Child Welfare Pre-Service Training

Introduction to Interviewing

Trainer Guide

July 2013
The materials for the Child Welfare Pre-Service Training curriculum were produced by Florida International University for the State of Florida, Department of Children and Families, Office of Family Safety.

© 2006 State of Florida, Department of Children and Families

The materials for the Child Welfare Pre-Service Training curriculum were formatted and edited by the Child Welfare Training Consortium at the University of South Florida.

© 2013 Child Welfare Training Consortium at the University of South Florida
Table of Contents

Icon Key ............................................................................................................................... iv
To The Trainer ...................................................................................................................... v
Basic Interviewing Skills .................................................................................................... 1
  Objectives ............................................................................................................................ 1
  Topic ~ Relating Interviewing Skills to Interview Outcome ............................................. 2
  Topic ~ The Use of Authority .............................................................................................. 4
  Topic ~ Five Essential Skills for FSDMM .......................................................................... 7
  Topic ~ Observing the Interviews ~ Application of Skills ................................................. 12
  Topic ~ Three Core Conditions for Building a Trusting Relationship ............................... 14
  Topic ~ Building Rapport .................................................................................................. 17
  Topic ~ Self-Disclosure ...................................................................................................... 27
  Topic ~ Challenging Interviewee Behaviors ..................................................................... 34
  Topic ~ Interviewing in Special Situations ....................................................................... 58
Review : Basic Interviewing Skills .................................................................................... 61
Icon Key

Safety Protection Expert

Time estimate

Participant Guide pages inserted in Trainer Guide

Additional Readings / Resources

Flip Chart

FSFN Training Region

Discussion

Activity

PowerPoint Presentation/PPT

Handout

Trainer Tips

♦ Materials

Webpage

Video
To The Trainer

Course Description

Introduction to Interviewing provides the basic concepts and skills necessary to interview children and families. Interviewing is an extremely important skill that must be developed effectively in order to successfully fulfill job responsibilities. Interviewing skills develop over time and require practice during actual job related interactions with children and families.

It is recommended that learners observe as many interviews as possible and that these observations occur in the field, in different settings with various coworkers and other professionals. It is also recommended that each agency supplement this introductory training with in-service trainings to expose learners to additional skills and to provide opportunities to practice the skills necessary to be an effective interviewer.

Course Time

Introduction to Interviewing is designed to be taught in 1 training day. A training day consists of 6 hours of actual instruction, a one hour lunch break, and two fifteen minute breaks.

Pre-requisite Skills and Case Flow

All courses are sequenced to accommodate pre-requisite skills and case flow; therefore, the courses must be scheduled using the corresponding numbers 100-128.

Course Goals

The goal of Introduction to Interviewing is to provide the newly worker with basic information about:

- basic interviewing skills
Knowledge Base Competencies

The following Case Management (CM) Knowledge Base Competencies (organized by domain) are addressed in Introduction to Interviewing:

Professional and Legal Responsibilities, Documentation Requirements:

- K4. The philosophy, purpose, requirements, and application of federal and state child welfare policy and legislation, including the Adoption and Safe Families Act (ASFA), the Indian Child Welfare Act (ICWA), the Multi-Ethnic Placement Act (MEPA), the Interstate Compact for the Placement of Children (ICPC), the Florida Statutes, the Florida Administrative Code, and all related laws.
- K21. Definitions and fundamental concepts of culture and diversity.

Family and Community Engagement:

- K29. Trauma-informed care.
- K30. Interviewing techniques that overcome resistance, build trust and establish rapport.
- K31. Interviewing techniques that motivate subjects of the interview to change behaviors necessary to create positive change/ensure child safety.

Assessment:

- K34. Knowledge of family dynamics and family systems.

Safety Management, Service Planning and Delivery:

- K36. The values that underlie a family-centered approach to child welfare, in providing services to improve individual and family functioning within the context of the family's culture and community.
- K37. Principles of family-centered practice are implemented in all phases of child welfare practice.

The following Protective Investigations (PI) Knowledge Base Competencies (organized by domain) are addressed in Introduction to Interviewing:

Child Protection Foundations:

- K12. Knowledge of culture, diversity and cultural competence.
- K16. Knowledge of specific maltreatment indicators (i.e., types and likely etiology).
- K17. Knowledge of 'embedded' harms (e.g., domestic violence; adult and adolescent substance abuse; child, adolescent and adult mental health issues.
- K18. Knowledge of child development norms.
- K19. Knowledge of developmentally appropriate parenting and discipline techniques.
Formulating the Investigative Response:
- K23. Knowledge of maltreatment escalation dynamics (e.g., patterns of behavior, severity and/or frequency of maltreatment, same child, same perpetrator, and prior referral or services outcomes).

Engagement:
- K26. Knowledge of effective professional interpersonal communication skills.
- K27. Knowledge of interviewing techniques that build trust and establish rapport.
- K28. Knowledge of how one’s personal value system, cultural background, and beliefs may influence actions and decisions in child welfare practice.

Interviewing:
- K31. Knowledge of interviewing processes that use active listening skills (i.e., reflections), reframing, and open-ended and solution-focused questioning.
- K32. Knowledge of interviewing techniques to overcome resistance and motivate positive behavior change in the family.
- K33. Knowledge of verbal responses and non-verbal behaviors and facial gestures consistent with evasive responses.
- K34. Knowledge of what types of behavioral observations and relational interactions should be observed and documented to inform the decision-making process.

Initial Assessment and Problem Identification:
- K37. Knowledge of child vulnerability and caregiver/family protective capacities.
- K38. Knowledge of family dynamics and family systems.
- K39. Knowledge of the definition and concepts of immediate and imminent safety threats, impending danger, and risk.

Course Objectives
Module 1: Basic Interviewing Skills
- Determine relationship between interviewing skills & outcomes
- Examine use of authority
- Understand the 5 Essential Skills of FSDMM
- Describe 3 core conditions: authenticity/genuineness, respect, & empathy
- Identify interviewee behaviors that challenge the interview.
- Describe considerations for interviews in special situations.
Module 1: Basic Interviewing Skills

- PG1-3: Five Essential Skills for FSDMM
- PG4-5: Building Rapport/Engaging the Family
- PG6-7: Building a Trusting Relationship
- PG8-10: Demonstrate the 3 Core Conditions
- PG11: Checklist: Demonstrating Authenticity/Genuineness, Respect, and Empathy
- PG12: Barriers to Effective Communication
- PG13-14: Managing Challenges
- PG15-16: Techniques to Manage and Diffuse Anger
- PG17-18: Techniques to Deal with Resistant, Hostile, or Threatening Family Members
- PG19: Interviewing People with Disabilities

Visual Aids
Power Point Slides
- PPT1: Introduction to Interviewing
- PPT2: Module 1 Objectives: Basic Interviewing Skills
- PPT3: Use of Authority Continuum
- PPT4: The Delicate Balance
- PPT5: Using Authority Effectively
- PPT6: Family Centered Practice
- PPT7: FSDMM Essential Skills
- PPT8: 5 Essential Skills
- PPT9: Observing the Interview
- PPT12: Establishing Relationships
- PPT13: Difficulties in Establishing Relationships
- PPT14: Building Rapport
- PPT15: Three Core Helping Conditions
- PPT16-17: Self-Disclosure
- PPT18: Challenging Interviewee Behaviors
- PPT19-20: Responding Assertively
- PPT21: Review

Videos
- PPT 10 & 11 both show as black screens. Click on the screen and the video will begin
Basic Interviewing Skills

Objectives
- Display PPT1, Introduction to Interviewing and PPT2, Module 1 Objectives.

Background Knowledge/Experience

Prior to beginning instruction for this module, relate the module goal to the learner’s job, emphasizing the importance and “need to know.”

Goal: To learn basic interviewing skills.

Introduction ~ Trainer Demonstration
- Select a learner and begin an informal interview, i.e.

  ? Did anyone have anything unusual happen last weekend, on the trip to class, etc.? Tell me about____.

  • Ask/model open-ended questions to encourage the learner to “tell their story.”
  • Ask/model follow-up questions to get more detailed descriptions of what happened.
  • Don’t tell the class or the learner that you are interviewing.
  • Debrief your interview pointing out how you used techniques to get the interviewee to explain their story in a non-threatening manner.
  • Point out that we interview every day during informal conversation.
Topic ~ Relating Interviewing Skills to Interview Outcome

Who Am I?

Activity Goal: Learners will identify the relationship between interview skills (types of questions asked and techniques) and the quality of information gathered.

Trainer Directions

- Prepare sticky notes with the names of:
  - people involved in a case (PI, CM, supervisor, GAL, judge, attorney, parent, child, paramour, neighbor, CPT, police officer, etc.)
  - politicians, or celebrities from several categories: T.V., movie, singer, Disney

- Advise the class of the category that this is the only clue to their identity.
- Paste one of the prepared sticky notes on each learner’s back.

Who Am I?

Participant Directions

- Prepare 4 questions to ask other members of the class in order to gain information to decide your identity. You may not ask the question, “Who am I?”

- Write them on a piece of paper with space to rephrase your question, if necessary, and to add additional questions you may need to ask during the interview.

- Move to another person in the class if the person you are interviewing can’t seem to be able to give you answers.

- You may wander about the room asking 1 or more questions of different individuals.

- Advise the class to return to their seats upon deciding their identity.

Activity Processing ~ Who Am I?

- Randomly select learners to process the activity.

  ? Did anyone learn their identity using only the original 4 questions?

  ? Ask learners to read their original questions and then the additional or rephrased questions and explain why the changes/additions were necessary.

  ? Which question elicited the most information/clues to learn your identity?

  ? What questions did you need to rephrase during the interview? Why?
What prompted you to think of other questions during the interview?

- Ask the class the following questions:

  - What is the relationship between the types of questions asked and the amount of time it took you to learn your identity?

  - Since you could not force the persons you interviewed to tell you the “secret” of who you are, what strategies did you use to try and gather information about your identity?

  - Or, if you attempted to coerce the interviewee, what reaction did you get?

*Focus answers for similarities and differences on the following topics: preparation, skills, kinds of questions, relationship with interviewee.*

How do you think this interviewing experience might be **SIMILAR** to actual interviews with parents/family members/caregivers and collaterals?

- Preparation for an interview is essential.
- Open-ended questions can elicit more information.
- Formulating spontaneous questions based upon new information learned is an essential skill.
- Coercive, authoritative behavior (verbal or non-verbal) is not conducive to gaining cooperation/information.
- Building rapport with the interviewee is important.

How does this experience **DIFFER** from actual interviews?

