

What really gets the "new stuff" into everyday practice ...

- Learning a Theory = **5%**
- Learning a Theory + Seeing a Demo = **10%**
- Theory + Demo + Practice in the Training = **20%**
- Theory + Demo + Practice + Receiving Corrective Feedback in the Training = **25%**
- Theory + Demo + Practice + Corrective Feedback in/ the Training + Getting In-Situation Coaching = **90%**

*From research done by Bruce Joyce and Beverly Showers, 1987

Example: Medication Access Story

Introduce yourself

My name is Angela Kimball and I live in Portland. My 16-year-old son, Alex, has been diagnosed with Bipolar Disorder for nearly four years, but I have known all his life that something was wrong. Today, I'd like to take a few minutes to tell you his story and the role medications have played in his recovery. *(Three sentences)*

Tell your story

When Alex was still a toddler, I had a thought that no mother should have: I wondered if my beautiful boy would be in juvenile detention on his 16th birthday. He just did not respond the way other children did to requests, to discipline, to normal routines, to daily life and love.

For years, I tried parenting classes and behavior management. I prayed that he would mature, but instead, he got bigger and angrier. He made little eye contact and spoke little. His responses were unpredictable; sweet one day, withdrawn another, and inexplicably enraged another. We never knew what would be broken, who might be hurt, or when it would happen.

And then, in fifth grade, my son's teacher said, "Angela honey, I've taught hundreds and hundreds of kids. And I know when a boy is misbehaving, and when something is wrong. And something *is* wrong. You just keep looking for help—you'll know it when you find it."

I had never wanted to rely on drugs because I believed that a parent should know how to raise their children and take responsibility. But those teacher's words prompted me to search for more help. We found a child psychiatrist who believed my son when he told him, "I want to be good—I just don't feel like I can." He asked my son to try a medication just once—and let him know if it helped.

The next day, my son came home from school and said, "Mama, my head doesn't hurt anymore! I never knew it hurt; I just felt like slugging people all day long, and now I can kind of ignore them."

It took two years, though, and multiple trials of medications to get a combination that stabilized him. During that time, he ended up in the back of police cars, kicked out of schools, and placed in a stainless steel lock-up room.

But my son believed in his doctor and together, they made progress. With the right medications, Alex started smiling, making friends, and started enjoying school. On his sixteenth birthday, my son wasn't in juvenile detention; he was excelling in art and dreaming of college. *(22 sentences)*

Wrap it up

To experience their own recovery, many people living with mental illness will need access to treatment, including medications. Like my son, many will need to try a wide variety before they find the right medications that allow them to live the life they dream of. Today, I ask that you help countless Oregonians experience recovery by preserving access to a full array of needed psychiatric medications. Thank you. *(Four sentences)*

Checklist for an Effective Story

Ask yourself:

- Is your story short and to the point? It should be no more than 1-3 min or no more than a page and a half.
- Is it “real”? Does your story come from your heart and inspire others?
- Does your story let listeners know what outcome or action is needed?

✓	<p>Introduce yourself (your name and residence, subject, and purpose) Aim for 2-4 sentences.</p>
	<p>Include your full name and city or town (this gives people an important frame of reference and also lets them know if you are a constituent).</p>
	<p>Introduce the “main character” of your story (this may be yourself, your son, your mother, etc.).</p>
	<p>State your purpose. You should explain why you are telling your story in a sentence or two.</p>
✓	<p>Tell your story (the experience or challenge, the action, the result) Aim for 5-10 sentences.</p>
	<p>Explain the challenge or experience you or your main character faced. Stay focused on one issue.</p>
	<p>Build the tension. Your experience or challenge should build to a point of tension that makes the listener want to know the outcome.</p>
	<p>Paint a vivid picture with descriptive language that helps listeners connect emotionally. Be careful not to turn off listeners with harsh language, bitterness, or extreme emotions.</p>
	<p>Add relevant details that will help make your point or make it “real.” Cut out details that don’t add important elements.</p>
	<p>Describe the action, experience or opportunity that answers “What happened next?” This should illustrate what was needed (or harmful) that affected the outcome. It should also lead to your ending request for action.</p>
	<p>Conclude your story. The conclusion may be positive, sad, etc., but it should inspire a will to act. Remember that concepts like hope and recovery are powerful motivators.</p>
✓	<p>Wrap it up (your “ask,” thank you) Aim for 2-4 sentences.</p>
	<p>Make your “ask.” State your message. Describe what action or position you want the official(s) to take. This should be specific and refer to the pending legislation, vote, or decision.</p>
	<p>Address the public good. This is optional. If you like, add how the action or “ask” will benefit other individuals, families, the community, or state.</p>
	<p>Thank your listener(s).</p>

Story Practice Sheet

Ask yourself:

- Is your story short and to the point?
- Is it “real”? Does your story come from your heart and inspire others?
- Does your story let listeners know what outcome or action is needed?

Introduce yourself (your name and residence, subject, and purpose)

Aim for 2-4 sentences.

Tell your story (the experience or challenge, the action, the result)

Aim for 5-10 sentences.

Wrap it up (your “ask,” thank you)

Aim for 2-4 sentences.

