# Social Skills Training for Severe Mental Disorders

## A Therapist Manual

**C**entre for
**C**linical
**I**nterventions

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PATRICK KINGSEP
&
PAULA NATHAN

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**Social Skills Treatment Programme**

# Programme Notes:

This section of the manual provides an outline of the social skills treatment programme.  It serves as both an introduction, as well as a point of reference with which the treatment manual refers to.  Within the 'Therapist's Notes', the following symbol denotes reference to this section of the manual (Programme Notes) for further information:

This manual is designed to provide the mental health practitioner with a structured, yet flexible approach to the treatment of social skill deficits in individuals with severe mental disorders.  The approach described in detail within the therapist manual has been shown to be effective within an individual format and group treatment programme.  The "Therapist Notes" guide group process, yet are structured so as to enable you to use minimal alterations with individuals. It is assumed that this manual will be used by mental health practitioners of varying levels of clinical experience.  Therefore, it has been written to meet this varied level of need.

**The Therapist:**
In the course of group therapy, participants will begin to examine their interpersonal style and eventually to experiment with new behaviours.  The journey which each participant embarks upon, is unlikely to be facilitated by a rigid therapist, ie., one who places a strong barrier between themselves and group participants.  This treatment approach provides structure, the opportunity for role play and the sharing of experiences.  The therapist incorporates various roles; facilitator, coach and role model.  Thus the therapist encourages a social atmosphere based on adult learning principles and the promotion of trust in the therapeutic environment.

**What You'll Need:**
It is advantageous to have available: (1) a white board (coloured markers), (2) pencils for participants, (3) loose leaf folders for the storage of handouts and all other group material (remind participants to bring this to ALL group sessions), (4) tape recorder for taping of sessions (not necessarily required), (5) tea and coffee supplies, (6) provision of adequate area for mid session breaks, (7) hole punch, (8) clip board for each participant whilst in session, (9) 'Session in Progress sign' to be placed on door of therapy room.

**House-keeping:**
This includes discussing such aspects as where the toilets are (if the participants are new to this environment).  Additionally, the provision of breaks during the session is an important consideration.  It is suggested that sessions be two hours in duration, with the inclusion of a break.  The duration of the break will be based on the composition of participants and the therapist's clinical judgement.  In order to compensate for attention difficulties within this population, it is recommended that drinking and eating be reserved for the session break.

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Due to this program being administered to heterogeneous client groups with severe mental disorders, the time taken to complete group activities/components does vary.  That said, 'Break' time represents the mid session point.  Facilitators could allocate session activities according to this bench mark.

Within this programme, there are 24 sessions with a booster/follow-up session. There are two general session formats which run concurrently throughout the programme; the new social skill session and the review session.  The new social skill session is comprised of the following components: 1) Follow-Up/On, 2) Establishing a Rationale, 3) Group Activity (in the majority of sessions), 4) Discussing Steps of the Skill, (5) Role Plays and (6) Collaboratively Assigned Homework.  The review session is comprised of: a Follow-Up/On, Role Plays and Collaboratively Assigned Homework components. The following describes each of these sections:

### Follow-Up/On:

This incorporates three related segments; a *Review of Events* (since the previous session), *Reaction and Opinions regarding previous session and a Homework Review.*  These three components are described below.

1) *Review of events (since previous session):*
   This provides an opportunity to 'ease' into therapeutic content. Sufficient time for this component, allows the therapist to determine how things have progressed since the previous session.

2) *Reaction and Opinions regarding previous session:*
   As a major goal of treatment is for social skills learned within the programme to be generalised outside of the session, it is important for group members to reflect on the previous session.  Suggested means of addressing this, includes asking group members the following questions:

   a  *'Have you had any further thoughts on what we covered in our previous session on Making Requests?'*
   **or**
   b  *'When you had time to think about it, what were your reactions to our last session?'*

   It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

3) *Homework review*:
   This emphasises the importance of appropriate individuality, allows the therapist to identify difficulties and misunderstandings that might otherwise go undetected, and provides an opportunity to positively reinforce independent attempts at solving difficulties.  In order to address this component, the following questions may be used to address this:

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a)  'What were the results of your homework assignments?'

b)  'What difficulties did you encounter?'

c)  'What could you do to overcome these in the future?'

d)  'What have you learned?'

e)  'How can you use what you learned to tackle other problems?'

## Establishing a Rationale

A rationale for the importance of a specific social skill is important such that clients have increased motivation to learn the skill.  This is facilitated by eliciting the rationale from the clients. When the rationale is principally provided by participants, there is increased likelihood of them engaging in session activities.  Within the manual, suggested questions aimed at eliciting the rationale from participants is provided.  Although facilitators are readily able to provide such a rationale, it is important not to provide this in a lecture-like manner.  Generally, it is important to ask leading questions about the importance of the skill.  Alternatively, questions which ask for reasons why it would be disadvantageous to not use the social skill can also be elicited.

## Group Activity

Activities are dispersed throughout the programme, so as to actively involve participants in actions designed to bring enjoyment, understanding, cohesion and increase their motivation to learn more adaptive social skills. These typically occur so as to allow the participants to better understand and conceptualise the concepts learned within the sessions.  Although the majority of the New Social Skill Sessions have activities associated with them, some do not.  Additionally, these activities are suggested, yet alternate ones may also be used.

## Discussing Steps of the Skill

Just as goals are broken down into easier to manage objectives, the learning and understanding of social skills is enhanced when individual steps are introduced and discussed.  As opposed to learning a social skill in one attempt, it is broken down so as to allow for learning to occur in a graduated manner. Participants are provided with a specific social skill steps handout.  Additionally, it is important to write down the steps on a white board/butcher's paper and briefly discuss the importance of each step. Although this discussion only takes a few minutes, it is important to elicit the importance for each of the steps from the participants.

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### Role Plays

Role plays represent a significant learning strategy used within this programme.  If the programme is run by two facilitators it is suggested to have them model the specific role play for the participants.  If there is only one facilitator within the session, it is advantageous to model the social skill with a participant who is likely to be obliging and likely to display a proficient performance.  The modelling of the social skill is designed to help the participants see that the steps interconnect into a performance which is socially effectual.  Whilst modelling the social skill, it is important not to overly exaggerate the verbal and non-verbal elements, nor is it advantageous to enact the skill in a rigid manner.

Although 10 separate social skills have been detailed in this manual, with suggested role play in each of the review sessions, it is important to be aware of a number of key points when enacting role plays. Role plays which are chosen ought to be specific, relevant, realistic and occur on a relatively frequent basis in participants day to day lives.  Additionally, the role plays should be brief and to the point, such that participants are able to understand how the individual steps fit together into one 'package'.

In order that participants readily understand the difference between a role play interaction and 'real life' interactions, it is advantageous to clearly indicate the beginning and end of a role play.  Immediately after the role play is modelled, group participants are asked to review which of the steps for that social skill was included in the role play, and to comment on the overall effectiveness of it.  It is important to also signify a specific area in the room that is designated as the 'role play area'.  This adds to the level of seriousness and focus on individual role plays.

The first few sessions in the manual (following the General Group Introduction), detail specific examples of both the process involved in role plays and the content.  The following provides a structured format for teaching interpersonal skills within a role play layout.  Please note, the following is formatted in bullet points, so as to ease reference to, during the initial stages of conducting sessions.

## Structured Format for Social Skills:

☞ Instruction
- Briefly introduce sessions focus on specific social skill

☞ Rationale
- Elicit reasons for learning skill from group members
- Acknowledge all contributions
- Provide additional reasons not provided

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☞ <u>Discuss components</u>
- Break skill into necessary steps
- Write steps on white board
- Discuss reason for each step
- Ensure each step is understood

☞ <u>Model</u>
- Plan out role play prior to engagement
- *"Will now demonstrate role play for all the group members"*
- Use group leaders for demonstration
- Minimise complexity of role play
- Notification of the beginning and end of the role play

☞ <u>Review</u>
- Discuss incorporation of each skill in role play
- Group members to determine effectiveness of role play
- Brief and concrete review

☞ <u>Supervised Practice</u>
    ☞ Role Play
- Begin with compliant or better skilled participant
- Group leader and client to complete role play
- Ask questions to ensure client understands goal of role play
- Ensure other group members are observing role play

☞ <u>Positive Feedback</u>
- Elicit positive feedback from group participants
- Encourage feedback that is specific
- Monitor for negative feedback and remove
- Suggested means of eliciting feedback includes:

> *"For this role play that [name] did, what did you like about the way they did it?"*
>
> **&**
- *"For the* [name of social skill] *social skill, which steps of the skill did you see [participants name] doing?"*

☞ <u>Corrective Feedback</u>
- Elicit suggestions for improvement in subsequent role plays
- Limit feedback to one or two suggestions
- Communicate in positive, optimistic manner
- A beneficial format for providing corrective feedback includes being: short, non-fault-finding, and behaviour specific.
- A useful manner for providing corrective feedback includes:
  - **"After watching your role play it would be even better if…."**

☞ <u>Repeat Supervised Practice</u>
- Alter behaviour provided to group members in role play inquire into the understanding of suggested change
- Focus on important (to client)and changeable behaviours
- This further role play involves incorporating the corrective feedback, mentioned from the previous role play.

- A suggested means of conveying this, is**:**

   *"[Name] I would like you to try another role play of this same situation. What I would like you to do a little bit differently this time, however, is to include….[corrective feedback]"*

☞ Additional Feedback
- Generous and specific feedback
- Engage in two to four role plays with feedback after each one
- This would involve how, potentially, the corrective feedback was incorporated into the role play.  A suggested way of saying this is:

   - *"I really like the way you included the specific  feedback (previous mentioned corrective feedback) in that role play".*

☞ Independent practice
- This is where the application of social skills learned within the session are collaboratively assigned as homework.

## **Collaboratively Assigned Homework and Review Sessions**

The homework for this programme is not similar to homework we were assigned during our school days.  These are assignments to practice the social skills learned within the individual sessions.  It is important to ensure group participants identify situations in which they could use the skill and that these situations have been appropriately moulded to the client's level of skill.  As the name to this component suggests, it is important that the assignments are collaboratively set, such that the tasks are personal, realistic, achievable, measurable and specific.  The use of homework and specifically 'real-life assignments, are the tools which are must effective in overcoming the problem of generalisation of treatment gains to outside environments.

It is advantageous that homework be formulated with the client using the 'shaping principle'.  That is, you should begin with easier assignments and progressively increase the difficulty and complexity as the group members' skill and confidence increases.  The homework items should follow the theme in the session (e.g. making requests, listening to others), and should be attainable yet present a challenge.  The level of difficulty can be determined by observing the client during their role play interactions and possibly during more natural observations (e.g: via: other Living Skills Treatment Programme facilitators).  One of the better means of gauging the level of difficulty for an assignment is through the group members failures and successes in completing the homework items.

Encourage clients to generate their assignments and check with them to ensure it is personally relevant and realistically feasible.  Before actually assigning items as homework, determine if there are any realistic problems in completing assignments.  This is also a means of subtly yet definitively introducing the concept of problem solving within their formulation of

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homework assignments (even though there is no explicit problem solving module within this program).

Prepare clients for the possibility of failure and the need for numerous attempts:

> *"You will succeed some of the time, but NOT all of the time with your assignments, so don't take this personally and give up all together. Remember the golden rule is to practice, practice and oh yes…more practice"*

In order to facilitate generalisation of treatment gains, it is useful to:
- Provide homework assignments (previously described)
- Multiple role plays and facilitator variety
- Introduce problem solving strategies
- Eventually fade the training structure, frequency, supervision and positive feedback provision
- Make treatment setting as 'life like as possible'
- Encourage the group participants to positively reinforce selves for successful completion and ATTEMPTS (e.g. have a coffee out, buy a cheese burger at Hungry Jacks, purchase a chocolate bar)
- Practical and achievable establishment of goals.
- Practice, practice and more practise

**CAP (Cooperation, Attendance and Performance) Rating Scale:**
Following each session, it is suggested that the facilitators complete this sheet.  This is a short rating scale summary which is useful for tracking the longitudinal performance, cooperation and attention for individual participants during the course of the programme.  The ***CAP Rating Scale*** is located in Appendix B.

**Suggested Reading:**

Bellack, A.S. , Mueser, K.T., Gingerich, S. & Agresta, J.  (1997).  Social skills training for schizophrenia: A step-by-step guide. New York:  The Guilford Press.

Liberman, R.P., DeRisi, W.J. & Mueser, K.T.  (1989). Social skills training for psychiatric patients.  New York:  Pergamon Press.

# SESSION 1

**SESSION OBJECTIVES:**

✋ To familiarise programme participants to group context

✋ To facilitate and direct the clients' motivation to change

✋ To provide general overview of therapeutic approach

✋ To provide a general course structure

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## DETAILED CONTENTS

**WARM-UP EXERCISES:**

📖 *Client Introduction:*
The formation of this group may represent a new and possibly anxiety-provoking experience. To reduce the anxiety of participants in the first session, the first phase of group interaction, could involve an 'ice breaker'. This warm-up exercise consists of two brief structured exercises, which assist in decreasing anticipatory anxiety and allow participants to engage in brief, light and non-threatening interactions. The second of these potential ice breakers is in the *Self Disclosure* section.

☞ *'My Shoe Ice-Breaker'*:
This involves asking everyone to look down at their shoes and think of how they would describe them (colour, fit, age, etc.), including a brief story which directly relates to them (e.g. where they were purchased, an unfortunate accident encountered whilst wearing them). The therapists begin this ice-breaker, first by stating their names and then commenting on their shoes. Subsequent participants then participate by following the therapists examples.

**GROUP GUIDELINES:**

📖 Participants could brainstorm ideas relevant to this discussion and responses recorded on the white board.

↝ An initial question could be: "*What sort of group rules do each of you feel is important in the running of our group?*"
After recording responses from participants, it is often necessary to suggest 'key points' that are important in the successful running of a group.

☞ The following points may help guide the group interaction:

➢ *Confidentiality*
It is preferable for all participants to feel comfortable disclosing details about their lives without concern that this information will be repeated outside the group. Facilitators could reiterate the ethical and legal implications of client and therapist confidentiality. This could be extended to participants who could pledge not to divulge the identities of other group participants or provide 'group information' outside of the session.

## EQUIPMENT/ACTIVITY

**Warm-up Exercises**

The following 'icons' are used in this manual:
📖     For 'facilitator' information

↝     Suggested manner for addressing session content

☞     Group activity

➢     Additional points subsumed
✓     within a 'primary' icon

◈     Refer to Programme Notes for more detail

H/O: Handout

**Note**: Text that is **bold**, underlined and *italicised* signifies a handout or worksheet.

**Group Guidelines**

**Suggested Group Rules:**
• **Confidentiality**
• **Understandable language**
• **Respectful and helpful**
• **Commitment**
• **Breaks**
• **Arrive on time**
• **Phone if can't attend**
• **Homework completion**
• **Buddy system**
• **Weekly therapist phone call**

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➤ *Use language everyone can understand*
Sometimes professional jargon becomes second nature to mental health practitioners.  In sessions it is important to describe concepts in everyday language.  A possible manner of discussing this, is by providing the example of a highly accomplished academic who understands the concepts yet communicates them in an unhelpful way (e.g. excessive terminology).  Inform participants that if a concept is explained in an unhelpful manner, the participants are within their rights to ask for clarification.

