



The Leadership Project Workbook (LEAD)

Produced by the

People Who Use AAC Committee of ISAAC

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Introduction

Knowing how to work effectively on a committee and having the skills to be a successful leader of a committee or group are both very important. The same knowledge and skills can be helpful within organizations and in everyday life, too. They include the following:

- A leader needs to communicate effectively.
- A leader needs to be organized.
- A leader needs to ensure that the group focuses on its mission, objectives and tasks.

An organization often has a board or management team that is responsible for leadership and decision-making. Individuals who serve on boards or work in management teams need knowledge and skills relating to:

- conducting formal meetings,
- planning, making decisions as a group,
- formulating policies and procedures,
- managing human resources,
- budgeting and financial management, and
- many other areas.

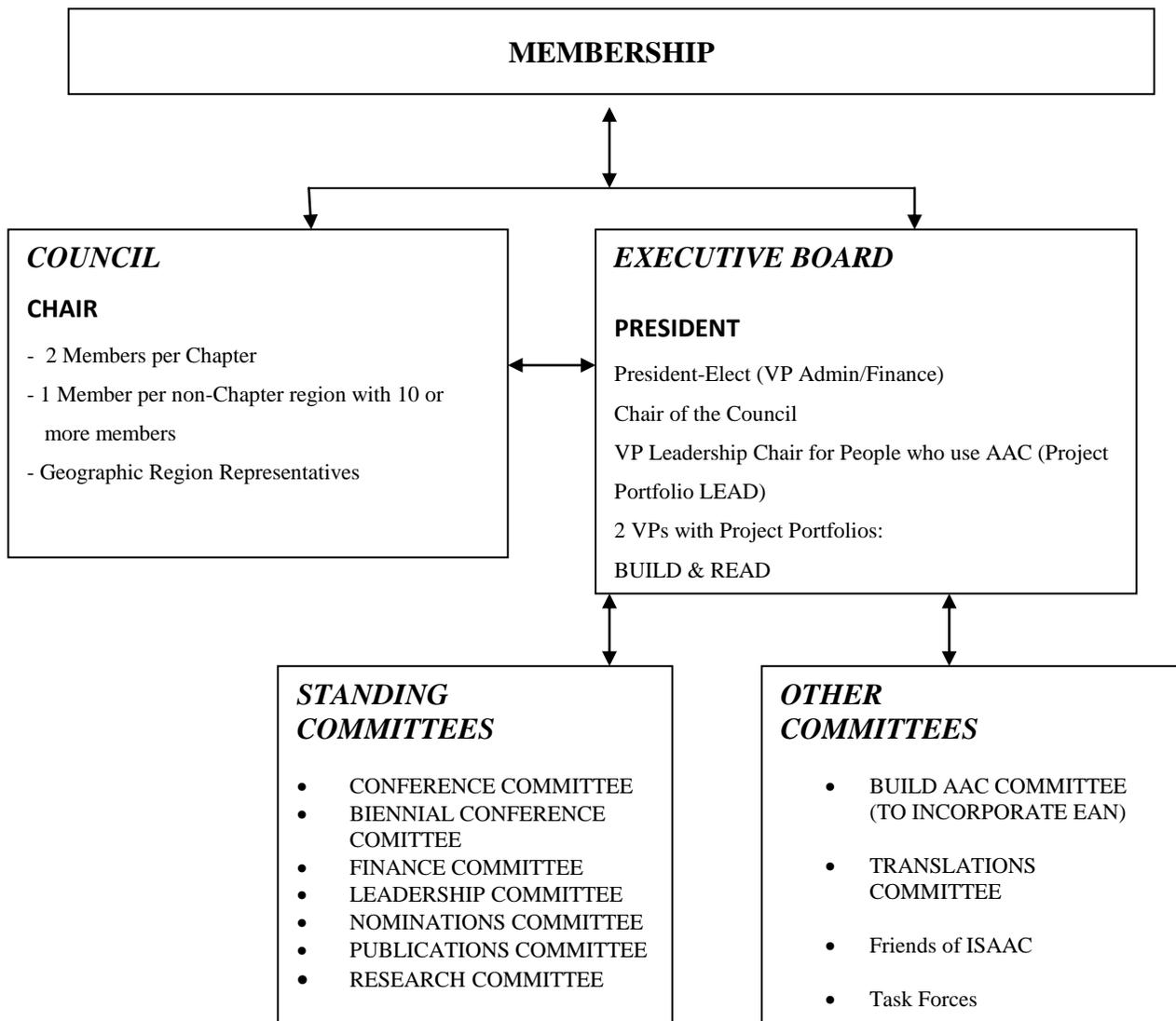
The purpose of this workbook is to provide useful information and structured lessons so that ALL leaders of ISAAC have the knowledge and skills they need to be effective leaders within ISAAC. This includes, but is not limited to, People Who Use AAC.

