

Speak Up! Guide

2: Communication/Assertiveness

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Speak Up! Guide

Chapter 2: Communication/Assertiveness

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FEELINGS



Happy Questioning something Frustrated

Mad

Grateful

Disgusted

Amused

Bored

FEELINGS

What makes you upset?

What makes you happy?

What makes you angry?

What scares you?

What amuses you?

What makes you mischievous?

What makes you bored?

What makes you grateful?

What makes you disgusted?

What makes you secretive?

Let Your Body Say Positive Things About You

Before you even open your mouth, your body is announcing to others that you are either Showing confidence in yourself or not.

Showing confidence

1. stands straight and looks people in the eye when speaking with them
2. sits down in a relaxed, but businesslike manner
3. keeps eye contact with people when conversing with them
4. takes the initiative in greeting others at a meeting and in opening the conversation
5. is not afraid to sit next to the most powerful person in the room
6. doesn't wait for permission to speak before speaking up
7. is organized and carries a briefcase full of materials to meetings, spreads them on the table, and has the needed information at the fingertips
8. is dressed appropriately
9. is courteous and pleasant during discussion.

Not showing confidence

1. slumps when standing and seems afraid to look at you when talking to you
2. sits down as though sitting on eggs, too self-conscious to move
3. is uncomfortable looking at you for more than an instant
4. is afraid to take the initiative in greeting people and waits for others to give permission to say "hello"
5. sits inconspicuously – away from persons perceived as powerful or threatening
6. is afraid to speak unless spoken to and given specific permission to speak
7. seldom carries information or materials to meetings
8. is either under- or overdressed, for a picnic or a party
9. becomes unpleasant, argumentative or rude when expressing a viewpoint.



Reprinted with permission from "How to Get Services by Being Assertive" published by the Family Resource Center on Disabilities, Chicago, IL, 1993.

Good Ways to Tell People What You Want

Definitions

Listening is a communication skill that is as important as talking. Listening means that you show the person talking that you hear him or her. You also show interest in what the other person is saying. You show interest by looking at the person who is speaking. You show interest by nodding your head when you understand what the person is saying. You can also show you are interested by asking questions. You should ask questions so that you are sure you understand what was said.

Assertiveness is a style of communicating or talking with people. Assertiveness means telling people your needs or ideas clearly and directly. It means not being afraid or shy when you tell people what you want.

Negotiation is a skill that helps you to solve problems.

negotiation means taking to
other people in a way that
allows both people to get
more of what they want

Adapted from "A Self-Advocacy Curriculum for High School Students Who Have Been Labeled Learning Disabled and Educatably Mentally Handicapped" by J. Stephen Hazel, et. Al. Kansas: Kansas University, Draft Copy, 1987. Teachers' Manual, pp. 24 and 25.

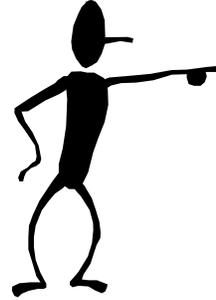
How to Talk to People

Three Styles of Communication:

Nonassertive



Aggressive



Assertive



In order to get what you want, you must be able to tell people what you want in a way that helps them to want to listen. How you say something, or your style of communication, is very important.

Let's look at three common styles of communication and see which one is best.

The following pages have been adapted from "The Assertiveness Program" Washington: People First of Washington, 1983, pp. 2 – 5.

Self-Advocacy Curriculum: Teaching Self-Advocacy to Adults with Disabilities, The Self-Advocacy Project, Alamance Community College, 224 E. Front St., Burlington, NC 27215.

Non-assertive

You are being nonassertive when you:

- do not stand up for what is best for you
- do not let other people know what you need or want
- let other people decide what is best for you

When you are nonassertive:

- you stand or sit slumped down
- you look at the floor and your feet
- you mumble



After being nonassertive you feel bad:

- you feel controlled by other people
- you feel little
- you feel helpless

When you are nonassertive, other people see you as:

- little
- not able to make decisions
- always needing help
- childish

Being nonassertive is not a good way to communicate.