- Workers have more information prior to interviewing, so preparation for the interview is more focused.
- Families may be resistant or hesitant to provide information due to a lack of trust, fear, hostility, or other barriers.
- Members of the class are probably more willing to cooperate.
- In an actual interview, you would need to engage the interviewee and attempt to build rapport prior to questioning; you already have built rapport with other members of the class.
**Topic ~ The Use of Authority**

**Materials**
- ♦ PPT3 Use of Authority Continuum
- ♦ PPT4 The Delicate Balance
- ♦ PPT5 Using Authority Effectively

- Ask learners to share an example of a situation where someone used their authority to try to make them comply with something they did not agree with.

  - How did you feel and how did you react?
  - Are (or were you) any of you in a position of authority (i.e. parent)?
  - How do you (did you) use your authority well?

  *Discuss assertive vs. passive or aggressive behaviors: i.e. demonstrate honesty, care and concern, yet explain situation & consequences, answer questions, set limits, etc.*

- Share your observations if you have accompanied a PI/CM during an interview.

  - Have you ever heard a PI/CM say to parents, “If you want to get your kids back...”
  - Why does this convey an authoritative style and power?
  - How can you empower parents? (ex.: focus parents on what they think they can do to ensure the safety, well-being, permanence of their child(ren).)
• Display PPT3, Use of Authority Continuum.

Different situations require different levels of authority; people will often react against their own interests to maintain control. So, it is important to balance your use of authority.

Display PPT4, The Delicate Balance.

Display PPT5, Using Authority Effectively.

? What kinds of situations might require you to exercise authority?
• Risk to the child that requires removal.
• Parents’ lack of cooperation (i.e. to interview the child, see the house, etc.)
• A parent’s lack of compliance with the case plan

Case Planning also addresses the balance between the supportive and authoritative roles.
Family Centered Practice in Interviewing
Display PPT6

- Emphasize that the interview skills and practice activities in this course reflect family-centered practice.
- Review the **basis** of family-centered practice and the associated practice functions/case management activities introduced in the Orientation PG:

  **Family Centered Practice incorporates essential practice behaviors that, when deployed in unison creates a consistent standard for engaging with families in partnership.**

Transition to FSDMM by asking participants what they remember about Family Group Decision Making Methodology.
Write responses on Flip Chart
This session will provide an overview of the five essential skills contained within the FSDMM.

We will begin with an overview of the skills, and then focus on two of the essential skills as a foundation for safety decision-making and intervention.

- Refer participants to PG1-3 (TG8-9)
- This chart is provided from DCF as a means to provide the contextual basis for the essential practice skills.
- Participants have this chart in their participant guides for reference.
- For now, this chart is to be used as a training resource to support the identification, discussion, and explanation of the essential skills.
### Five Essential Skills for FSDMM

The Safety Framework and Essential Knowledge (FSDMM) and Family-Centered Skills

<table>
<thead>
<tr>
<th>FSDMM (What we need to know)</th>
<th>Essential Practice Skills (How we do the work)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assess Safety (Present and Impending Danger)</strong></td>
<td><strong>Engagement Skills</strong></td>
</tr>
<tr>
<td>? What is the extent of the maltreatment?</td>
<td>□ Display sincere sense of caring, empathy and encouragement.</td>
</tr>
<tr>
<td>? What surrounding circumstances accompany the maltreatment?</td>
<td>□ Use active listening skills to “hear” what family is saying.</td>
</tr>
<tr>
<td>? How does the child function on a daily basis?</td>
<td>□ Observe and interpret non-verbal behaviors to explore “positive intent” and purpose.</td>
</tr>
<tr>
<td>? What are the disciplinary approaches and typical context used by the caregiver?</td>
<td>□ Elicit family competencies and solutions.</td>
</tr>
<tr>
<td>? What is the overall, pervasive parenting practices used by the caregiver?</td>
<td>□ Encouragement, support and positive reinforcement.</td>
</tr>
<tr>
<td>? How does the caregiver function with respect to daily life management and general adaptation including substance use and mental</td>
<td>□ Observe and responds appropriately to diffuse symptoms of resistance (behaviors that reflect passiveness, depression, denial, anger, anxiety).</td>
</tr>
<tr>
<td></td>
<td>□ Reframes causality from “Why did you do it?” to “How did this come about? And “What life experiences do you think brought you to this point?” (Trauma-informed)</td>
</tr>
<tr>
<td></td>
<td>□ Clearly convey safety concerns and non-negotiable actions to family.</td>
</tr>
<tr>
<td></td>
<td>□ Elicit family priorities and identify basic needs.</td>
</tr>
<tr>
<td></td>
<td>□ Enlist family members to participate in development of safety plan.</td>
</tr>
<tr>
<td></td>
<td>□ Assist family and extended family in creating alliances around child safety.</td>
</tr>
<tr>
<td></td>
<td>□ Identify and deliver on next actions offered to family.</td>
</tr>
</tbody>
</table>

**Teaming Skills**

□ Engage immediate and extended family in assessment of family dynamics, participation in meetings and hearings.
□ Be aware of one’s own prejudices and biases.
□ Identify family members who care about child(ren) and identify appropriate roles in safety planning.
□ Identify family resources.
□ Identify other professionals with necessary expertise to participate in assessment and interventions planning.
□ Facilitate involvement of family members in developing adequate, interim safety interventions and consensus when possible.
□ Utilize team meetings when necessary with family participation when appropriate to achieve understanding of family dynamics and develop actions.
□ Use facilitation skills to conduct family team meetings with other persons necessary.
□ Ensure that family members and other professionals have clear roles and responsibilities.
□ Promote commitment and accountability of family and team members to common safety plan and longer term goals.
| **FSDMM**  
| (What we need to know) | **Essential Practice Skills**  
| (How we do the work) |
| --- | --- |
| **Develop, Implement and Manage Safety Plans** | **Safety Assessment Skills** |
| ✓ Prior to case hand off for supervision and case management, identify underlying conditions that must be addressed to achieve child safety over the long term. | □ Use keen observation and interviewing skills to assess congruence of verbal and non-verbal communication among family members.  
□ Learn how family culture influences safety considerations.  
□ Create emotional safety for children and adults to share their family experiences.  
□ Discern family communication and relationship patterns (for example, which speaks for whom? Who follows? What subjects can be explored? What subjects are taboos? Do parents display appropriate expectations and parenting behaviors? Do family members keep each other at a distance? What factors promote family stability? What purpose might the family problems or child symptoms serve?)  
□ Screen for substance abuse, domestic violence and mental illness.  
□ Engage other expertise to understand the severity of substance abuse, domestic violence and/or mental illness and impacts on parent functioning and child safety. |
| ✓ Manage transition of child and family to case management agency that will supervise safety plan and address underlying conditions. | **Safety Planning and Identification of Family Needs** |
| ✓ When there are no present or impending dangers but risks of future maltreatment are present, encourage and guide families as... | □ Identify and intervene promptly when children are not safe.  
□ Respond to concrete needs quickly.  
□ Identify and offer culturally appropriate options for intervention.  
□ Create clear expectations for family members and professionals who will be responsible for safety plan implementation.  
□ When child removal is necessary to achieve interim safety, establish safety benchmarks to indicate conditions necessary for parents to resume custody.  
□ Identify and address child needs for emotional safety when transitions to another person’s care are necessary.  
□ When child removal occurs, identify child and family needs for family time based on child’s age and needs.  
□ When child removal occurs, identify appropriate family care options and the family connections that should be sustained.  
□ Identify the underlying family needs that must be addressed over the long-term in the case plan in order for the family to achieve system independence.  
□ Identify and articulate child and family needs in specific behavioral terms, not as “services” needed. |
| Safety Management | □ Develop clear, small and achievable steps and benchmarks to increase family’s ability to succeed.  
□ Clarify specifically how accountability for all safety actions will be monitored.  
□ Identify and implement adaptations quickly when needed based on child and family needs.  
□ Establish clear understanding as to on-going lead responsibility for... |
| **FSDMM**  
| (What we need to know) | **Essential Practice Skills**  
<table>
<thead>
<tr>
<th>(How we do the work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to community resource options.</td>
</tr>
<tr>
<td>✓ When reports are false, take appropriate actions to ensure law enforcement follow-up.</td>
</tr>
</tbody>
</table>
Provide an overview of each area of the **Essential Skills for the Participants**:

- **Engagement Skills.**
  
  **Ask** the participants what it means to be engaged? Are they engaged in the training process now? How do they know, what does it look like?

  **Provide** Explanation of Engagement as identified through FSDMM.

- **Teaming Skills**
  
  **Ask** the participants about what it means to have teaming skills? What does practice look like when a worker is using teaming skills?

  **Provide** Explanation of Teaming as identified through FSDMM.

- **Safety Assessment**
  
  **Ask** the participants about what it means to have safety assessment skills? What does practice look like when staff is using safety assessment skills?

  **Provide** explanation of safety assessment skills as identified through FSDMM.

- **Safety Planning and Identification of Family Needs**
  
  **Ask** the participants about what it means to have safety planning and identification of family need skills? What does practice look like when staff is using those skills?

  **Provide** Explanation of Safety Planning and Identification of Family Needs Skills as identified through FSDMM.

- **Safety Management**
  
  **Ask** the participants about what it means to have safety management skills? What does practice look like when staff is using safety management skills?

  **Provide** Explanation of Safety Planning and Identification of Family Needs Skills as identified through FSDMM.

Conclude the overview with an opportunity for participants to provide feedback or ask questions.
Topic ~ Observing the Interviews ~ Application of Skills

♦ PPT9  Observing the Interview
♦ Video Demonstration & Group Exercise

Display PPT9

• Reconfirm with participants that we have reviewed essential skills that are associated with the integration of the family centered practice model.
• Participants will be attuned to use of engagement skills—one of the essential practice skills.

1. Inform participants that we will be reviewing two worker videos as a large group.
2. Explain to the large group that these two videos are provided for evaluation of use engagement skills and to have participants discriminate between the two interviews.
3. The group should be aware to the use of skills and the absence skills for discussion following the video demonstrations.
4. Acknowledge to the group, that these videos are demonstration videos and as such we are aware that there are inherent flaws, much like what we would observe in the field.
5. Show Video #1. Click on PPT 9 screen- this will forward to a black screen- Click the black screen and the first video will play.
6. Show Video #2. Click again and the second video will play

Debrief

Begin with posing the question to the group:

? Which worker would they like to be interviewed by and why?
? What did the interviewer do well?
? What were areas that the interviewer could enhance their skills?

Allow groups 10 minutes to process the video demonstration
WORKER B: Participants should identify the use of open-ended questions, allowing for silence, body language was indicative of the mother and interviewer being engaged, use of reflective listening, and paraphrasing.

WORKER A: Participants should discriminate that worker A used closed ended questions, did not allow for the mother to engage, seemed closed, did not allow for silence, not actively listening.

