INCLUSIVE LISTENING™

The Practice of Working on Understanding

THANKS FOR JOINING US AGAIN!

In order to fully understand and participate in this webinar, please visit the 2-Part webinar that precedes this one.

Visit this link to Learn Inclusive Listening™:

http://www.directionservice.org/cadre/charkoudianwebinar.cfm

What Feelings are Expressed?

Choose Which Feelings Are Being Expressed

Mom: It's clear to me that Janice is having behavior problems because we are forcing her to be something that she's not. We're making her feel like there's something wrong with the way she was born. Yes, she's deaf, but how do we know that this isn't a gift from God? Yes, she was born with a missing hand, but why should she have to live with that prosthetic? Before she went to school, she was just happy and fine, without the prosthetic. She was doing great, using sign language and even reminding us to use our hands and to look at her when we speak. That kind of eye contact helped her feel connected and not so alone. But she went to school, and suddenly, we made her try to fit in and be "normal". I'm the one who has to convince her to put that prosthetic on, every morning. I'm the one who has to see the tears when she is so uncomfortable after having that thing on her body all day. I've been trying to hold in my own tears as I tell her that this is for the best, and that it's helping her use all of her body. I feel like a liar and a cheat. I DON'T know that she wouldn't be better off using her own body parts to the best of her ability. She might be able to do all these tasks without a machine on her arm. Now that we've told her that we want to get her the Cochlear Implant, I can see why she's rebelling. All of a sudden, she's hitting children with her prosthetic, not answering when teachers try to communicate with her, and teaching the other kids profane signs that she's found on the internet! We've taught her that she needs to fit in, but we never asked her what she wanted. So yes… she's finding her own way to fit in. I can see that she feels powerless, and her new behavior is her way of gaining power over her own life! I can't blame her. We were wrong, and we need to admit it. We certainly shouldn't add surgery to the mix, making her have to adjust to whatever bit of hearing the implant will provide. Because she's almost 7, the implant might not even help with her speech. Why risk it? Let's try letting her live as she IS. Let's get her help using what she has, instead of focusing on what she doesn't have.

A. Guilty
B. Religious
C. Doubtful
D. Heartbroken
E. Burdened
F. Abandoned
G. Regretful
H. Disconnected
I. Wrong

Feelings Expressed

A. Guilty

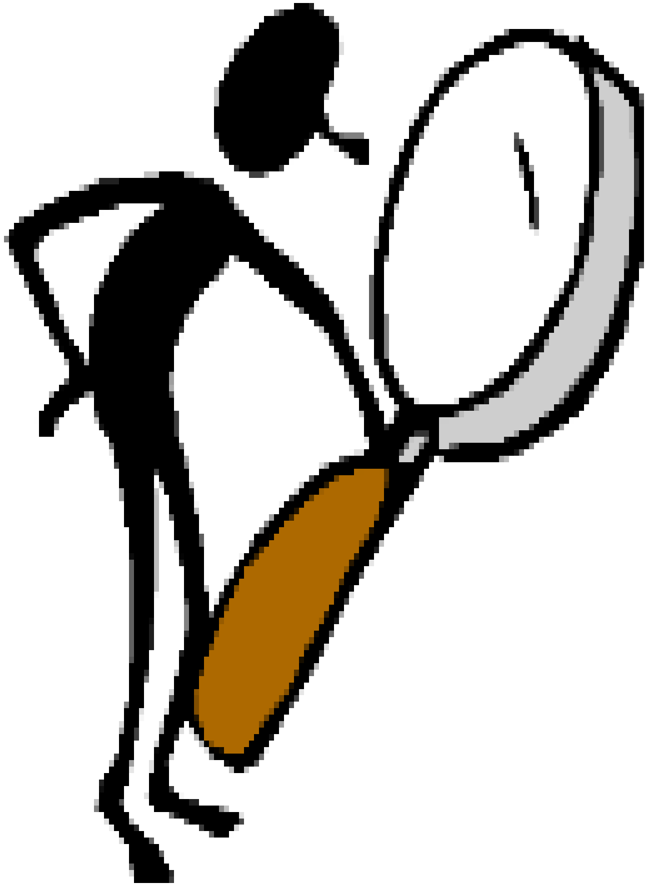
C. Doubtful

D. Heartbroken

E. Burdened

G. Regretful

Let’s Check out the Other Feelings



Why Aren’t These the Speaker’s Feelings?

