



Housekeeping

- **Got Questions?**
 - **Q&A at end of session**
 - **purposefullifebcs@gmail.com**
- **We Value Your Input! Surveys**



- Cleaning lights on
- Volume reduced
- Previews skipped
- No "quiet" policy
- Purchase tickets at box office on day of event
- Movies rated G to PG-13

May 14th at 10am

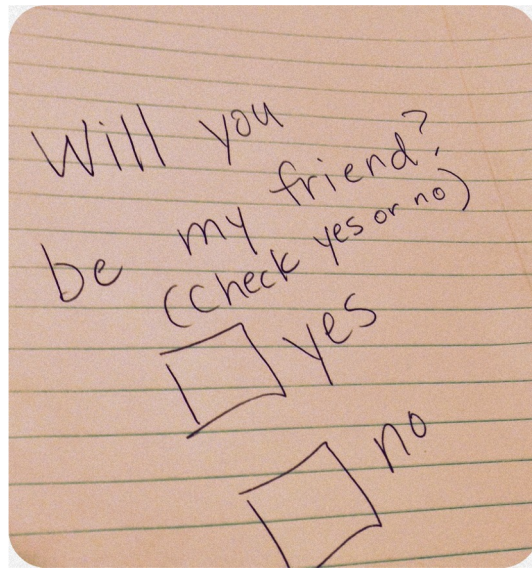
Dr. Strange: In the Multiverse of Madness

Download flyer at:

<http://www.facetsbcs.org/sensory-friendly-movies-at-cinemark.html>



Download list of local camps at:
<http://www.facetsbcs.org/camps.html>



Friendly is not Friendship: Building Social Awareness

A Purposeful Life, May 2022
Robin Miller, TAMU CDD

Why Talk About Friendships and Relationships?

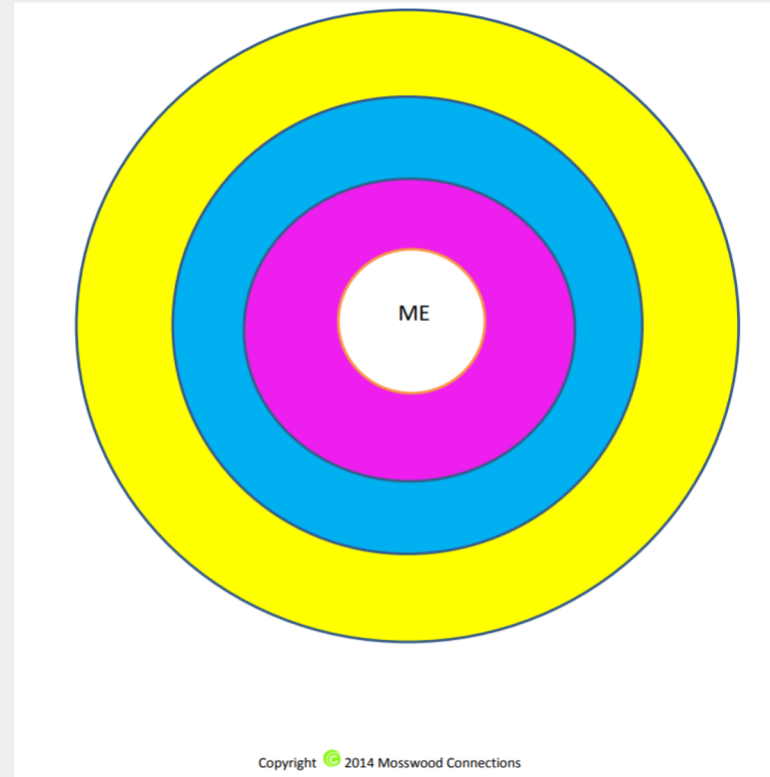
- Everyone, regardless of disability, wants to have relationships, though our preferences regarding the nature of those relationships may differ.
- Not everyone understands how relationships develop, which can leave them vulnerable or lonely.
- Awkward social overtures or misunderstanding of relationships can be embarrassing and discouraging.
- “Default” relationships with classmates, club members, or family friends disappear when settings or circumstances change.