Provide brief overview of the key focus points:

Family Centered Practice Model

a. Engagement Skills
b. Teaming Skills

Reinforce with participants that throughout the next couple of weeks, we will be referencing the use of essential practice skills as they relate to implementation of the FSDMM.

Reconfirm with participants that as practitioners the use and application of essential skills will be critical as they assist the field in implementation
Topic ~ Three Core Conditions for Building a Trusting Relationship

Materials
- PG4-5 Building Rapport/Engaging the Family
- PG6-7 Building a Trusting Relationship
- PG8-10 Demonstrate the 3 Core Conditions
- PG11 Checklist: Demonstrating Authenticity/Genuineness, Respect and Empathy
- PPT12 Establishing Relationships
- PPT13 Difficulties in Establishing Relationships
- PPT14 Building Rapport
- PPT15 Three Core Helping Conditions
- PPT16-17 Self-Disclosure
- PPT18 Challenging Interviewee Behaviors

Establishing Relationships

? What are some of the benefits to establishing a relationship with parents?
- Display PPT12, Establishing Relationships.

? What difficulties might you encounter when you first attempt to establish a relationship with family members? Some include:
- overcoming a parent’s fear or denial
- becoming defensive in reaction to a parent’s aggressive behavior
- developing trust
- family’s hesitance to share family information
- family’s resistance to change
- certain situations make it difficult for you not to be angry with parent(s).

- Display PPT13, Difficulties in Establishing Relationships.
Overcoming family members’ past negative experiences with the agency will present a challenge to the formation of a positive relationship.

First Impressions

? How might your feelings or first impressions about the family affect your relationship with them?

? What are some examples of when your first impressions about someone turned out to be incorrect?

? How might the family’s first impression of you affect your relationship with them?

• Refer the class back to the opening activity in Module 2 of Assessment, “First Impressions” and remind class of the following discussion points.
  • We often judge people on first impressions.
  • If they appear unkempt, for example, we may assume they are poor or unintelligent.
  • Conversely, if they dress well, we may conclude they are intelligent or honest and could not possibly be responsible for what is alleged.
  • We often think that because a family lives in a certain neighborhood/house that they are rich/poor, good/bad people, etc.
  • First impressions can prevent us from completing thorough investigations/assessments.
  • Presumptions can be wrong. It is extremely dangerous to allow first impressions to influence your professional judgment.
  • It is important to look beyond first impressions and to recognize different perspectives when you complete an investigation/family assessment.
  • Thorough and continuous assessments, including information from many sources, are essential for meaningful, safe, and effective work with children and their families.
• The assessment must look deeper into a family than what appears to be happening at first glance.
• You must always maintain perspective during interactions with children and families.
• Child protection jobs require the ability to identify any strengths that may be present within families.
• Never enter a house with preconceived ideas and/or tunnel vision. This will prevent you from being able to ensure child safety, and well-being.
• Must be able to seek out and explore all possible reasons for situations.
• You cannot have preconceived ideas of what families, mothers, fathers, perpetrators, homes, etc. There is no “true picture” or “definition” of effective parents, perpetrators of abuse/neglect, drug users, batterers, etc.
Topic ~ Building Rapport

*Interviewing for Information Collection covers the interview stages, but learners will practice interview skills in Basic Skills. To ensure that they include in their practice activities engaging the family and building rapport, this content is presented here.*

? Ask learners if they accompanied a PI/CM during an initial contact or a monthly visit.

? How did the PI/CM introduce himself/herself and begin or continue to establish rapport?

- Display/Present PPT14, **Building Rapport** and ask if class observed any of the behaviors on the PPT during their shadowing experiences. Ask learners to share specific examples.

**Introducing Yourself to the Family**

The first interview is an important step in building a relationship/establishing rapport.

? What do you think you should tell parents/caretakers at the initial visit?

- Present these points as a sample introduction for initial contact:
  - Give your name and program area. State the agency for which you work. Show your ID card or make sure it is visible.
  - Pause or ask the parent to introduce himself/herself.
  - State the purpose of the visit.
  - Pause, and then ask for permission to come inside, if necessary.
  - Ask to be introduced to other family members.
  - If a chair is not offered, ask where you may sit or ask to sit in a particular chair.
  - Take a short amount of time to point out something positive that caught your eye such as flowers on porch, pictures in house, etc.

**Tips for Building Rapport while Engaging the Family**

? If you had to provide advice to PIs or CMs as to how they might build rapport with a family, what tips would you give them? Sample responses:

- Be open-minded and non-judgmental.
• Value the family member as a person; separate from any evaluation of his/her behavior.
• Show warmth to people by using both verbal and non-verbal language that says you accept, like, care, and have concern for them.
• Recognize and use a person’s strengths.

• Refer learners to PG4-5, Building Rapport/Engaging the Family (PG page inserted on the following page TG19-20) and summarize key points for rapport building not already mentioned.

• Caution class:
  • You must demonstrate interpersonal warmth, genuininess, and empathy. However:

  ? Why must you avoid becoming too familiar, personal, or “emotionally involved” with parents?
  • Becoming too familiar, personal, or “emotionally involved” with parents interferes with your ability to
    • be “objective”
    • offer professional expertise, and
    • assist in problem solving
  • Also, parents may become too dependent upon you.

Building Rapport with Children

? How can you build rapport with a child?
• Before the interview, observe the child at play in an undemanding environment and
  • Note the child’s language development and behavior.
  • Talk with the child about his/her interests/activities, friends, siblings.

Cultural Considerations

? What are some cultural considerations during engagement/rapport building?
• Members of some cultures value and expect a warm-up period of light, informal conversation before discussing issues.
• Beware of possible cultural barriers to establishing rapport.
• Members of some cultures are reluctant to share personal or family problems with outsiders. They might view sharing personal information as personal inadequacy and an embarrassment for the entire family
• Some cultures have different space needs than others. What appears to be standoffish, cold, and uninteresting to one may seem pushy to the next.
• Some cultures are not comfortable with touching, hugging, or kissing.
Building Rapport/Engaging the Family
Demonstrate common courtesy.
- Provide the family information (e.g., explain your role, describe the agency, explain what will happen next, etc.).
- Ask parents/family members how they would like to be addressed, and correctly pronounce names.
- Be responsive and respectful of the family’s cultural beliefs.
- Address and acknowledge the family member’s feelings.
- Allow family members to express their feelings.

Use techniques to build rapport.
- Demonstrate the 3 core conditions: genuineness, empathy, and respect.
- Be accepting of the family, but not of the maltreating behavior.
- Be honest, consistent, persistent, and follow through.
- Do not make promises you cannot keep.
- Meet the concrete needs of the family.
- Highlight strengths, no matter how small.
- Show empathy and be responsive to family apprehension.
- Be flexible.
- Use interpersonal skills effectively:
  - strategic use of questions, summarizations
  - non-verbal skills: eye contact, appropriate body language and facial expressions
- Give the family a sense of empowerment.

Encourage parent(s) to describe their perspective of the situation/problem.
- Acknowledge difficult feelings and encourage open and honest discussion of feelings.
- Be willing to use some self-disclosure.
- Ask for the family’s perspective of a problem.
- Listen and be non-judgmental.

Mirror appropriate nonverbal behaviors.
- posture
- eye contact
- body language
- facial expressions
- hand gestures
Develop a Helping/Supportive Relationship
To build rapport with a family and ultimately develop a helping/supportive relationship, specific needs must be addressed.

The parent/family member has a need to:

- Be treated as a unique individual rather than a case, a type, or a category.
- Express both negative and positive feelings.
- Be accepted as people of worth and inherent dignity regardless of personal problems and past failures.
- Be neither condemned nor judged for the difficulties in which they find themselves.
- Make their own choices and decisions.
- Share limited personal information.

Offer non-participating family members an explanation of the importance of their presence.

Example:
"So Mr. Johnson, you feel the problem is between your wife and children, and you're not sure why you need to be here. I understand and appreciate you being here. One of the things we will try to figure out is if you fit into these conflicts. If you aren't directly involved, you could possibly be a big help in resolving some of the conflicts."

Maintain a balance between being personally and emotionally involved with the family and maintaining professional objectivity.
Remind the class that considering/addressing the family’s culture is part of family-centered practice.

- Display PPT15, Three Core Helping Conditions as interviewing skills that help to build rapport and a trusting relationship with families.

- Emphasize the importance of demonstrating these skills when first engaging the family and throughout the entire interview.

? What do you think each means with regard to interviewing?
- Tell the class to look for examples of genuineness, respect, and empathy during the next trainer demonstration.

**Trainer Demonstration ~ 3 Core Helping Conditions**

*Use another trainer or select a learner to read the part of the parent.*

- Use the Trainer Demonstration - 3 Core Helping Conditions on the next page to present a demonstration of using the core conditions for building trust/rapport.
- You may enhance this dialogue or use a dialogue of your own choosing.
- Once you have completed the demonstration debrief by asking the following questions:
  - How did the interviewer engage the parent and build rapport?
  - How did the interviewer facilitate the parent’s feeling of empowerment?
  - How did the interviewer acknowledge the parent’s stress?
  - During the second response to the parent, how did the interviewer:
    - Demonstrate an understanding of the parent’s situation.
    - Help the parent start thinking about solutions.

**Emphasize that the interviewer built rapport during engagement and explored the situation by asking the parent to talk about her situation before getting to solutions.**
3 Core Conditions - Trainer Demonstration

This scenario can be used to demonstrate the 3 core conditions for successful interviews: authenticity/genuineness, respect, and empathy. You may add to this dialogue and present it with another trainer or ask a learner to read the part of the parent.

PI/CM:

Good morning Miss Williams. My name is _________ and I am with the ____________(child protection agency). The investigator __(name)__ who was out yesterday, informed me a little about your circumstances. I understand that you love your children very much and want the best for them. I am here to help you and your children. But, in order to help, I need to hear more about your situation, so we can determine together what kinds of help may be available to meet both your needs and the needs of your children. I’d like to come in so we can talk more about how my agency can help.

Parent:

I just don't know which way is up or down right now. My relationship with the children's stepfather is over. I kicked him out of the house because there is no way that I was going to let him continue to hurt my children. Our relationship has been rocky since the beginning, and he would often hit me. But when he started hitting my children that was it. I have never really been alone without a man before.

PI/CM:

Sounds like you are stressed and concerned about being alone while at the same time relieved that your children are safe.

Parent:

Oh, I will keep my children safe, but I am stressed out because I really don't know how I am going to afford to raise 2 kids on my own being a single parent and all.

PI/CM:

I can see that you are concerned about not having enough money to support your children. Raising two children as a single parent can get challenging. It seems like today there are more single parents raising children than two parent households. Because there are so many single parents raising children, there are many services that are offered in the community. I also know of several support groups that are offered in the community, as I have some friends who are attending now and they tell me that they really help. If you have the time, I will be more than happy to go over some of the services and support groups that you may be interested in to help you through this difficult time.
Discussion

? How did the trainer use a family-centered approach during the interview demonstration, 3 Core Conditions?

