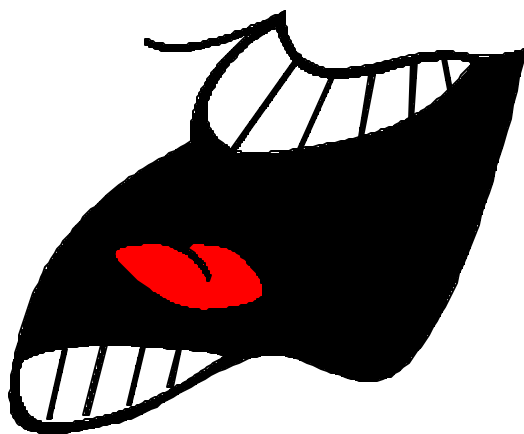


WHOSE FUTURE IS IT *ANYWAY?*

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS



SECTION 5

(Sessions 25-30)

COMMUNICATING (Or: I thought you said she said he said?)

Session 25

COMMUNICATING (Or: I thought you said she said he said?) - Communicating in small groups

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.



Hi! How's things? Did you finish that stuff on goals yet? Good. So far, you've done a lot of things that would be useful for your school planning meetings.

Huh? What do you mean, what things? Well, lots of things, that's what!

Think about it....

When you first started *Whose Future Is It Anyway?* we talked about how important it was for you to learn more about your transition planning process. Remember?

THE TRANSITION PLANNING PROCESS



...is a bridge to your future.

Transition skills are things you need to know to get from one point in your life to another. It is like walking across a bridge from school to the adult world. Transition planning is building that bridge.



Transition planning means making decisions about what you need to learn to be successful as an adult.

You figured out who should be at your transition planning meetings and who you might want to invite. After that, you learned about your unique learning needs and the supports that could assist you in meeting those needs. Next you learned how to make decisions by the **DO IT!** process and then came up with community resources that you could use. The last few sessions you've been working on **goals** and learning how to set **goals** and **objectives**.

Have you figured out how you are going to use all this information yet? Sure... that's right. All of these things are going to be useful as you participate in your educational and transition planning meetings.



Let me list some of the things you've done that should be helpful for you during the school meetings.

- ⇒ You know the purpose of the meeting.
- ⇒ You know who is supposed to be at the meeting.
- ⇒ You know that you should be an active part of the meeting.
- ⇒ You know that transition goals have to be based on your preferences and interests.
- ⇒ You know your unique learning needs and some supports that can assist you in meeting those needs.
- ⇒ You know what outcomes should be looked at in your educational planning meeting.
- ⇒ You learned how to make decisions using a process that defines the problem, identifies options, looks at the outcome of each option and takes action. (DO IT!)
- ⇒ You learned how to use the decision-making process to make decisions about important outcomes for your



planning meeting.

- ⇒ You learned that you should be signing your IEP and transition forms and used the decision-making process to make decisions about giving informed



consent.

- ⇒ You identified community resources on your current IEP or in your file and thought up some more community resources that might assist you to reach outcomes you want.
- ⇒ You learned how to identify and write goals and used this to write some goals for your next planning meeting.

Wow! You've been busy! Hard to believe that you've done all that and had fun too, right?

Don't answer that question. The important thing is that you've covered a lot of ground. Now, what do all those things have in common?



Don't say they are boring...
I don't want to hear that!

What? What's that? Right! They are all things you needed to know to get ready for



your meeting.

Guess what? You're already two thirds done. That means that you've gone too far to turn back now!

You have two more things to learn before you jump into that IEP meeting. First, you are going to look at how to communicate in a small group meeting. Then, you are going to learn a little about how to run a meeting.

Communicate. What's that?

Easy...it's just talking, right? When you communicate it means you're talking to



someone.

Careful...nothing is ever easy, remember? Communicating is more than just talking. Think about it. You can communicate in writing or by pictures. You can

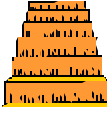


communicate by signing.

Communicating is a process.

Hey...we've heard that
before...process...remember?


A process means that there are a lot of

steps  that have to happen before
everything is finished.

Communication is a process that leads to
sharing information between people. It's
that simple.

But then again...nothing in life is simple,
right?