B. Religious = your analysis of Mom

F. Abandoned = your opinion

H. Disconnected = wasn’t expressed

I. Wrong = your opinion/too strong analysis of “guilty”

Choose Which Feelings are Being Expressed

Dad: How can you say we were wrong? The last thing we need to do is go back on what we've been doing! Janice needs to see us being on the same page, and sticking to our guns. That will show her that we will do anything to give her a happy life. We are not wrong for wanting her to be more like everyone else. Don't you see the constant news reports about bullying? Children who are "different" will ALWAYS be an easy target to be teased, rejected, and even hit. She might not like the prosthetic now, but when she's able to use it like a hand, she will thank us. But she'll never get there if you won't make her use it. When I get home from work, I have to be the bad guy, and tell her to pick up things with it, or try to tie her shoes with it. You won't even help her learn to write her name with it! The minute she gets frustrated, you let her stop. She is going to be frustrated A LOT in life, and we can't teach her to give up. I wanted to get her the Cochlear implant a few years ago, when it would've been most helpful in her speech development. You said no, and I didn't want to fight about it. But now, we have to get it for her before it's too late. We can't deprive her of the opportunity to hear music, understand sounds in her environment, and even understand speech. Since we've waited so long, it won't fix all of her speech problems, but it can help her learn to talk a little better. I can't believe you think God wants her to be like this. How could you think we should let a 7 year old decide her own fate? That's why she's having behavior problems…because she can see that we are not on the same page. We need to be parents and decide what's best for her. If it was up to her, she'd be on the internet all day finding new insults and curse words…. not pushing herself to have a better life.

A. Stubborn
B. Controlling
C. Protective
D. Hopeful
E. Shocked
F. Burdened
G. Set-up
H. Mistrustful
I. Rejected
J. Determined
K. Pressured

Feelings Expressed

C. Protective

D. Hopeful

E. Shocked

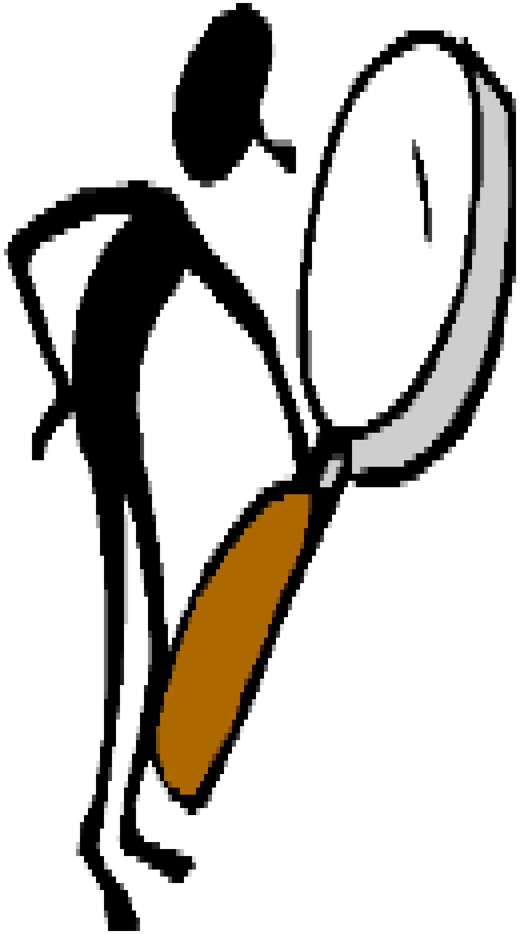
F. Burdened

G. Set up

J. Determined

K. Pressured

Let’s Check out the Other Feelings



Why Aren’t These the Speaker’s Feelings?