➤ *Sessions are tape recorded* **— optional**
Taping sessions can be useful for both the therapist and the client.  It can help with treatment integrity and provide the client with useful feedback about their interactions and performance on some of the activities.  If sessions are to be taped, remember to obtain consent from participants.

➤ *All members are respectful and helpful to each other*
In order that mutual respect is enhanced within the group setting,  appropriate social interactions are encouraged and the use of unhelpful terms or labels is discouraged.

➤ *Commitment to therapy*
This is a closed group and as such, it is not advisable to introduce new members after the second session.  It can be explained to participants that the learning of skills and strategies is enhanced by building on information they have learned in previous sessions.  Additionally, since the group does not work effectively with reduced group numbers, it is important they provide a commitment to attend all 12 sessions.  One way of enhancing this, is to have participants verbally commit in front of all other participants.

➤ *Breaks within each session*
Suggested guidelines have been provided for the length of the 'break time' within group sessions. Once again it is important for facilitators  to make decisions regarding the length and number of break times, based on the composition of the group.

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➢ *Attend each session and arrive on time*
It may be useful to explain to participants that they will benefit more from the sessions, if they arrive on time. Additionally, it is important that each session is attended so they don't miss anything and build on skills already learnt.

➢ *Telephone if can't attend*
This is to ensure a participants lack of attendance is not unexpected to other participants or the facilitator.

➢ *Always do your best to complete the homework*
A suggested manner of addressing this component is:
 "*The week has 168 hours within it, and we meet once a week, so we spend a fraction of time together. In order that the benefits of the program are enhanced, it is necessary to attempt and complete the tasks that other participants have been provided.*"

➢ *Buddy system*
It is suggested that participants be introduced to the idea of being paired with another randomly selected participant with whom they will agree to be in phone contact each week. The purpose of the buddy system is four- fold, (1) it serves to remind the participant about previously discussed group rules, and that they are involved in a program of change that extends beyond the weekly group sessions, (2) it enhances a sense of belonging to the group and a concomitant sense of camaraderie with at least one other group member, (3) it gives them a source of support as well as additional information about the skills, procedures and assignments relating to the sessions, and (4) it provides in-vivo psychotherapy.

Within the buddy system, alternate the person who initiates the weekly phone-call. This can be a powerful exercise, in that, the person with social anxiety practices a useful social skill in a natural setting. At the discretion of the facilitator there should be a periodical rotation of participants in the buddy system.

➢ *Weekly therapist phone call*
To provide participants with a means of discussing difficulties with homework or group issues outside of the group, an advantageous

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Session 1: **General Group Introduction**

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technique which can be used is the weekly phone call with a group therapist. Additionally, it helps to promote a sense of commitment to participants and also serves as a prompt to engage in activities which were assigned at the end of the session as homework.

☞ Provide: ***Better Living In Social Situations*** handout, which provides information concerning group times and a summary of previously discussed group rules.

H/O: ***Better Living In Social Situations***

**MOTIVATION FOR CHANGE:**

**Motivation for Change**

*Self-Disclosure:*

📖 In order that participants become accustomed to the process of self-disclosure, it is important to ensure this is occurring in a safe environment. Although self disclosure is an important group goal, a primary therapeutic goal involves improving participants social skills.
In order to combine these two elements, participants are provided with a handout and asked to complete the ***Why Change*** handout. Upon completion, they are asked to pair up with one of the other members of the group. At times the therapist may make the pair assignments. This may involve pairing participants who do not have a strong interpersonal relationship outside of the group. Each pair is instructed to exchange sheets, read the other's answers, and to understand them as fully as possible by asking for clarification or for additional information. After each pair has interacted for 3-5 minutes, the groups re-form, and each member of a pair reads aloud his or her partner's answers to the questions. Additionally, they tell the group anything he or she has learned about the answers to each question.

☞ Provide: ***Why Change*** handout (participants to complete sentences):

➢ a) 'My biggest difficulties in communicating with other people (friends, family and people I don't know that well) ARE…'

➢ b) 'If these difficulties in communicating with others' was not a struggle, I could…'
*Practice makes perfect:*

📖 At this point, the therapist introduces the need for practice outside of session times. It might be useful to point out that practice involves behaving differently, ie., confronting situations

H/O: ***Why Change***
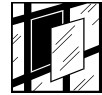
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which have previously been difficult.  Foster, perseverance and persistence, within the participants and explain that over time they will think and feel differently.

It will be important that specific tasks and activities that are assigned as homework are practiced whilst participants are outside of the session.  Some of these tasks involve: reading, 'thinking things through in their head', and doing things.

 Due to the importance of attempting/completing inter-session assignments, the following guidelines are valuable to consider:
→ Identify and prepare to overcome potential obstacles that may prevent the group member from completing assignments (in session and weekly therapist phone call)
→ Obtain a verbal commitment from the client that assignments will be completed.
→ Assignments should be challenging, yet not overwhelming to client.

*Monitoring progress:*
 It is important to provide participants with a rationale for monitoring their progress.  You might find it helpful to include within your rationale the following (as if spoken to the patient...):

*"Firstly, it helps to stay motivated by seeing the progress you are making, (2) since you are learning new skills and techniques to improve your social skills, these records will allow you to look back on the notes when you have forgotten how to do something you know is important or when you are having difficulty completing something you have done in the past, (3) helps you to identify where you are having difficulty communicating with others, and remind yourself of the manner you handled these difficulties in the past, (4) finally by keeping records and recording progress you become more realistic as to how you present to others".*

**BREAK TIME:**

**GENERAL THERAPEUTIC STRUCTURE:**

☞ Provide: *<u>Successful Living</u>* handout.

**Break Time**

**General Therapeutic Structure**

H/O: *<u>Successful Living</u>*

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Session 1: **General Group Introduction**

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&#128214; The previously administered handout incorporates a general overview of the therapeutic approach taken whilst in the session.

&#128214; *How the group will work:*
*"Pick-a-problem" Situation*
You might begin the discussion in the following manner:

&#x261E; *"This is the main reason why we have come together in this group. The way this group works is that we all have examples of social situations in which we have difficulties. This is because we are unsure or don't know how to deal effectively with a situation in which we have to communicate with other people. This is where the group comes in handy in that we will be going through real life examples of situations in which we are having difficulties for a variety of reasons. The people running the group have some examples, yet to make it useful and very effective in helping you reach your goals, we will also rely on you to provide us with examples. Remember that by being in a group you are able to learn from others by seeing how they deal with their problems."*

&#128214; *'Pretend & Practice' Try-Out*
Another discussion point.

&#x261E; *"This is where we set up the situation in which to practice the social situation. In this 'Try-Out', we help you plan a situation that has recently occurred or that will soon occur. We then use other members of the group as other role-players."*

&#128214; *'Other Ways' For Improvement*
Another discussion point

&#x261E; *"This is where we look at other ways we could try out and possibly improve the way you are able to deal with the social situation you have just practiced."*

&#128214; *Re-run with Coaching*
Another discussion point

&#x261E; *"This is where we go through the same scene, yet this time we have specific instructions on how to improve our previous try at the social situation. The therapist is also able to coach us along. Coaching is very similar to what we sometimes see happening in a game of football. You have the team members doing the real thing on the playing field and the coach giving them hand signals to guide them and help them in playing the correct way."*

&#x261E; Have participants read the handout on coaching

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hand signals (***What WE SAY, HOW SAID, and WHAT WE DO Pointers*** handout).

&#x1F4D6; Facilitators could also visually introduce members to hand signals for coaching cues:

a  Forefinger moving across the throat or palm outstretched at patient = 'Stop the action!'

b  Hands moving horizontally as if pulling 'Blu-Tack' between them = 'Slow down your pace of speaking.'

c  One hand moving fast in a right circle = 'Speed up the pace of speaking.'

d  Fingers manipulating the mouth in an exaggerated smile or frown or other affective expression = 'Smile or look serious.'

e  Both palms up, moving up and down or both palms down, moving down and up = 'Talk louder' or 'Talk softer'.

f  Forefinger and thumb touching, forming a circle, the other fingers extended = 'Great job, good work, keep it up.'

g  Finger pointed to corner of eye = 'Make more eye contact.'

&#x1F4D6; *Positive Feedback*
A further discussion point

&#x270D; *"This is where we are able to hear from the group facilitators and the other participants as to how we have done in our role-play. This is very important as other people who have had the opportunity to see us act in this role-play may have some helpful hints."*

&#x1F4D6; *'Outside-the-Program' Work*
A further discussion point

&#x270D; *"Although it is sometimes considered a chore to do homework, the difference between homework you remember doing at school and what we call 'Outside the Program' work is that it involves using the social skills you have learned or practised in our groups and applying it in your lives outside the group."*

&#x1F4D6; Obtain a verbal commitment from the client that assignments will be completed. Assignments should be challenging, yet not overwhelming to client. This is especially important in the first of the group sessions, as 'guaranteed' successful completion of tasks would generate confidence and provide further impetus to complete progressively more difficult tasks.

## EQUIPMENT/ACTIVITY

H/O: ***What WE SAY, HOW SAID, and WHAT WE DO Pointers***

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<u>GENERAL COURSE STRUCTURE:</u>

**General Course Structure**

  The following suggestions may provide participants with a general idea of what is to be completed in during the session. It is important that any questions related to the content of the course are addressed and answered.

  *"In this course we will we be focusing on three main areas which have been shown to be very useful in social situations. These are Conversational Skills, Community Living Skills and an Awareness of Your Emotions. "*

  *"In the Conversational Skills portion of this course we will be helping you to better your skills in making requests, listening to others, and beginning, continuing and ending a conversation. All of these areas are useful in enabling you to communicate your thoughts, needs and feelings to other people. Also it will better equip you to respond to others' when they communicate with you."*

  *"The Community Living Skills learning module will assist you in communicating your needs and wants to others, so as to obtain good advice and help in thinking through your problems. Also, you will learn to better ensure that you are communicating to others the correct message and that you understand what others are saying to you."*

  *"The Awareness of Your Emotions part of this social skills programme will help you to better express both your positive (e.g. happiness) and your unhelpful emotions (e.g. sadness). Also, in order for all of us to prevent discussions turning into arguments and conflicts, we will learn how to better deal with situations which would lead to this."*

  Ask group members to complete the *How am I going* assessment questionnaire. This questionnaire is useful as it allows the participants to become increasingly aware of the benefits of the social skills programme. Additiaonlly, it allows the facilitators to determine the impact the programme has had on individual participants from a subjective perspective.

H/O: *How am I going*

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**COLLABORATIVELY ASSIGNED HOMEWORK:**

☞ Provide*: My Journal – Session 1* handout

📖 Due to this being the first journal page completed by participants, the following rationale could be provided to group members:

✍ *"The journal page provides a means of listing the homework items we have all decided as appropriate, and thus acts as a reminder for the activities that are required between sessions. Secondly, it provides space for you to summarise important points learned within the session. For the remainder of sessions, this will be done at the end of each session for approximately five minutes. It is likely instruction for completing this section will be repeated over the following sessions. A summary of the session is not purely the content presented, instead, it is this AND personal points relevant for each of you."*

**Homework**

H/O: *My Journal – Session 1*

# Handouts & Worksheets

# Better Living In Social Situations
## Group
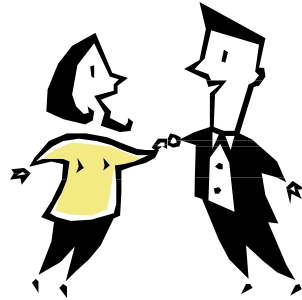
**Time:**        - 2 times a week (_____ and _____)
            - _____ till _____
**Place:**        _____
**First session:**    _____
**Final session:**    _____

### Group Rules:

1. All things talked about in the group are to remain confidential.

2. There is to be no use of unhelpful terms or labels in the group.

3. All members are to be respectful and helpful to each other.

4. No new members to join after week 2 of the programme.

5. There will be at least one break in each session.

6. Participants should try to attend each session and attend on time.  If you are not able to attend, then phone the therapist on:

7. There will be a 'buddy' system.

8. The therapist will phone each week to see how things are going.

Centre for Clinical Interventions (CCI)

# Why Change?

**My 3 biggest difficulties in communicating with other people (friends, family, and people I don't know very well) ARE…**

➢ **Problem 1:**_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

No problem at all                                                       one of my biggest problems

➢ **Problem 2:**_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

No problem at all                                                       one of my biggest problems

➢ **Problem 3:**_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

No problem at all                                                       one of my biggest problems

**If these difficulties in communicating with others' were not such a struggle, I could…**

➢

➢

➢

➢

➢
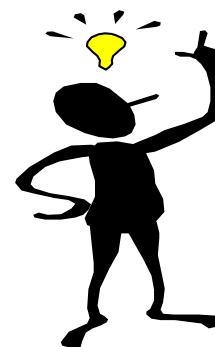
# SUCCESSFUL LIVING
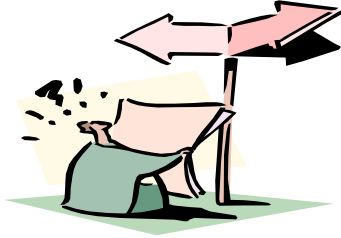
- "Pick-a-Problem" Situation

- "Pretend & Practise" Try-Out

- "Other Ways" For Improvement

- Re-Run with Coaching

- Positive Feedback

- "Outside-the-Program" Work

# "What <u>WE SAY</u>, <u>HOW SAID</u>, and <u>WHAT WE DO</u>" Pointers

- ✓ **Eye Contact**

- ✓ **Expression on our Face**
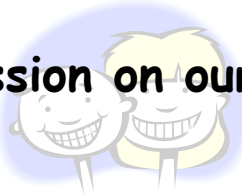
- ✓ **Tone & Volume of our Voice**

- ✓ **Body Language**

- ✓ **Things we Say**

Centre for Clinical Interventions (CCI)

# How am I going?

Name:

Date:

*These are the social skills that we will be working on in the group. Could you please look at each of the following skills and decide how comfortable you are in using them **now**. Please use the following scale for deciding how comfortable you are in using the social skills:*

| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|---|---|---|---|---|---|---|---|---|---|
| Not at all comfortable | | little comfortable | | somewhat comfortable | | | quite comfortable | | Very Comfortable |

**Now**

| | |
|---|---|
| **Making Requests** | --- |
| **Listening to Others** | --- |
| **Beginning and Continuing a Conversation** | --- |
| **Understanding a Conversation** | --- |
| **Ending a Conversation** | --- |
| **Putting Across Your Positive Feelings to others** | --- |
| **Putting Across Your Unpleasant Feelings others** | --- |
| **Reaching a Together Solution** | --- |
| **Turning Down Unwanted Requests or Actions** | --- |
| **Inspecting Your Concerns** | --- |

Centre for Clinical Interventions (CCI)

# SESSION 2

**SESSION OBJECTIVE:**

✋   To introduce and role play the _Making Requests_ social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Making Requests

### ESTABLISHING A RATIONALE:

**Rationale**

📖 In order to motivate the group leaders to learn a new social skill, a rationale for its importance could be provided. This is done by both eliciting from group members the importance of learning the social skill as well as providing reasons for its' importance.