First it is important to learn about the organizational structure of ISAAC.

ISAAC's Organizational Structure

Most organizations have a specific way they are structured. ISAAC's structure is briefly described here, based on ISAAC's most recent restructuring effort in 2008.

ISAAC Organization Chart





Executive Board (EB)

The Executive Board consists of the President, President-Elect, the Leadership Chair for People who use AAC, two Vice-Presidents without portfolio, and the Chair of the Council. These positions are described below.

ISAAC's **Executive Board** provides overall management of ISAAC, including:

1. establishing policy and direction of ISAAC;
2. developing and approving the biennial budget;
3. making or amending bylaws;
4. reporting to the members on its work, including a financial statement;
5. removing a member of the ISAAC;
6. appointing, employing, dismissing employees;
7. appointing members to standing committees;
8. creating task forces or committees; and
9. appointing chairpersons as advised by the Council.

ISAAC has three projects going on. Every project is managed by a member of the Executive Board. The projects are:

1. **BUILD**, which supports ISAAC members or interested parties who work in isolated or developing areas as they promote the use of AAC;
2. **LEAD**, an initiative by and for persons who use AAC, to inspire them to take on leadership roles within ISAAC and beyond;
3. **READ** (Research, Education, Awareness, Documentation), which strives to make information on AAC and ISAAC accessible.

Council

The Council consists of all of the chapter presidents. ISAAC has fifteen chapters. Each chapter also elects a second representative to sit on the Council. There is also an elected member for non-chapter regions with more than ten members or large geographic regions not otherwise represented. The Council has several responsibilities within the organization.



The duties of the **Council** are:

1. to actively support activities and policies of ISAAC;
2. to develop an understanding of ISAAC finances and provide prompt feedback to the Executive Board;
3. to nominate members of the Executive Board through the Nominations Committee;
4. to be familiar with ISAAC's mission, goals and activities and represent them to members and to the public in a positive manner;
5. to undertake specific tasks on behalf of the organization, e.g., fundraising, conference planning, publications, etc.;
6. to participate in task forces/committees to support international collaboration;
7. to ensure the Executive Board is aware of ISAAC members' concerns that may hinder the growth of AAC throughout the world;
8. to ensure that the Executive Board is aware of ideas generated by ISAAC members that may contribute to the growth of AAC throughout the world;
9. to participate in the decision-making process with the Executive Board in removing any member whenever the best interests of ISAAC require such action;
10. to participate in making or amending bylaws.

Committees and Task Forces

ISAAC has many committees in addition to the Council or EB. They are extremely important to the operation of ISAAC.

ISAAC has to rely on the work of committees. Each standing committee includes representation from an Executive Board member. Each committee includes at least one member from the Council. It is mandatory to have people who rely on AAC on each of ISAAC committees and desirable to have family members, where required. A **standing committee** is one that is central to the functioning and aims of ISAAC. A **task force** is engaged to carry out a time-limited activity for a specific purpose.

Effective communication is essential to the successful functioning of ISAAC as an organization. Lesson 1 will provide use information about communication.

Lesson 1: COMMUNICATION

Being a leader is very important when you are working together as a team, assisting with a committee, and interacting in the community in everyday life. For People who use Augmentative and Alternative Communication (PWUAAC) this is especially important. A leader needs to be able to communicate effectively to be organized and to make sure the project has a clear direction that is understood by all members. If the leader does not do this, then the project may never be successful. A leader needs to assure that all members of the group focus on its mission and objectives. Therefore, as a group, they will be able to accomplish their tasks.

The following lessons are about communication. In the next couple of pages we are going to work through examples of how to communicate effectively as the leader of a committee. These lessons will cover how to communicate with other people face-to-face and through e-mail or communication technologies, such as Instant Messaging (IM) or Skype. You are going to need a communication partner to get the best results.

Lesson 1: Part 1 Communicating Face-to-Face

In this example, there are two people, Drew and Sam. Sam and Drew are in the eleventh grade together and they are friends at school. Sam has cerebral palsy and uses an AAC device. Drew has no disability. Sam is in regular classes. Sam asked Drew over to his house to work on some of their homework. They have a discussion that Drew does not understand completely.

Drew and Sam get to the question about the bombing at Pearl Harbor in Hawaii.