A. Stubborn = your opinion/analysis

B. Controlling = your opinion/analysis

H. Mistrustful = not what he expressed

I. Rejected = Dad’s fear about Janice, not his own feeling

What Values do You Hear?

What's Important to the Speaker … Using Value Language?

Mom: It's clear to me that Janice is having behavior problems because we are forcing her to be something that she's not. We're making her feel like there's something wrong with the way she was born. Yes, she's deaf, but how do we know that this isn't a gift from God? Yes, she was born with a missing hand, but why should she have to live with that prosthetic? Before she went to school, she was just happy and fine, without the prosthetic. She was doing great, using sign language and even reminding us to use our hands and to look at her when we speak. That kind of eye contact helped her feel connected and not so alone. But she went to school, and suddenly, we made her try to fit in and be "normal". I'm the one who has to convince her to put that prosthetic on, every morning. I'm the one who has to see the tears when she is so uncomfortable after having that thing on her body all day. I've been trying to hold in my own tears as I tell her that this is for the best, and that it's helping her use all of her body. I feel like a liar and a cheat. I DON'T know that she wouldn't be better off using her own body parts to the best of her ability. She might be able to do all these tasks without a machine on her arm. Now that we've told her that we want to get her the Cochlear Implant, I can see why she's rebelling. All of a sudden, she's hitting children with her prosthetic, not answering when teachers try to communicate with her, and teaching the other kids profane signs that she's found on the internet! We've taught her that she needs to fit in, but we never asked her what she wanted. So yes… she's finding her own way to fit in. I can see that she feels powerless, and her new behavior is her way of gaining power over her own life! I can't blame her. We were wrong, and we need to admit it. We certainly shouldn't add surgery to the mix, making her have to adjust to whatever bit of hearing the implant will provide. Because she's almost 7, the implant might not even help with her speech. Why risk it? Let's try letting her live as she IS. Let's get her help using what she has, instead of focusing on what she doesn't have.

A. Happiness
B. Not fitting in
C. Acceptance
D. Connectedness
E. Independence
F. God's will
G. Choice
H. Technology
I. Authenticity

Values Expressed

A. Happiness

C. Acceptance

D. Connectedness

E. Independence

G. Choice

I. Authenticity

Why Aren't These the Speaker's Values?

B. Not fitting in = your opinion

F. God's Will = analysis of what
Mom said

H. Technology = not what Mom
expressed

What’s Important to the Speaker … Using Value Language?

Dad: How can you say we were wrong? The last thing we need to do is go back on what we’ve been doing! Janice needs to see us being on the same page, and sticking to our guns. That will show her that we will do anything to give her a happy life. We are not wrong for wanting her to be more like everyone else. Don’t you see the constant news reports about bullying? Children who are “different” will ALWAYS be an easy target to be teased, rejected, and even hit. She might not like the prosthetic now, but when she’s able to use it like a hand, she will thank us. But she’ll never get there if you won’t make her use it. When I get home from work, I have to be the bad guy, and tell her to pick up things with it, or try to tie her shoes with it. You won’t even help her learn to write her name with it! The minute she gets frustrated, you let her stop. She is going to be frustrated A LOT in life, and we can’t teach her to give up. I wanted to get her the Cochlear implant a few years ago, when it would’ve been most helpful in her speech development. You said no, and I didn’t want to fight about it. But now, we have to get it for her before it’s too late. We can’t deprive her of the opportunity to hear music, understand sounds in her environment, and even understand speech. Since we’ve waited so long, it won’t fix all of her speech problems, but it can help her learn to talk a little better. I can’t believe you think God wants her to be like this. How could you think we should let a 7 year old decide her own fate? That’s why she’s having behavior problems…because she can see that we are not on the same page. We need to be parents and decide what’s best for her. If it was up to her, she’d be on the internet all day finding new insults and curse words…not pushing herself to have a better life.