☞ It is suggested to ask group members the following questions, and write on the white-board:

〰 (1) *"Why is it sometimes important to ask another person to do something?"*
(2) *"Why is it sometimes important to ask someone to change their behaviour?"*

☞ A suggested conclusion is:
〰 *"In anyone's life, situations come up where it is necessary to ask another person to do something or ask for something. A request that is heard as a demand or as nagging usually does not lead to the person wanting to follow through with the request. Making a request in a positive way, however, is usually less stressful and is more likely to lead to the request being met. "*

### GROUP ACTIVITY:

**'You Have It & I Would Like It'**

**'You have it and I would like it'**

📖 The desire to make a request implies that someone wants something from another person. In order to demonstrate how individuals request items from others, the following group activity can be used to illustrate how this is done.

📖 By engaging in this exercise clients are able to discover that there are limited approaches for obtaining something (tangible and intangible) from others. With several trials involving the above exercise, it will be become apparent that there are a few common approaches to obtaining something from another person.

☞ Have group members form pairs, with one member of the pair pretending they have something and want to keep it. The other person attempts to persuade the first person to give 'it' to him or her, by speaking to them.

☞ After the pair has finished their interaction, a different pair of individuals should be formed.

**Social Skills Treatment Programme**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

In this second interaction, the roles of individuals should be reversed, such that the individual who was the 'I have' is now the 'I want' segment of the pair and vice versa.

☞ Upon completing the two separate interactions, group members discuss how they felt in their roles, and what aspects of the communication were helpful in obtaining the 'wanted item', and which did not help.

 

📖 Frequently, the requestor begins with statements supplying information such as: rationally reasoning why 'it' should be handed over and making polite requests.

📖 If these methods are unsuccessful for the requestor, 'arm-twisting', offering a mutually positive trade, making demands or using guilt to 'convince' the individual to comply are used. When the individual who has the item begins to feel like they have done something wrong (guilt), this typically results in negative feelings (fear, anger) in the individual who is being convinced to comply and a desire to cease the social interaction may occur.

📖 A suggested manner for ending this group activity, follows:

☙ "*This exercise demonstrates that most people have few 'request-making' tools in their tool bag. When you look at the tools they do have available, some may cause unnecessary stress between people. So even though it is important to learn communication skills which are useful in getting what is wanted, it is just as important to build and keep the relationship between people healthy, rather than cause it to crumble.*"

### DISCUSSING STEPS OF THE SKILL:

☞ Provide: *__Making Requests__* handout

H/O: *__Making Requests__*

📖 Introduce and discuss each step of the skill, using the white board. The purpose of breaking a skill down into its component steps is to facilitate the teaching process by helping group members to focus on improving one step at a time. In addition to providing the steps on a handout to the participants they should be written on the white-board, so that all participants can see.

📖 Each of the steps is briefly discussed, eliciting from group members the importance of each step

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

or directly explaining it.  The focus should be on eliciting the rationale, not providing.  When discussing the steps, the leader points to the step on the white board.  Only a few minutes is allocated to this discussion.  It is important that instead of presenting the steps in a lecture format, the group participants be given an opportunity to describe the steps and the importance of each one.

    The following is a suggested means of addressing each step:

*"There are no guarantees, of course, but a request usually goes better if you keep in mind the following points. "*

### 1.  Look at the person.

*"Usually, the speaker looks directly into the listener's eyes, and the listener moves his or gaze around the speaker's face.  If you are listening, it is important to be mindful not to stare at one single spot on the speaker's face.  This could result in the other person becoming uncomfortable.  When the speaker pauses, the listener then has an opportunity to speak, and they usually 'break off' eye contact.  As opposed to 'butting-into the conversation', the listener wanting to speak tries to 'catch' the speaker's eyes to signal the desire for a chance to talk.  This is sometimes called correct turn-taking."*

### 2.  Say exactly what you would like the person to do, and why you need/want it.

    In addition to the aforementioned points, it may be useful to discuss the difference between needs and wants.

*"A clear and direct request is much more likely to be successful since it states what is wanted from the other person.  An example of a direct request would be, "I understand that you like to have milk in your tea, but if you would put the milk back in the refrigerator after using it, the milk would stay fresher longer, and I would appreciate it."  This statement indicates precisely what is wanted (putting milk back in fridge after using it).  A much different way involves saying things in an indirect way.  An example of this would be to say, "put things away."  Saying it this way does not make it clear that the speaker wants the other person to put the milk back where they obtained it from after using it.  This*

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
| --- | --- |

*statement hints or suggests what is wanted and provides incomplete information."*

☞ *"This is very similar to what some people often call, 'spelling it out'. This means describing what is wanted in 'acting or doing' terms. This helps to make the request clear and direct. This involves a statement of the behaviour that is desired of the other person. Behaviour is what you see others doing around you. If you have trouble describing the behaviour, imagine the person being video-taped, doing what it is you want them to do. When you describe the behaviour it also helps to make clear the request involving difficult things to describe."*

### 3. Tell the person how you would feel, if your request is carried out.

☞ *In making your request, use phrases like:*

*"I would like you to _____, and I would feel………."*
*"I would really appreciate it if you would do ___, and this would make me feel……….."*
*"It's very important to me that you help me with _____, as this would make me feel……......"*

## BREAK:

**Break**

## ROLE PLAY FORMAT:

**Role play format**

**Modelling Skill in Role Play**

📖 Upon discussion of the steps of the skill, this is immediately followed by the leaders of the group modelling the skill in a role play. This demonstration is designed to provide the group members with a model of how the steps of the skill fit together in a socially effective performance.

📖 In terms of this role play:
  1. Plan in advance the role play
  2. Choose a role play which is applicable to group members (examples can be provided by the group members themselves, as well as case managers and others that work with the client group).
  3. Role play should be brief and to the point.
  4. If possible, use only group leaders for this

- **Facilitator modelling**
- **Client role play**
- **Positive feedback**
- **Corrective feedback**
- **Further role plays**
- **Corrective / positive feedback**

**Social Skills Treatment Programme**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

initial role play. If there is one group facilitator, then a group member who is cooperative and likely to respond appropriately may be the best choice.

📖 Notification of the beginning and end of the role play is important to the group participants. In the initial instances of role play, group members may require prompting to indicate that a role play **is** or **is no longer** occurring. One method of doing this is to use clear verbal commands such as:
 *"Role play begins, now"* &
 *"Role play ends"*

📖 As opposed to the initial assessment (Role Play Test), an element of theatre or drama is introduced such that interest is generated and the sessions do not appear 'lecture like'.

📖 This level of detail is **not** provided in future session notes.

☞ Engage in role play (the following role play may be used, or a substitute may be used). Once again, it is important that this role play is engaged in at least once prior to the running of this session. Additionally, it is important to use as much dramatic skill in your role play (as well as humour), so as to maintain interest in the client group.

☞ This could be used with group members:

👐 GROUP FACILITATOR 1: "*Now that we've talked about the different steps for making requests, we'd like to demonstrate this skill for you in a role play. In this role play, we are going to pretend that we live in a flat with one other person. Please imagine that I am sitting next to one of the speakers connected to the stereo. I am currently reading the newest 'TV Times' magazine and my room-mate comes in and turns on the stereo music so loud that a picture hanging on the wall begins to shake . [GROUP FACILITATOR 2] (or group member) will be playing the role of the person who comes in and turns up the volume of the stereo, so that the music is very loud. I'm going to be making a request to [GROUP FACILITATOR 2] to turn down the music. What we would like you to do is to see which steps of the skill you see me do. Any questions?*"

👐 GROUP FACILITATOR 1: "*Okay*". (Moves two seats to the centre of the group and positions a

**NOTE:** Due to this being the therapist notes for sessions early in the group, detailed descriptions follow. This is to provide facilitators with information on the suggested structure of future group sessions.

**Social Skills Treatment Programme**

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third seat opposite from him for the imaginary Stereo). *"Let's pretend that I'm sitting here reading my magazine. "* (Points to magazine to indicate reading it)

✍ GROUP FACILITATOR 2: *"I'd like you to come in and turn the music on the stereo up loud. This can be your seat* (pointing to the adjacent seat). ***Role play begins now.****"* (Sits back in his chair and pretends to be enjoying reading the magazine).

✍ GROUP FACILITATOR 2: (Walks up to stereo) *"Oh, I'm a little bit bored. I think I will turn on this radio. (Turns on stereo)."*

✍ GROUP FACILITATOR 1: *"Hey, [GROUP FACILITATOR 2], you have just turned up the stereo so loud. It annoys me when you turn the stereo up so loud that I cannot even concentrate on what I am doing. I'd appreciate you talking to me first if you decide to come into the room and turn up the stereo so loud. This way we could calmly work something out."*

✍ GROUP FACILITATOR 2: *"I'm sorry. I didn't realise you were trying to concentrate on reading your magazine."*

✍ GROUP FACILITATOR 1: *"Well, I was. I would appreciate if you could turn down the music so that I can concentrate on my magazine and you can enjoy your music possibly at a different time."*

✍ GROUP FACILITATOR 2: *"Okay. [GROUP FACILITATOR 1]:* ***Role play finished****!"*

📖 An important next step, is to involve the group members in a discussion of the role play which was demonstrated for them. A suggested means of discussing this follows.

✍ *"Why don't we all talk about what you saw in that role play. (*Have group members attend to social skill steps*). How about my eye contact? Was I looking at [GROUP FACILITATOR 2]?"*

📖 It is suggested to continue asking questions from group members, (verbal, non-verbal and paralinguistic aspects of role play) e.g. eye contact, voice tone, content, look at specific aspects of request making. Ask if [GROUP

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

FACILITATOR 1] was effective in getting the point across.

📖 It is suggested to finish this discussion with a closing statement, such as:

෴ "That was an example of how to constructively make a request."

**Engaging Client in Role Play**

📖 Have each group member practice this skill with another group facilitator or participant with the provision of instructions, similar to the modelling exercise. It is preferable to have group members model the same role play which was initiated by the group facilitators, so as to familiarise participants with the specific skills and minimise difficulties with adapting the steps to generalised role plays. Due to this being early in the life of the group, it is unlikely that group members will volunteer to be part of a role play. As opposed to inquiring who would like to participate, it is advantageous to engage an individual who is deemed likely to participate.

**Providing Positive Feedback**

📖 It is important that positive feedback be provided to the group participants in a specific format. Even during the poorest performance, the focus should be on an aspect which would be considered positive.

📖 Positive feedback should be elicited from group members, as well as from the group leaders. In order that positive feedback be elicited from group members, it is important that questions potentially be phrased in the following manner:

☞ *"For this role play that _____ did, what did you like about the way they did it?"*

&

☞ *"For the making requests social skill, which steps of the skill did you see [name] doing?"*

📖 It is important that any negative feedback is cut off as soon as it is detected. This is because although the performance of the social skill may not be well done, positive feedback CONSISTENTLY precedes constructive feedback If it is obvious that this was a poor performance, then it may be advantageous to direct group participant's feedback at specific aspects of the role play.

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## EQUIPMENT/ACTIVITY

**Providing Corrective Feedback**

&#x1F4D6; Corrective feedback is designed to enhance the performance of ensuing role plays for that individual. It is important the corrective feedback be: short, non-faultfinding, and behaviour specific. As opposed to the provision of positive feedback and the inclusion of group members, it may be important for group facilitators to solely exercise this provision of feedback. This is to help individuals obtain specific recommendations for improved performance.

&#x1F4D6; As opposed to focusing on all aspects of the performance which could be modified, it is suggested that the provision of corrective feedback be limited to a maximum of two key elements. This is to limit the 'over-flooding' of information to the participants.

&#x261E; Questions to group members can be addressed in the following manner:

*"After watching your role play it would be even better if...."*

**Engaging Client in Further Role Play**

&#x1F4D6; This further role play involves incorporating the corrective feedback mentioned from the previous role play. As opposed to providing the instructions in the form of a question, it may be beneficial to incorporate this in the form of a request such as:

*"[Name] I would like you to try another role play of this same situation. What I would like you to do a little bit differently this time, however, is to include....(corrective feedback)"*

**More Positive and Corrective Feedback**

&#x1F4D6; In providing further positive feedback, it is important to include how the corrective feedback was incorporated into their role play. If this has not occurred, then positive feedback could be focused on other aspects of their performance.

&#x1F4D6; A useful style of providing corrective feedback is a similar style as previously mentioned (short, non-critical and behaviour specific).

&#x1F4D6; Positive and Corrective Feedback may be provided in this manner:

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

☞ *" I really like the way you included [previous mentioned corrective feedback] in that role play".*

**Engaging Other Group Member**

📖 Due to vicarious learning being an important component in this programme, it is essential that all group members be included in at least two separate role plays. This is to improve the likelihood of individual group members learning the social skill from direct experience as well as being provided with the opportunity of observing others participate.

📖 It is important to use these previously mentioned principles for all role plays. Additionally, it is beneficial to provide participants with ample amounts of positive reinforcement. In beginning the role plays, it is often useful to incorporate a group member who is comparatively more socially skilled or cooperative, so as to improve the smooth flow of the group. This said, it may be disadvantageous to have a specific order in which the group members are selected once they become familiar with the concept of role plays.

### COLLABORATIVELY ASSIGNED HOMEWORK: ◈

☞ Provide: *My Journal – Session 2* handout
☞ Provide: *Session Divider #2* handout

📖 To facilitate homework completion, it is important that tasks are clear and specific to each group member. It is suggested that group facilitators 'circulate' amongst participants, to ensure specific homework tasks have been set.

📖 Suggested homework tasks in addition to the performance of outside group role plays include:

1. Asking clients to think of problems experienced previously.
2. Have clients keep a 'tally' of the number of times they have used a specific social skill. This would tend to increase the frequency of said social skill.
3. Think of a specific application of the social skill and break it down into steps, prior to using it in practice.

☞ It is suggested that the facilitators rate the participants on cooperation, attention and performance (*CAP Rating Scale)*.

📖 Due to facilitators having varying frequency of contact time with the participants, it may be useful to collaboratively generate these ratings. The same 5 item Likert scale is used for cooperation, attention and performance.

**Homework**

H/O: *My Journal– Session 2*
H/O: *Session Divider #2*

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

📖 Please see the Frequently Used Worksheets / Assessments section for the CAP Rating scale and rating scale criteria.