How can we help?

- Provide gentle social insight into behaviors that create barriers to friendship.
- Teach them how to start, continue, and end conversations.
- Teach boundaries, and teach how to spot insincere people.
- Teach age appropriate interaction and social problem solving.
- Pick a peer or group of peers, and help them track the development of their relationship(s). When is it okay to text, to ask them to hang out, etc.?
- Teach them to text and use social media safely.
- If they have social anxiety, teach them management techniques, including subtle ways to opt out.
- Teach them that friendships end, and that there's a difference between making friends and taking hostages.

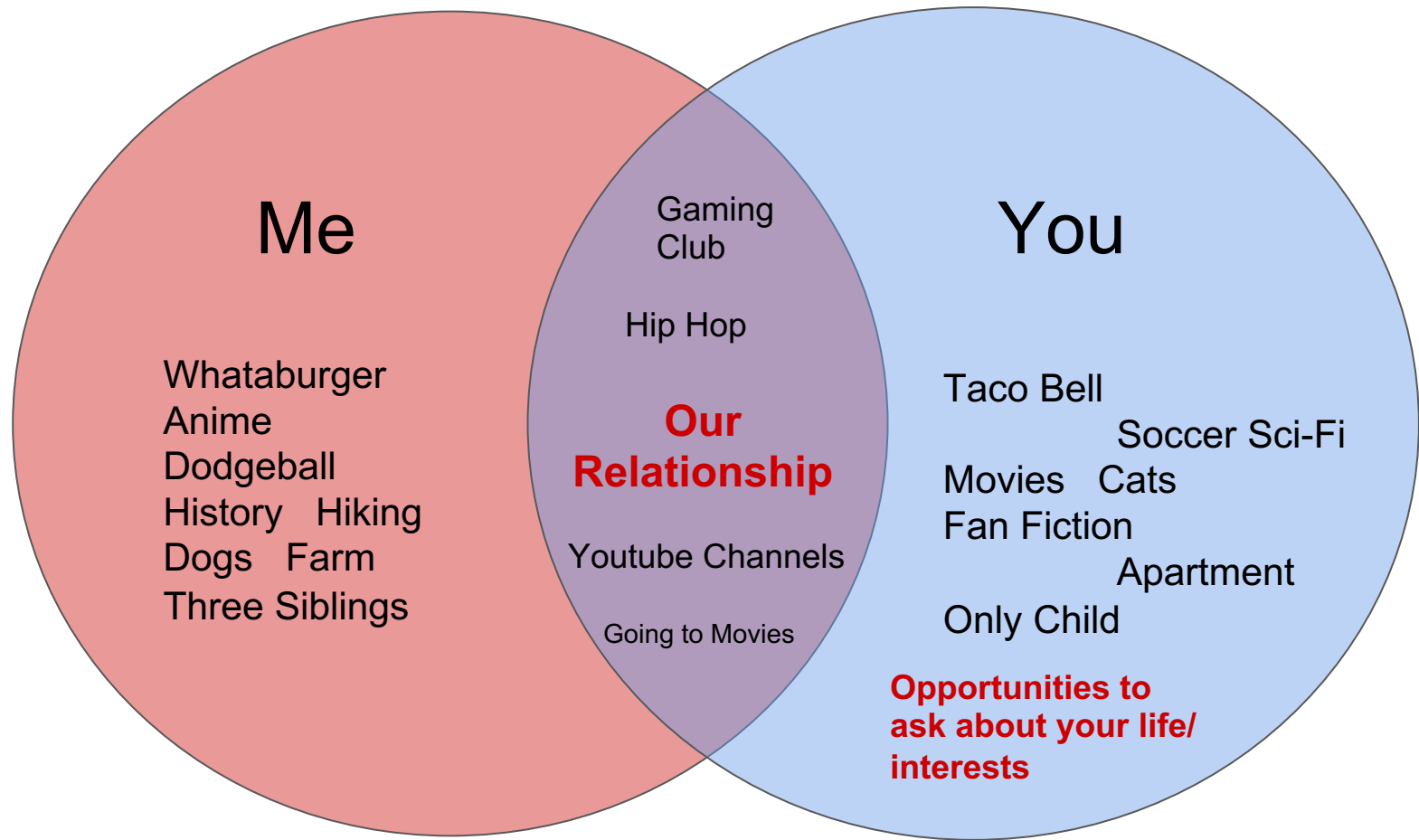
This is a relationship circle.