As you facilitate interview demonstrations and practice activities during this course, remind the class of the applicable family-centered practice functions.

During this course you will promote the following:

- Engaging the family to build rapport/trust; addressing cultural issues
- Encouraging family members to “tell their story” in order to learn their strengths and needs and to involve parents in assessments and planning decisions (collaboration)
- Building a family support system (family and community)
- Communicating with family members to learn their perspective of issues and whether or not services and supports are effectively meeting their needs
3 Core Helping Conditions

Materials

♦ PG6-7  Building a Trusting Relationship
♦ Flipchart paper

Activity Goal: Learners will describe the 3 core conditions in the context of child welfare interviews and list demonstration examples and how they benefit relationship building.

Directions

• Write the 3 core conditions on separate flip chart sheets.
• Give each group 1 of the core conditions.
  • Ask groups to use PG6-7, Building a Trusting Relationship, to provide key points under their core condition to: (PG page inserted on the following page TG25-26)
  • Briefly describe the skills in the context of child welfare interviews.
  • List how they can demonstrate these skills.
  • List the benefits to relationship building. (sample answers below)
• Tell groups to present their key points, how to demonstrate, benefits.
• Provide additional examples of how they might demonstrate genuineness, respect, and empathy or reflect back to the demonstration for examples.

Sample answers:

How 3 Core Conditions assist with relationship building:

Empathy and Genuineness
• results in more openness from families
• helps family members build a trusting relationship and be more open with thoughts and feelings
• creates a climate where the family member is willing and able to explore issues and problems
• assists in gathering information

Respect
• builds rapport
• encourages a more trusting, open relationship
• promotes cooperation
Building a Trusting Relationship
The following 3 core conditions of interviewing skills are necessary for building a trusting relationship:

Genuineness/Authenticity

Being genuine is:
- Being "you": being consistent in what you say and do.
- Being honest and open, yet focusing on the family's situation.
- Being aware of your feelings and at the same time responding respectfully to the family member in a manner that promotes open communication rather than closes communication.
- Reducing the emotional distance between you and the family member and helping the family member identify you as another human being similar to him/herself.

Demonstrate Genuineness by:
- Being yourself and balancing this with your professional role.
- Making sure that your nonverbal behavior, voice tone and verbal responses match and are consistent.
- Communicating trustworthiness and acceptance.
- Expressing yourself naturally without artificial behaviors.
- Being non-defensive and willing to admit errors:
  - "O.K., I guess I got that wrong. Please explain it again so I can understand."
- Self-disclosing in a purposeful and brief manner

Practice Self-Disclosure by:
- Intentionally revealing information about oneself through both verbal expressions and nonverbal behaviors (smiling, grimacing, or shaking one's head in disbelief).
- Appropriately self-disclosing information that encourages family members to reciprocate with trust and openness.
- Choosing responses or non-response depending on the family member's motivation for asking a particular question.
- Providing authentic responses when questions appear to be prompted by a natural desire for information.
- Remembering that questions that appear harmless may camouflage deep concerns or troubling feelings.

When you have questions about a family member's motivation for making personal inquires:
- Before disclosing views or feelings, use open-ended or empathic responses to increase the probability that real concerns are shared.
- Consider the motivation behind the questions and judge whether to disclose.
Respect

Respect is believing that there is value in each human being and that there is potential in that person as well. Respect involves:

- Your attitude or value of people and your ability to communicate respect in observable ways.
- Valuing the family member as an individual, separate from evaluation of behavior.
- Recognizing the dignity and worth in each human being.
- Communicating care and concern.

Demonstrate Respect by:
- Communicating warmth.
- Showing commitment.
- Recognizing and using a person’s strengths.
- Being open-minded and non-judgmental.

Empathy

Empathy is a process in which you attempt to experience another person’s world and then communicate an understanding of and compassion for the person’s experience. Genuine empathy helps create a climate where the family member is willing and able to explore his/her issues and problems. Thus empathy involves:

- Developing a sense of what the situation means to the other individual.
- Being able to see through another’s eyes.
- Demonstrating an understanding of another’s world view and experiences.

Elements of Empathy:

- Recognizing and grasping the parent’s observable feelings immediately.
- Identifying underlying emotions and behaviors and exploring the meaning and personal significance of those emotions and behaviors.
- Identifying verbal messages, subtle cues, facial expressions, tone of voice, tempo of speech, posture, and gestures that amplify and sometimes contradict verbal meanings.
- Attempting to understand the parent’s world experiences and possible past trauma.
- Understanding and being aware of pressures imposed upon the parent by others.
- Remaining objective and not being overwhelmed by your own emotions.
- Focusing on the parent’s affective state without losing perspective or taking on the parent’s emotions.
- Responding verbally and nonverbally in ways that affirm an understanding of the parent’s inner experiences.

Demonstrate Empathy by:

- Recognizing the person’s experience, feelings and nonverbal communication.
- Verbally communicating your understanding of the person’s experience.
Topic ~ Self-Disclosure

- Display PPT16, Self-Disclosure.

- Ask class to share examples of when they think self-disclosure is appropriate/inappropriate.

Summary ~ Tips for Appropriate Self-Disclosure

- When you have questions about a person’s motivation for making personal inquiries:
  - Before disclosing views or feelings, use either open-ended or empathic responses to increase the probability that real concerns are shared.
  - Consider the motivation behind the questions and judge whether to disclose.
- It is not necessary to answer all questions in the service of authenticity.
- Display PPT17, Self Disclosure.

Trainer Demonstration and Discussion

- Use the Trainer Demonstration - Self-Disclosure on the next page to present examples of appropriate/inappropriate self-disclosure. Use another trainer or a learner to read the part of the parent. Or, share your own case work examples.
- Once you have completed the demonstration, facilitate discussion:
  - What else could have been said to appropriately disclose personal information to the parent?
  - What are the consequences to inappropriate disclosure as in the second example?
  - How would you respond if the parent asked you, “What would you do if your
teenage daughter acted like mine?

**Self-Disclosure - Trainer Demonstration**

*Use this dialogue to demonstrate appropriate and inappropriate self-disclosure. You may add to this dialogue and present it with another trainer or ask a learner to read the part of the parent*

**PI/CM:**

Good morning, Mrs. Menendez. I would like to talk with you today about how things are going with Alicia. I know you love her very much and have been worried about her. Let’s sit down and talk about your concerns. How is she doing at school?

**Parent:**

I just don't know what is wrong with Alicia lately. Since she turned 15 she has been getting in trouble at school, she is hanging around with a new group of kids, and her grades have dropped drastically. She was expelled last week for smoking in the girls’ bathroom. I get so angry with her! I want her to do the right thing, but I don't know how to reach her. I get so frustrated that I end up lashing out at her. It's not because I don't love her; it's just because I don't know what else to do. Do you have teenagers?

**PI/CM - Appropriate Self-Disclosure:**

I do. (Use direct eye contact, a slow even tone to your voice, and appropriate non-verbal behavior-nodding, etc.) Like many parents with children, you are definitely not alone with the feelings of frustration, especially when they reach their teens. It is challenging dealing with the issues that you are being faced with. Here are some suggestions and resources that I recommend you turn to...

**PI/CM - Inappropriate Self-Disclosure:**

I have one teenage daughter, and I know exactly what you are talking about. (Use inappropriate non-verbal expressions/behavior/gestures and a loud voice.) You think you have it bad! Whew! At school last week my daughter set the outside stairs to the portable on fire. The police and fire department were at the school, and of course they called me. I had to leave work early, and I was swamped because I received another three cases. I could have wrung her neck when I heard what happened...
Demonstrate the 3 Core Conditions

Prior to practicing the activity below ask participants to turn to:

♦ PG8-9 Interview -Demonstrating the 3 Core Conditions

♦ The trainer will demonstrate the role of the CM and a volunteer will play the role of the mother. OR Ask for 2 volunteers to read the scenario

♦ Advise the class that this is a demonstration of the type of interview they will be practicing. Instruct participants to notice the skills the CM uses as notes in PG 9.

♦ Ask for feedback

Materials

♦ PG10 Demonstrate the 3 Core Conditions

♦ PG11 Checklist: Demonstrating, Authenticity/Genuineness, Respect and Empathy

♦ Prepared parent role cards

Activity Goal: Learners will practice engaging the parent to build rapport and trust and will evaluate their skills based upon how well the parent cooperates and divulges information.

Prepare by reading PG10, directions and scenarios. (PG page inserted on the following page TG31)

Each member will play all 3 roles: interviewer, interviewee (parent), and observer. The CM’s goal is to discover the underlying reason(s) for the parent’s lack of compliance; the PI’s goal is to get the parent to describe the situation surrounding the allegations. Prepare parent role cards (2nd bullet below) for CM scenario; PI scenario (3rd bullet below). Learners are not to share their “secret” with the group.

Directions

• Divide class into groups of 3 by program area, if possible.

  • Interviewer (PI or CM)

  • Interviewee (parent)

  • Observer (using PG11, Demonstrating, Authenticity/Genuineness, Respect and Empathy (PG page inserted on the following page TG31), provides coaching to interviewer and feedback after the interview)

• For the CM scenario: Distribute to each “parent” a card with one of the following “secrets” or make up your own secrets. Each of the 3 group members must have a different “secret” for their turn as parent:

  • #1: Mother is allowing paramour to care for her children while she is at work. He is dealing drugs and misses child’s appointments. You are
afraid to tell because you think that the children will be removed.

- **#2:** Mother is afraid to take her asthmatic child to the doctor because she is afraid to give him the prescribed medication. She had a close relative die of an allergic reaction to medication and is fearful that her child will also have a bad reaction.

- **#3:** Mother has had trouble finding affordable daycare, but she does not want to share the information for fear of seeming unable to manage.

- **#4:** Mother is afraid that she will lose her job if she takes off work to take the child to medical appointments.
Demonstrate the 3 Core Conditions

Materials
- Scenarios for PI(s) and CM (below)

Convene in groups of 3 by program area.
Assign roles as follows:
- **Interviewer:** Conduct a short interview to demonstrate all 3 of the core conditions. Use the scenario information below to prepare for your interview. Remember to introduce yourself and engage the parent in a non-confrontational manner. Then, use open-ended questions to get the parent to talk about the issues/problems. Focus the parent on the children’s safety and well-being.
- **Interviewee (Mother):** After the PI/CM introduces him/herself and engages you, use the quote for your program area (below) to respond to the PI/CM. Keep the interview going by responding to the interviewer, and if he/she is genuine, respectful, and empathetic and convinces you that the reason for his/her concern is your children’s safety and well-being, de-escalate your emotions and "ease up" your confrontational responses (PI scenario) or your excuses (CM scenario).
- **Observer:** Use the checklist, "Demonstrating Authenticity, Respect and Empathy" to guide your feedback to the interviewer you observed.