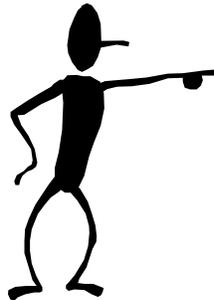
Aggressive

You are aggressive when you:

- want to win at any cost
- are pushy
- put down other people
- don't listen to or respect other people's feelings or ideas

When you are aggressive:

- you stand too close to people
- you clench your fists
- you talk too loudly or shout



After being aggressive you feel bad:

- you feel angry
- you feel alone
- you feel people don't like you
- people avoid you

When you are aggressive other people see you as:

- a loudmouth
- a troublemaker
- childish and immature

Being aggressive is not a good way to communicate.

Assertive

You are assertive when you:

- stand up for what is best for you
- make sure other people understand what you need or want
- openly and honestly express your ideas and feelings
- respect other people's rights and ideas
- listen to other people

When you are assertive

- you stand tall
- you look people in the eye
- you speak clearly
- you listen with interest



After being assertive you feel good:

- you feel honest and respected
- you feel proud

When you are assertive other people see you as:

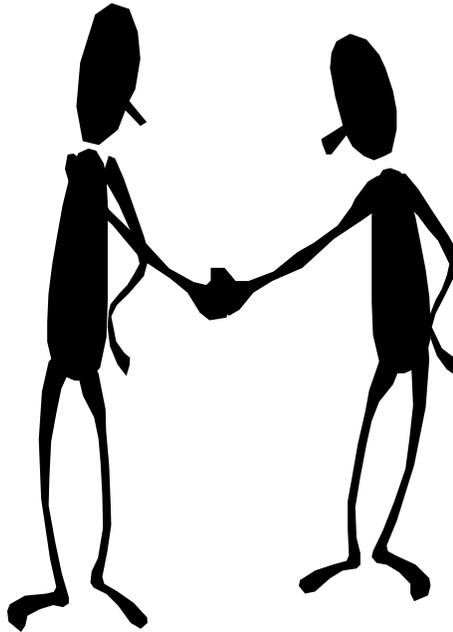
- an adult
- able to make decisions
- able to do things
- independent
- honest

Being assertive is a good way to communicate.

How to Talk to People

Basic Rules of Negotiation

1. Know what you want and why.
2. Plan what you will say.
3. Be truthful.
4. Don't give up.



Adapted from "A Self-Advocacy Curriculum for High School Students Who Have Been Labeled Learning Disabled and Educably Mentally Handicapped" by J. Stephen Hazel, et. al. Kansas: Kansas University, Draft Copy, 1987. Teachers' Manual, p. 24.

How to Negotiate

Negotiation Skill Steps

1. Face the other person.
2. Look in the eyes of the other person.
3. Use a good voice tone (not too loud or whiny).
4. Use a good facial expression.
5. Use good body posture (straight or relaxed).
6. Use good listening skills.
7. Ask for what you want.
8. State the reason why you want it.
9. Thank the other person if he or she agrees to the request.
10. Suggest a compromise if he or she does not agree.
11. Say thanks if the person agrees with your compromise.
Ask the other person for a solution if he or she does not agree with the compromise.
12. Say thanks if you agree with the other person's solution.
Suggest a different idea and keep on negotiating if you don't like the other person's solution.
If you need time to think about a solution, ask for it. Also ask the other person when you can talk with him or her again.

Adapted from "A Self-Advocacy Curriculum for High School Students Who Have Been Labeled Learning Disabled and Educably Mentally Handicapped" by J. Stephen Hazel, et. al. Kansas: Kansas University, Draft Copy, 1987. Teachers' Manual, pp. 24-26.

Negotiation Skill Steps Checklist

As each student completes a role-play, place a check mark by each skill step that was performed correctly.

Role Player's Name/Initials _____

DID PLAYER:

1. Face other person? _____
2. Look other person in the eyes? _____
3. Use good voice tone? _____
4. Use good facial expression? _____
5. Use good body posture? _____
6. Use good listening skills? _____
7. Ask for what he or she wants? _____
8. State reasons? _____
9. Say thanks or suggest compromise? _____
10. Say thanks or ask for a different solution? _____
11. Say thanks or ask for time? _____

This form was adapted from one used in "A Self-Advocacy Curriculum for High School Students Who Have Been Labeled Learning Disabled and Educably Mentally Handicapped" by J. Stephen Hazel, et. al. Kansas: Kansas University, Draft Copy, 1987. Teachers' Manual, pp. 24-26.