1. Drew: "Sam, when was the bombing at Pearl Harbor?"
2. Sam starts pointing at the encyclopedia.
3. Drew: "Which book do you want?"
4. Sam keeps pointing to some of the books.
5. Drew says in an angry tone of voice, "Which book do you want?"

Was Drew right to get frustrated?

6. Drew says in an angry tone, "Use your communication device to tell me which book to get down for you."
7. Sam starts using his communication device to tell Sam which book he wants.

Discuss with a communication partner what happened in this interaction. For example, was Sam's pointing effective? Why did Drew start to get angry? What Drew correct in telling Sam to use his communication device? Was this interaction an example of effective communication?

Lesson 1: Part 2 Communicating through E-mail

In today's world many discussions take place over e-mail or other Internet-based means of communication that are not face-to-face. Communicating through email is sort of different than just having a face-to-face discussion.

Here are four ways people can communicate on the Internet:

1. E-mail
2. Forums/newsgroups
3. Chat rooms (*Skype, Facebook*)
4. Wikis and blogs

It is important to follow guidelines for **Computer Etiquette**, or conventional expectations for social behavior, to communicate properly through e-mail or other Internet-based methods:

- A. Write clearly.
- B. Don't use all capital letters, because it is considered yelling on the computer (I AM FRUSTRATED).
- C. Do not show emotions with symbols as this may be confusing for some people:
 - Happy :)
 - Excited : -)
 - Angry :(



Here are two examples of e-mails. One e-mail is a good discussion. The second is difficult to understand.

There are two friends who use communication devices. One, named Anne, lives in the United States and the other friend, Becky, lives in Germany. They love to communicate with each other through e-mail and Skype.

Email Conversation #1: One day Becky got a doll that she wanted to tell Anne about through e-mail. Becky got to the computer and got ready to write the e-mail.

- Becky: "Hey Anne, I got a doll today."
- Anne: "Hey which doll did you get today."
- Becky: "I got the new cabbage patch doll."

Email Conversation #1 is clear and should be easily understood.

Email Conversation #2: Anne and Becky are talking about their summer vacation together because they are going to go to United Kingdom for an AAC camp. Becky can't understand Anne.

- Anne: "Are you ready to fly? Are you going to bring your doll?"
- Becky: "Which one?"
- Anne: "That one."
- Becky says in an angry tone of voice (an angry tone on the computer is using all caps) "WHICH ONE"
- Anne: "THAT ONE YOU TOLD ME ABOUT THE OTHER DAY. "
- Becky: "Oh my new cabbage patch doll."
- Anne: "Yes yes yes"

Why was there some confusion in Email Conversation #2? What might you do to improve this conversation?



Lesson 1: Part 3 Communicating on a Listserv

A Listserv is an e-mail list that is managed somewhere by one or more persons. To join or leave a Listserv you have to write to the person who manages the Listserv and ask to be added or removed.

This lesson will teach you how to join the biggest AAC online community, called ACOLUG. The following instructions are from the ACOLUG website <http://listserv.temple.edu/archives/acolug.html>.

The Augmentative Communication On-Line User's Group (ACOLUG) is an Internet Listserv, which allows users of augmentative communication and their families to communicate with each other and with professionals who are interested in augmentative communication. ACOLUG enables people who are separated by great geographic distances to "meet" and communicate with each other in a way that is convenient, comfortable and free!

ACOLUG has a diverse membership of more than 800 people representing 50 states and 15 countries. The membership is primarily users of augmentative communication ranging in age from seven years old to mature adults. Family members also play a key role on ACOLUG.

To subscribe to ACOLUG, all you need is a computer with an Internet connection and an email address. If you send and receive email, you are ready to subscribe. **ACOLUG is not to be used for research purposes.**

To subscribe, just:

1. Send an email to listserv@listserv.temple.edu.
2. Leave the subject line blank.
3. In the body of the message type: subscribe acolug your first name your last name (example: subscribe acolug alice smith).



4. Send the message.
5. You will receive a Command Confirmation Request email. Reply, leaving the subject the same. In the body of the message type the word *ok*.
6. You are now subscribed, so introduce yourself.

To end your ACOLOG subscription, change your subscription settings, or to search the archives, go to the <http://listserv.temple.edu/archives/acolog.html>

Lesson 1: Part 4 Communicating Using Skype

Earlier in this workbook you learned about some of ISAAC's committees. Much of the work that is done by these committees is done using SKYPE. Skype is a computer program that you can download free from the Internet. It allows users to make voice calls over the Internet. Calls to other users within the Skype service are free. You can see and hear the people talking. You can also use a chat or use Instant Messaging to type messages to one or more people on Skype.