*Cap Rating Scale*

**Social Skills Treatment Programme**

# Handouts & Worksheets

# Making requests

Steps of Skill:

1.  Look at the person.

2.  Say *exactly* <u>what</u> you would like  the
    person to do, and <u>why</u> you need /
    want it.

3.  Tell the person how you would_
    <u>*feel*</u> if your request is
    carried out.

# SESSION 3

**SESSION OBJECTIVE:**

✍ To review the **_Making Requests_** social skill

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

## Review of: **Making Requests**

📖 Recommended structure of review session:

**FOLLOW-UP / ON:**

*1) Review of events (since previous session):*
This component provides an opportunity to 'ease' into therapeutic content. Sufficient time for this component, allows the facilitator to determine how things have progressed since the previous session.

*2) Reaction and Opinions regarding previous session:*
As a major goal of treatment is for social skills learned within the programme to be generalised outside of the session, it is important for group members to reflect on the previous sessions. Suggested means of addressing this include asking group members the following questions:

 a *'Have you had any further thoughts on what we covered in our previous session on Making Requests?'*
**or**
 b *'When you had time to think about it, what were your reactions to our last session?'*

📖 It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

*3) Homework review:*
This emphasises the importance of self-help, allows the therapist to identify difficulties and misunderstandings that might otherwise go undetected, and provides an opportunity to positively reinforce independent attempts at solving difficulties. In order to address this component, the following questions may be used to address this area:

 a) *'What were the results of your homework assignments?'*

 b) *'What difficulties did you encounter?'*

 c) *'What could you do to overcome these in the future?'*

**NOTE:** It is suggested to use the session which follows the introduction to a new social skill, as a review session.

**Follow-Up / On**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

*d) 'What have you learned?'*

*e) 'How can you use what you learned to tackle other problems?'*

### ROLE PLAYS:

    In addition to role plays which have been suggested by group participants and individuals with frequent contact with clients and group facilitators, the following role plays may be used during this group.

**Scenes used in role plays**:
1. Ask someone to go to lunch with you.
2. Ask someone to help you with a chore or an errand.
3. Request a case worker to talk about a problem.
4. Ask a friend to borrow one of his or her CD's.
5. Ask someone at the day program to turn down his or her radio.

    Suggested role play sequence is:
1. Modelling skill in role play
2. Engaging client in role play
3. Providing positive feedback
4. Providing corrective feedback
5. Engaging client in further role play of similar situations
6. Providing more positive and corrective feedback
7. Engaging other group members

### COLLABORATIVELY ASSIGNED HOMEWORK:

☞   Provide: *My Journal – Session 3*
☞   Provide: *Session Divider #3*

    To facilitate homework completion, it is important that tasks be clear and specific to each group member. It is suggested that group leaders 'circulate' amongst group participants, to ensure specific homework tasks have been set.

    It is suggested to rate participants cooperation, attention and performance on the *CAP Rating Scale*.

**Role Plays**

**Homework**

H/O: *My Journal- Session 3*
H/O: *Session Divider #3*

*CAP Rating Scale*

**Social Skills Treatment Programme**

Session 3: **Review: Making Requests**

# SESSION 4

**SESSION OBJECTIVES:**

✋ To review the ***Making Requests*** homework

✋ To introduce and role play the ***Listening to Other People*** social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## **Listening to Other People**

  📖   Recommend structure of session:

**FOLLOW-UP / ON**: ◈

  📖   The following points guide this section:

   1) Review of events (see previous session):

   2) Reactions and Opinions regarding previous
      session:

   3) Homework Review:

**ESTABLISHING A RATIONALE**:

  📖   It is important that the rationale for the
importance of 'Listening to Other People' be
provided. It is beneficial to principally elicit this
from group members first and then provided by
facilitators.

  📖   Attendance and listening to others' in social
situations is one of the necessities for functional
social awareness. A significant proportion of
individuals with severe mental disorders display
deficient interpersonal behaviour due to their
internal focus and intermittent outward
attention. As a result, they sometimes fail to
obtain accurate information in making an
appropriate response, thus producing minimal
social facilitators or positive reinforcers to others.

  ☞   It is suggested to ask group members the
following questions, and write on the white-board
or butcher's paper:
   (1) *"Why is it sometimes important to listen to
another person?"*
   (2) *"What are some of the ways you are able to show
someone you are listening to them?"*

  📖   Upon obtaining the rationale for this social skill,
a potential means of concluding the rationale
segment of this session includes:
  ☜  *"When you are having a conversation with someone
else, it is important for the other person to see you are
listening and that you are paying attention. When
the other person can tell you are listening, they are*

**Follow-Up / On**

**Rationale**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

*more likely to want to continue talking to you. There are some specific things you can do to show the other person you are interested in them."*

<u>GROUP ACTIVITY</u>:

### 'Socially Anxious or Uninterested'

☞ It is suggested that the facilitators model an individual who fits the following description:

📖 'Susan would like to be perceived as a warm and friendly person, yet her basic fear of people and social situations results in her appearing like someone not interested in being with others. Consequently others may see her as somewhat cold and uninterested, not because of what she says– she sounds friendly enough– but because of body language cues that suggest, ' Don't get close'.

📖 It is important that the body language modelled by Susan is likely to be interpreted as being uninterested and cold. At the same time, another interpretation could be being uncomfortable in social situations.

☞ Once the group facilitators have modelled Susan, it is important to ask the group participants what her body language was saying to them.

<u>GROUP ACTIVITY:</u>

### 'Guess What This Means?'

📖 This exercise is designed to provide the members of the group with the message that our bodies are constantly communicating how we feel physically and emotionally. This incorporates how we feel about ourselves, others, and how we feel about a situation.

☞ A suggested manner of introducing this group activity follows:

🖎 *"Have you ever: (1) noticed how much more slowly you tend to move and walk on days when you're tired or sad, (2) found yourself slamming a door or throwing something when angry; (3) observed how you sit or stand when you approach a person you like as you talk to them? Each of these is a small outer sign of how we are possibly feeling inside which is communicated through the language of our behaviour. This means that it is not only what we say, but what we do that tells a message to other people."*

**'Socially Anxious or Uninterested'**

**'Guess What this Means'**

**Social Skills Treatment Programme**

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☞ Use six separate _**Body Posture**_ handouts.  These are not for end of group distribution to group members.  Have group members form pairs. Ask one member of each pair to take one of the diagrams which depicts a posture, and have them model this posture for the other member of the pair.  This activity can be introduced with the following introduction:

**(1) Listening, (2) Puzzled, (3) Rejecting, (4) Frightened, (5) Excited, (6) Upset** _diagrams_

↝ *"Whether we realise it or not, we are constantly sending out body messages that tell other people what we sometimes are feeling inside.  When the individual who models the posture has had a chance to show this posture to you, what is their body message saying?"*

☞ It is beneficial to have the observer in the pair guess what the other person's body posture means.

📖 After the group pair has finished their interaction, the diagram which the pair has been modelling and observing is returned to a group facilitator, and a different body posture depiction is chosen.  In this second interaction the previous 'observer' is now the 'modeller' of the depicted body posture and vice versa.

☞ Upon completing the two separate interactions, group members in their respective 'observer roles', are to discuss the importance of how much 'unsaid' information is communicated beyond what is actually said.

📖 Upon completing this group activity, a potential manner of concluding is:

↝ *"This exercise hopefully demonstrates that most people are able to communicate a lot of different things to others by the different postures they are displaying in front of us.  So remember, it is not just what we say, but how we say it and what our bodies says that also counts."*

**BREAK:**    **Break**

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<u>**DISCUSSING STEPS OF THE SKILLS:**</u>

☞ Provide: <u>*Listening to Other People*</u> handout

H/O: <u>*Listening to Other People*</u>

📖 This is where an introduction and discussion of each step of the skill, using the white board / butcher's paper is completed. In addition to providing the steps on a handout to the participant's it is useful to write on the white-board/butcher's paper these skills, such that all participants can see.

📖 Each of the steps is briefly discussed, eliciting from group members the importance of each step or directly explaining it. When discussing the steps, the leader points to the step on the white board. Only a few minutes is allocated to this discussion. It is important that instead of presenting the steps in a lecture format, the group participants be given an opportunity to describe the steps and the importance of each one.

📖 A suggested means of introducing this social skill includes:

൞ *"It can be very annoying to talk to someone who does not seem to be paying attention to you. Furthermore, if you are the one not listening properly you may miss the point the other person is trying to make. Hints for becoming a good listener include: "*

☞ Discussion relating to social skills steps:

    **1. Look at the person. (make eye contact)**

൞ *"Usually, the speaker looks directly toward the listener's eyes, and the listener moves his or gaze around the speaker's face. If you are listening, it is important to be mindful not to stare at one single spot on the speaker's face. This is because this can result in the other person becoming uncomfortable. When the speaker is ready to pause so that the listener now has a chance to speak (shift the floor), he or she breaks off eye contact. As opposed to 'butting-into the conversation', the listener wanting to speak tries to 'catch' the speaker's eyes to signal the desire for a chance to talk. This is sometimes called correct turn taking."*

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**2.  Act interested.**

☞ *"Remember that in addition to your eye contact, it is important to make sure your body posture is giving the other person the correct message. "*

☞ It is suggested to ask the group members to: *"Position yourselves to show me that you are really interested in what I am saying."*

☞ *"OK, show us the body posture which shows that you couldn't care less about me or about what I am telling you".*

☞ Another prompt includes:
📖 ***"What are the differences in someone's body position when they are interested and also when they are not interested in what is being said?"***

**3.  Show that you are paying attention.**

☞ *"You can do this by simply nodding your head or by saying small comments such as: 'tell me more', 'oh?, I see…', 'right', 'yes', 'gosh, go on' or 'I hear you, sure'".*

**4  Prevent interruptions**

☞ *"This involves attempting to reduce the amount of distractions which might be happening around you. This may include turning off the TV / radio or going to a quiet room.."*

**5  Repeat main point, during break in conversation.**

☞ *"This step may seem difficult, yet to do it best, it is important to repeat only the main point of what the person was saying in one or two sentences.  Also, instead of trying to use the exact words the speaker used, it is more powerful and certainly easier to use your own words.  By putting their message into your words, it helps the other person realise you are listening and it helps you understand the conversation."*

📖 Although the following point is important within the skill of listening, it is not included as a step for this social skill. It is essential that it be mentioned, as due to information processing difficulties (encoding of and processing

**NOTE:** Step 5 may be one of the more difficult steps of this skill for clients to learn.

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information), there may be difficulties in understanding what has been said.

☞ *"Ask questions if you don't understand. This helps the conversation be useful and a positive experience to occur as a result of listening to the other person. It is important to ask questions to make sure what has been said has been understood."*

**ROLE PLAYS:** ◈

  The general structure for role play follows:         **Role Play**

**Modelling Skill in Role Play**

☞ Facilitators model social skill with selected role play.         **Role Play Format**

  It is important to bring to the attention of group members the beginning and end of the role play.

**Engaging Client in Role Play**

  Group members practice skill with group leader with the provision of instructions, similar to the modelling exercises. As opposed to inquiring who would like to participate, it is advantageous to engage an individual who is likely to be cooperative.

**Providing Positive Feedback**

  It is important to provide positive feedback in a specific format.

  It is suggested that this be elicited from group members <u>and</u> group leaders.

☞ Potential means of providing feedback includes:

☞ *"For the role play that [<u>name</u>] did, what did you like about the way they did it?"*

<div align="center">&</div>

☞ *"For the Listening to Other People social skill, which steps of the skill did you see [<u>name</u>] doing?"*

  If negative feedback occurs, it is imperative to cut off as soon as it is detected.

  Positive feedback CONSISTENTLY precedes constructive feedback.

**Providing Corrective Feedback**

  A beneficial format of providing corrective feedback includes being: *short, non-fault-finding, and behaviour-specific.*

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📖 Additionally it is useful to limit it to a maximum of two key elements.

☞ A useful manner of providing corrective feedback includes:

👌 *"After watching your role play it would be even better if [name] , included _____ and _____ in there role play.  What do you  [name]  think about that?"*

**Engaging Client in Further Role Play**

📖 This further role play involves incorporating the corrective feedback, mentioned from the previous role play.

☞ A suggested means of conveying this is**:**

👌 *"[Name], I would like you to try another role play of the same situation.  What I would like you to do a little bit differently this time, however, is to include….[corrective feedback].  Now just to make certain I have said this correctly and it is understood by you, what new bits will be included this time?"*

**More Positive and Corrective Feedback**

📖 Include how potentially the corrective feedback was incorporated into their role play.  A suggested way of saying this includes:

☞ *"I really like the way you included the specific feedback  [previous mentioned corrective feedback] in that role play".*

**Engaging Other Group Members**

📖 This involves progressing engaging each group member in successive role plays.

---

COLLABORATIVELY ASSIGNED HOMEWORK: 🔷

☞ Provide**:** *My Journal– Session 4* handout
☞ Provide: *Session Divider #4* handout
📖 In order that homework be completed, it is important that tasks be clear and specific for each group member.  This necessitates facilitators 'circulating' from one member to the next in order that they apply specific homework tasks to the social skill learned within the group.