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CATEGORIES OF ASSERTIVE BEHAVIOR

- 1. Refusal Assertiveness – How to say no at the right time and in the right way**
 - ◆ State your position – “No, I can’t.”
 - ◆ Explain your reason – “I have something else to do that day.”
 - ◆ Express understanding – “I hope you can find something else.”
- 2. Expressing Feelings – telling people how you feel**
 - ◆ Express positive feelings – “You did a great job.”
 - ◆ Express negative feelings – “I am upset by what you did.”
- 3. Request Assertiveness – To get information, clarification, and ask for what you want**
 - ◆ State the problem – “Boss, you have given two different instructions.”
 - ◆ Make a request – “Can you let me finish one project before starting the other?”
 - ◆ Getting clarification – “Can you explain what you want done again?”



TIPS FOR BEING ASSERTIVE

EYE CONTACT – Make sure the person is more interesting than what is on the floor. Look at the person most of the time. But, do not stare at people 100 percent of the time.

BODY POSTURE – Try to face the person. Stand or sit up tall. But, don't be a stiff board.

DISTANCE/PHYSICAL CONTACT – If you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.

GESTURES – Use hand gestures to add to what you are saying, but remember that you are not conducting an orchestra.

FACIAL EXPRESSIONS – Your face should match your emotion and what you are saying. Don't laugh when you are upset and don't have a frown when you are happy. A relaxed, pleasant face is best when you are happy. A relaxed, serious face is best when you are upset.

VOICE TONE, INFLECTION, and VOLUME – When you are making an assertive message, you want to be heard. In order to be heard you have to pay attention to the tone of your voice (happy, whiny, upset), the inflection of our voice (emphasis on syllables), and volume of your voice (whisper to yell).

FLUENCY – It is important to get out your words in an efficient manner. If a person stammers or rambles on, the listener gets bored.

TIMING – When you are expressing negative feelings or making a request of someone, this is especially important. Seven days later may be too long. Doing it right on the spot in front of people may not be the right time to do it. Do it as soon as there is a time for both parties to resolve their issues alone.

LISTENING – An important part of assertiveness. If you are making statements that express your feelings without infringing on the rights of others, you need to give the other person a chance to respond.

CONTENT – What a person says is one of the most important parts of the assertive message. Depending on what a person is trying to accomplish, the content is going to be different.

THE IMPORTANCE OF BODY LANGUAGE

Materials Required: Videotape, Behavior Observation Chart for Understanding and Using Body Language in “Tools for Transition” by Elizabeth Aune and Jean Ness. (Behavior Observation Chart is included here, the videotape is available for loan through the Special Education Resource Center (SERC), Middletown CT.)

Activity A: Ask students to walk up to a mirror in their usual, natural walk. Then have them stop and look at themselves. Ask students to determine if they are standing straight – with an air of self-confidence – or if their body is drooping, their shoulders slumping, and their head down. Ask them to study their face for a moment. Is it relaxed, smiling, cheerful – or is it taut, haggard, and unfriendly?

Activity B: Review the handout **Let Your Body Say Positive Things About You**.
Discuss the importance of body language in self-advocacy.

Activity C: Ask students to begin rehearsing a new way of walking, standing, sitting, and talking that demonstrates self-confidence.

Activity D: Show videotape segments 9 and 14 one at a time. Discuss the behavior shown on the video. Distribute the Behavior Observation Chart for Understanding and Using Body Language, and follow the activity format detailed in Section 2 of this curriculum in Activity E of the Objective: Students will develop skills in handling criticism assertively.

Activities A through C were taken from “How to Get Services by Being Assertive” published by the Family Resource Center on Disabilities, Chicago, IL, 1993. Activity D was taken from “Tools for Transition: Preparing Students with Learning Disabilities for Secondary Education”, © 1991, American Guidance Service, Inc., 4201 Woodland Road, Circle Pines, MN 55014 by Elizabeth Aune and Jean Ness. Reproduced by permission of publisher. All rights reserved.

Criticism

Criticism – Don't Let It Get to You

There are three ways to handle criticism assertively. Each way is designed to help you deal with the criticism so that you can make a decision about what behavior, if any, you will change.

Keep in mind that criticism deals with behavior – things you say and do – not your personality.