Read the scenario relevant to your program area to prepare for your role in the interview.

**PI Scenario:**
Current allegation: inadequate supervision/caretaker absent; medical neglect of 3 yr old with chronic asthma. Prior removal due to environmental hazards/inadequate shelter, food, clothing; and inadequate supervision/caretaker absent. There are 3 children, ages 3, 5, 7,
- **Parent:** "I can't believe you people are in my life again. There is no way that you are taking my children from me this time!"
- **PI:** Try to get the parent to describe the situation surrounding the allegations before specifically telling the parent the allegations; then try to focus the mother on the children's need for safety and well-being.

**CM Scenario:**
Same family as PI scenario - Children removed and case plan written. 1 month after implementation of the case plan, you are conducting a visit with the mom to check on progress with tasks (taking child to medical appointments, assuring supervision)
- **Parent:** "I am trying to do everything in the case plan to get my children back. But, I feel so overwhelmed because I don't have a car, and it is hard for me to get to all the medical appointments." (Don't dwell on the transportation issues, but continue to make excuses as to why you aren't getting your child to medical appointments. Don't divulge the true reasons for not getting your 3-yr old to appointments & being overwhelmed until the CM encourages you to tell the secret to ensure your children's safety and well-being.)

Conduct the interviews and then discuss as a small group the observers' feedback. Include:
- Strengths and areas of greatest difficulty
Checklist: Demonstrating Authenticity/Genuineness, Respect, and Empathy

Authenticity/Genuineness
- Be yourself and balance this with your professional role.
- Be sincere and open.
- Express yourself naturally without artificial behaviors.
- Make sure that your nonverbal behavior, voice tone and verbal responses match and are consistent.
- Communicate trustworthiness and acceptance.
- Be non-defensive.
- Self-disclose in a purposeful, appropriate and brief manner.

Respect
- Recognize the dignity and worth in each human being.
- Value the family member as an individual, separate from his/her behavior.
- Communicate care and concern.
- Communicate warmth.
- Show commitment.
- Recognize and use a person’s strengths.
- Be open-minded and non-judgmental.

Empathy
- Recognize the person’s experience, feelings and nonverbal communication.
- Express/demonstrate understanding of and compassion for the person’s feelings and experiences.
For the PI scenario: Distribute to each “parent” a card with one of the following “secrets” or make up your own secrets.

- #1: Mother just lost her job and can’t afford a babysitter, daycare, or medical bills and she leaves the children home alone while she is job searching.
- #2: Mother believes the 7 year old is old enough to take care of the 5 and 3 year old while she is at work. She believes the 3 year old just has a cold and does not need to see a doctor.
- #3: Mother suffers from depression and has wanted to give her children up for adoption for a long time so they can have “a better life.” She has not told anyone.

Review with the class directions on PG10, Demonstrate the 3 Core Conditions. *(PG page inserted on the following page TG30)*

- Explain the roles and discuss the scenario situations.
- Direct preparations for the interview as a class, including emphasis on introducing themselves and engaging the parent to build rapport and trust.
- As a class, prepare sample questions that encourage parents to “tell their story” or divulge information. Focus parent’s attention on child’s safety and well-being.
- Remind groups roles will be switched after three minutes of each interview, so everyone will have the opportunity to practice interviewing.
- Debrief by asking the class to share strengths and areas of greatest difficulty.

**Trainer/Learner Role Play Demonstration**

- Select learners to participate in a demonstration role-play to the class using the scenarios on PG10, Demonstrate the 3 Core Conditions. *(PG page inserted on the following page TG31)*

- You may use the following parent role-play secret for the CM scenario:
  - The mother is depressed and has had years of previous mental health issues that are unknown to the agency. She is afraid that she won’t get her children back if she divulges her mental health issues.

- Tell the learners to act as the interviewer and solicit coaching from the class if at any time during the interview he/she cannot think of how to respond or continue the interview.
- Role play continues until you stop it.
- Stop the interview when the learner demonstrates the core conditions and the parent “tells the story” issues/problems surrounding the allegations (PI) or the parent trusts enough to reveal the real reasons for missing child’s medical appointments and feeling overwhelmed (CM).
- Debrief with the class by discussing the interviewer’s strengths and asking the learner what he/she considered to be the areas of greatest difficulty.
Topic ~ Challenging Interviewee Behaviors

Materials
♦ PG12 Barriers to Effective Communication
♦ PG13-14 Managing Challenges
♦ PG15-16 Techniques to Manage and Diffuse Anger
♦ PG17-18 Techniques to Deal with Resistant, Hostile, or Threatening Family Members
♦ PPT18 Challenging Interviewee Behaviors
♦ PPT19-20 Responding Assertively

Communication Barriers
When communication has broken down during an interview:
♦ Assess your responses and attitudes toward the parent/family member to decide if you have demonstrated any verbal or non-verbal behaviors that may have been negatively perceived.
♦ Refer class to PG12, Barriers to Effective Communication and tell them to briefly look over the bullet points. *(PG page inserted on the following page TG35)*

♦ Facilitate discussion of the questions on the handout:
  ? Which of these barriers do you think you might use most frequently?
  ? Which ones have you demonstrated or caught yourself thinking about?
  ? Which ones do you think parents or family members might demonstrate?
  ? Ask class to share situations in which they have been the recipient of some of these inappropriate responses, how did it feel to be received in this manner?
♦ How did you:
  ? Respond?
♦ Ask the following questions:
  ? If you demonstrate some of the inappropriate responses on PG12, how do you think you will be received by parents?
  ? ? What kinds of negative behavior might they use in response to your
Barriers to Effective Communication

When communication has broken down during an interview, assess your responses to decide if you have demonstrated any of the following barriers to effective communication.

Barriers Demonstrated by Case Managers, PIs and other staff:

- Moralizing by using “shoulds” and “oughts”.
- Judging, criticizing or placing blame.
- Advising and giving suggestions or solutions prematurely.
- Persuading or giving logical arguments, lecturing, instructing, arguing, intellectualizing.
- Analyzing, diagnosing, making glib or dramatic interpretations; labeling family members’ behaviors.
- Reassuring, sympathizing, consoling, excusing.
- Using sarcasm or employing humor that is destructive or makes light of the family’s problems.
- Threatening, warning, counter attacking.
- Stacking questions.
- Asking leading questions.
- Interrupting inappropriately or excessively.
- Dominating interactions.
- Fostering social interaction.
- Responding passively.
- Overusing certain phrases or clichés.
- Dwelling on the remote past.

Which of these barriers do you think you possibly use most frequently?

Which barriers have you demonstrated or caught yourself thinking about?

Barriers Demonstrated by Parents or Family Members

What are some communication barriers used by parents?

- Making excuses rather than revealing the underlying reasons for behaviors.
- Avoiding specifics by using words such as “some of the time” or “occasionally.”
- Attempting to change the topic, or place blame on others.

The Case Manager/PI must explore the reasons for excuses to decide the underlying causes and effects. The use of questioning that focuses on specifics, observable behaviors and doesn’t allow generalities is most effective in breaking down these communication barriers.
Challenging Interviewee Behaviors

There are specific behaviors that may present challenges to the interviewer.

♦ Display PPT18, Challenging Interviewee Behaviors.

♦ Ask learners if they think that parents/family members might react with any of these behaviors if you respond inappropriately (PG12, Barriers to Effective Communication) during an interview. (PG page inserted on the following page TG40)

♦ Point out that those using skills to build rapport helps to minimize some challenging behaviors.

However, since you often cannot predict or prevent these behaviors from occurring during an interview, think about techniques to manage or diffuse them

Resistance and Manipulation

♦ Refer class to PG13-14, Managing Challenges, “Resistance and Manipulation.” (PG page inserted on the following page TG41-42)

♦ Present key points for these 2 behaviors only.

♦ Provide examples from your experience to illustrate resistance and manipulation.

♦ Explain the techniques that you used to manage these resistant behaviors.
Trainer Demonstration: Resistance

♦ Use the information on the following three pages, Challenging Behaviors, to demonstrate techniques to manage resistance.
♦ Read the beginning scenario on the next page to the class and ask the class:
  What do you think might be ineffective responses to the mother?
♦ Conduct the demonstration with another trainer or select a learner to read the part of the mother. Embellish the dialogue if you wish.
♦ Debrief/discuss strategies in the middle of the demonstration.
♦ Proceed with the interview/role-play.
♦ Conduct a follow-up discussion.

Challenging Behaviors

Resistance

Mother, age 44, has raised several children to adulthood. The agency is involved because her youngest child, an acting-out teenager of 14, is involved with the Department of Juvenile Justice due to selling drugs. When you arrive for the first interview:

The mother remarks, “You can't be much older than my own kids! Do you have any children? Are you even married? What do you know about raising children? You're not much more than a kid yourself! I don't think you can be of much help. I want someone with experience!!”

Possible Ineffective responses:

"I don't have children, but you don't have to have children to know about children."
"I may know more than you think I do."
"I have a degree in child development."
"I'm older than I look."
"I've worked with many families. I have a lot of experience."

If you are new to the field and inexperienced, it is possible that you will be intimidated by the parent, and agree with her:

“Maybe you're right, but I've been assigned to your case.”
"If you like, I can see if my supervisor will transfer the case."

Effective Responses:

In order to deal effectively with resistance, the parent’s issues and concerns should be elicited and addressed. A combination of active listening, clarification, and open-ended questions should be used. The issue of your age and qualifications are irrelevant if you can demonstrate the ability to help the parent/family.
Effective Role-Play: (Example)

**Mother:** “You can't help me. You're not much older than my own children.”

**PI/CM:** “Why do you think I'm too young to help you?”

**Mother:** “If you don't have kids, how can you tell me what to do? I have 20 years' experience, and I can't figure it out. What makes you think that you can because you've been to school?”

**PI/CM:** “So, you think "school learning" isn't going to help when we're talking about real kids?”

**Mother:** “That's right. How can you know about kids when you've never had any to raise? I want an experienced PI/CM.”

**PI/CM:** “It sounds like you think because I haven't raised any kids, I won't be able to understand what it's like, or that I won't really understand your problems.”

**Mother:** “Yes, that's right

**PI/CM:** “Well, you sound really frustrated to me, especially because you have raised children, and even with your experience, you're still finding it to be very difficult.”

**Mother:** “It certainly is. That's why I don't need someone who doesn't know any more than I do to be here wasting all my time.”

**PI/CM:** “Well, I wouldn't want anyone wasting my time either, and I truly do not want to waste yours. It sounds to me like you'd like some answers quickly.”