☞ It is suggested to rate participants cooperation, attention and performance on the *CAP Rating Scale*

**Homework**

H/O: *My Journal– Session 4*
H/O: *Session Divider #4*

*CAP Rating Scale*

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Social Skills Treatment Programme

Session 4: **Listening To Other People**

# Handouts
# &
# Worksheets

**(1)**

**(2)**

(3)

**(4)**

**(5)**

# LISTENING to Other People
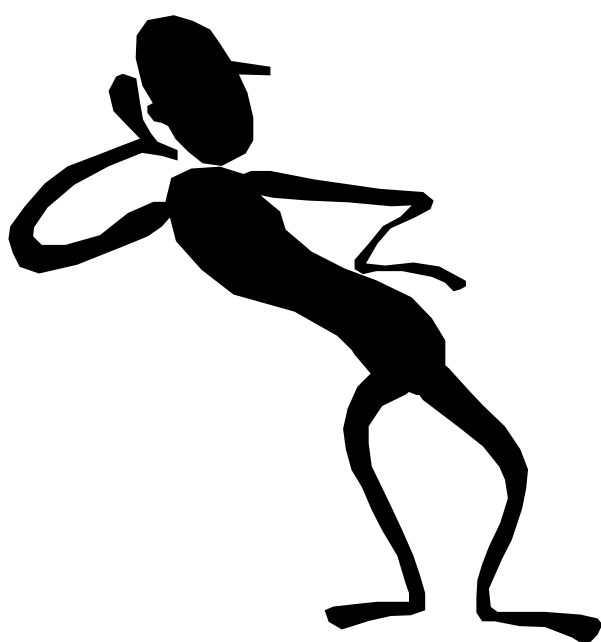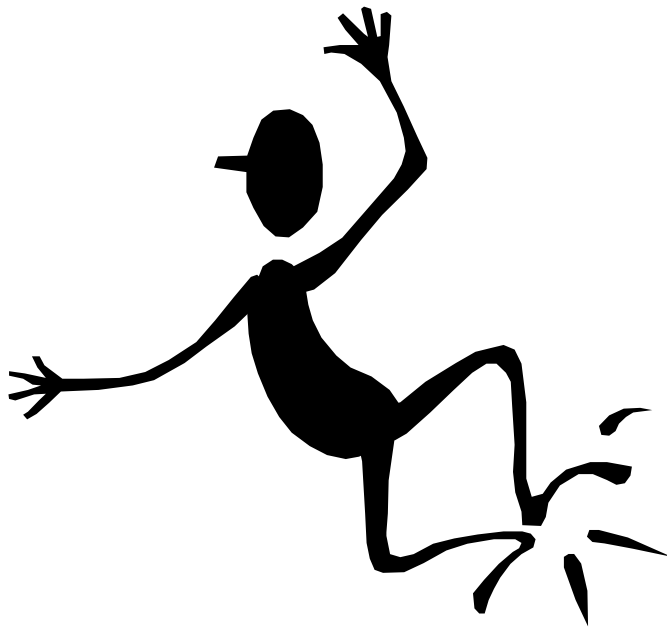
Steps of Skill:

1. Look at the person.

2. Act interested.

3. Show that you are paying  attention.

4. Prevent interruptions.

5. Repeat main point, during break in conversation

# SESSION 5

**SESSION OBJECTIVE:**

✋   To review ___*Listening to Other People*___ social skill

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## Review of: **Listening to Other People**

📖    Recommended structure of review session:

**FOLLOW-UP / ON:**  ◈    **Follow-Up / On**

*1) Review of events (since previous session):*

*2) Reaction and Opinions regarding previous session:*

*3) Homework review:*

**ROLE PLAYS:**  ◈    **Role Plays**

**Scenes used in role plays**:

1. Listening to someone who is talking about a favourite hobby.
2. Listening to someone who is talking about a favourite TV show.
3. Listening to a staff member who is talking about the rules at the Community Residence.
4. Listening to your doctor telling you about your medication.
5. Listening to a friend talk about a recent outing.

**COLLABORATIVELY ASSIGNED HOMEWORK**  ◈    **Homework**

☞    Provide: *My Journal – Session 5*         H/O: *My Journal – Session 5*
☞    Provide: *Session Divider #5*              H/O: *Session Divider #5*

☞    It is suggested to rate participants cooperation, attention and performance on the *CAP Rating Scale*.

*CAP Rating Scale*

# SESSION 6

**SESSION OBJECTIVES:**

☝ To review the *Listening to Other People* homework
☝ To introduce and role play the *Beginning and Continuing a Conversation* social skill

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## Beginning and Continuing (carrying on) a Conversation

  Recommended structure of session:

**FOLLOW-UP / ON:** &#9671;

   **Follow-Up / On**

  *1) Review of events (since previous session):*

  *2) Reaction and Opinions regarding previous session:*

  *3) Homework review:*

  Ask group members for a general idea of what the group decided as good *out-of-session activities.* Then circulate from one group member to the next asking how they have done in completing the tasks which were assigned as homework assignments. If there is non-completion, ask if there are any reasons for not being able to complete it. Ensure excessive amounts of time are not spent focusing on specific group members non- completion of homework assignments.

  If sufficient numbers of group members have not completed the homework assignments, then a short discussion following the homework review should be engaged in. This would involve discussing the importance of the practice ethos. Introduce the concept of the three P's (practice, practice and more practice).

**ESTABLISHING A RATIONALE:**

   **Rationale**

  It is suggested that a rationale for the importance of 'Beginning and Continuing a Conversation' be provided. It is beneficial to principally elicit this from group members and then provided by facilitators.

  A conversation is typically made up of three primary skills. The interaction between people is comprised of: (1) identifying and following through on conversational topics, (2) attentive listening, and (3) gracefully exiting conversations. In terms of these skills, the listening skills have been previously worked on within the group setting. It is important to incorporate previously learned skills into the currently learned social skill component. This is

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Session 6: **Beginning and Continuing a Conversation**

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adaptive in that it provides a means of practising previously learned skills.  Additionally, comprehension of presently learned social skills is facilitated.  The previously learned skill of *Listening to Others,* incorporated the final step of repeating the main point in the conversation.  The social skills discussed in this session, expands on this skill.

☞ It is suggested to ask group members the following questions, and write on the white-board or butcher's paper:
 (1) *"Why is it __sometimes__ important to start a conversation?"*
 (2) *"What are some of the reasons for keeping a conversation going*?"

📖 This segment could be concluded with:

〰 *"In our day-to-day lives there are many social situations where you would like to start a conversation with another person.  At times we are beginning conversations with people we know and at other times with people we have not met before.  Sometimes, people feel shy about beginning a conversation.*"

📖 Occasionally, group members may ask a question in the form of, "*what if I want to end the conversation?*"  It is important to address this, by informing the group that this will be covered in a subsequent session.

<u>GROUP ACTIVITY</u>:

**'Familiar vs. Unfamiliar Exchanges'**

📖 A suggested activity is for group facilitators to model role-plays of initiating two conversations; one with an **unfamiliar** person and one with a **familiar** person.

**'Familiar vs. Unfamiliar Exchanges'**

📖 For: <u>familiar person exchanges</u>,  colloquial expressions are highlighted, especially those that can serve as frequent exchanges at times of encountering friends or acquaintances —e.g. *"How's it going?"*, *"Hi, how are you ?"*, *"It's good to see you!"* &, *"I have not seen you for a little while, what have you been up to?".*

📖 For: <u>unfamiliar person exchanges</u>, it is important to clarify the difference in the use of expressions which would typically be used for people not known to the individual. —e.g. *"Hi, I'm*

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*Samantha, what's your name", "I have seen you a couple of times here, but I have forgotten your name, what is it again?"*

☞ Upon modelling familiar and unfamiliar person exchanges, facilitators would ask the group members what they noticed with regards to differences between the opening exchanges.

📖 Level of disclosure is what is hoped to be mentioned by group members as the key difference. Often, individuals with severe psychiatric disorders experience difficulty in monitoring their own level of self-disclosure. This related to the degree to which they discuss personal information. Depending on their level of awareness concerning self-disclosure, it may be necessary to discuss three levels of disclosure.

1 Low: e.g. *"I often go to local fitness centre for swimming exercise."*

2 Mid-way: e.g. "I belong to a volunteer agency which does quite a bit of landscaping work at Kings Park."

3 High: e.g. *"Once a week I see my case manager who helps me deal with my up and down days"*

📖 It is suggested that group members engage in conversations in dyads, to better discriminate different levels of self-disclosure.

**GROUP ACTIVITY:**

**'Talk Tree'**

📖 This exercise is designed to provide group members with the message that there are several topic areas in which a conversation can be generated. The "Talk Tree" title, is used for two key reasons. Firstly, a tree has many branches, which can be linked with a variety of small-talk areas available for individuals to discuss. Secondly, from each of the main branches, there exist multiple 'off-shoots'. The offshoots are reached by asking open-ended questions.

☞ A suggested manner to introduce the 'Talk Tree' is:

✍ *"Have you ever noticed that at times we find that we run out of things to talk about? What I would like each of you to do is to pair up with another person in the group and begin and keep going a conversation with this person. I would like you to stand and face each other and begin a role play in which you are pretending you know this person a little, and that you have just run into them at the bus-stop."*

**'Talk Tree'**

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☞ It may be useful to discuss what has been noticed as important in beginning and maintaining the conversation. Use butchers paper to highlight the manner in which the conversation was initiated and then in another column, how the conversation was maintained.

**BREAK:**

Break

**DISCUSSING STEPS OF THE SKILLS**:

☞ Provide: *Beginning and Continuing a Conversation* handout

H/O: *Beginning and Continuing a Conversation*

☞ Prior to each step being discussed, write on white board/butchers paper the steps to be discussed.

📖 A suggested means of introducing this social skill includes:

☙ *"Sometimes we find it difficult to begin and continue a conversation with other people. This might be because we are nervous or because we are unable to think of what to say. A good way of improving this is to follow a few simple steps, which includes":*

    **1. Choose time and place.**

📖 Steps 1 and 5 require the group member to make judgements regarding what is a suitable time and place to begin a discussion as well as whether the person being spoken to is interested in participating in the conversation. Consequently, it is important for facilitators to spend time assisting group members with the identification of social cues when making such judgements.

    **2    Look at the person (make eye contact).**

☞ A suggested means of addressing this step is:
☙ *"Usually, the speaker looks directly towards the listener's eyes, and the listener moves his or gaze around the speaker's face. If you are listening, it is important to be mindful not to stare at one single spot on the speaker's face. This can result in the other person becoming uncomfortable. When the speaker is ready to pause so that the listener now has a chance to speak (shift the floor) , he or she breaks off eye contact. As opposed to 'butting-into the conversation', the listener wanting to speak tries to "catch" the speaker's*

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*eyes to signal the desire for a chance to talk.  This is sometimes called correct turn taking."*

&ᓚ *"Remember that in addition to your eye contact, it is important to make sure your body posture is giving the other person the correct message."*

### 3. Introduce yourself or greet the person you wish to talk with

&ᒐ It is once again important to go through the difference between, <u>familiar and unfamiliar person exchanges</u>.

### 4 Make 'chitchat' or 'small talk'

&ᒐ This will involve group members brainstorming potential topics which are common topics used in general communication with others (e.g. sports, interesting news items, activities they themselves are involved in).

☞ Provide: <u>*Talk Tree*</u> handout.

H/O: <u>**Talk Tree**</u>

&ᒐ A suggested means of introducing this section includes:

&ᓚ *"As you can see from this handout, there are many branches on the talk tree.  These main branches are the many things which are available for you to talk about. The off-shoots are the smaller branches which build off of the main branches.  These smaller offshoots are best reached in a conversation by asking open ended questions rather than close-ended questions.  Asking appropriate questions can maintain the conversation flow and is a way of showing the other person that you are interested in what they are saying to you."*

### 5 Determine if the other person is listening and wants to talk

&ᒐ As was mentioned in Step 1, group members may need assistance in observing the social cues indicating the listeners intention to continue the conversation.  Group members can be asked to recall the *Listening to Others* social skill session which include: (1) whether the individual is looking at them, (2) body posture indicative of interest, and (3) paying attention (nodding head, saying "un, huhh, yes, etc.).

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**6   Continuing conversation (open/closed questions)**

<u>GROUP ACTIVITY</u>:

**'Open/Closed questions'**                                          **'Open/Closed Questions'**

  A suggested means of beginning this activity is:

  *"Let's say someone you know just told you that they saw the new movie (recent movie – general taste). "What's a question you could ask about the movie?"*

☞   A suggested follow-on for this activity includes:

  *"When asking questions, there are two general types of questions you can ask: 'open ended' and 'closed-ended' questions.  A close ended question can be answered with a "yes" or "no" or a single word, but an open-ended question is better at getting a longer response from the other person."*

☞   Write definitions on butcher's paper.

  It is suggested to use some of the questions which were asked by group members and ask whether they think it is a closed or open question.  Write the questions on the butcher's paper and then as the correct selection is made, place this in either the open- or close-ended question category.

  This may be one of the more difficult steps of this skill for clients to learn.

<u>ROLE PLAYS</u>:                                                         **Role Plays**

<u>COLLABORATIVELY ASSIGNED HOMEWORK</u>:                     **Homework**

☞   Provide**:** *<u>My Journal– Session 6</u>* handout          H/O: *<u>My Journal– Session 6</u>*
☞   Provide: <u>Session Divider #6</u> handout                H/O: *<u>Session Divider #6</u>*

  In order that homework be completed, it is important that tasks be clear and specific to each group member.  This necessitates the group leaders 'circulating' from one member to the next in order that they apply specific homework tasks to the social skill learned within the group.

☞   Rate participants on the *<u>CAP Rating Scale</u>*               *<u>CAP Rating Scale</u>*

# Handouts
# &
# Worksheets

# Beginning and Continuing Conversations

Steps of Skill:

1. Choose time and place

2. Look at person

3. Introduce self or greet person

4. Make "chit-chat" (using Talk Tree)

5. Determine if person listening and wants to talk

6. Continuing conversation (open / closed questions)

Centre for Clinical Interventions (CCI)

# Talk Tree
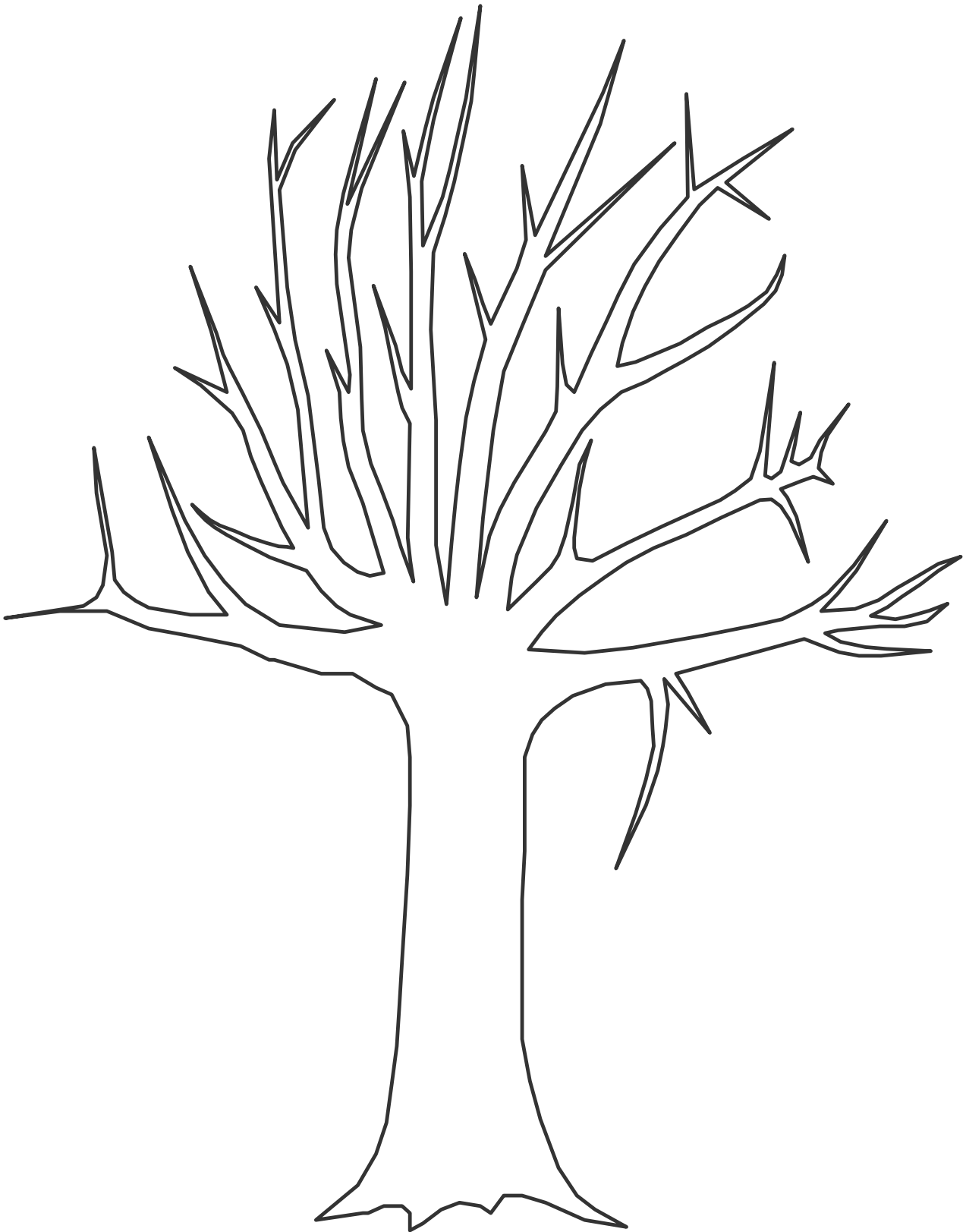
# SESSION 7

**SESSION OBJECTIVE:**

✋ To review the ***Beginning and Continuing a Conversation*** social skill

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## Review of: **Beginning and Continuing a Conversation**

 Recommended structure of the review session:

**FOLLOW-UP / ON**:

**Follow-Up / On**

 *1) Review of events (since previous session):*

 *2) Reaction and Opinions regarding previous session:*

 *3) Homework review*:

**ROLE PLAYS**:

**Role Plays**

**Scenes used in role plays**:

1. You have been participating in a recreation group that meets once a week to do leisure activities such as bowling and swimming. Two weeks ago a new patient joined the group, but you have not spoken to them yet. This morning you decide you would like to start a conversation with them, so you sit next to them on the van on the way to bowling. You say...

