



My Conversation Toolkit

A guided worksheet for students and parents

Conversations can feel different depending on the person, place, topic, and situation. This worksheet helps you notice what supports you, choose strategies that feel useful, and prepare for a real conversation. You do not need to use every strategy, and there is no single correct way to communicate.

How We Will Use This Worksheet

Student You may write, speak, point to choices, ask someone to write for you, take a break, or complete one section at a time.

Parent or support person Listen first. Help the student think and practice without scoring, correcting every response, or taking over the conversation.

How I would like to complete this

☐ I want to write my answers.	☐ I want to discuss my answers.
☐ I want someone to write for me.	☐ I want to complete one section at a time.
☐ I want to look through everything first.	☐ I may need extra thinking time or a break.

Our agreement

☐ Different communication styles are valid.
☐ The student may pass on a question.
☐ We will focus on useful strategies, not perfect performance.
☐ We will ask before giving advice or feedback.

Student name

Parent or support person

Date

1 Notice What Helps

Start with the student's experience and strengths

Go one prompt at a time. Pause after each answer. Examples may be offered only if the student wants help getting started.

Conversations feel easier for me when...

Topics I usually enjoy talking about are...

I may need more thinking time when...

A conversation may become difficult for me when...

When I feel confused, distracted, uncomfortable, or overwhelmed, it helps if...

Strength spotting

Student One conversation strength I see in myself is...

Parent or support person One communication strength I notice is...

One thing I can do to make conversations easier without taking over is...

2 Start and Stay

Plan how to enter and continue a conversation

START

Choose a real person and a possible shared interest. Use wording that feels natural to you.

The person I might talk to

Something we may have in common

An opening I could try

☐ Ask a question	☐ Make a comment
☐ Give a genuine compliment	☐ Use my own approach: _____

My opening phrase

STAY

Ask–Share–Ask can help both people contribute. It is a tool, not a required script.

ASK	A question that helps me learn more _____
SHARE	Something connected that I could add _____
ASK	Another chance for the other person to share _____
NOTICE	A detail I want to remember or respond to _____

3 Shift

Prepare for confusion, change, discomfort, or an ending

A conversation has not failed because it changes or becomes difficult. Choose a repair, boundary, regulation, or exit strategy that fits the situation.

Strategy	Example	Phrase I would actually use
Ask to repeat	Could you say that again?	
Check understanding	Do you mean...?	
Try another question	Let me ask that another way.	
Change the topic	Can we talk about...?	
Respect a boundary	That's okay. We don't have to discuss it.	
Ask for thinking time	Give me a moment to think.	

If I need a pause or want to leave

A clear phrase I could use when I feel overwhelmed or need a break

A clear phrase I could use when I am ready to end the conversation

4 Finish My Toolkit

Choose the strategies that are personally useful

Rate helpfulness, not correctness. A strategy may work in one situation and not another. You may also decide that a strategy is not for you.

My strategy review

Strategy	How useful is it for me?	When might I use it?
Find a possible shared interest	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Ask a question, comment, or compliment	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Use Ask–Share–Ask	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Wait and give the other person space	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Ask for repetition or clarification	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Try another question or topic	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Ask for thinking time or a break	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	
Use a clear exit phrase	☐ Works well ☐ Helps a little ☐ I may change it ☐ Not for me	

My go-to strategies

To START, I am most likely to use...

To STAY, I am most likely to use...

To SHIFT, I am most likely to use...

These strategies work for me because...

5 Try and Reflect

Use one strategy in a manageable real-life conversation

Choose a Conversation

☐ Talk with a classmate or colleague	☐ Speak with a relative
☐ Join a group conversation	☐ Ask someone about an interest
☐ Speak with a teacher or another adult	☐ Another situation: _____

The strategy I want to try

The support I may need before or during the conversation

How I would like my parent or support person to help

☐ Practice with me	☐ Help me think of a phrase
☐ Remind me beforehand	☐ Check in with me afterward
☐ Let me try independently	☐ Ask me what kind of help I want

Reflect Afterward

What felt easier than I expected?

What was difficult or unexpected?

Which strategy helped—or did not help?

What did I learn about the other person or about myself?

What would I keep, change, or try next time?

Parent or support person reflection

A strength I noticed—and one support I will continue or adjust

Every conversation is an opportunity to practice and learn—there is no single “right” way to do it.