



This lesson on voice volume helps participants understand how voice volume can affect their interactions with others in a positive or negative way. Participants learn that one's voice volume changes depending on both the setting and the type of conversation one is having. The Volume Meter Poster will be introduced to show how the intensity of a voice should match the setting and activity. Video role plays and scripted role plays are provided to build recognition and to practice appropriate volume.



### Tips and Suggestions

Please see pages 69-70.



# Lesson 14: Voice Volume



## Facilitator Preparation

### Our Experiences: Shhhh....

We have all experienced someone who is talking louder than the situation requires. We notice that people move away from that person and wonder what is wrong with them. Many of the people with ASD with whom we have worked have the tendency to speak too loudly. It is much easier for these individuals to recognize this tendency in others than in themselves. They are surprised to learn they are making others uncomfortable when speaking in a loud voice.

### Materials to Review

Review the Volume Meter Poster, the scripted role play and Voice Volume Role Play video. Facilitators should exaggerate the volumes being demonstrated so that the differences are very clear. As the participants learn the concept, more subtle changes can be demonstrated to test understanding.

The scale will be utilized again, and you will need to have small objects to weigh down the scales.

### Cultural/Family Preferences

Voice volume varies from culture to culture and family to family. Some families are loud and talk over each other. Other families are more reserved, quiet and speak one person at a time.

Be careful not to inflict your own values on the participants. There is no established correct volume, just an average of what most people do. The key is being able to read the social cues to keep the balance between the two people in the situation.

### Practice Outing

Personal Space and Voice Volume

## Role Play: Voice Volume



## Role Play: Voice Volume

<b>Setting</b>	At the mall food court
<b>Actions</b>	<p>F2 is sitting at a table.</p> <p>F1: <i>(walks by and sees F2) (loudly)</i> "Hi! Don't you go to my school?" <i>(sits down at the same table)</i></p> <p>F2: <i>(winces)</i> "Hey, not so loud."</p> <p>F1: "Guess what? <i>(still talking loudly)</i> My parents are arguing again so I had to get out of the house."</p> <p>F2: "Okay, just stop yelling." <i>(pretends to look at phone and moves away)</i></p> <p>F1: "Okay, okay. <i>(less loudly)</i> Oh, look! That girl you like is outside. <i>(Yells)</i> Hey, we're over here, look here!"</p> <p>F2: <i>(embarrassed)</i> "I gotta go." <i>(leaves)</i></p> <p>F1: <i>(yells after him)</i> "Hey wait!"</p>

## Practice Outing: Personal Space and Voice Volume

The location will vary based upon group special interests and local special attractions and features: mall, movie theater, restaurant, zoo, bowling alley, sporting event such as professional baseball game or high school football game, park, a bicycle outing, etc.

After the activity is decided upon, discuss what personal space and voice volume will be appropriate for the activity. Use the volume meter in determining voice volume.

Possible questions to ask:

- Where they will sit, stand or walk?
- How close will they be to each other?
- How loudly will they need to talk?
- Also include previous lessons about kinds of conversations, such as will they use small talk or private talk or both during this activity?

Once at the community site, while the group is doing the activity participants should practice their personal space and voice volume specifics, along with small and private talk. Later, they can grade each other's behavior, perhaps acting out what they said for others. Was the scale in balance?



### Materials

- Volume Meter Poster
- Balance scale
- Objects to balance scale
- Flip chart/white board/chalk board, markers, etc.



### Videos

- Role Play: Voice Volume



### Assessment Procedures

- Check for Understanding: Volume Meter



### Tips and Suggestions

- See pages 69-70.

## Lesson Plan

### Topic

Voice Volume



### Purpose/Objective

- Learn about voice volume
- Understand how the setting and the type of talk determines voice volume

### Opening Session

- Review of rules
- Review Check for Understanding: Personal Space Questions

### Steps

1. Facilitators will introduce topic: Today we will talk about voice volume.
2. Facilitators will remind the participants of the concept of balance through a scale and how balance is critical to successful relationships, including voice volume, personal space and boundaries. Too much or too little of a behavior will affect a relationship.
3. Facilitators will introduce the Volume Meter Poster to the participants, showing volume based on settings and activities.
4. Facilitators will present the scripted role play or show the Voice Volume Role Play video.
5. Facilitators will ask participants the following questions.
  - Where are they? (mall food court)
  - What happened? (arguing parents and yelling)
  - Was the voice volume too soft or too loud? (too loud) Use the scale as a visual; put something on one side to show the imbalance when someone is too loud.
  - How did the person react to the other person? (tried to get him to stop yelling) Use scale as a visual; put something of the same weight on other side of scale to show how balance was corrected.
  - When they see each other again? Do you think the person will want to become a friend or stay an acquaintance?