**Mother:** “Yes, the sooner the better.”

**PI/CM:** “Why? What's going on that has you so upset?”

**Mother:** “Paula is going to get into very serious trouble if she doesn't change her ways in a hurry . . . and she sure won't listen to me.”

**PI/CM:** “So you see trouble coming, and you're feeling pretty helpless to stop it?”

Debrief/Discuss Strategies:

- Despite her initial unwillingness to talk with you, the mother has given enough leads to permit you to move into process and discuss the problems.

- As the interview progresses, continue to be supportive and interested in the mother’s situation. The mother will probably return many times to, “I don't think you can understand.”

- You must then stop and repeat what she has learned about the mother to verify that she really is listening and trying to understand. For example:

- “So you are really worried about Paula and frustrated by your inability to figure out what to do about this.” I can certainly understand why you are so worried. Let’s think together about what some of the possible
Proceed with the Interview/Role-Play:

**PI/CM:** “Well, let me tell you what I understand so far. You and Paula fight all the time. She's running away from home, and you're worried she's still on drugs. You're feeling pretty helpless and very scared because you don't feel you have any influence on her. You're worried that she may do something dangerous, and you feel helpless to stop her.”

**Mother:** “Yes. Exactly. Now tell me what to do to change it.”

**PI/CM:** “It's not a simple problem, and I don't think there is a simple solution. If there were, you probably would have already thought of it. I do think it would help if we understood why Paula is behaving this way. It's hard to know what to do until we fully understand the problem.”

**Mother:** “How do we do that?”

**PI/CM:** “Well, first we probably need to talk to her.”

**Mother:** “She won't talk to you. Besides, talking does no good at all. I've been talking my head off for months. I doubt she'd listen to you either.”

**PI/CM:** “Well, she may not. But, I would surely be willing to try. Sometimes kids find it easier to talk with people outside their families. I can come back after school toward the end of the week and meet with her.”

**Mother:** “I don't want you coming back. You're too young to help me.”

**PI/CM:** “Well, I'll let you decide that. I do understand that you want someone to help you find a solution. But, I'm concerned if we try something without fully understanding the problem, we might not try choosing the best solution. I don't think we want to make it worse. I'd like to take the time we need to figure it out, and I'd like to talk to Paula. After I do, if you and I decide we need the input of other people, we can get help, from my supervisor, or from counselors who specialize in working with teenagers. Would that be OK? I'd really like to help you work this out.”

Debriefing/Follow-up discussion:

It is normal to feel inadequate or intimidated when parents directly attack your appearance, age, or other attributes, or question your competence.

Avoid the tendency to become defensive by:

- understanding the parent’s point of view
- not focusing on your own capability

The less discussion about the content issue (age) the better. Use techniques to:

- engage the parent
- demonstrate concern and interest
- draw the parent into talking about the problems and
- persist with demonstrating your concern to the parent
Barriers to Effective Communication

When communication has broken down during an interview, assess your responses to decide if you have demonstrated any of the following barriers to effective communication.

**Barriers Demonstrated by Case Managers, PIs and other staff:**

- Moralizing by using "shoulds" and "oughts".
- Judging, criticizing or placing blame.
- Advising and giving suggestions or solutions prematurely.
- Persuading or giving logical arguments, lecturing, instructing, arguing, intellectualizing.
- Analyzing, diagnosing, making gib or dramatic interpretations; labeling family members' behaviors.
- Reassuring, sympathizing, consoling, excusing.
- Using sarcasm or employing humor that is destructive or makes light of the family's problems.
- Threatening, warning, counter attacking.
- Stacking questions.
- Asking leading questions.
- Interrupting inappropriately or excessively.
- Dominating interactions.
- Fostering social interaction.
- Responding passively.
- Overusing certain phrases or clichés.
- Dwelling on the remote past.

Which of these barriers do you think you possibly use most frequently?

Which barriers have you demonstrated or caught yourself thinking about?

**Barriers Demonstrated by Parents or Family Members**

What are some communication barriers used by parents?

- Making excuses rather than revealing the underlying reasons for behaviors.
- Avoiding specifics by using words such as "some of the time" or "occasionally."
- Attempting to change the topic, or place blame on others.

The Case Manager/PI must explore the reasons for excuses to decide the underlying causes and effects. The use of questioning that focuses on specifics, observable behaviors and doesn't allow generalities is most effective in breaking down these communication barriers.
Managing Challenges

Resistance/Lack of Participation

- Resistance is behavior that opposes or works against something. It is intended to keep one from yielding or accepting.
- Resistance is a predictable and natural reaction to being forced to change or face difficult issues, in which one feels vulnerable or controlled.

Signs of Resistance

- Arriving late for appointments
- Breaking contracts
- Not following through on tasks

Techniques to Manage Resistant Behavior

Since resistance may be a reaction to lack of control, apply these empowerment principles:

- Validate feelings.
- Focus on strengths.
- Allow the individual to define his or her needs.
- Ask the person for solutions.

If family members engage in separate conversations:

- Make eye contact with them.
- Ask them to share their thoughts.
- Ask them if they have questions.
- Ask them to attend to the whole family interaction.

If the family member will not participate:

- Comment on the person’s “thoughtful observation,” and then ask for input.
- Make eye contact with the person after asking a question.
- Remind family members that everyone’s input is valuable.

Manipulation

- Manipulative clients use communication that does not address, or only subtly addresses, the main issue.
- They use words to confuse, convince, or cover up in order to influence you favorably.
Examples of Manipulative Behaviors
Manipulative family members may respond as follows:

- Intellectualize - reduce emotional aspects of the situation with logic
- Rationalize - attempt to show reason for behavior and thereby gain acceptance by others
- Fantasize - indicate imaginary success
- Compensate - cover weakness by pointing out other strengths

Techniques to Respond to Manipulation

- Listen to the distortion of reality or the discrepancy in what a person says.
- Confront the distortion and not the person - specifically and concisely identify discrepancies in a person’s behavior.
- If a family member dominates the interview:
  - Break eye contact.
  - Ask for input from others.
  - Put hand up to signal no interruptions.
  - Refer to agreed-upon ground rules - when someone is speaking others should listen.

Anger
Anger is a feeling of resentment or vengeful displeasure resulting from injury, mistreatment, or violation of one’s rights.

Manifestations of Anger

- Nonverbal communication such as hand gestures or turning the body away
- Withholding information
- Sarcasm or insults
- Yelling, screaming, or crying
- Making demands
- Questioning credentials, experience, competence
- Violence
Anger and Hostility

♦ Refer class to PG15-16, Managing Challenges, “Anger & Hostility.” *(PG page inserted on the following page TG47-48)*
♦ Present key points for these 2 behaviors only.
♦ Provide examples from your experience to illustrate resistance and manipulation.
♦ Explain the techniques that you used to manage these behaviors.
♦ Refer to and discuss PG17-18, Techniques to Deal with Resistant, Hostile or Threatening Family Members. *(PG page inserted on TG49-50)*

Anger and Hostility

PI Scenario
On the initial contact at the home, the Mother lets you in the door but refuses to cooperate. You introduce yourself and attempt to engage the mother.

Mother: “We have no problems. What right do you have busting in here? You can tell your damn agency to bug off. Now leave us alone.”

Debrief

? How should you respond? You must openly acknowledge your authority:

Trainer Demonstration: PI

PI: “I do have the responsibility to assure that your children are safe and unharmed and that they receive proper care. The Court does give our agency/Sheriff’s Office the authority to remove children when that is the only way we can assure that they will be safe.”

Mother: “No way. You people aren't going to take my kids away. You just wait. I'll move away. You're not going to come around sticking your nose into my business.”

Debrief

You must explain that you prefer not to have to use your authority to resolve the problems as there are many ways to avoid doing so.

PI continues the attempt to diffuse the anger/hostility:

PI: “Your children belong with you. They should stay with you if at all possible. I don't want to have to remove your children from your home. Separation can be painful and harmful. I'd rather not have you go through that trauma. I don't blame you for being angry. I'm sure you feel intruded upon.”

"Many families feel like someone is accusing them of some sort of crime. I know that most parents don't want to hurt their children. I'm not here to accuse or judge you. I'm here to understand why (whatever the problem is) happened, and see what we can do to help.”

“I need your involvement in this decision. You know your family and your needs better than I do. Let's talk about it. Maybe we can come to an understanding with each other about why (X) happened, and what can be done, so it doesn't
happen again.”
“The choice is really up to you. If you want to work with me, and we can work out solutions to the problem, then I won’t have to force you to do anything. I’d rather work it out together.”

**Debrief**
What techniques did you observe the PI using to diffuse the mother’s anger?
- Remained calm and was non-defensive and non-judgmental
- Explained authority
- Communicated understanding of parent’s feelings
- Reflected parents feelings and acknowledged parent’s right to them
- Reframed the situation by focusing on solutions

**Anger and Hostility**
**Trainer Demonstration: Case Manager (CM)**

**Case Manager Scenario:**
Foster parents of an eight-year-old child are loudly protesting the child visiting with his parents because the child gets very upset every time he must visit, and also when he returns. When told by the CM that the law requires that visitation be held because it's best for the child, the foster mother explodes:

**Begin Role-Play**
**Foster Parent:** “Who the hell makes these policies anyway? All you care about is the parent. Doesn't the child matter? Don't you care about his feelings?"

**CM:** “Children want and need to see their parents and the reason they are upset about visits is because of repeated separations, etc…”

The foster parent disagrees and says: "No child can be that upset by seeing someone they want to see. He comes back here and tells us he never wants to see them again. I don't think any of you people know what you're talking about."

**Debrief the issues to be addressed:**
Visitation is the content issue. The process issues include both the child's and the family's pain and distress as a result of the visitations.

The CM will probably want to educate the foster parents about the law regarding visitation and remind them of the agency's policy. In addition, the CM must try to explain to them about the benefits to the child and the parent.

A CM may sabotage the placement by: agreeing with the foster parent and blaming the situation on the agency, the court, or whomever; becoming upset with the foster parents and accusing them of being uncooperative and unwilling to do what is best for the child.

An effective interview must include:
• open-ended questions
• support and clarification so that the Case Manager can assess:
• why the child is becoming so upset and
• the effect this has on the foster family.

Continue Role-Play

CM: “I don't remember ever having seen you so upset in all the years I've known you. You generally take things in stride. Why is this time different?”

Foster Parent: “You've never forced a child to visit before. I've never had a child who reacted so badly after a visit.”

CM: “Tell me about it. What's it been like?”

Foster parent: (Describes situation, child's behavior, tears, stress reaction, etc.)

CM: “It sounds to me like his behavior really upsets you.”

Foster Parent: “Well, of course it does! Wouldn't it bother you to have a child cry uncontrollably for 24 hours running and then throw up because he's so upset? And then he forgets all that we've taught him. When he comes back he's just like he was when he first came. Wouldn't that bother you?”