A. Consistency
B. Good parenting
C. Being like everyone else
D. Safety
E. Perseverance
F. Quality of life
G. Unity
H. Endurance
I. Guidance
J. Politeness
K. Follow-through

Values Expressed

A. Consistency

D. Safety

E. Perseverance

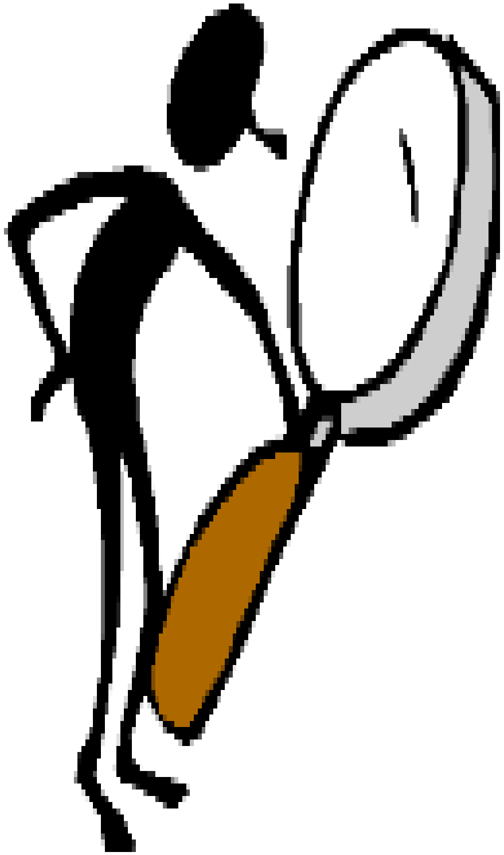
F. Quality of Life

H. Endurance

I. Guidance

K. Follow-through

Why Aren't These the Speaker's Values?



B. Good Parenting = your opinion about parenting/not expressed by Dad

C. Being like everyone else = assumption about what's being expressed

J. Politeness = not expressed by Dad

What Things Does the Speaker Have Conflict About?

What are the Topics?

Mom: It's clear to me that Janice is having behavior problems because we are forcing her to be something that she's not. We're making her feel like there's something wrong with the way she was born. Yes, she's deaf, but how do we know that this isn't a gift from God? Yes, she was born with a missing hand, but why should she have to live with that prosthetic? Before she went to school, she was just happy and fine, without the prosthetic. She was doing great, using sign language and even reminding us to use our hands and to look at her when we speak. That kind of eye contact helped her feel connected and not so alone. But she went to school, and suddenly, we made her try to fit in and be "normal". I'm the one who has to convince her to put that prosthetic on, every morning. I'm the one who has to see the tears when she is so uncomfortable after having that thing on her body all day. I've been trying to hold in my own tears as I tell her that this is for the best, and that it's helping her use all of her body. I feel like a liar and a cheat. I DON'T know that she wouldn't be better off using her own body parts to the best of her ability. She might be able to do all these tasks without a machine on her arm. Now that we've told her that we want to get her the Cochlear Implant, I can see why she's rebelling. All of a sudden, she's hitting children with her prosthetic, not answering when teachers try to communicate with her, and teaching the other kids profane signs that she's found on the internet! We've taught her that she needs to fit in, but we never asked her what she wanted. So yes… she's finding her own way to fit in. I can see that she feels powerless, and her new behavior is her way of gaining power over her own life! I can't blame her. We were wrong, and we need to admit it. We certainly shouldn't add surgery to the mix, making her have to adjust to whatever bit of hearing the implant will provide. Because she's almost 7, the implant might not even help with her speech. Why risk it? Let's try letting her live as she IS. Let's get her help using what she has, instead of focusing on what she doesn't have.

A. Communication
B. Profanity
C. Speech
D. Arm
E. Hearing
F. Hitting
G. Implants

Topics That Pass the Grinder

A. Communication

C. Speech

D. Arm

E. Hearing

Let’s Test the Other Topics

Topics Grinder

- Something the person said they have conflict about
- Specific/concrete
- Doesn’t blame anyone
- Doesn’t take anyone’s side
- Doesn’t set up yes/no scenario

Not Topics Because …

Profanity: blames/sets up yes/no

Hitting: sets up yes/no

Implants: takes a side/sets up yes/no

What are the Topics?