The three ways of handling criticism are:

1. If there is truth in the criticism, agree with it.

There is always the possibility that there is some truth in what others say about you. For example, somebody might say to you, "You are always minding everybody else's business." You might reply with, "Yes, sometimes I get too involved in other people's business."

2. If you have made a mistake, acknowledge assertively what you did.

Remember, you are only saying that you made a mistake and nothing about yourself as a person. For example, the teacher says "What's the matter with you, the assignment was supposed to be 13-D, not 13-C." You might say, "Oops, I made a mistake. I'll do the correct assignment."

3. If somebody continues to criticize you when it is not necessary, ask him what it is exactly that you are doing that bothers him.

For example, somebody has criticized your new jeans as being too short for you. You have agreed that the jeans are too short but the person continues to make a big deal out of it. At this point you might say something like, "I am not sure that I understand. What is it exactly about my short pants that you don't like?"

When you use any combination of the above three techniques for handling criticism assertively, then you are helping yourself get through an unpleasant situation without feeling guilty or dumb. Knowing that you handling criticism, as a responsible person will help you avoid shouting matches and name calling sessions. Dealing with criticism assertively will allow you to become closer to the person you want to be.

5. Tell observers to check off appropriate behaviors observed on the **Behavior Observation Chart**.
6. Ask observers to give feedback to the role players.

After the role-play, ask students to suggest other things the players might have done or said. As appropriate, have the volunteers reenact the scene using the suggestion.

You may wish to use a video camera to videotape the role-plays, so students can watch themselves and discuss their performance.

HANDLING CRITICISM ASSERTIVELY

Materials Required: Videotape and Behavior Observation Chart for Accepting Self in “Tools for Transition” by Elizabeth Aune and Jean Ness (Behavior Observation Chart is included here, the Videotape is available for loan through the Special Education Resource center (SERC), Middletown, CT.)

Activity A: To initiate a discussion on criticism, ask some of the following questions:

- a. How do you feel when somebody is criticizing you?
- b. How do you feel when criticizing others?
- c. How do you usually react when being criticized?
- d. How would you like to act when being criticized?

Activity B: Distribute the Criticism Student Handout, and review the three tips provided for handling criticism.

Activity C: Ask students to write down something for which they were recently criticized. Using the tips for handling criticism, have students determine if and how they handled the criticism assertively.

Activity D: To randomly assign students to groups of three for role-playing, have the students count off in three's. Assign an area of the classroom to each group.

Have each group create a situation in which one member of the triad is being criticized, one is doing the criticizing and the third is a coach. The student that is the coach will help the student being criticized remain assertive and avoid a name-calling or shouting match. Let groups practice, and then do their role-plays for the class.

Activity E: Show videotape segments 8 and 13 one at a time. Discuss the behavior shown on the video. Ask students to tell what was inappropriate and why. Have students brainstorm different behaviors they think would be more appropriate or better than those shown in the video segment. Write their ideas on the board.

Distribute the **Behavior Observation Chart for Accepting Self**. Ask students to write the appropriate behaviors in the “Appropriate Behaviors” column beside the skill name (Accepting criticism), as shown in the example below.

Behavior Observation Chart
Main Skill Area” Accepting Self

Skills	Check the Behaviors You Observed	Appropriate Behaviors – <i>What to look For in the role plays; What to do if You’re in this situation</i>
<i>Accepting Criticism</i>		<i>Stay calm – don’t get angry and upset.</i>
		<i>Ask what specific things I can do to improve my work.</i>
		<i>Thank the person for the feedback.</i>
		<i>Say that I will make the changes.</i>
<i>Taking Responsibility for One’s actions</i>		<i>Don’t blame someone else.</i>
		<i>Say that I made a mistake.</i>
		<i>Ask how I can correct it or say how I will correct it.</i>
<i>Being realistic About one’s Capabilities</i>		<i>Admit that there is a problem.</i>
		<i>Listen to advice from others.</i>
		<i>Say what I will do.</i>
		<i>Thank people who give me advice.</i>

Ask for volunteers to role-play the scene shown on the video showing one of the behaviors the group selected.

The following sequence for role-playing is recommended.

1. Describe the situation.
2. Encourage students to visualize what they will say and do (visual rehearsal).
3. Tell students to talk through what they will say and do (verbal rehearsal).
4. Have students act out the situation.