Joining and using Skype

Everyone who uses Skype needs to have a username so other people will know who you are.

To join Skype:

1. Go to Skype.com
2. Download Skype onto your computer
3. Open Skype and type your username and password
4. Then you are on

Getting people on your Skype:

1. Go under the menu called *contact*
2. Go to *add contact*
3. Type the person's name

Start talking on Skype:

We have two ways to use Skype

First, if you want just to talk:

1. Click on the person's name
2. It starts ringing (like a telephone)
3. The person answers

Using Skype as an instant messaging program:

1. Right click on the person's name
2. It takes you to a screen like (an instant message)

This example is about Susan and Laura. Susan is the chair of a committee at her church and Laura is on the committee. Susan is trying to get Laura to do what she volunteered to do. They are communicating via Skype.

- Susan: "hi Laura"
- Laura: "hi Susan, what's up"
- Susan: "I need the report on the carnival that you said you would do"
- Laura: "did I tell you Sarah said she would do it for me"
- Susan: "Sarah hasn't gotten that information you have. You need to do it for the committee"
- Laura: "I have no time to do it"
- Susan: "you said you would do this report for the committee"
- Laura: "I can't do it for a week"
- Susan: "that will be okay"
- Laura: "I will do it as soon as I can"
- Susan: "that is all right"

Or, Susan needs the report sooner than a week:

- Susan: "hi Laura"
- Laura: "hi Susan, what's up"
- Susan: "I need the report on the carnival that you said you would do"
- Laura: "did I tell you Sarah said she would do it for me"
- Susan: "Sarah hasn't gotten that information you have. You need to do it for the committee"

- Laura: "I have no time to do it"
- Susan: "you said you would do this report for the committee"
- Laura: "I can't do it for a week"
- Susan: "we have that meeting on Wednesday"
- Laura: "can I e-mail this information that I have on the carnival to Sarah? So, she can do the report."
- Susan: (getting frustrated) "you said you would do it and now you can't do this"
- Laura: "my child got sick and I can't do it"
- Susan: "will you e-mail everything to Sarah and me please"
- Laura: "I will e-mail it right now"
- Susan: "that is all right"

The following example is about Carol, Paige and Roberta, who are on a committee for an organization. Carol uses an AAC device. Roberta and Paige do not. It is the time to vote on who will introduce the keynote speaker for the conference. Carol knows the speaker well and they are personal friends. Paige asked the speaker to come to the conference. Roberta supports Carol to be the person who introduces the speaker.

- Paige: "Now we need to decide who is going to introduce Elizabeth tomorrow."
- Carol: "Me, me."
- Paige: (In a frustrated tone) "What? Carol you want to introduce the speaker? You can't."
- Roberta: "Why NOT Carol talks like us"
- Paige: "Oh, we need to have a vote."
- Everyone: "Yes Yes"

They took a paper vote.
Paige counted the votes.

- Paige: (in an ashamed tone) "Carol won by 7-2. Carol, you are going to introduce the speaker."

Lesson 2: HOW TO BE A LEADER (LEAD)

Now that you know how to communicate to be an effective leader, we will focus on how committees or boards work in an organization. An organization often has a board or management team which is responsible for leadership and decision making. In ISAAC, the Executive Board and Council make the decisions for the organization.

The following questions are taken from the **ISAAC Leadership Material document which is posted on the ISAAC website.** This section of this workbook is about **structure of a committee.**

Lesson 2: Part 1

Structure of a Committee

Organizations run their committees in different ways. However, most organizations use a committee structure with the chair (president), vice chair (vice president), secretary, treasurer (the person who manages the money), and the other members.

The following 10 questions require a true or false answer. Check your answers on page 21:

1. The chair is the president of the organization. _____
2. A Board of Directors is the body that makes no decisions. _____
3. Committee members have no voting rights. _____
4. A Board of Directors has the power to make decisions. _____
5. A motion has to be voted on. _____
6. One of the ways of voting is by voice. The Chairman asks those in favor to say, "aye", and those opposed to say "no". Any member may move for an exact count.

7. There is a motion called “motion to table” – this motion is often used in the attempt to “kill” a motion. The option is always present, however, to “take from the table”, for reconsideration by the membership. _____
8. “Roll Call” is another way to have a vote – each member answers “yes” or “no” as his name is called. This method is used when a record of each person's vote is required.

9. A Board of Directors does have the time to fully discuss every issue and develop every project as a full body. _____
10. Boards have committees because smaller groups can work more efficiently and less formally. _____

This part of the lesson is just for reading, to help you on the following sections of this lesson.