CM: “Of course it would. It sounds like you want to protect him from feeling that bad, and you think the best way to do it would be to keep him from having to see his parents.”

Foster Parent: “Yes, that's exactly what I think.”

CM: “It also sounds like you feel that this is a losing battle and that each time he goes for a visit, you have to start all over again to help him.”

Foster Parent: “Exactly!”

CM: “I can see why you'd be upset with our agency then. We seem to be doing something that not only appears to hurt Timmy, but it also creates real pain and problems for you and your family.”

Foster Parent: “I don't care about us. I'm worried about Timmy.”

CM: “Well, I care about you and your family, too. I know this is a very hard and unusual situation, and I don't expect that you should handle it all yourselves or suffer because of it.”

Foster Parent: “I still think you should think about how your agency is hurting Timmy.”

CM: “I am. It's never been our intent to hurt Timmy. We want him to visit so that he can have a relationship with his parents instead of forgetting them, so that it will be easier for him when he does go home. But, it makes things harder for him too, in other ways. Let's talk more about that. Besides wanting to protect him and feeling like you can't, how else does his behavior disrupt things?”

Foster Parent: (Tells the Case Manager about the effects on the other children, on the foster parent, on family life, on spouse, on their relationship with
the child, etc.)

**Debrief/Discuss**

- Use **PG9, Demonstrating, Authenticity/Genuineness, Respect and Empathy and PG18, Interview Skills Checklist** to lead your discussion of the CM’s techniques.
- Ask the following questions: (next page)

**Anger and Hostility**

What techniques did you observe being used to diffuse the foster parent’s anger?

**Answers should be a combination of the behaviors that demonstrate the 3 core conditions and also exploring and focusing techniques.**

- showed congruence between verbal and non-verbal behaviors
- communicated trustworthiness and acceptance
- was non-defensive and non-judgmental
- reflected the foster parent’s feelings
- acknowledged foster parent’s right to feelings
- recognized strengths (past experiences as foster parent)
- used open-ended questions to encourage the foster parent to talk about the reasons for the anger
- utilized clarifying statements

What communication skills must be demonstrated as the foster parent continues to explain his/her difficulties?

- **Authenticity/Genuineness**: Communicate support and reassurance.
  - The child’s behavior is a reaction to impermanence rather than due to anything the foster parents are doing wrong.
- **Empathy**: Continue to identify and communicate an understanding of the foster parent’s concerns and feelings, i.e. their feelings are normal in such a difficult situation.
- **Respect**: Solicit ideas from the foster parents:
  - Ask the foster parents for suggestions to make the visits less traumatic.
- **Directing Skills**: Give options or suggestions after exploring issues and ideas from the foster parent.
  - Talk about ways the foster parent may more effectively help the child (i.e. initiating discussions with the child prior to visits; explaining the reason for the separation, reassuring the child, etc.)
Techniques to Manage/Diffuse Anger

In response to anger, you must control your own emotions, remain calm, give the individual plenty of space, and:

- reflect feelings
- acknowledge feelings
- give permission with rules
- remove oneself from the situation

If a family member offends or verbally attacks another family member:

- Refer to established ground rules.
- Acknowledge the person's right to feelings, but ask for her or him to express views in a less offensive way.
- Call time-out. In extreme cases, call for an intermission.

Hostility

Hostility is a long-lasting emotional response connected to a belief and value system and:

- Can be directed against an individual, a nation, a culture, an organization, government entities, etc.
- Is similar to anger, but is deep-seated and connected to a belief system; anger is a response to a perceived or actual injustice.

Techniques to Diffuse Hostility

If a family member becomes hostile:

- Remain calm, lower your voice, and speak slowly.
- Don't become defensive.
- Focus on content and facts.
- Reflect the person's emotions verbally.
- Ask other family members how they feel about this issue.
- Reframe the anger as part of the change process.
- Use the techniques for diffusing anger.

Hostility is difficult to eliminate.

Hostility is deep-seated and connected to a belief system.

- It may be eliminated only when the hostile person chooses to re-examine his or her own views relating to the belief system.
- Because the interviewer cannot impose this choice, coping mechanisms should be used.
- Two possible coping skills are not taking the hostility personally, and when other options have been exhausted, refer the person to another PI/CM.
Depression
Depression is a high level of anxiety presented as immobilizing behavior and can be either from long standing problems or a recent reaction to a life circumstance.

Examples of Depressed Behavior:
- Denial - refusal to face the reality of the situation.
- Repression - preventing oneself from considering painful or dangerous thoughts.
- Emotional insulation - withdrawing into passivity as protection from hurt.
- Seek sympathy - striving to gain sympathy to bolster one’s self, despite failures.
- Physical behaviors including excessive sleep, social avoidance, substance abuse.

Techniques for Responding to a Depressed Person
Because depression is a medical condition, do not try to talk a depressed person “out of their feelings.” However, you can respond in other ways that are helpful, such as:
- Provide support
- Recognize strengths
- Build self-esteem
- Identify structured activities and tasks with definite time limits.
- Be very specific about what the family or family members need to do by the next meeting or another given time.
- Depression can be chemically treated in many cases. You must refer very depressed clients to a doctor.
- Always take any person’s comments pertaining to “hurting themselves” seriously.
Techniques to Deal with Resistant, Hostile, or Threatening Family Members

Reframing
This technique is based on the fact that the individual may be influenced by an overwhelming negative perspective about life in his or her specific circumstances. This technique seeks to help someone develop a new perspective about a problem or situation.

- **Example:**
  o "Now that this problem is out in the open, you can find some help and relief which you deserve and get help for working on _________."
  o "In the long run this will be better for both you and your children."

Utilizing or Joining Resistance
This technique serves to weaken the effect of the resistance and takes away the need to resist.

- Rather than trying to break through or overpower resistance, you join in, almost promote resistance, or even align with the resister.

- **Examples:**
  o "You should be upset." "I'd be really angry, too."
  o "I can certainly see why you feel that way."
  o "What can we do to resolve this and to satisfy you?"

Role Replacement
This technique works best when it is not too structured but is very spontaneous. The purpose is to help the individual see another perspective, to put himself or herself in another's shoes, and to enhance understanding of others.

- Ask the individual to assume the role of someone else and to explore how he or she feels, what that person's motivations are, etc.

- **Examples:**
  o "What would you do if you saw someone possibly abusing her children?"
  o "If you were (child's name) and a grown-up did this to you, how would you feel?"

Selective Learning
This technique works best with individuals who are using obscene language, who respond abruptly, or who are defensive.

- Do not reply or acknowledge abusive or destructive statements.
- Respond only to constructive statements.
Broken Record (Repeat key questions.)
This technique works well with individuals who are delusional or are hallucinating. This is a high-risk situation. It also works well with individuals who are vague or confused.
- Don’t challenge the delusion or hallucination. Avoid arguing. Listen carefully and respectfully.
- Accept the delusion or hallucination as part of the individual’s reality, but express that it is unreal for you.
- Patiently help the individual to refocus into the present circumstance.
- Repeat key questions, emphasizing closed questions to help focus the individual.

Disarming Anger
This technique is useful with clients who use verbal threats or who refuse to follow directions.
- This is an agreement between you and the individual that you will talk about the issue at hand or continue with the interview ONLY after the individual calms down and/or stops specified angry behaviors.
- Use “I” statements to indicate reaction to behavior.
- Remain calm.
- Use selective ignoring and empathy.
- Talk only about one issue.
- Get overt agreement that the interview can continue only after the individual stops the abusive behavior.
Depression

- Refer to PG16, Managing Challenges, “Depression” and present key points. *(PG page inserted on page TG53)*
- Provide examples from your casework practice when you encountered a person with depression-situational or clinical.
- Explain how you communicated with the parent.

**Trainer Demonstration: Depression**

- Use the information from PG16 in order to demonstrate some effective communication skills when confronted with a mother who is experiencing situational depression after the loss of her husband.
- Select a learner to read the part of the mother.
- Conduct a short follow-up discussion.

What techniques were used to engage the mother and try to gain her trust and build a relationship?

**Depression**

**Trainer Demonstration: PI**

**PI Scenario:**

Susan is a 7 year old female. Within the past two months her teachers have noticed a change in her behavior and her hygiene. She has been observed at school in dirty clothes, with her hair not brushed, and smelling of a foul odor. She has always been an “A” student and turned in her homework on a consistent basis. In the past two months, she has not turned in one homework assignment, and her grades are falling drastically. Her demeanor has become quiet and withdrawn at school. She no longer socializes with any of the other children in her class. On several occasions she did not have her usual packed lunch with her nor did she have money to purchase lunch. The teacher called the mother to discuss Susan’s behavior and her concern for her well being. The mother responded by stating, “Well, Susan is going through a difficult time, but she will snap out of it. We have some issues that we are dealing with at home, and I would appreciate it if you would not get involved.” An intake was taken at the hotline alleging neglect.

Susan’s mother was hesitant to talk with you at first, and then within several minutes of the interview, her mother begins to open up to you.

**Mother:** “I have just lost my husband in a car wreck, I have lost my job, and now you people are threatening to take my little girl. If I don’t have my little girl, I will not have anything left to live for.”

**PI:** “It must be difficult and painful to have lost your husband in a car accident. Now after losing your job, you must be under a tremendous amount of stress. Your child belongs with you. She should stay with you if at all possible. I don’t
want to have to remove your child from your home. Separation can be painful and harmful. I'd rather not have you go through any more trauma than you have been through already. I need to ensure that your child is okay and her needs are being met.”

Mother: “Oh, Susan is fine. I take good care of her. I make sure she is fed and clothed properly. I would not do anything to intentionally hurt her.”

PI: “I know that most parents don't want to hurt their children. I'm not here to accuse or judge you. I'm here to understand why an allegation of neglect has been received, and to see what we can do to help.”

Debrief/Discussion

? What techniques did the PI use to engage the mother and try to gain her trust/build a relationship?

- was non-defensive and non-judgmental
- reflected parent’s feelings
- acknowledged parent’s right to feelings

Techniques to Deal with Resistant, Hostile or Threatening Family Members

Refer to and discuss PG17-18, Techniques to Deal with Resistant, Hostile or Threatening Family Members. *(PG page inserted on TG54-55)*
Depression
Depression is a high level of anxiety presented as immobilizing behavior and can be either from long standing problems or a recent reaction to a life circumstance.

Examples of Depressed Behavior:
- Denial - refusal to face the reality of the situation.
- Repression - preventing oneself from considering painful or dangerous thoughts.
- Emotional insulation - withdrawing into passivity as protection from hurt.
- Seek sympathy - striving to gain sympathy to bolster one's self, despite failures.
- Physical behaviors including excessive sleep, social avoidance, substance abuse.