Dad: How can you say we were wrong? The last thing we need to do is go back on what we've been doing! Janice needs to see us being on the same page, and sticking to our guns. That will show her that we will do anything to give her a happy life. We are not wrong for wanting her to be more like everyone else. Don't you see the constant news reports about bullying? Children who are "different" will ALWAYS be an easy target to be teased, rejected, and even hit. She might not like the prosthetic now, but when she's able to use it like a hand, she will thank us. But she'll never get there if you won't make her use it. When I get home from work, I have to be the bad guy, and tell her to pick up things with it, or try to tie her shoes with it. You won't even help her learn to write her name with it! The minute she gets frustrated, you let her stop. She is going to be frustrated A LOT in life, and we can't teach her to give up. I wanted to get her the Cochlear implant a few years ago, when it would've been most helpful in her speech development. You said no, and I didn't want to fight about it. But now, we have to get it for her before it's too late. We can't deprive her of the opportunity to hear music, understand sounds in her environment, and even understand speech. Since we've waited so long, it won't fix all of her speech problems, but it can help her learn to talk a little better. I can't believe you think God wants her to be like this. How could you think we should let a 7 year old decide her own fate? That's why she's having behavior problems…because she can see that we are not on the same page. We need to be parents and decide what's best for her. If it was up to her, she'd be on the internet all day finding new insults and curse words…. not pushing herself to have a better life.

A. Music
B. Communication
C. Prosthetic
D. Hearing
E. Janice's Tasks
F. Behavior Problems
G. Speech
H. Sharing Parenting
I. Bullying
J. Arm

Topics That Pass the Grinder

B. Communication

D. Hearing

E. Janice’s Tasks

G. Speech

J. Arm

Let’s Test the Other Topics

Topics Grinder

- Something the person said they have conflict about
- Specific/concrete
- Doesn’t blame anyone
- Doesn’t take anyone’s side
- Doesn’t set up yes/no scenario

Not Topics Because …

Music: not something Dad said he had conflict about

Prosthetic: sets up yes/no

Behavior Problems: blames, isn’t specific

Sharing Parenting: isn’t specific, takes a side

Bullying: blames, isn’t specific, sets up yes/no

What Feelings are Expressed?

Choose Which Feelings are Being Expressed

Guardian: You people are unbelievable! I'm not stupid. I'm aware of all the research about the racial disparities in Autism care. People who look like us have way less access to care, and I am not just some emotional Latino woman, I'm a concerned guardian! When my sister died giving birth to my nephew, I vowed to take care of him. This school system has made it very hard to do that. In Pre-K, when Devin had obvious speech delays, I was told not to worry, and that he'd be talking much better by the time he was in Kindergarten. Last year, when he got to Kindergarten, and had problems engaging with his classmates, I was told he had emotional problems, because his Mom was not alive. As if I wasn't giving him a loving home!!! Finally, I got an advocate, got him tested, and found out that he's autistic. Now you people are telling me to set up a timer while he eats, make him wait for food, and some other crazy stuff, just because you all don't want to monitor him properly at lunch and snack time. I'm doing my job at home, and I need you to do your jobs in school! I send the foods that he likes, although it's extra work every night. There's no need for you all to label and blame him with "bad table manners", just because you want to control him. And it's unacceptable that you're letting his classmates tease him for how he eats. Yes, he gets messy! If people were assisting him during his meals, he'd be a lot less messy. As it stands, some inept lunch aid calls me at work, EVERYDAY, because Devin gets upset while he's eating. This doesn't happen at home, and I never hear Ashley's mom talking about her autistic daughter hating mealtime at this school. I doubt that it's a coincidence that Ashley's a precious little white girl.

A. Burdened
B. Emotional
C. Misunderstood
D. Judged
E. Suspicious
F. Hungry
G. Exhausted
H. Committed
I. Protective

Feelings Expressed

C. Misunderstood

D. Judged

E. Suspicious

H. Committed

I. Protective

Let’s Check out the Other Feelings

Why Aren’t These the Speaker’s feelings?