Lesson 2: Part 2 Etiquette

This next section is all about etiquette. You learned about etiquette in the communication part of this workbook. That part of the workbook taught us how to communicate with proper etiquette. In this part of the workbook we are going to learn about proper etiquette for committee meetings. It has two parts: one for **people who use AAC** and one for **natural speakers**. People who use AAC have to know a couple more etiquette rules than natural speakers. Natural speakers have a couple more etiquette rules about working with someone who uses AAC.

Remember: Etiquette

Rules for how people should properly act in public are one type of **Etiquette**. *Wikipedia* says, “**Etiquette** (pronounced [, etiˈket]) is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group.”¹

Etiquette for different cultures

Etiquette can vary widely between different cultures and nations. For example, in some countries, such as Spain and Italy, it is common behavior to kiss someone as a form of greeting. In many other countries this would not be an appropriate way to greet someone other than a close family member.

Lesson 2: Part 3 *Etiquette for People Who Use AAC and Natural Speakers*

- When communicating with people who use AAC, you should use a normal voice and always use good manners. Do not attempt to communicate in the form they are using (unless they ask you to).
- You need to give people who use AAC time to develop their message.
 - People who use AAC typically communicate at a rate of ten words per minute rather than 200 words per minute, like someone who uses speech. Therefore, AAC communicators might not talk as much as expected in meetings, because people who use AAC typically are slower in transmitting a message.
 - If you do not understand what is being said, ask for it to be repeated.
 - If you are organizing the agenda, allot extra time within the sections to accommodate people who use an AAC communication pace.
- Understand why a person who uses AAC may not have the needed literacy skills:

- o Many AAC devices don't have a lot of the vocabulary pre-programmed for effective communication for committee meetings.
- o As you would do with anyone else in committee or group meetings, make sure the person who uses AAC understands the different vocabulary associated with Robert's Rules of Order or a particular organization/issue. If there is any concern, ask "Does everyone understand what I mean by (insert word, phrase)?" Leave time for people who use AAC to respond.
- Make sure people who use AAC have access to all materials being presented.
 - o Make a copy of your documents for fellow committee members.
 - o Make sure the document is legible and in large enough print.
 - o Offer assistance to people who use AAC who do not have an assistant and need help in reading a document, holding a document, or turning pages.
- Remember that everyone on the committee has the same rights and an equal say in all issues. If you see that someone – a person who uses AAC or natural speaker – is being denied their rights, speak out and make sure the person knows their rights. This assures a "level playing field" and that everyone, including you, should be heard.
- Try to create as many ways to communicate with committee members who use AAC as possible. Set up the same instant messaging account for all committee members to use. Share your email addresses.
- During conference call meetings, make every attempt to be at a phone and in front of a computer so that you can communicate by voice and over instant messaging.
- If you are facilitating a meeting, go around the group for individual votes to ensure everyone has a chance to respond, especially on phone or online meetings. If meeting in person and everyone is mobile with their hands, you can also ask for a show of hands during a vote.

This part consists of true/false questions and two short answer questions or discussion questions. You can check your answers on page 21.

1. Scheduling meetings at the beginning or end of the day may make it difficult for someone with disabilities to work around their personal care schedules.

2. It is best to check to find the most convenient time of day for meetings.

3. You should be aware that communicating with AAC takes longer than speech.

4. One should allow extra time for the person who uses AAC to communicate.

5. Providing an agenda and/or notes ahead of the meeting can help the person who uses AAC to prepare their thoughts ahead of time and speed up communication.

6. Taking notes can be easy for someone who uses AAC. _____
7. Providing notes after the meeting can help. _____



8. People who use AAC may feel awkward asking for extra supports. It's okay to offer them. _____
9. It is also okay for people who use AAC to say "no thanks" when extra supports are offered to them. _____
10. Technology glitches happen. It is important to be understanding when they happen in the middle of a meeting. _____
11. You should discuss with your team members how they want to indicate that they have something to add to the discussion and what they like their communication partners to do while they compose their words. _____
12. The communication partner also plays an important a role, but it is still the AAC primary responsibility of people who use AAC to take ownership for their communication.

13. It is important to respect the person who uses AAC as an equal member of the team.

14. It is a good idea to have words stored/programmed about meetings into your device.



Answers for True/False Questions

Lesson 2: Part 1

1. F
2. F
3. F
4. T
5. T
6. T
7. T
8. T
9. F
10. T

Lesson 2: Part 3

1. T
2. T
3. T
4. T
5. T
6. F
7. T
8. T
9. T
10. T
11. T
12. T
13. T
14. T