- If you completed it with your child, would there be any empty rings?
- Would any rings only include paid positions or formal relationships?
- Would you and your child be able to agree on who belongs where?



Friendship 101: The Friendship Venn Diagram

This tool is helpful when learning how to make friends. It comes in handy again when your child becomes interested in dating.





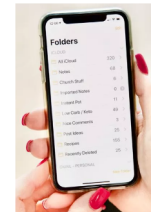
Use the Venn Diagram to Make Friend Files

Friend files are just written or electronic notes reminding your child of another person's interests and things they have in common.

Friend files can also include reminders of things to ask about, like the person's family or pets, or a vacation they told you about earlier.

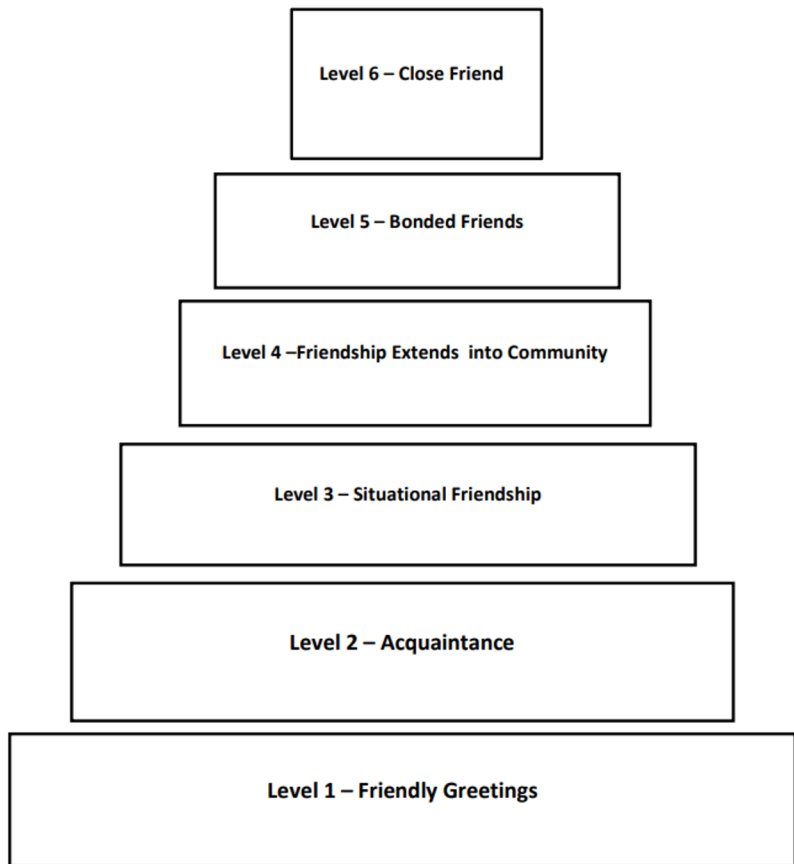
They can be used to plan outings, prepare for conversations, or navigate large gatherings like family reunions.

You can also establish conversational rules. For example, it's okay to talk about yourself or your favorite things, but after sharing two things be sure to ask about something the other person is interested in.



From Friendly to Friendship: The Friendship Pyramid

Name _____ Date _____



Michelle Garcia Winner's Friendship Pyramid

From her book *Socially Curious and Curiously Social*

This tool helps you visualize the progression from friendly greetings to close relationships.