So, what about communication is a
process? What are the steps to
communicating? Take a look at this
example and see how many steps (fingers

pointing) you can see. 

Laticia wanted to find out what happened
at the homecoming dance after she left.
She searched up and down the hall for her
friend Karen, from Biology. There she was,
down there near the lockers, talking with
that new kid.

"What was that kid's name?" She thought
as she hurried down the hall. As she
moved closer, she could hear the new kid
saying something about the English
teacher.

Laticia walked up to the two classmates
and ☞ stood looking at both of them,
holding her books with both hands and
☞tapping her feet.

Both Karen and the new kid

☞ stopped talking and ☞looked back at
Laticia. ☞Karen said "Oh hi! Do you
know Luis?"

The new kid ☞looked away from Laticia,
☞glanced at his feet, while ☞his face
turned red.

☞ "Hi" said Laticia.

☞ "Hi" mumbled Luis, ☞looking down the
hall in the other direction.

☞ "I've got to go to Content Mastery," said
Luis.

☞ "Nice to meet you", said Laticia.

☞ "See you later, Luis", said Karen.

As Luis turned and headed down the hall,
Laticia ☞looked at Karen and ☞raised
her eyebrows. Karen ☞ smiled a little,
then ☞said "What do you want?"

Laticia ☞looked back down where Luis
was turning the corner and ☞ looked
back at Karen, ☞smiling.

☞ "Just tell me what you want and keep
your questions to yourself", said Karen,
☞smiling.

☞ "I had to leave the dance early and
wondered what happened after I was
gone" said Laticia.

Karen ☞quit smiling and ☞ crossed both
of her arms in front of her. ☞ "You should
be glad you left," she said.

☞ "Why?" said Laticia, ☞her voice rising
higher in surprise. She ☞turned her head
and ☞looked right at Karen's face.

☞ "Well, that band we had hired to play
for five hours only played for three," said
Karen. "They just packed up and left!"

Notice anything about the story that seemed
different?

Right! All that finger pointing. ☞ If you
haven't already figured it out (I assume that

means you were asleep again!), parts that followed the finger points (☞) were different steps in the communication process.


Now, go back and look at those. What is happening? Let's take a few and look at them more closely.

How about this one?


☞ "Just tell me what you want and keep your questions to yourself", said Karen,

What is happening here?

Right...someone is talking. So one obvious step in communicating is talking. It could

have been someone writing , singing



or using sign language  too, right?

What about this one:

☞ stood looking at both of them,

What's going on here? I mean, nobody is talking. Laticia is just standing there...looking at her classmates.

Is that communication? Well, she is sending a message.


What's that message? Right...she is saying "I want to say something." Instead of saying that or writing it or signing it, she communicates this message by standing there looking at them and tapping her foot.

How about this one:

☞ Karen quit smiling ☹

What message does that send? One minute she's smiling, the next minute she's not. In this case, she got serious because she seemed a little mad at the band for leaving early.

So Karen's facial expressions ☹ were part of the communication process. They sent a message that Karen was serious.

There were lots of other types of communication in the story. Luis spent a lot of time looking at his feet or down the hall and his face turned red  when Laticia spoke to him. What might that tell us? Well, maybe he's shy and has a hard time meeting new people. Or, maybe he likes Laticia and is embarrassed! Sometimes it's hard to tell what the meaning of something is.

At one point Laticia's voice was higher because she was surprised. How someone says something is also part of the communication process. If someone says something in A VERY LOUD VOICE that might mean they are mad or excited. If they talk real low, they might be shy or not sure about what they are saying.

See.. nothing is simple! Not even communication.


But, that doesn't mean you can't learn the ins and outs of communicating at meetings. I mean, if you are really going to take part in these meetings, you need to be able to communicate your message and to understand other people's messages as well.

So, over the next few sessions you'll be looking at communication. All kinds of communication.


You know, come to think of it, there is one more point about this communication process stuff that needs to be made.

We've talked about ways to send messages...by what you say, write or sign, how you say it, the tone of your voice, and your body language. Those are all important skills to learn. But for every person sending a message there needs to be someone receiving it - someone on the other end to hear it!