A. Burdened = your assumption

B. Emotional = your opinion/vague

F. Hungry = wasn’t expressed

G. Exhausted = your assumption

Choose Which Feelings are Being Expressed

Special Ed Teacher: It’s terrible that you and Devin didn’t receive services much earlier in his life. It’s unfair that you had that experience on top of losing your sister. We applaud you for stepping in to raise your nephew as your own son. But we need you to believe us when we say that we are not like the other people you’ve come across in the school system. It’s important for Devin to develop good social skills. It’s crucial that he develop good manners, so that he’ll have a better chance being accepted by his non-autistic peers. He needs to be able to build community with others, and table manners are a big part of that. We do wonder if Devin gets coddled during meals at home, based on the way he reacts when it’s time to eat, in school. As soon as he sees his food, he aggressively grabs for it. Once he has his food, he stuffs it in his mouth and gets it all over himself and the table. He hates using spoons, but prefers to use his fingers when eating things like mashed potatoes or pudding. These types of things make other children laugh, because it looks funny, to them, to see food smushed all over their friend’s face. The staff does their best to keep the children from laughing, because it makes Devin upset…but it also makes it harder to keep them all focused on finishing their food. It’s hard to get children not to giggle at something that naturally looks funny. Our goal, overall, is to ensure that Devin understands how to wait for his food, and to pace himself while eating. We only suggested the timer because research shows that it helps Autistic children learn how to pace themselves, instead of rushing to eat. I’m sure you’d be upset if Devin chokes, and we want to avoid that, as well.

A. Pity
B. Sad
C. Protective
D. Amused

E. Challenged
F. Worried
G. Grateful

Feelings Expressed

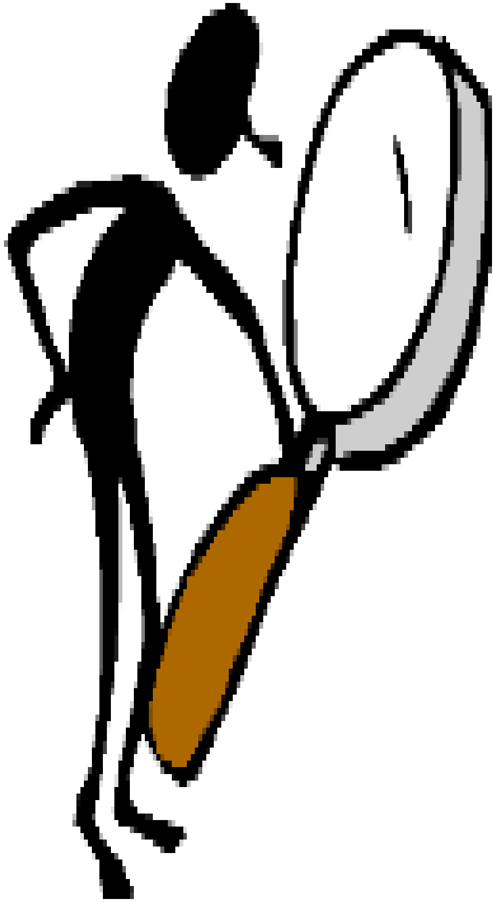
B. Sad

C. Protective

E. Challenged

F. Worried

Let’s Check out the Other Feelings



Why Aren’t These the Speaker’s Feelings?

A. Pity = opinion/not expressed

D. Amused = said the children felt amused, not self

G. Grateful = not expressed

What Values do You Hear?

What’s Important to the Speaker … Using Value Language?