(Acquaintance or no contact at all)

- Where are their voice volume levels on the volume meter? Reference the poster. Facilitators demonstrate talking softly to loudly on the volume meter. Ask for volunteers to demonstrate different points on the volume meter.
6. After role plays and discussion, define voice volume. Facilitators will explain that the voice volume you use when talking depends on the setting. Facilitators will explain that voice volume is like changing the volume on the TV. It can go from soft to loud. It is important to talk loudly enough for others to hear you, but not so loud that you are yelling at them.
  7. Have participants list why appropriate voice volume is important.
    - So others can hear what you say.
    - If too loud, it may embarrass the person and then they don't want to listen.
    - If too loud or too soft, some people may make fun of you.
    - Private talk may be overheard by others.
  8. Facilitators will ask participants to demonstrate how loudly they would talk in the following situations.
    - Ballgame
    - Classroom
    - Workplace
    - Bus
    - Library
    - Grocery store
    - Mall
    - Home
    - Restaurant
    - Funeral
    - Cafeteria
    - Elevator
    - Church
    - Doctor's office

### Closing Session

- Check for Understanding: Volume Meter
- Complete Participant Skills Tracking Form

### Participant Take-Home Materials

- Home Supplement
- Volume Meter Illustration

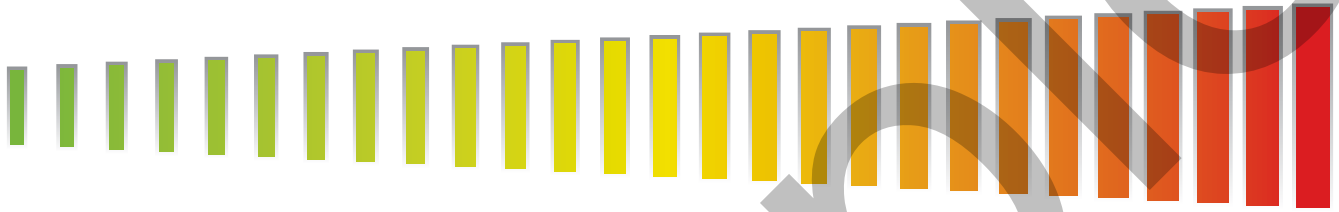
### Facilitator Checkout

Complete Fidelity Checklist

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

### Check for Understanding: Volume Meter

Write each location below the meter to indicate the acceptable voice volume for that location.



Quiet, Whisper

Normal Speaking Voice

Loud, Shouting

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- |              |           |
|--------------|-----------|
| 1. Ballgame  | 5. Home   |
| 2. Classroom | 6. Bus    |
| 3. Library   | 7. Church |
| 4. Mall      |           |

Write each location below the meter to indicate the acceptable voice volume for that location.




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|--------------------|------------------|
| 1. Restaurant      | 5. Park          |
| 2. Funeral         | 6. Telephone     |
| 3. Elevator        | 7. Grocery store |
| 4. Doctor's office | 8. Car           |

# Home Supplement



## Lesson 14: Voice Volume



### Today We...

- Defined voice volume
- Introduced the Volume Meter, which matches voice volume to setting or activity (attached)
- Watched facilitators and videos demonstrating voice volume
- Identified various settings and activities in which voice volume may differ



### Questions to Ask

- **Why is appropriate voice volume important?**
  - We do not want to speak so loudly that it hurts other people's ears.
  - We do not want to speak so softly that others cannot hear us.
- **What type of voice volume would you use in the following settings?**
  - Movie theater? Answer: No talking or a whisper
  - Crowded mall? Answer: Louder than regular speaking voice
  - Baseball game? Answer: Louder than regular speaking volume, shouting (cheering)
  - Dinner table with one other person? Answer: Regular speaking volume



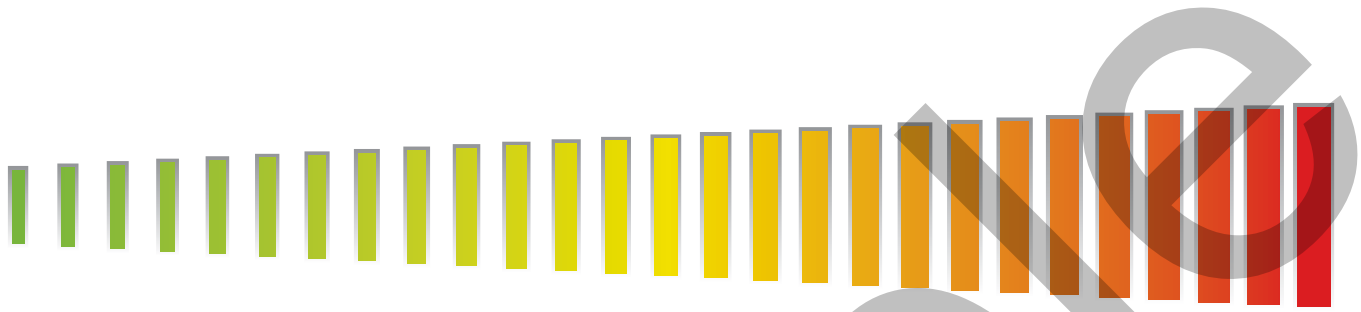
### Strategies for the Home

- Model appropriate voice volume in various settings. Point out how loudly you are talking to cue the person to pay attention to your volume.
- Provide opportunities to practice voice volume in various settings: private conversations, crowds, etc. Provide praise or rewards and feedback for voice volume.
- Use a hand gesture or visual aid to cue the person when they are speaking too loudly or too softly. For example, you could point upward to indicate they need to speak louder. Or point downward to indicate they need to speak more quietly. Fade out these cues to promote independence in this skill.
- Provide praise or rewards for using proper voice volume.



# Volume Meter Illustration

This illustration shows proper voice volume for different settings.



## Quiet, Whisper



Used in places where conversation should not be heard by others, like a movie theater or library

## Normal Speaking Voice



Used in conversations where the setting is mostly quiet, like your house

## Loud, Shouting



Used in busy, noisy places like a baseball game or crowded mall