So another part of the communication

process is listening.  Sometimes you do something once you hear the message. Like, if you hear a kid down the block yelling for help 'cause he stuck his head in between the fence posts and can't get it out. You are going to hear it and run down there quickly. Well, I hope you are. Never mind that that kid is a brat and does this every week. You are still going to act.

Other times you just listen without acting. Like when your friend broke up with his girlfriend and talked to you for eighteen straight hours. He didn't want you to do anything, he just wanted you to listen. Now when your Dad yelled at you to get off the phone after the 14th hour, he probably wanted you to act on that!

Anyway.....listening  is an important part of communicating.

Come to think of it, I've done a lot of talking and you've been doing a lot of listening. Or sleeping. Whatever. Maybe it's time to do something and kind of wrap this session up.



Sending and receiving

messages. That is what communication is really all about. But, it isn't all that easy to figure out what the message being sent is! Sometimes there are "mixed messages"



where the person says one thing but seems to mean another. Sometimes messages are not clear enough. It's no wonder communication breakdowns happen!

Look at the two communication scenes below. If you want, you can work with someone else in the class. You can write the answers or just talk about them.

Communication Scene 1: You have done it again. You've been sleeping in class. Of course, while you were asleep you didn't notice that you were asleep. But now you can tell because the spiral notebook left marks on your cheek. That and the fact that your teacher is glaring at you. You think she looks like she's about to explode. Her face is all red. She is staring straight at you and she has her hands on her hips.

You try to make your hair lay back down right. Suddenly, your teacher says "I hope you had a very nice nap!"

How should you answer her?

☐ Say loudly..."Thank you, Ms. Rollins, I feel refreshed and ready to get on with the day now!"

or

☐ Mumble something like "I'm sorry about falling asleep, I'll try not to let it happen again."

What might happen if you chose the first one (Thank you, Ms. Rollins...)?

What might happen if you chose the second one (I'm sorry...)

Did Ms. Rollins really mean that she was glad you had a nice nap? Why?

How do you think Ms. Rollins said "I hope you had a very nice nap."

- ☐ In a kind, gentle voice.
- ☐ With an attitude.
- ☐ Loudly.

Communication Scene 2: You are late for class on the first day of the new school year. You couldn't believe it. Everything went wrong. The alarm didn't go off. No one woke you up. The bus was late. And now you are not sure where your homeroom is located. You are walking as fast as you can get away with to the end of the school where you think your class might be and see the assistant principal up ahead. She looks at you and, while trying to catch your breath since you ran from the bus stop, you say "Excuse me, Ms. Richards, where is room 222?"

Which of these would you rather have Ms. Richards say?

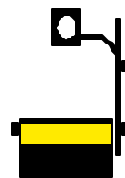
- ☐ "Um, down that way, sort of past that one locker and turn and then you will see the room."

or

- ☐ "Keep going straight, past three doors, to the locker on the left with the red sticker on the front. Turn left in that hallway and look on the right side of the hall. Room 222 is the second door you will see."

How are the two messages different?

What could Ms. Richards have done to make it even easier for you to find the room, without walking you there?



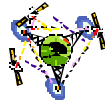
Okay. Let's look at what you've covered this session.

- ☒ You saw that before you take part in your IEP meeting, you need to learn how to c_____ in small groups.

- ☑ You learned that communication is a process of s_____ information between two or more people.
- ☑ You figured out that communicating is more than just t_____ and that there are many ways to communicate, like writing, using sign language, body language, or the tone of your voice.

- ☑ You learned about “mixed

m_____,” where the person says one thing but means another.



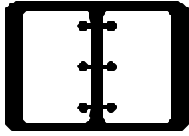
Before the next session, you should have:

- ✎ Spent some time looking at how body language is used in communication.
- ✎ Thought about the types of communication you use to get your messages across.

Okay. So that’s it for now.



Later.



Session 25 Summary Sheet - Communicating in small groups

WHOSE FUTURE GOAL 20: You will learn to communicate effectively in small group settings.

- ☒ You saw that before you take part in your IEP meeting, you need to learn how to communicate in small groups.
- ☒ You learned that communication is a process of sharing information between two or more people.
- ☒ You figured out that communicating is more than just talking and that there are many ways to communicate, like writing, using sign language, body language, or the tone of your voice.
- ☒ You learned about “mixed messages”, where the person says one thing but means another.