It helps guide the conversation about the time and effort it takes to move a relationship up the pyramid.

It can also help you explain why relationships change or end, like when a situational friendship declines because you're not in the same class/on the same team anymore.

Who should you try to move up the pyramid?

Social cues:

Friendly: Enough interest to keep you feeling safe and comfortable. Respects physical and emotional boundaries. You want to stay or return.

- Approaches with body and shoulders facing you
- Smiles and looks at you. Warm or energetic tone
- Shares about them or asks about you

Disinterested: Does not look interested. May seem indifferent, neutral, or distant. May be more formal in how they speak or act.

- Doesn't move toward or away from you
- Focuses more on other things. May seem distracted.
- Neutral or indifferent tone of voice
- Slow to respond, and may not have much to say

Too Friendly: Overly interested and takes it too far, too fast. Too nice, clingy, pushy, or trying too hard. Makes you feel uncomfortable. Note: May transition to unfriendly if they feel rejected.

- Moves or sits too close
- Smiles, looks, or laughs too much
- Overly helpful/too eager
- Shares too much about them or asks too much about you
- Stalks people in person or online

Unfriendly: Dislikes and/or actively excludes you, making you feel uncomfortable. May be unapproachable or avoid you. May be mean or insulting, or otherwise antisocial.

- Turns body away, walks away, or avoids you
- Intentionally puts something on the chair so you can't sit with them
- Ignores you or doesn't respond
- Talks bad about people, gossips, spreads rumors
- Mocks people or puts them down

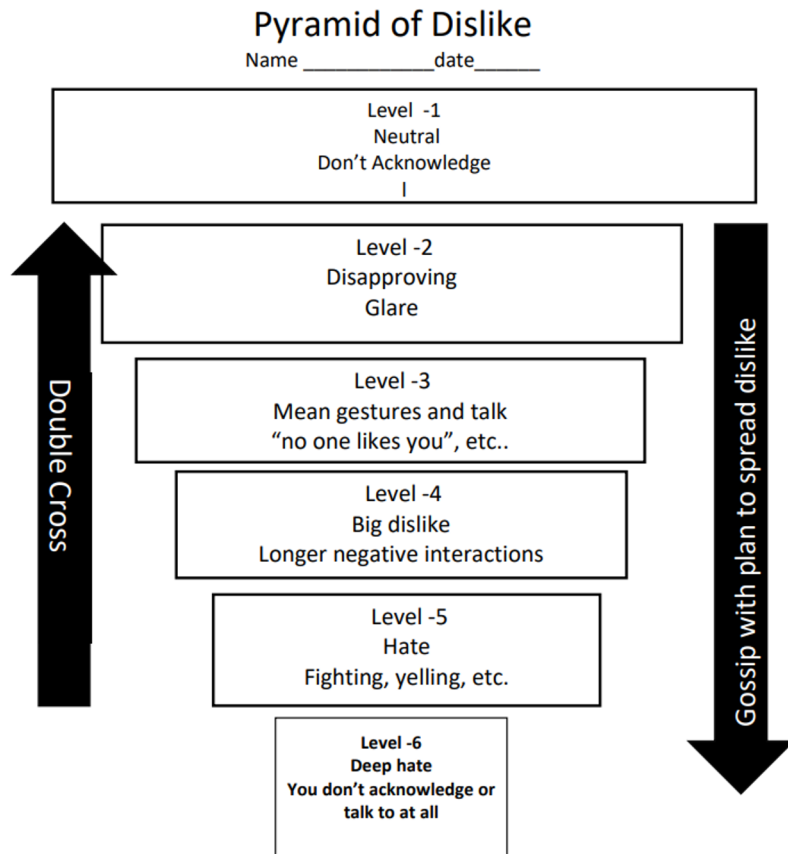
The Pyramid of Dislike:

This tool can help your child understand the situation and problem-solve when things go wrong.

No one wants to be disliked, but it's happened to all of us. Talk to your child about a similar situation you've faced.