2. People are waiting for an activity to begin at the Living Skills Programme. You are sitting beside an individual who is also waiting. You begin the conversation by saying...

3. You are at a family gathering, and you see a family relation who you have enjoyed talking to in the past, yet have not spoken to them for a couple of years now. You walk over to them and say...

4. You are sitting with another person at lunch time, who you think you know their name. You decide to begin the conversation by saying...

5. You are meeting your new case manager for the first time. They've come over to your house. They knock on the door of your unit, and you open the door and you begin the conversation by saying...

**COLLABORATIVELY ASSIGNED HOMEWORK:**

**Homework**

 Provide: *My Journal – Session 7* handout
 Provide: *Session Divider #7* handout

H/O: *My Journal – Session 7*
H/O: *Session Divider #7*

 Rate participants on the *CAP Rating Scale*.

*CAP Rating Scale*

# SESSION 8

**SESSION OBJECTIVES:**

- To review the ___Beginning and Continuing a Conversation___ homework
- To introduce and role play the ___Talk Time Clean Up___ social skill

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## Talk Time Clean-up (Conversation Clarification)

📖 Recommended structure of the session:

**FOLLOW-UP / ON**:                                    **Follow-Up / On**

  *1) Review of events (since previous session):*

  *2) Reaction and Opinions regarding previous session:*

  *3) Homework review:*

**ESTABLISHING A RATIONALE**:

**Rationale**

📖 It is suggested that a rationale for the importance of **_Talk Time Clean-up_** be provided. It is beneficial to principally elicit this from group members and then provided by facilitators.

📖 Although an individual may be considered a proficient listener, they may 'lose track' of the conversation for brief periods of time or periodically be confused or uncertain about the content of what is communicated. An individual with satisfactory social skills in this area can identify this confusion, and will seek clarification. Failure in perceiving confusion or lack of resolution typically marks the disintegration of a conversation due to production of unhelpful responses. 'Talk-time clean up' is achieved with such statements as *"Excuse me, but I didn't hear that," "I don't understand,"* and *"I'm not sure what you mean by that (what you're asking,* etc.*)"*. Although an individual's perception of confusion is a subtle skill, it is important to address this, as it markedly aids in conversation clarification. An individual who appears confused tends to display non-verbal messages such as 'quizzical' or 'vacant' looks. This is communicated by tilting the head to the side, furrowing of the brow and ceasing positive social reinforcers (e.g. head-nods, shoulder shrugs and '*mm-hmmms*'. When the other party is aware of these non-verbal messages, they are better able to correct their mis-communications.

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📖    It is suggested that a rationale for the importance of 'Talk Time Clean-Up' be provided. It is beneficial to principally elicit this from group members and secondarily from group facilitators.

☞    Group members could be asked the following questions, and responses written on the white-board or butcher's paper:

(1) *"Why is it important to understand what other people say when they talk to you?"*
(2) *"What are some of the ways you could politely let the other person know you are unsure of what has been said*?"

📖    This includes verbal and non-verbal components of the message. It is likely group members will provide answers to question 2 with a verbal description. Once again it is important to prompt them to include non-verbal components.

☞    Upon obtaining the rationale for this social skill, a potential means of concluding this segment includes:

〰    "*Sometimes whilst talking to someone, you or the other person will run off of the 'conversation track', or something is said which is confusing or just doesn't make sense! Having a conversation with another person requires that both people understand what the topic is. During most conversations, it is important to provide the other person with a summary of what you understand they have said to you. If you are confused, it is important to politely tell the other person of your difficulty in understanding them. Understanding the topic allows both people to contribute to the discussion, which then makes it more meaningful for both people.*"

<u>GROUP ACTIVITY</u>:

**'Confusion: Speaking and Doing'**        **'Confusion: Speaking and Doing'**

📖    This exercise is designed to help group members become aware of how powerful eliciting non-verbal messages are. It is suggested to provide the group members with an opportunity to both say and display confusion. It is important to clarify that not all communications will require the initiation of this process. But rather it is important to have available a means of clarifying

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what has been said to them, such that the message being 'extracted' from the conversation is accurate.

📖 To engage in this exercise, have groups of two engage in a role play in which one group member is provided with the task of pretending their role play partner has just said something confusing to them (e.g. this could be they have gone off of track or they have said something which doesn't make sense). They are to display the non-verbal message of confusion. In addition, they are then to tell the other person of their confusion.

☞ A suggested means of introducing this is:

✍ *"Do you remember listening to another person, and not being able to understand something that they have said to you (for individuals unable to think of such a previous event, provide them with an example)? What I would like you to do, is to get together with another person (therapist to assign) and pretend this has happened to you. I want you to take turns both showing the other person you are confused and then providing them with a brief reason for your confusion."*

☞ It is suggested that group facilitators circulate amongst the groups, determining whether they have incorporated both components (e.g. displaying a quizzical look and verbal expression of 'not understanding') within their message to the other person.

<u>GROUP ACTIVITY</u>:

'Mirror Talk—What I Hear'                                    'Mirror Talk-What I Hear'
📖 This exercise is to provide group members with the understanding that it is extremely difficult to tell the other person *what they have said*, but rather it is much easier to tell the other person what you have heard. By rephrasing what the other person has said, and checking it out with them, they are able to ensure that what they have said has not been heard/interpreted inaccurately.

☞ Provide: *<u>My Mirror Talk</u>* handout to provide        H/O: *<u>My Mirror Talk</u>*
group members with the steps necessary for an accurate paraphrase.

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 Prior to engaging in this exercise, it is important to go over the handout. A suggested manner of introducing this is:

 *"What I would like everyone to do, is to once again form groups of two and begin, continue and end a conversation. As you can see we have provided you with a handout titled **My Mirror Talk**. During your role play I would like you to use the steps on this sheet to provide the other person with at least one mirror reflection of what they have said to you."*

 After this group exercise, it is suggested to engage in a de-briefing. This might include what group members have become aware of as the important components (verbal and non-verbal) in expressing confusion. Use butcher's paper to highlight the '<u>what was said</u>' section to express confusion.

**BREAK:**                                                         **Break**

**DISCUSSING STEPS OF THE SKILLS**:

 Provide: ***Talk-Time Clean-up*** handout         H/O: ***Talk-Time Clean-up***

 Prior to each step being discussed, write on white board/butcher's paper the step to be discussed.

 *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step. You can then return to this step sheet in the future and have a good record of what you have done within the group."*

 Group member could be encouraged to actively take notes during discussion of steps.

 *"Here are the steps for helping you to clean up a conversation:"*

    **1. What is main point of chit-chat?**

 *"Every once in a while during the conversation, it is important to remind ourselves of what the topic of conversation is, so that we ourselves don't fall off of the 'conversation track'."*

    **2. Ask yourself, *"Do I understand what was just said to me?"***

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
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✍ *"If you don't understand what has been said, this could be for a number of reasons. Your mind may have wandered in the middle of the conversation with the other person, there may be distractions around you which are interfering with your ability to hear the other person, or the other person may have said something confusing. As you can see there are a number of reasons for not understanding somebody which includes either you or the other person or sometimes a mix of the two. Deciding on whether you understand what is being said to you is an important question to ask yourself, since most of the time you want to take something important away from the conversation. This can be information, continuing a good relationship or just a good feeling about talking to the other person."*

**Wait for 'talk break'.**

✍ *"In order to tell person what you think they said or tell them of your confusion, it is important to look for a 'break' in the conversation "*

   *a.* **If Yes… during 'talk break', do <u>Mirror Talk</u>.**

📖 This was covered in a previous handout, titled, ***<u>My Mirror Talk.</u>*** A suggested means of addressing this is:

✍ *"When your mirror talk is 'on target', the speaker almost always says, "Yes", "right", "exactly". Or they may nod their head or in some other way indicate that what you said is correct. When your mirror talk is inaccurate, the speaker will usually correct the misunderstanding."*

✍ *"Some people think that mirror talking does not feel right or other people will think poorly if they do it. Actually, most people already do this more then they realise. Can you remember taking down the phone number for a friend or repeating the directions someone gave to you to get somewhere, and repeating it back to them to make sure it was correct. Just think about it, most of the time if we did not repeat back what we thought the other person said, it would mean that we would dial quite a few wrong numbers or take too many wrong turns when trying to find somewhere. Thus, mirror talking greatly reduces misunderstandings which could happen if we never repeated back to someone what we thought they said."*

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**b    If No...during 'talk break', nicely tell other person you "don't understand" or "missed what they were saying".**

☞  *"This is an important step since it allows us to clear up any misunderstanding and take from the conversation an accurate message which the other person would likely want us to take.  Ask the person to please repeat what was just said (or explain)."*

<u>ROLE PLAYS</u>:  ◈

Role Plays

<u>COLLABORATIVELY ASSIGNED HOMEWORK</u>  ◈

Homework

☞  Provide**:** *My Journal– Session 8* handout.

☞  Provide: *Session Divider #8* handout

☞  Assign buddy system with all group members

☞  Read over notes

📖  Ensure outside group activities are functional, achievable and specific for each group member.

☞  Rate participants on the *CAP Rating Scale*.

H/O: *My Journal– Session 8*
H/O: *Session Divider #8*

*CAP Rating Scale*

# Handouts
# &
# Worksheets

# My
# Mirror Talk

✓ **Short and Clear**

✓ **Cut through the clutter**

✓ **Don't guess what they mean or feel**

✓ **Own words….NO Parrot talk**

# Talk-Time Clean-Up

Steps of Skill:

1.  What is *main- point* of chit-chat?

2.  Ask yourself, *"Do I understand what was just said to me?"*

    Wait for 'talk break'

    a.    If **Yes**... during 'talk break', do Mirror Talk.

    b.    If **No**...during 'talk break', nicely tell other person you "*don't understand*" or "*missed what they were saying*".

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# SESSION 9

**SESSION OBJECTIVE:**

✋   To review the **_Talk Time Clean Up_** social skill

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| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

## Review of:  **Talk Time Clean-up**

📖     Recommended structure of the review session:

<u>**FOLLOW-UP / ON**</u>:     ◈

**Follow-Up / On**

*1) Review of events (since previous session):*

*2) Reaction and Opinions regarding previous session:*

*3) Homework review*:

<u>**ROLE PLAYS**</u>:     ◈

**Role Plays**

**Scenes used in role plays**:
1. Your doctor is talking to you about changes in your medication, and you want to make sure you understand these changes.
2. You are talking to your case manager about some of the new activities which are available at the Living Skills programme, when all of a sudden the phone rings and they answer it.  They walk back to you and begin talking about your living arrangements.
3. A person who lives with you is asking you about what movies you find interesting and then begins talking about the weather.
4. Your friend is telling you about their new hobby which involves making furniture.  They are using words in their description which you don't understand.
5. You are listening to another person discuss how they have figured out how to get to a new drop-in centre which in the past you have attempted to find but have not been able to.  You are not certain you have understood their description of how to get to this drop in centre.

<u>**COLLABORATIVELY ASSIGNED HOMEWORK:**</u>     ◈

**Homework**

☞     Provide: *<u>My Journal – Session 9</u>*  handout
☞     Provide: *<u>Session Divider #9</u>* handout

H/O:  *<u>My Journal – Session 9</u>*
H/O:  *<u>Session Divider #9</u>*

☞     Rate participants on the *<u>CAP Rating Scale</u>*.

*<u>CAP Rating Scale</u>*

**Social Skills Treatment Programme**

# SESSION 10

**SESSION OBJECTIVES:**

✋ To review the ***Talk Time Clean Up*** homework
✋ To introduce and role play the ***Ending a Conversation*** social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## **Ending a Conversation**

   Recommended structure of the session:

<u>**FOLLOW-UP / ON**</u>:

**Follow-Up / On**

*1) Review of events (since previous session):*

2) *Reaction and Opinions regarding previous session:*

3) *Homework review:*

   Ensure clients have made attempts at completion of homework activities. Due to this group not being in the early stages, excessive attention should **not** be directed at group members who have not completed homework. It is suggested that group facilitators continue to ask individual members about success and failures, with positive reinforcement provided for their attempts whether it be positive or negative. If a client reports they have not completed an item, continue inquiring into completion of further items. Thus, the provision of a neutral stance is the strategy provided in this situation. Then move on to next group member and provide positive praise for completion. Thus, the group member has not been provided excessive focus on non-completion (and thus labelled and provided a negative group experience for the client), but rather the focus of group facilitator should be on completion of homework.

<u>ESTABLISHING A RATIONALE</u>:

**Rationale**

   It is suggested to provide a rationale for 'Ending a Conversation'. It is beneficial to principally elicit this from group members and then provided by facilitators.

