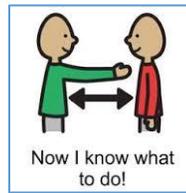
stop

thank you



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PECS and Social Stories



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| | | | |
| I take care of my feet | I wash them with soap | I dry them well | I use powder |
| | | | |
| Sometimes my toes or feet itch or hurt | I have a cream that for my feet to make them feel better | I wear clean socks | Now I have happy feet! |

| | | | | | | | |
|------------|------------|----------------|-----------|-----------|-----------|------------|----------|
| I feel | Happy | Sad | Angry | look | quiet | listen | good |
| sorry | share | take turns | speak | and | quiet | stop | help |
| think | helper | well done! | why? | quiet | noisy | OK | |

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|--|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Hello  | computer  | shopping  | music  | Work time  | home  |
| 1 | 2 | 3 | 4 | 5 | 6 |
| library  | shopping  | speech therapy  | Work time  | swimming  | home  |
|  | |  | | | |

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Use these scenarios for the nonverbal communication activity.

Print, laminate and cut apart. Give the whole set to each pair or only give half depending on the size of your group. Reuse if laminated.

| | |
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| I have to go to the bathroom. | It's time for my ballet class. |
| You forgot to buy lunch meat. | What is going on? |
| I saw ducklings on my walk today. | The flowers are pretty. |
| I want hot dogs for dinner. | I want to be alone. |
| That was funny! | I'm cold. (or hot) |