DEVELOPING EFFECTIVE LISTENING SKILLS

Activity A: Effective listening is an important part of assertiveness. It's also an important part of negotiation and communication.

To test listening skills ask students to:

1. Pair up with another person and have him/her speak to them nonstop for a full minute (about any subject matter).
2. Repeat – as closely as possible, what the speaker has just said to them.
3. Have the speaker make appropriate corrections.
4. Change roles – speaker is now the listener and vice versa.

Ask students if they listened intently enough to be able to repeat the speaker's statement reasonably accurately?

Or did they find it hard to concentrate, with their mind wandering and preparing what they should say next?

Students should practice this exercise before school meetings and negotiating meetings – so that they will be able to listen actively and get the most out of the meeting.

DEVELOPING EFFECTIVE COMMUNICATION SKILLS

Activity A: Have students 'act out' emotions non-verbally, while others identify which emotions are being demonstrated: shyness, sorrow, joy, suspicion, anger, happiness, fear, indifference, frustration, hope.

Activity B: Have students describe themselves to another, who then gives feedback on the way facial expressions, gestures, eye contact and posture were used; they then switch roles.

Activity C: Have students practice using brief verbalized expressions of interest and understanding: 'I see', 'Yes', 'Really', 'That's interesting', 'Great'.

Activity D: Have students practice phrases that indicate willingness to continue or expand a conversation: 'I'd like to hear more about that', 'What happened next?' 'What will you do about that?', 'Let's discuss that now'.

Activity E: Have students practice paraphrasing what someone has just said, to indicate that the communication has been understood: 'So you're getting a new job?', 'If you move into an apartment, you think you'll be happier', 'So John keeps annoying you, does he?'.

Activity F: Have students practice reflecting the mood of another person: 'You seem sad about that', 'You look angry', 'You seem tired', 'You sound very pleased with the way things have turned out'.

Activities A through F were taken from "We Can Speak for Ourselves", by Paul Williams and Bonnie Shultz, Indiana University Press, Bloomington, Copyright 1982.

Speaking up for Yourself

Start thinking for yourself. It's important that you realize that you are unique, a one-of-a-kind person, an individual. Feel comfortable about the style in which you assert yourself. Some people speak very loudly and enthusiastically; people hear them clearly. Some people speak more softly and infrequently; they are heard equally clearly. Do not change your style. The key is to put into words exactly what you want or need.

Some general tips on being heard:

- Look the person you are talking to in the eye. If you are short or use a wheelchair, you will sometimes have to draw attention to yourself by speaking directly to the person. If he or she seems unwilling to look at you, you might find some clever – yet polite – way to say, “I’m right here!” How you do that will depend on your personality. For someone who is extroverted, that might mean carrying a red bandana to wave. For someone who is more introverted, that might mean speaking in a louder, stronger voice.
- Speak clearly and distinctly in whatever way you can. If you have a speech disability, calm your anxiety by trying to relax the muscles in your body, taking in deep breaths of air and exhaling slowly. Speak slowly and as distinctly as you can. Sometimes it helps to calm yourself by visualizing a soothing image, such as a mountain stream or a quiet meadow in springtime. You will find that your whole body will relax and that you will be able to focus on your thoughts and your message. If you are calm, the other person will relax and be able to concentrate on what you are saying. If you use a speech synthesizer to speak, you may want to give the person a little note explaining this device. You will think of other ways to communicate.
- Be courteous and polite; say “please” and “thank you.”
- Do not be overly polite (obsequious).
- If the person addresses everyone around you, but not you, tell the person nicely and firmly that you speak for yourself and that you would like to be addressed directly.
- Think about what you want to say and how you want to say it before you begin speaking.

Note: Assertiveness also means that you don't attack others in stating your needs. For instance, you don't berate the store clerk because the counters are too high for you to see over. That complaint will need to be given to the store owner/manager. Assertiveness means that you stand up for yourself in an adult, responsible way. It is not aggressive; it is not passive. Remember to keep the balance! And to be yourself!

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Activity A: Have students practice responding with a refusal to orders such as 'Go to the store!' or 'Take these out to the car!' Feedback is then given on whether the person appeared comfortable in refusing; whether he/she made eye contact; whether he/she hesitated; whether posture, gestures, tone, expression and volume were assertive, or too passive or aggressive.