If your child dislikes someone, help them find the level they're at and find ways to resolve the problem, or at least exhibit more socially acceptable behaviors.

Depending on your child's age and developmental level, you can also identify levels when they need to seek help from peers or adults.



Rules to Teach:



Real Friends Do:

Stand up for you when someone's being mean

Help you, just like you help them

Ask you to hang out/sit with them when you're alone

Make you feel good about yourself

Let each other have other friends



Real Friends Don't:

Ask you for money or ask you to buy them things to be their friend

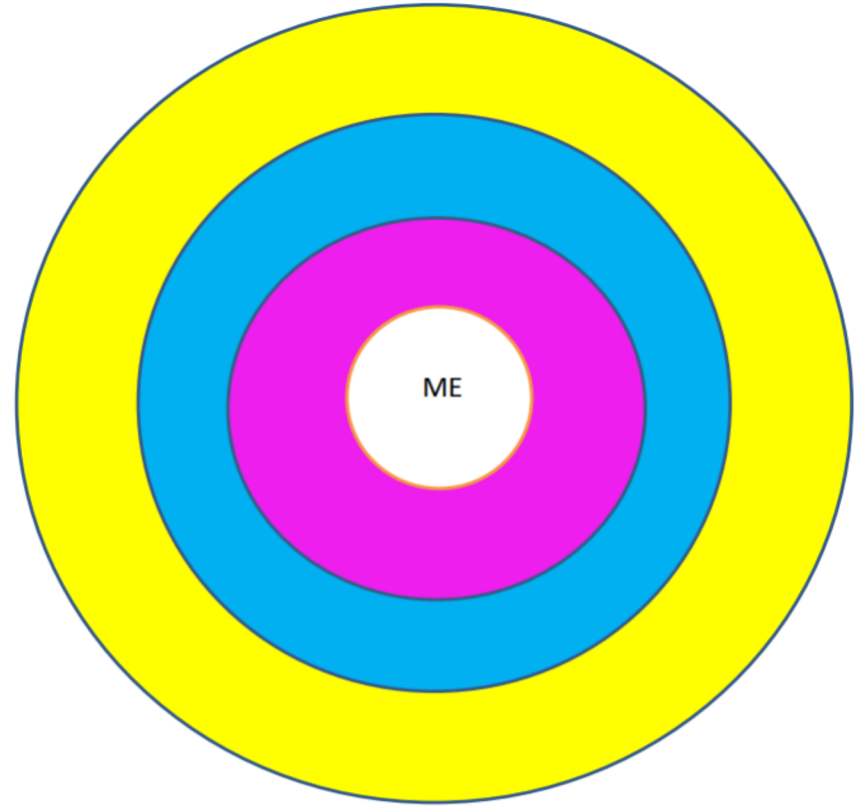
Tell you to do something that makes people laugh at you or makes you feel bad about yourself

Ask you to do something they know is wrong

Now that your child understands different levels of relationships, this diagram can become **Privacy Circles**.

Privacy Circles are used to show what types of communication and contact are appropriate for different relationships.

I may say or do something with a family member or significant other, but I should not do it with a casual acquaintance.



Hazards When Discussing (or Not Discussing) Romantic Relationships:

We may pretend our family members with disabilities don't have romantic or sexual feelings.

We may treat them as if they are much younger than they are.

We may only focus on avoiding abuse, rather than building healthy relationships.

If we fail to educate our family members, people may see them as hypersexual when they express their sexuality inappropriately, or at inappropriate times.

We may forget that learning about sexual health, safety, and relationships is a necessity, not a luxury.

We may overemphasize compliance in general, which puts them at risk.

Remember:



We all have a full range of feelings, hopes, dreams, and desires.

Learning about relationships and boundaries takes time. Start where your family member is, and gradually have more advanced conversations over time.

Let them ask questions.

Ask them questions to see what they already know, what misconceptions they may have, and what they want to know.

Be clear and direct. Euphemisms are not your friend.