Techniques for Responding to a Depressed Person
Because depression is a medical condition, do not try to talk a depressed person "out of their feelings." However, you can respond in other ways that are helpful, such as:
- Provide support
- Recognize strengths
- Build self-esteem
- Identify structured activities and tasks with definite time limits.
- Be very specific about what the family or family members need to do by the next meeting or another given time.
- Depression can be chemically treated in many cases. You must refer very depressed clients to a doctor.
- Always take any person's comments pertaining to "hurting themselves" seriously.
Techniques to Deal with Resistant, Hostile, or Threatening Family Members

Reframing
This technique is based on the fact that the individual may be influenced by an overwhelming negative perspective about life in his or her specific circumstances. This technique seeks to help someone develop a new perspective about a problem or situation.

- **Example:**
  - "Now that this problem is out in the open, you can find some help and relief which you deserve and get help for working on ____________.
  - "In the long run this will be better for both you and your children."

Utilizing or Joining Resistance
This technique serves to weaken the effect of the resistance and takes away the need to resist.

- Rather than trying to break through or overpower resistance, you join in, almost promote resistance, or even align with the resistor.

- **Examples:**
  - "You should be upset." "I'd be really angry, too."
  - "I can certainly see why you feel that way."
  - "What can we do to resolve this and to satisfy you?"

Role Replacement
This technique works best when it is not too structured but is very spontaneous. The purpose is to help the individual see another perspective, to put himself or herself in another's shoes, and to enhance understanding of others.

- Ask the individual to assume the role of someone else and to explore how he or she feels, what that person's motivations are, etc.

- **Examples:**
  - "What would you do if you saw someone possibly abusing her children?"
  - "If you were (child's name) and a grown-up did this to you, how would you feel?"

Selective Learning
This technique works best with individuals who are using obscene language, who respond abruptly, or who are defensive.

- Do not reply or acknowledge abusive or destructive statements.
- Respond only to constructive statements.
Broken Record (Repeat key questions.)
This technique works well with individuals who are delusional or are hallucinating. This is a high-risk situation. It also works well with individuals who are vague or confused.

- Don't challenge the delusion or hallucination. Avoid arguing. Listen carefully and respectfully.
- Accept the delusion or hallucination as part of the individual's reality, but express that it is unreal for you.
- Patiently help the individual to refocus into the present circumstance.
- Repeat key questions, emphasizing closed questions to help focus the individual.

Disarming Anger
This technique is useful with clients who use verbal threats or who refuse to follow directions.

- This is an agreement between you and the individual that you will talk about the issue at hand or continue with the interview ONLY after the individual calms down and/or stops specified angry behaviors.
- Use "I" statements to indicate reaction to behavior.
- Remain calm.
- Use selective ignoring and empathy.
- Talk only about one issue.
- Get overt agreement that the interview can continue only after the individual stops the abusive behavior.
**Responding Assertively**

- There are times when you must respond assertively to an uncomfortable or inappropriate situation. Some experiences that are uncomfortable and need addressing include:
  - A man comes to the door in boxer shorts and nothing else on.
  - A mother has the TV on and is watching a show during the interview process.

? How would you respond to these situations?

- Provide an example of an appropriate assertive response for each bullet above.

- Present the first 2 bullets only on PPT19, **Responding Assertively**. You must assure that the rest of the PPT is covered.

**PPT20 includes possible “firm” requests for each of the “uncertain” requests in PPT19.**

- Display PPT20, **Responding Assertively** to present examples following responses.


**Responding Assertively**

**Activity Goal:** Using sample case practice situations, learners will respond firmly and decisively to assertively intervene.

**Directions**
- Prepare note cards with the following situations written on them: (add others)
  - There is an odor inside the home that is so offensive you cannot stay inside.
  - The children reportedly have head lice and are hugging you.
  - The home is infested with cockroaches, and they are crawling on the wall and the couch where you are directed by the parent to sit.
  - The kids are crawling all over you with sticky fingers.
  - The cat/dog is jumping all over you.
  - There are neighbors coming in and out of the house carrying alcoholic beverages.
  - The 2-year old is continually shouting out curse words.
  - The mother keeps answering her cell phone.
  - The child hits, kicks, or pinches you.
  - The mother is ignoring a toddler who is continuously getting into things that could potentially hurt him/her, i.e. fiddling with light socket, etc.
  - The house is infested with fleas and they are jumping all over you.
- Distribute one card to each learner.
- Ask class to share their ideas for appropriate assertive requests OR
- Direct learners to role-play responses with appropriate vocabulary, voice tone/volume.
- Discuss both verbal and non-verbal responses by role-players.

**Sample Assertive Responses (note cards):**
- Let’s step outside, so we can talk some more.
- It is really important that we get your lice treated.
- I would prefer to stand while speaking with you.
- I need you to wash your hands, and then you can sit next to me so we can talk.
- I would like to talk with you in a room where the cat/dog will not disturb us.
- I need to talk with you, so I need for you to tell your neighbors to come back at a later time.
- It is important to tell your child not to use language that is not appropriate for his/her age and also it is not appropriate at school or (somewhere else away from home).
- I need you to turn off your cell phone, so we can focus on the purpose of my visit today.
- That hurts; you need to stop _____ing me.
- You need to tell _____ to stop _____, so she/he will not be hurt/injured, etc.
- Let’s step outside to talk; fleas are biting me; to protect your children, you will need to treat the house.
Topic ~ Interviewing in Special Situations

Materials
- PG19-20 Interviewing People with Disabilities

Share Field Experiences

Interviewing People Who Cannot Fully Express Themselves in English

Has anyone observed a situation where the family did not speak English? What did the worker do? What do you think is a family centered approach in these situations? What challenges would this situation present? What resources are available to assist? What are some of the legal issues (i.e. confidentiality)?

- Share own case experience.
- Ensure requirements and best practices are highlighted.
- Provide participants with local/agency interpreter resources and policies.

Interviewing People with Disabilities

Ask class to share their job related experiences with person who have a disability.

- Refer class to PG19-20, Interviewing People with Disabilities. *(PG page inserted on the following page TG59-60)*
  - Summarize key points.
  - Share a case experience.
Interviewing People with Disabilities

Note: Consensus does not exist among people with disabilities, their families, or the organizations serving them about preferred terminology. Listen carefully to the words the family uses and take your cue from them.

Words with Dignity

(Words to Avoid in Bold)

- Person with a disability, NOT crippled/handicapped/handicap/invalid (literally, invalid means “not valid.”). Example: John is a person with a disability, not a handicapped person.
- Person who has..., person who experienced..., person with..., NOT a victim afflicted by... Example: Albert is a person who has cerebral palsy, not a victim of cerebral palsy.
- Uses a wheelchair, NOT restricted, confined to wheelchair, wheelchair bound. (The wheelchair enables mobility. Without it a person may be confined to bed.)
- Non-disabled, NOT normal. (Referring to persons who are non-disabled persons as “normal” insinuates that people with disabilities are abnormal.)
- Deaf, without speech/no-verbal, NOT deaf mute or deaf and dumb. Example: Fran is deaf and non-verbal.
- Seizures, NOT fits
- Developmental delay, NOT developmentally delayed, slow
- Disabled since birth, NOT born with birth defect
- Emotional disorder, mental illness, NOT insane or crazy

Other Terms to Avoid

These terms must also generally be avoided because they have negative connotations and tend to evoke pity.

- abnormal
- deformed
- incapacitated
- moron
- physically challenged
- spastic
- burden
- differently-abled
- imbecile
- palsied
- pitiful/tragic
- stricken with
- condition
- disfigured
- maimed
- pathetic
- poor
- suffer

Preferred Terminology

- blind (no visual capability)
- visually impaired (some visual capability)
- deaf/profoundly deaf (no hearing capability)
- hearing impaired (some hearing capability)
- hemiplegia (paralysis of one side of the body)
~ quadriplegia (paralysis of both arms and legs)
~ paraplegia (loss of function in lower body)
~ Down Syndrome (congenital disorder characterized by moderate to severe mental retardation.)

Disability Etiquette (Basic Guidelines)

~ Make reference to the person first, then the disability.
  ~ Say “a person with a disability” rather than “a disabled person.” The term “handicapped” is derived from the image of a person standing on the corner with a cap in hand, begging for money.
  ~ People with disabilities do not want to be recipients of charity.
  ~ They want to participate equally with the rest of the community. A disability is a functional limitation that interferes with a person’s ability to walk, hear, talk, learn, etc.
  ~ If the disability is not germane to the story or conversation, do not mention it.
  ~ Remember, a person who has a disability is not necessarily chronically sick or unhealthy; he or she often is just disabled.
  ~ BECAUSE a person is NOT a condition, avoid describing a person in such a manner. Don’t present someone as “epileptic” or “a post-polio.” Say instead, “a person with epilepsy” or “a person who had polio.”

Common Courtesies

~ Don’t feel obligated to act as a caregiver to people with disabilities.
  ~ It is courteous to offer assistance to a person with a disability, but wait until your offer is accepted before you help.
  ~ Listen to instructions the person may give.
  ~ Leaning on a person’s wheelchair is similar to leaning or hanging on a person and
  ~ It is usually considered annoying and rude.
  ~ The chair is part of the person’s body space.
  ~ Share the same social courtesies with people with disabilities that you would share with anyone else.
  ~ If you shake hands with people you meet, offer your hand to all you meet, whether or not they have a disability.
  ~ If the person with a disability is not able to shake your hand, he or she will tell you.
  ~ When offering assistance to a person with a visual impairment, allow that person to take your arm.
  ~ This will enable you to guide, rather than propel or lead the person.
  ~ Use specific directions, such as “left 100 feet” or “right 2 yards,” when directing a person with visual impairment.
  ~ When speaking about people with disabilities, emphasize their achievements, abilities, and individual qualities. Portray them as they are in real life: parents, employees, business owners, etc.
Review: Basic Interviewing Skills

- Display PPT2, Module 1 Objectives, and conduct a review using the questions below.

- What are the 5 essential skills of Family Group Decision Making Methodology? (PG1-3)
- How are interviews affected by the kinds of questions you ask?
- Provide an example of how you can be assertive to appropriately use your authority.
- Why is it important to establish a relationship with the family? (PG4-5)
- How can you build rapport when introducing yourself to the family; and on an ongoing basis? (genuineness/authenticity, respect, empathy) (PG6)
- Give an example of both appropriate and inappropriate self-disclosure. (PG6)
- Explain how to respond to the following behaviors:
  - You need to provide a short scenario example for each to provide a basis for class explanations:
    - Resistant (PG13)
    - Manipulative (PG13-14)
    - Angry or Hostile (PG14-15)
    - Depressed (PG16)
- What are some important considerations when interviewing a person with a disability? (PG19)