   *You don't speak to people in a conversation forever. After a while, you or the other person usually wants to end the conversation. There are various reasons for ending a conversation. You may be running out of things to say, short on time, no longer wish to speak or you may need to go somewhere. Sometimes we may find it difficult to end a conversation. Yet, if we keep the following steps in mind, the ending of the conversation is likely to go easier.*

   It is suggested to ask group members the

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following questions, and write on the white-board or butcher's paper:

(1) *"Why is it __sometimes__ important to end a conversation?"*

(2) *"What are some of the ways you could politely end a conversation?"*

GROUP ACTIVITY

**'Non-verbal Cancelling'**

'Non-verbal Cancelling'

When a person does not express themselves directly in words, or their words are meant to disguise rather than communicate, the voice, body position, and their movements often provide a detailed statement. Anything that is not communicated in a verbal way is often expressed in a non-verbal manner. Occasionally, there is a lack of consistency between the verbal and non-verbal message.

This activity will help participants to become more aware that 'what' (verbal) and 'how' (non-verbal) they say it don't always match.

It is suggested to have two group facilitators engage in a role play in which initiating, continuing and ending a conversation is demonstrated. Have two separate role plays. The first being the 'correct' manner of engaging in this process. The second of the two role plays demonstrates a mismatch between the verbal and the non-verbal components. For example a mismatch between the facial expression (affect) and the description of the mood, moving away/ lack of eye contact/low speech volume with a verbal acknowledgment of interest, no non verbal gesture (looking at watch) or moving closer during expression of ending a conversation.

☞ A potential means of introducing this is:

☞ *"What you are going to see is two individuals role play the beginning, continuing and ending of a conversation. In one of the two role plays you will see a mismatch between what the individual is saying and doing (e.g. their body posture, where they are standing, the eye contact the volume of their voice). Be aware of how you feel while the role plays are occurring, and exactly what the other person is doing, that is cancelling what they are saying. "*

☞ *"Before the two role plays begin, I would like you to think of ways your body or non-verbal messages can*

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*give the other person the idea that what you are saying is NOT actually what you want."*

☞ This is where the role play begins (two group facilitators to engage in role play). It is suggested to engage firstly in correct role play, with a start and finish discriminating between the two role plays, followed by an incorrect role play (mismatch is evident to group participants).

✋ It is important to note the end of role plays

👌 *"Now sit quietly for a while to absorb what you have seen in the two role plays. How was what was being said cancelled by the non-verbal behaviour? Do you recognise any of these ways of cancelling that you have done before? How did you feel during this message-cancelling?"*

👌 *When I am saying one thing I am doing things which don't support what I am trying to say, the message is not usually well received.*

**Means of Providing Non-verbal Signs:**

📖 Provide examples such as: looking at your watch, leaning forward in your chair with your eyes not focusing on an individual (expression of getting up ready to go), packing up your belongings, stepping away from the other person, washing your cup, reaching for your cigarette pack, are all examples of the correct means of signalling to the other person that you would like to end the conversation. Also provide examples of appropriate non-verbal behaviours during beginning and continuing a conversation.

☞ It is suggested to discuss the important components (verbal and non-verbal) involved in ending a conversation. Use butchers paper to highlight what was said to end the conversation and in a separate column highlight the non-verbal forms of communication which did and did not aid in the verbal message being productive.

☞ A potential means of ending this exercise is:

👌 *"By becoming more aware of the manner in which you communicate you can improve your style of communication. You don't need a dictionary of movements and gestures to enable you to understand what is communicated non-verbally. All you need is awareness of your own movements, what they express to others and sensitivity to the ones around you."*

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<u>BREAK:</u>

**Break**

<u>DISCUSSING STEPS OF THE SKILLS</u>:

☞ Provide: *<u>Ending a Conversation</u>* handout

H/O: *<u>Ending a Conversation</u>*

📖 Introduce and discuss each step of the skill, using the white board/butcher's paper.

📖 Ensure group members actively take notes during discussion of steps.

✍ *"Here are the steps for helping you end a conversation:"*

**1 Use non-verbal sign to let person know of your desire to end conversation.**

✍ *"In order to end the conversation in a polite manner, it is important to look for a 'break' in the conversation such that you are able to begin the steps necessary in ending the conversation."*

**2 If other person talking...wait until reasonable pause in the conversation.**

✍ *"This was discussed in the Non-verbal Cancelling activity. In addition to the desire to end the conversation, we provided the other person with the non-verbal message of not wanting to end the conversation. Remember the ways in which we are able to communicate something without actually saying anything, such as glancing away or looking at your watch."*

**3 Say a closing comment to end conversation (nice remark, summary, closing sentence)**

📖 It is beneficial to highlight the importance of appropriate and inappropriate closing sentences. For example, <u>appropriate</u>: **"***I have enjoyed this conversation, but I think I will have to continue our chat at a later time***", or "***Goodness look at the time** (looks at clock or watch on wrist), *I will be late for what I am planning to do this afternoon***" <u>inappropriate</u>: "***Have to go***", or "***No time to chat... later***!"**

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 *"This involves providing the person with information which tells them that you would like to end the conversation.  It is important to phrase your closing sentence such that it does not seem abrupt or rude.  In other words, it is important to be aware that using appropriate manners in your statement is an important part of ending the conversation.  Additionally, as opposed to Making Requests, in which you don't always receive what you ask for, ending a conversation is something which always occurs.  We are only looking at one of the better ways of making it happen."*

4    **Give other person a moment to 'digest' your decision to end conversation**.

 *"Since you have decided to end a conversation, it is important for the other person to be given the opportunity to understand that the conversation is ending.  You don't want to end the conversation as if you were suddenly 'cutting' the connection between the two of you.  That would be like hanging up the phone while the other person was trying to digest what you are saying."*

 It is suggested to provide group members with an idea of how long this 'digestion' period lasts.  This of course will vary across situations.

 It may be useful to provide an example of an inappropriate termination in which adequate time for 'digestion' was not provided.

5    **Say polite closing remark of few words**

 *"Ending the conversation in a polite manner puts you in a good position to end the conversation in a positive way.  This enables you to keep the relationship in a similar state as to when you began the conversation and makes the ending of the conversation smooth as opposed to rough and jagged.  You could end it with such polite remarks as "good bye, bye , see you, catch you later, etc.."*

 A closing remark does not always occur.  In the context of the present group, it would seem artificial to include a closing remark to end the conversation within another group conversation.  Thus, it may be appropriate to provide examples where closing remarks are not always required.

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

<u>**ROLE PLAYS:**</u>

**Role Plays**

<u>**COLLABORATIVELY ASSIGNED HOMEWORK:**</u>

**Homework**

☞ Provide: ***My Journal– Session 10*** handout.
☞ Provide: <u>Session Divider #10</u> handout
☞ Change the buddy system to incorporate a different set of 'buddies'.
☞ Read over notes

☞ Rate participants on the <u>***CAP Rating Scale***</u>.

H/O: ***My Journal– Session 10***
H/O: ***Session Divider #10***

***CAP Rating Scale***

# Handouts & Worksheets

# Ending a Conversation

Steps of Skill:

1.  Use <u>non-verbal sign</u> to let person know you want to end your talk.

2.  If other person talking… <u>wait until pause</u> in your talk.

3.  Say a <u>closing comment</u> to end your talk (nice remark, summary, closing sentence).

4. Give other person a moment to <u>'digest'</u> *your* decision to end your talk.

5.  Say <u>polite closing remark</u> of a few words.

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# SESSION 11

**SESSION OBJECTIVE:**

✋ To review the **_Ending a Conversation_** social skill

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| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Review of: **Ending a Conversation**

  Recommended structure of the review session:

**Follow-Up / On:** ◈          **Follow-Up / On**

  1) Review of events (since previous session):

  2) Reactions and Opinions regarding previous session:

  3) Homework review:

**ROLE PLAYS**: ◈          **Role Plays**

   **Scenes used in role plays**:
   1. Talking about a TV show with someone at the Living Skills Programme. It is soon time for you to go to a planned activity.
   2. Finishing lunch with another person at the Living Skills Programme, but it is time for you to meet your Case Manager.
   3. Talking with a friend before a group begins, and the leader of the activity enters the room and announces for everyone to please talk to them if they are planning on attending the activity.
   4. Talking with a person you have just met at the Living Skills Programme, and you have run out of things to talk about.
   5 Talking with a friend at breakfast, and it is time for you to go to a job interview at WorkRite.

**COLLABORATIVELY ASSIGNED HOMEWORK** ◈    **Homework**

☞ Provide: *My Journal – Session 11* handout    H/O: *My Journal – Session 11*
☞ Provide: *Session Divider #11* handout    H/O: *Session Divider #11*
  To increase homework completion, it is important that it is clear and specific to each group member. It is suggested that facilitators 'circulate' amongst participants, to ensure specific homework tasks have been set.

  Suggested to rate participants on the *CAP Rating Scale*.        *CAP Rating Scale*

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# SESSION 12

**SESSION OBJECTIVES:**

✍   To review (1 of 2): **_Making Requests_**, **_Listening to Others_**, **_Beginning and Continuing a Conversation_**, **_Talking Time Clean-Up_** and **_Ending a Conversation_**

✍   To assess participants progress to date

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## Half-way Review (1 of 2)

**FOLLOW-UP / ON:** ❖

**1)** Review of events (since previous session):

**2)** Reactions and Opinions regarding previous session:

**3)** Homework review:

**FOCUS OF SESSION:**

📖 Up until this point, participants have attended 11 sessions. The social skills which have been covered include: (1) Making Requests, (2) Listening to Others, (3) Beginning / Continuing Conversations, (4) Ending a Conversation and (5) Conversation Clean-up. As this represents the mid point for social skills learned within the programme, it is advantageous to promote consolidation of social skills learned to date. As such, it is suggested that session 12 and 13 be used as 'global' review sessions.

☞ In addition to making a clinical judgement on the progress of individual group members, a self-report assessment measure can be provided using the, *How am I Doing*? handout. This is administered to individual group members, asking them to subjectively rate their level of competence on individual social skills, *before the group* began and *now.* Thus a collaborative decision between group facilitators and group members regarding competence with the social skills is obtained.

**ROLE PLAYS:** ❖

**Specific Role Plays**

📖 Based on the previous assessment of social skill competencies, groups of two are established. It is suggested to pair one group member who is deemed to exhibit adequate competence in a specific social skill, with another participant who is deemed to require 'work' in this social skill.

📖 It is important *not to assume* that the group member 'possessing' adequate competence will

**Follow-Up / On**

**Focus of session**

H/O: *How am I Doing*

**Role Plays**

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
| --- | --- |

effectively guide the role play. It is suggested to circulate from one group to the next, ensuring that accurate role plays are occurring.

📖 Participants are encouraged to follow the specific steps for the role plays contained on the previously supplied handout.

📖 If participants are not competent in a number of social skills, it is important not to rectify all the deficits in one session. This could potentially result in the participants not achieving competence in any one particular social skill. Other 'difficult' social skills may be covered in session 13.

📖 In addition to role plays which relate to the previously assessed deficits, the following provide potential role plays grouped within the general social skill domains.

### Making Requests

1. *A good friend of yours has borrowed money from you on several occasions in the past. You believe that the amount they have borrowed has become too much. This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.*

   *You decide to ask for re-payment of the amount owing to you.*

2. *At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet. It is almost lunch, and the Living Skills Programme is closed during this time.*

   *You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.*

3. *Every Saturday morning you spend time reading outside on the verandah. One of your house mates is shifting a step ladder around. They have bumped into a ceramic pot-plant and damaged it. You recently decorated this pot.*

   *You decide to speak to your housemate about this.*

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## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

### Listening to Others

📖 UNNECESSARY FOR ROLE PLAYS TO ADDRESS THIS COMPONENT AS THIS IS COVERED WITHIN THE 'BEGINNING AND CONTINUING CONVERSATION' SOCIAL SKILL

### Beginning and Continuing Conversations

4. *You have been taking part in a group which goes bowling and swimming. Two weeks ago, a new person joined the group, but you have not spoken to them yet. This morning you think you would like to talk with them.*

   *You sit next to them on the bus on the way to the bowling alley. You say...*

5. *You are talking to a friend at a lunch BBQ. While you are talking to them, you see an old friend you have not seen for awhile.*

   *You would like to catch up with them and you see that they are about to leave, so you say...*

6. *At your last appointment with your psychiatrist, you were told that you will have a new case manager from now on. An appointment for this person to come over and see you at your house was set up. It is now two days later. You are at home and expect the case manager to arrive soon.*

   *You hear a knock on the door of your unit...*

### Ending a Conversation

7. *At the local McDonald's, you are having lunch with a friend. The conversation with this friend is going well. Suddenly you remember that you are going on an outing with a group from the Living Skills Programme. You realise that you are running late and must leave straight away to get there in time.*

   *You say to your friend…*

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## EQUIPMENT/ACTIVITY

*8. You are having a conversation with your neighbour who lives next door to you. You think they are a nice person, but you know from past experiences, they like to talk for a long time.*

*You decide that you have other things to do, so you say…*

**Talk-Time Clean-up**

*9. You are talking with someone you live with. You have been talking for a few minutes about a movie they have just seen. You find it interesting since you have been wondering what movie to see for quite some time. In the middle of the conversation, they begin talking about the weather.*

*They seem to have gone 'off track', so you say…*

*10. You are listening to someone tell you how they have figured-out how to get to the new Coles Supermarket. Recently, you have tried to find it, but haven't been able to.*

*You are not sure you have understood their directions. You say…*

### COLLABORATIVELY ASSIGNED HOMEWORK

☞ Provide**: *My Journal– Session 12*** handout.
☞ Provide: <u>Session Divider #12</u> handout
☞ Change the buddy system to incorporate a different set of 'buddies'.
☞ Read over notes
📖 Ensure outside group activities are functional, achievable and specific for each group member. Specifically, asking each participant to set specific social skills which they have been working on in the session for outside group activities.