Activity B: Have students practice positive assertiveness, with feedback. Students make positive statements such as: 'I like you', 'You look very nice', 'You're a nice person', 'I appreciate your patience', 'You work hard'. And they give positive replies such as: 'Thank you for saying so', 'I'm glad you think so', 'I'm happy you appreciate me', 'Working hard is important to me'.

Activity C: Have students responding to a salesman trying to sell them an encyclopedia they don't want, with feedback on their performance. Then students practice being the salesman, also with feedback.

Activity D: Ask students to visualize themselves in a situation where they are successfully using assertiveness techniques.

Activity D was reprinted with permission from "How to Get Services by Being Assertive" published by the Family Resource Center on Disabilities, Chicago, IL, 1993. Activities A through C were taken from "We Can Speak for Ourselves", by Paul Williams and

Bonnie Shultz, Indiana University Press, Bloomington, Copyright 1982.

Assertiveness Is... **Assertiveness Is Not...**

What is assertiveness? There are many definitions and many examples of assertiveness. We offer the following as a sample.

Assertiveness is:

1. expressing your needs clearly and directly
2. expressing your ideas without feeling guilty or intimidated
3. sticking up for what you believe you need – even though professionals may not agree
4. knowing your rights and how to get them
5. documenting what you need and all facts pertaining to your case
6. collaborating with service providers and treating them like partners
7. effective communication
8. conveying your feelings of self-confidence when you communicate with others
9. advocating effectively on your own behalf
10. self-reliance and independence
11. persisting until you get all the services you need
12. analyzing a problem and pinpointing the area of responsibility before you act
13. agitating to get necessary legislation passed and implemented
14. organizing for change
15. having a positive attitude at all times
16. being strong when others are weak
17. joining others who are organizing for change
18. taking pride in your accomplishments
19. having the courage to dream and developing the skills to make those dreams come true

Assertiveness is not:

1. beating around the bush before stating your needs
2. feeling too guilty or afraid to express your needs
3. agreeing with professionals – no matter how you feel – because “professionals know what’s best”
4. ignorance about your rights
5. leaving everything to others because “they know how to do these things”
6. accepting inappropriate or inadequate services because it’s easier to let professionals handle things
7. ineffective communication
8. begging for what is legitimately yours by law
9. abdicating to others your right to self-advocate
10. reliance and dependence on others

Assertiveness Is... Assertiveness Is Not...(continued)

11. giving up when you run into red tape
12. acting precipitously before you get all the facts
13. letting the politicians “take care of laws and all that political stuff”
14. accepting the status quo because “nothing can be done”
15. giving in to defeat
16. being swayed by others who have a “no win” attitude
17. acting “only” on behalf of yourself
18. being uncomfortable about your accomplishments
19. refusing to dream



Being Assertive Is Not My Style

If being assertive is not your style – What is your style?

Are you a:

1. **Nice Lady** – who is afraid to say anything or do anything that might offend anyone – especially bureaucrats, because they will call you other names instead of “nice lady”?
2. **Whiner** – who constantly whines and complains about:
 - a. The services you need and are not receiving?
 - b. How bureaucrats treat you when you ask for services?
 - c. How professionals treat you when you try to discuss your progress (or lack of progress)?
 - d. How bad everything is – but never does anything about it?
3. **Clinging Vine** – who clings to others and expects them to stick up for your rights and intervene on your behalf?
4. **Silent Victim** – who has resigned herself to lack of needed services because “there’s nothing I can do about it”?
5. **Fairy Princess** – who expects everything to happen, and every service to be delivered without any effort on your part.
6. **Waiter** – who waits for a miracle to happen, for something someone promised, who waits and waits and waits for someone else to do something.
7. **Bombshell** – who fires angry missiles sporadically, instead of calmly and methodically building a good case for what you need?
8. **Scaredy Cat** – afraid that “if I make trouble they’ll get back at me”?
9. **Appeaser** – who compromises your needs because “if I ask for too much they won’t give me anything”?
10. **Sellout Self-advocate** – who makes deals with bureaucrats to get services for himself and pressures others not to rock the boat?

Adapted and reprinted with permission from “How to Get Services by Being Assertive” published by the Family Resource Center on Disabilities, Chicago, IL, 1993.

