

# NAVIGATOR MANUAL

## Terry's Story



## Mending the Broken Heart

**Preparation:** *Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.*



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**Information in the Student Manual:**

***Key Concepts***

- Mending the Broken Heart
- Mentoring a Spirit of Gentleness
- The impact of Gentle Teaching on Terry’s life
- Our Tools (Hands, Words, Eyes, Presence)
- Building Companionship and Community
- Concrete vs. Abstract Language
- Building Relationships vs. Modifying Behavior
- Creating New Memories vs. Old Memories



***When this appears, please pause for discussion.***

***Extra space provided for your own reflections as you watch Terry’s story.***

***SAY:*** Please note the Key Concepts on page 2 of your Student Manual. This is what we will be looking for throughout today’s presentation.



***SAY:*** When this appears, we will pause for discussion.

***SAY:*** Extra space is provided in the Student Manual for your reflections as you watch Terry’s story.



Part I:

**Pause and discuss:** *Why do you think Terry responds as he does to each of Tony’s questions?*

Questions: “How does that hear feel now?” “How do those shock treatments make you feel?”

A) \_\_\_\_\_

Question: “How would that heart feel if people gave you a hug?”

B) \_\_\_\_\_

Question: “Would you rather have shock treatments – or would you rather have a hug?”

C) \_\_\_\_\_



Part II:

**Pause, think and discuss:** *Now that Terry knows the answer, how do we use our tools to teach Terry he is safe & loved?*

**SAY:** At the time of this video Terry was living in an institution, receiving 3 shock treatments per day in an effort to address his depression and behavioral issues.

**IA.**  
(Re-read the questions Terry was asked and ask students to record their answers. Offer a minute or two for discussion before proceeding.)

**IB.**  
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(Re-read the questions Terry was asked and ask students to record their answers. Offer a minute or two for discussion before proceeding.)

**II.**  
**ASK:** Now that Terry knows the answer, how do we use our tools to teach Terry he is safe and loved?



Part III:

Our Tools: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, & \_\_\_\_\_

**Pause and discuss:** *What are our tools to teach the individual to feel safe and loved? What is our purpose with our tools?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III.

**SAY:** Our tools are:

**Hands, Words, Eyes, Presence.** Let's discuss

how we use our tools to teach the individual to feel safe and loved?

(Participants draw on past experiences with individuals with disabilities, family members, personal experiences...)

**Key Questions to ask to begin discussion:**

- What is the purpose of our tools? (answer: to help others know they are safe & loved)
- How do we use/abuse our tools?
- What can you say?
- How do you use eye contact?
- What message do open hands convey?
- How ought you touch someone?
- What is our "destination" when using our tools? (answer: create companionship and community)
- Are we here to change Terry ~ or to change ourselves?



Part IV:

**Pause and discuss:** *How does Terry perceive “community”?  
The goal of caregiving is to build companionship and  
community (see the Elements of Companionship.)*

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Part V:

**Pause and discuss:** *Terry’s new home as well as his  
perception of the difference between shock treatments  
and a Hug. (Tony & Terry)*

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IV.

**WHILE VIEWING:** *Point out Terry’s eye contact – when he looks up...*

**ASK:** How does Terry perceive “community”?  
The goal of caregiving is to build companionship and community. Please turn to the Elements of Companionship and see where these take you in your journey working with individuals with disabilities.

Briefly review the 10 Elements of Companionship (students have a copy).

V.

**ASK:** What changes do you notice in Terry & and his surroundings?



Part VI:

**Pause and discuss:** *How will you use your tools to build companionship and community with individuals you will be working with? (Tony & Terry)*

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Part VII:

**Pause and discuss:** *Concrete vs. abstract language (Mark & Terry).*

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VI.

**ASK:**

*How could we role play using our tools?*

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**ASK:**

*How will you begin to value their sense of companionship and community?*

VII.

**SAY:** *Mark names each of Terry's caregivers to emphasize the need for concrete language with Terry.*



### Part VIII:

Pause and discuss: *What is Terry's reaction to going to the dance and how does Mark help create new memories and build a relationship with Terry?*

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### *Final Thoughts:*

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### VIII.

#### **ASK:**

*Do you believe this helps Terry more than dwelling on old memories and trying to modify his behavior?*

***Point out the importance that people who work for Globe Star need to agree with this philosophy.***

*Use this space for notes...*

## Elements of Companionship



<b>Interactions</b>	Coldness	1	2	3	4	5	<i>Warmth</i>
<b>Dialogue</b>	Talk	1	2	3	4	5	<i>Listening</i>
<b>Protection</b>	Restraint	1	2	3	4	5	<i>Warm</i>
<b>Rewards</b>	Earned	1	2	3	4	5	<i>Unconditional</i>
<b>Companionship</b>	Poor	1	2	3	4	5	<i>Good</i>
<b>Engagement</b>	Self	1	2	3	4	5	<i>Together</i>
<b>Purpose of the Relationship</b>	Modify Behaviors	1	2	3	4	5	<i>Build Relationship</i>
<b>Our Focus</b>	Rigid	1	2	3	4	5	<i>Flexible</i>
<b>Memories</b>	Old	1	2	3	4	5	<i>Creating New</i>
<b>Language</b>	Abstract	1	2	3	4	5	<i>Concrete</i>