Guardian: You people are unbelievable! I’m not stupid. I’m aware of all the research about the racial disparities in Autism care. People who look like us have way less access to care, and I am not just some emotional Latino woman, I’m a concerned guardian! When my sister died giving birth to my nephew, I vowed to take care of him. This school system has made it very hard to do that. In Pre-K, when Devin had obvious speech delays, I was told not to worry, and that he’d be talking much better by the time he was in Kindergarten. Last year, when he got to Kindergarten, and had problems engaging with his classmates, I was told he had emotional problems, because his Mom was not alive. As if I wasn’t giving him a loving home!!! Finally, I got an advocate, got him tested, and found out that he’s autistic. Now you people are telling me to set up a timer while he eats, make him wait for food, and some other crazy stuff, just because you all don’t want to monitor him properly at lunch and snack time. I’m doing my job at home, and I need you to do your jobs in school! I send the foods that he likes, although it’s extra work every night. There’s no need for you all to label and blame him with “bad table manners”, just because you want to control him. And it’s unacceptable that you’re letting his classmates tease him for how he eats. Yes, he gets messy! If people were assisting him during his meals, he’d be a lot less messy. As it stands, some inept lunch aid calls me at work, EVERYDAY, because Devin gets upset while he’s eating. This doesn’t happen at home, and I never hear Ashley’s mom talking about her autistic daughter hating mealtime at this school. I doubt that it’s a coincidence that Ashley’s a precious little white girl.

A. Peace at work
B. Attentiveness
C. Research
D. Responsibility
E. Good Parenting
F. Equality
G. Accountability

Values Expressed

B. Attentiveness

C. Research

D. Responsibility

F. Equality

G. Accountability

Why Aren’t These the Speaker’s Values?

B. Peace at Work = our opinion

E. Good Parenting = judgment/vague

What’s Important to the Speaker … Using Value Language?

Special Ed Teacher: It’s terrible that you and Devin didn’t receive services much earlier in his life. It’s unfair that you had that experience on top of losing your sister. We applaud you for stepping in to raise your nephew as your own son. But we need you to believe us when we say that we are not like the other people you’ve come across in the school system. It’s important for Devin to develop good social skills. It’s crucial that he develop good manners, so that he’ll have a better chance being accepted by his non-autistic peers. He needs to be able to build community with others, and table manners are a big part of that. We do wonder if Devin gets coddled during meals at home, based on the way he reacts when it’s time to eat, in school. As soon as he sees his food, he aggressively grabs for it. Once he has his food, he stuffs it in his mouth and gets it all over himself and the table. He hates using spoons, but prefers to use his fingers when eating things like mashed potatoes or pudding. These types of things make other children laugh, because it looks funny, to them, to see food smushed all over their friend’s face. The staff does their best to keep the children from laughing, because it makes Devin upset…but it also makes it harder to keep them all focused on finishing their food. It’s hard to get children not to giggle at something that naturally looks funny. Our goal, overall, is to ensure that Devin understands how to wait for his food, and to pace himself while eating. We only suggested the timer because research shows that it helps Autistic children learn how to pace themselves, instead of rushing to eat. I’m sure you’d be upset if Devin chokes, and we want to avoid that, as well.

A. Trust
B. Pacing
C. Humor
D. Patience
E. Obedience
F. Community
G. Acceptance
H. Research
I. Not spoiling children
J. Safety

Values Expressed

A. Trust

B. Pacing

D. Patience

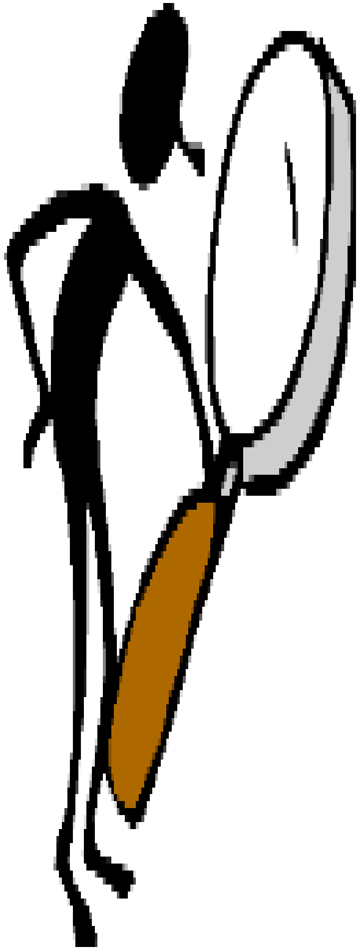
F. Community

G. Acceptance

H. Research

J. Safety

Why Aren't These the Speaker's Values?