DEVELOPING ASSERTIVENESS SKILLS

Activity A: Use the handout **Speaking Up for Yourself** to review with students various tips on being heard.

Activity B: Tells students that: “You are what you **think** you are. Start thinking Assertively and you **will** become the assertive person you want to be.”

Then go around the room, asking each student to complete the following sentence:

“I wish I were more...”

(*Example:* I wish I were more assertive; I wish I were more gutsy.)

Repeat the exercise with a new sentence:

“I can be more _____ by _____.”

(*Example:* I can be more assertive by being informed about my rights and insisting on what I’m entitled to.)

Activity C: Have students practice giving answers that are assertive, passive or aggressive in response to someone asking if they may smoke.

Activity D: Have students practice expressing the following statements in an assertive way, a passive way and an aggressive way: “It’s time for me to leave’, ‘No, I don’t want to join your club’, ‘It certainly is warm in here.’

Others Who Are Winning by Being Assertive

Assertiveness is not a new concept. People and organizations have won their objectives through assertiveness techniques for thousands of years.

All around you are examples of individuals and organizations who have “won” and reached their goals – by being assertive. For example:

- The Thirteen Colonies
- teachers
- U.S. Chamber of Commerce
- parent groups/coalitions
- government agencies
- nations
- political parties
- consumer groups
- trade associations
- professional associations
- student associations
- pressure groups

There are also many individual examples. Here are just a few (listed alphabetically):

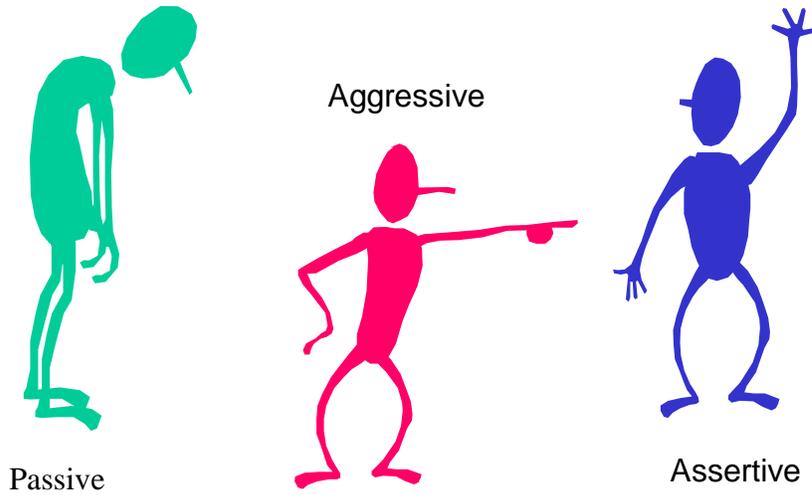
- **Susan B. Anthony** – whose persistence in the long struggle for female suffrage won American women the right to vote in 1919.
- **Carol Mosely Braun** – who shook up Illinois politicians when she defeated the “undefeatable” Alan Dixon in the Illinois Democratic primary for U.S. Senate – and is predicted to become the first African-American woman in the U.S. Senate.
- **Jane Byrne** – (Chicago ex-mayor) whose outspoken assertiveness got her fired from her job in City Hall – but a year later, got her elected the head of City Hall.
- **Queen Esther** – whose courageous assertiveness saved her people from destruction at the hands of a cruel politician.
- **Betty Friedan** – whose 1963 book “The Feminine Mystique”, launched the women’s liberation movement.
- **Mohandas K. Ghandi** – who’s passive but determined assertiveness freed a nation and inspired subjugated people all over the world to emulate his nonviolent methods to gain their freedom.
- **Patrick Henry** – his assertive “Give me liberty or give me death” became the rallying cry of the American Revolution.
- **Jesse Jackson** – whose positive attitude overcame discrimination and poverty to become a powerful national leader.
- **Joan of Arc** – whose courageous assertiveness inspired a defeated French army to victory.

