

Communication Techniques

➤ Restate the Content of the Speaker:

☺ Example:

Parent: When Sharon is around children without disabilities, she picks up a lot of language and good social skills.

Educator: So you've seen that your Sharon learns well by imitating others.

☺ Example:

Parent: Sharon did very well last year in a full inclusion classroom and I want the same kind of program for her this year.

Educator: So the inclusive setting was successful for her and you want for her to experience the same kind of success.

☺ Example:

Parent: Sharon never had a chance to be with other kids when she was in the regular classroom because she was always with the aide.

Educator: You're saying that because Sharon had an aide she didn't have a chance to interact with the other children, is that right?

➤ Reflect the Feelings of the Speaker:

☺ Example:

Parent: I was very angry when the principal told me that I couldn't go into Sharon's classroom. How can I see what kind of progress she is making if I am unable to observe the class?

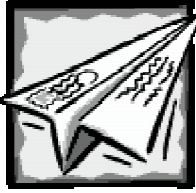
Educator: Mrs. Lopez, I understand your frustration at wanting as much information as possible on Sharon's progress. And, you're feeling excluded from the school.

☺ Example:

Parent: Sharon has stayed at the same level for over a year now and there is no excuse for that.

Educator: You're feeling frustrated with Sharon's progress and you want to see more done.





Communication Techniques continued...



➤ **Ask Questions for Clarification:**

☉ Example:

Parent: I don't understand why you can't put a full inclusion program into this school — it's being done everywhere else.

Educator: Can you tell me more about how the full inclusion program worked and what you liked about it?

☉ Example:

Parent: I just don't like the fact that Sharon was in a class with all disabled children last year.

Educator: Can you tell me more about what you didn't like about the self-contained classroom last year?

☉ Example:

Parent: I don't want Sharon pulled out of her classroom to receive her special ed. services.

Educator: What are your concerns about Sharon being pulled out?

➤ **Assert Perspectives and Feelings with “I” Statements:**

☉ Example:

Educator: I am concerned about the morale of the teachers because they don't think that you have confidence in their expertise.

☉ Example:

Educator: I'm frustrated because we feel we have the capability of meeting Sharon's needs, but we need her in school consistently to make the program work.

➤ **Summarize Important Points:**

☉ Example:

Educator: Mrs. Lopez, I heard you talk about two issues that are most important to you. First, you want Sharon to be able to be with typical students so that she can learn from them. And secondly, you need more information than you're getting about her progress and you want this information on a weekly basis, is that correct?

☉ Example:

Educator: What I've heard everyone say is that the two main goals for Sharon are to develop her verbal skills and learn to interact with her peers more effectively.