C. Humor = not expressed

E. Obedience = your assumption/not expressed

I. Not Spoiling Children = your analysis/opinion

What Things Does the Speaker Have Conflict About?

What are the Topics?

Guardian: You people are unbelievable! I'm not stupid. I'm aware of all the research about the racial disparities in Autism care. People who look like us have way less access to care, and I am not just some emotional Latino woman, I'm a concerned guardian! When my sister died giving birth to my nephew, I vowed to take care of him. This school system has made it very hard to do that. In Pre-K, when Devin had obvious speech delays, I was told not to worry, and that he'd be talking much better by the time he was in Kindergarten. Last year, when he got to Kindergarten, and had problems engaging with his classmates, I was told he had emotional problems, because his Mom was not alive. As if I wasn't giving him a loving home!!! Finally, I got an advocate, got him tested, and found out that he's autistic. Now you people are telling me to set up a timer while he eats, make him wait for food, and some other crazy stuff, just because you all don't want to monitor him properly at lunch and snack time. I'm doing my job at home, and I need you to do your jobs in school! I send the foods that he likes, although it's extra work every night. There's no need for you all to label and blame him with "bad table manners", just because you want to control him. And it's unacceptable that you're letting his classmates tease him for how he eats. Yes, he gets messy! If people were assisting him during his meals, he'd be a lot less messy. As it stands, some inept lunch aid calls me at work, EVERYDAY, because Devin gets upset while he's eating. This doesn't happen at home, and I never hear Ashley's mom talking about her autistic daughter hating mealtime at this school. I doubt that it's a coincidence that Ashley's a precious little white girl.

A. Racism
B. Devin's Treatment
C. Meals

D. Lunch Aid
E. Communication Between Students

Topics That Pass the Grinder

C. Meals

E. Communication Between Students

Let’s Test the Other Topics

Topics Grinder

- Something the person said they have conflict about
- Specific/concrete
- Doesn’t blame anyone
- Doesn’t take anyone’s side
- Doesn’t set up yes/no scenario

Not Topics Because …

Racism: not specific, blames

Devin’s Treatment: not specific

Lunch Aid: blames, takes a side

What are the Topics?

Special Ed Teacher: It's terrible that you and Devin didn't receive services much earlier in his life. It's unfair that you had that experience on top of losing your sister. We applaud you for stepping in to raise your nephew as your own son. But we need you to believe us when we say that we are not like the other people you've come across in the school system. It's important for Devin to develop good social skills. It's crucial that he develop good manners, so that he'll have a better chance being accepted by his non-autistic peers. He needs to be able to build community with others, and table manners are a big part of that. We do wonder if Devin gets coddled during meals at home, based on the way he reacts when it's time to eat, in school. As soon as he sees his food, he aggressively grabs for it. Once he has his food, he stuffs it in his mouth and gets it all over himself and the table. He hates using spoons, but prefers to use his fingers when eating things like mashed potatoes or pudding. These types of things make other children laugh, because it looks funny, to them, to see food smushed all over their friend's face. The staff does their best to keep the children from laughing, because it makes Devin upset…but it also makes it harder to keep them all focused on finishing their food. It's hard to get children not to giggle at something that naturally looks funny. Our goal, overall, is to ensure that Devin understands how to wait for his food, and to pace himself while eating. We only suggested the timer because research shows that it helps Autistic children learn how to pace themselves, instead of rushing to eat. I'm sure you'd be upset if Devin chokes, and we want to avoid that, as well.

A. Manners
B. Meals
C. Using Spoons
D. Communication Between Students
E. Timer

Topics That Pass the Grinder

B. Meals

D. Communication
Between Students

Let’s Check the Other Topics

Topics Grinder

- Something the person said they have conflict about
- Specific/concrete
- Doesn’t blame anyone
- Doesn’t take anyone’s side
- Doesn’t set up yes/no scenario

Not Topics Because …

Manners: not specific, takes a side

Using Spoons: blames, takes a side, sets up yes/no

Timer: takes a side, sets up yes/no