Others Who Are Winning By Being Assertive (continued)

- **Abraham Lincoln** – whose assertive refusal to allow the South to secede from the Union led to the Civil War and the emancipation of African-American slaves.
- **Martin Luther** – whose assertiveness against church corruption sowed the seeds that resulted in a new Church
- **Martin Luther King, Jr.** – whose nonviolent assertiveness inspired millions of American people.
- **Moses** – whose assertiveness in insisting, persisting, and persevering convinced the Pharaoh to finally “let his people go”.
- **Ralph Nader** – who has organized the strongest consumer movement in the nation, and has succeeded in making our politicians and our manufacturers accountable.
- **Florence Nightingale** – whose persistent assertiveness against British bureaucracies was responsible for professionalizing nursing.
- **Rosa Parks** – whose assertive refusal to give up her seat on a Montgomery, Alabama bus in 1954 sparked the citywide bus boycott, which propelled Martin Luther King and the Southern Christian Leadership Conference to national action and prominence.
- **Margaret Chase Smith** – who refused to listen to Maine politicians who proclaimed she couldn’t win, and subsequently became the first elected woman in the U.S. Senate.
- **St. Bernadette Soubiroux** – whose quiet and persistent assertiveness won over her detractors, who eventually proclaimed her a saint.
- **Harry Truman** – whose gutsy assertiveness got him the nickname “Give ‘Em Hell Harry,” and won him a presidential election many had predicted he would lose.

You will find that the people who stand out as doers and movers and achievers are all assertive people, Although they’re assertive styles may differ.

COMMUNICATION SKILLS



Three ways to let others know what you are thinking and feeling

❖ Passive

❖ Aggressive

❖ Assertive



PASSIVE BEHAVIOR



Whatever you think.

I do not know.

I guess that would be ok.

PASSIVE BEHAVIOR



- ❖ Allows other people to make choices for your life and how you will live
- ❖ Does not give **you** the opportunity to let other know what you want
- ❖ Puts others in control of your life
- ❖ Takes away your
self-determination

PASSIVE BEHAVIOR CHARACTERISTICS

- You avoid your problems
- You let others make your decisions
- You give away your **self-determination**
- Establishes a pattern of letting others take advantage of you

RESULTS OF PASSIVE BEHAVIOR

- Decisions about your life may be made without your opinion
- You live the way someone else wants you to live, not how you want to live
- You feel powerless
- You may feel angry and resentful

AGGRESSIVE BEHAVIOR



AGGRESSIVE BEHAVIOR

❖ You stand up for what you want, **regardless** of the rights and feelings of others

AGGRESSIVE BEHAVIOR CHARACTERISTICS

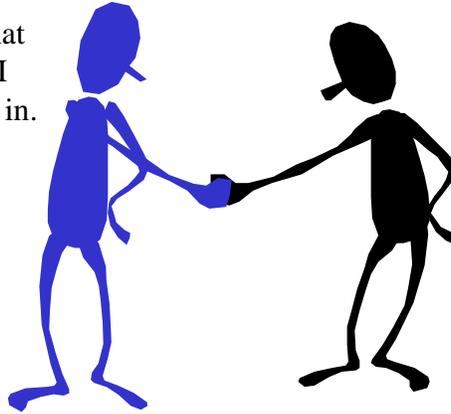
- You attack people---- not the problem
- You let anger get out of control
- You demand----not request
- You loose control of yourself and the situation

RESULTS OF AGGRESSIVE BEHAVIOR

- Offends others
- Only gives you temporary satisfaction
- Others fear you and want to avoid you

ASSERTIVE BEHAVIOR

I would like to tell you what types of jobs I am interested in.



That would be great. Lets go sit down and make a list.

ASSERTIVE BEHAVIOR

❖ Standing up for personal rights, expressing thoughts, feelings and beliefs in direct honest and appropriate ways that respects the rights of other people

ASSERTIVE BEHAVIOR CHARACTERISTICS

- The problems are focused on
- Good working relationships are established
- Anger is dealt with appropriately
- Your feelings are expressed

RESULTS OF ASSERTIVE BEHAVIOR

- You will gain peoples respect
- Problems have a good chance of being resolved
- You will feel good about yourself

BEING ASSERTIVE

Location: Judy's farm

Situation: A farmer from across the road has come over and is going to take one of Judy's pigs.

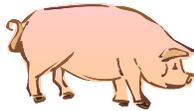
Role Play: What would you say to the farmer?

How would you say it?

How do you know, it is your pig?

Does it have any markings on it?

Do you have other pigs?



Activity in Chapter 2, pg. 31