☞ Rate participants on the ***CAP Rating Scale.***

**Homework**

H/O: ***My Journal– Session 12***

H/O: ***Session Divider #12***

***CAP Rating Scale***

**Social Skills Treatment Programme**

# Handouts & Worksheets

# How am I doing?

Name:

Date:

*These are the social skills that we have been working on since the beginning of the group. Could you please look at each of the following skills and decide how comfortable you are in using them **now**. Please use the following scale for deciding how comfortable you are in using the social skills:*

| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|---|---|---|---|---|---|---|---|---|---|
| Not at all comfortable | | little comfortable | | somewhat comfortable | | | quite comfortable | | Very Comfortable |

**Now**

**Making Requests**                                 - - -

**Listening to Others**                            - - -

**Beginning a Conversation**                  - - -

**Continuing a Conversation**                - - -

**Ending a Conversation**                       - - -

**Talk-time Clean-up**                            - - -

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**Making Requests**

1. *A good friend of yours has borrowed money from you on several occasions in the past.  You believe that the amount they have borrowed has become too much.  This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.*

   *You decide to ask for re-payment of the amount owing to you.*

2. *At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet.  It is almost lunch, and the Living Skills Programme is closed during this time.*

   *You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.*

3. *Every Saturday morning you spend time reading outside on the verandah.  One of your house mates is shifting a step ladder around.  They have bumped into a ceramic pot-plant and damaged it.  You recently decorated this pot.*

   *You decide to speak to your housemate about this.*

**Listening to Others**

UNNECESSARY FOR ROLE PLAYS TO ADDRESS THIS COMPONENT AS THIS IS COVERED WITHIN THE 'BEGINNING AND CONTINUING CONVERSATION' SOCIAL SKILL

**Beginning and Continuing Conversations**

**4. *You have been taking part in a group which goes bowling and swimming. Two weeks ago a new person joined the group, but you have not spoken to them yet.  This morning you think you would like to talk with them.***

   *You sit next to them on the bus on the way to the bowling alley.  You say...*

5. *You are talking to a friend at a lunch time BBQ.  While you are talking to them, you see an old friend you have not seen for awhile.*

   *You would like to catch up with them and you see that they are about to leave, so you say...*

6. *At your last appointment with your psychiatrist,  you were told that you will have a new case manager from now on.  An appointment for this person to come over and see you at your house was set up.  It is now two days later.  You are at home and expect the case manager to arrive soon.*

   *You hear a knock on the door of your unit...*

**Ending a Conversation**

7. *At the local McDonald's, you are having lunch with a friend.  The conversation with this friend is going well.  Suddenly you remember that you are going on an outing with a group from the Living Skills Programme.  You realise that you are running late and must leave straight away to get there in time.*

   *You say to your friend…*

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8.  *You are having a conversation with your neighbour who lives next door to you.  You think they are a nice person, but you know from past experiences, they like to talk for a long time.*

    *You decide that you have other things to do, so you say...*


**Talk-Time Clean-up**

9.  **You are talking with someone you live with.  You have been talking for a few minutes about a movie they have just seen.  You find it interesting since you have been wondering what movie to see for quite some time.  In the middle of the conversation, they begin talking about the weather.**

    *They seem to have gone 'off track', so you say…*


10. *You are listening to someone tell you how they have 'figured-out' how to get to the new Cole's.  Recently, you have tried to find it, but haven't been able to.*

    *You are not sure you have understood their directions.  You say…*

(1) **A good friend of yours has borrowed money from you on several occasions in the past. You believe that the amount they have borrowed has become too much. This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.**

**You decide to ask for re-payment of the amount owing to you.**

(2) **At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet.  It is almost lunch, and the Living Skills Programme is closed during this time.**

**You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.**

(3) **Every Saturday morning you spend time reading outside on the verandah. One of your house mates is shifting a step ladder around. They have accidentally bumped into a ceramic pot-plant which you recently decorated and damaged it.**

**You decide to speak to your housemate about this.**

(4) You have been taking part in a group which goes bowling and swimming.  Two weeks ago a new person joined the group, but you have not spoken to them yet.  This morning you think you would like to talk with them.

You sit next to them on the bus on the way to the bowling alley.  You say...

(5) **You are talking to a friend at a lunch time BBQ.  While you are talking to them, you see an old friend you have not seen for awhile.**

**You would like to catch up with them and you see that they are about to leave, so you...**

(6) **At your last appointment with your psychiatrist,  you were told that you will have a new case manager from now on.   An appointment for this person to come over and see you at your house was set up.   It is now two days later.   You are at home and expect the case manager to arrive soon.**

**You hear a knock on the door of your unit...**

(7) **At the local McDonald's, you are having lunch with a friend. The conversation with this friend is going well. Suddenly you remember that you are going on an outing with a group from the Living Skills Programme. You realise that you are running late and must leave straight away to get there in time.**

**You say to your friend…**

(8) **You are having a conversation with your neighbour who lives next door to you. You think they are a nice person, but you know from past experiences they like to talk for a long time.**

**You decide that you have other things to do, so you say...**

(9) **You are talking with someone you live with. You have been talking for a few minutes about a movie they have just seen. You find it interesting since you have been wondering what movie to see for quite some time. In the middle of the conversation, they begin talking about the weather.**

**They seem to have gone 'off track', so you say…**

(10) **You are listening to another person tell you how they have 'figured-out' how to get to the new Cole's Supermarket.  Recently, you have tried to find it, but haven't been able to.**

**You are not sure you have understood their description.  You say…**

# SESSION 13

**SESSION OBJECTIVE:**

✍ To review: (2 of 2) ***Making Requests***, ***Listening to Others***, ***Beginning and Continuing a Conversation***, ***Talking Time Clean-Up*** and ***Ending a Conversation***

Social Skills Treatment Programme

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Half-way Review (2 of 2)

  Prior to session 12 and this session (13), the typical format has been one session devoted to new session content, followed by a session which reviews the previous session and how clients have progressed as a result of the social skill learned. It is suggested to use Session 13 as a follow on from session 12, as opposed to the standard format of using this as a review session.

  This is a valuable session, as group facilitators are able to review how participants have progressed, as well as use this as a source of new role plays specific to this client group. Role plays which were suggested in session 12 can be used, as well as role plays suggested/encountered by group members in 'putting into practice' the social skills designated as difficult.

### FOLLOW—UP/ON:

**Follow-Up / On**

  Although this is not a review session, rather a continuation, it is suggested to review the time since the last session as follows:

1) Review of events (since previous session):

2) Reaction and Opinions regarding previous session:

3) Homework review:

  In addition to reviewing group particpants successful and unsuccessful attempts at putting into practice the social skills deemed as difficult, it is important to refer back to the _**How am I going?**_ handout which was completed in session 12. Thus, in addition to reviewing progress, it is important to address 'outstanding' social skills yet to be role-played in session.

### ROLE PLAYS

**Role Plays**

### COLLABORATIVELY ASSIGNED HOMEWORK

**Homework**

☞ Provide: _**My Journal – Session 13**_ handout
☞ Provide: _**Session Divider #13**_ handout

H/O: _**My Journal – Session 13**_
H/O: _**My Journal - Session 13**_

  _Rate participants on the **CAP Rating Scale**._

_**CAP Rating Scale**_

**Social Skills Treatment Programme**

# SESSION 14

**SESSION OBJECTIVE:**

✋ To introduce and role play the *Putting Across Our Positive Feelings* social skill
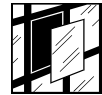
| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Putting Across Our Positive Feelings

### FOLLOW-UP / ON:

  As the previous two sessions were designated as review sessions, it is important to specifically address improved competencies and difficulties with the social skills addressed in the previous sessions.

  The following points guide this section:

 1) Review of events (see previous session):

 2) Reactions and Opinions regarding previous session:

 3) Homework Review:

**Follow-Up / On**

### ESTABLISHING A RATIONALE:

  The focus of this session is *Putting Across Our Positive Feelings*. Prior to expressing positive feelings to another individual (e.g. pleased, satisfied, elation etc.), an introduction to the concept of a feeling is beneficial. Emotional expression is at times difficult for group members to exhibit (e.g. blunted or flat affect) and is sometimes difficult for them to perceive in others. Thus, an introduction to self awareness of feelings may be necessary.

  In order to optimise group participants' self awareness of feelings and the resultant expression of them, a general understanding of the construct can be provided. One way to accomplish this goal is to decrease the 'universe of feelings' to a manageable number. To do this, a small set of 'basic feelings' may be used to represent all feelings. This set is comprised of *fear, anger, sadness and happiness*. It is presumed that knowledge of these four basic feelings will allow for increased self-awareness and expression. Although the linkage of wants, expectations and outcomes to the basic feelings is not discussed within the group, group facilitators are provided with an understanding of this linkage in the following passage.

**Rationale**

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

&#128214;    **FEAR**: The feeling that is experienced when there is an *expectation* that something undesirable (unwanted) is going to happen.
**ANGER**: The feeling that is experienced when a person *wants* something and *does not get it*, and *still wants* it.
**SADNESS**: The feeling that is experienced when a person *wants* something and *does not get it*, and has experienced a reduction in *hope* of obtaining what was *wanted*.
**HAPPINESS**: The feeling that is experienced when a person *wants* something and he or she *gets* what is *wanted*.

&#128214;    It is suggested that a rationale for the importance of both being aware of your emotions and '***Putting Across Your Positive Feelings***' be provided. Group facilitators provide and guide elicitation of this rationale from group members.

&#128214;    May be beneficial to mention that a further session involves, '***Putting Across Your Negative Feelings'*** in a further social skills session.

&#9758;    Ask group members the following questions, and write on the white-board or butcher's paper:
(1) *"What are both positive and negative feelings?"*
(2) *"Could you please give some examples of both"*

&#128214;    If group members are encountering difficulties in identifying feelings or are coming up with thoughts (sentence like descriptions) or situations (descriptive details), then it may be useful to provide them with a prompt such as; *"feelings are described in one word"*.

&#128214;    A suggested means of introducing this is:

&#9996;    *"One thing which some people find quite amazing, is that scientists have discovered 717 different names for feelings. There is not a huge amount of difference between **all** of these feelings, yet sometimes you might wonder why it is difficult to 'put your finger' on what it is you are feeling. So that we are better able to determine what it is we and other people might be feeling, it is important for us to have a small group of feelings which represents the huge number of feelings which exists. This is not to say that we cannot use other words to describe our feelings. It is so we are able to get a 'better handle' on what we are feeling. This might help when we are confused or want to better understand what we or someone else is feeling."*

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

GROUP ACTIVITY:

**'What's That Feeling?'**

📖 Have group members break into pairs of two. Provide participants with the **_FLASH List_** handout of feelings.

📖 A suggested means of introducing this is:

☞ *"F, A, S and H stand for fear, anxiety, sadness and happiness and the L stands for Link. The Link means this is a feeling that is experienced yet not contained within the four basic feelings. It is likely a mixture of two or more feeling."*

📖 An example of combinations or links between feelings is provided.

☞ *"If someone is 'excited' when provided with a new and challenging homework assignment, they may be feeling both fearful and happy. That is, they may be happy that they are being provided with something which will help them learn what has been talked about within the group. They may also be fearful that they may have trouble with the assignment."*

📖 It may be beneficial for group members to take turns displaying a feeling under any of the four categories (fear, anger, sadness and happiness) with the other member of the dyad attempting to guess what they are feeling.

☞ It is suggested that group facilitators circulate amongst 'sub groups', to ensure group members are actively participating in this task. Individuals are instructed to stand whilst displaying the different emotions, so as to use their whole body in showing the different feeling.

📖 A suggested prompt for ending this activity is:

☞ *"How did everyone find this activity of displaying and having the other person in your group guess what feeling you were displaying?"*

☞ Ask group members the following question, and write on the white-board or butcher's paper:
(1) *"Why is it important to put across your positive feelings to someone else?"*

**BREAK:**

**'What's That Feeling'**

H/O: **_FLASH List_**

**NOTE:** It is important that if a member of the group has previously demonstrated a lack of affect expression, then a facilitator can act as the other member of the dyad. This facilitates the expression and understanding of feelings.

**Break**

Social Skills Treatment Programme

Session 14: **Putting Across Our Positive Feelings**

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

<u>**DISCUSSING STEPS OF THE SKILLS**</u>:

☞ Provide: *<u>Putting Across Our Positive Feelings</u>* handout

☞ A suggested introduction could be:

&⸜ *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step. You can then return to this step sheet in the future and have a good record of what you have done within the group."*

📖 Ensure group members actively take notes during discussion of steps.

📖 A suggested means of introducing this is:
&⸜ *"When people experience difficulties in their life, they tend to focus on the problems around them and forget to notice the positive things that other people do. When you focus on positive things which are happening around you, it helps give you an idea of when things are going well. Also, when someone knows they are doing something well they are more likely to repeat what they did to please others. Putting across your positive feelings to others is a win-win situation. The other person wins because they have a better idea of when things are going well and are likely to think they are part of what is happening around them. You win, since the positive thing which happened to you is more likely to happen again."*

📖 Sometimes group members may express a lack of need for expressing positive feelings for something someone has done, since they already know of this. Group facilitators can remind individuals that everyone likes it when someone has appreciated something that he or she has done, and the benefits of doing this (e.g they are increasingly likely to repeat the behaviour).

📖 A suggested means of guiding this discussion is:
&⸜ *"Here are the steps for helping you to put across your positive feelings"*

    **1. Look at the person**
&⸜ *"This helps the other person think you a serious and that your message means something to them.***"**

**H/O**: *<u>Putting Across Our Positive Feelings</u>*

<div align="right"><strong><em>Social Skills Treatment Programme</em></strong></div>

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

**2. Tell them EXACTLY what it was that pleased you.**

☞ *"This step is necessary as it indicates to the other person that you are considering them. Additionally, it helps the individual understand the reason you are expressing your positive feeling towards them."*

**3. Tell them how you FEEL at that moment about what they said or did.**

☞ *"Putting across how you feel about what is said or done for you is important. Instead of saying you are happy, a better topic is to tell the other person how you feel about what THEY said or did for you."*

📖 When clients are receiving a compliment and they are in the process of expressing their positive feelings, many may find it difficult to tell the difference between, *"Yes, I know. I feel good about doing this"* **and** *"thank you for complimenting me on my work at the computer, it makes me feel good to hear nice things about my work"*. Explain that an internal focus of attention should be widened to include other individuals. Also, in the previous example, the first response may be considered to be an example of being 'big headed' and although this may not be the individuals' intent it could be perceived this way.

**ROLE PLAYS:** ◈

**Role Plays**

📖 Repeated role plays are often necessary for individuals to 'take on board' the corrective feedback.

**COLLABORATIVELY ASSIGNED HOMEWORK:** ◈

**Homework**

☞ Provide: ***My Journal– Session 14*** handout.
☞ Provide: ***Session Divider #14*** handout
📖 Homework items to include:
  1 Keep a tally of the number of times positive feelings are expressed to another person. The goal is to provide as many positive feelings as possible.
  2 Think of situations in which you did not put across your positive feelings in a better way.

H/O: ***My Journal– Session 14***
H/O: ***Session Divider #14***

☞ Rate participants on the ***CAP Rating Scale***.

***CAP Rating Scale***

**Social Skills Treatment Programme**

# Handouts
# &
# Worksheets

# F.L.A.S.H. List

| Fear | Anger | Sadness | Happiness | Link |
|------|-------|---------|-----------|------|
| tense | annoyed | unhappy | satisfied | hate |
| anxious | mad | depressed | joyful | jealousy |
| nervous | insulted | tired | cheerful | envy |
| uneasy | boiling | discouraged | gratified | excited |
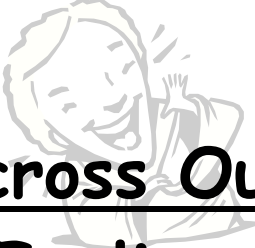
# <u>Putting Across Our Positive Feelings</u>

Steps of Skill:

1.  **Look at the person.**

2.  **Tell them <u>EXACTLY</u> what it was that pleased you.**

3.  **Tell them how you <u>FEEL</u> at that moment about what <u>they said or did</u>.**

# SESSION 15

**SESSION OBJECTIVE:**

✍ To review the _**Putting Across Our Positive Feelings**_ social skill

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

## Review of:  **Putting Across Our Positive Feelings**

    Recommended structure of the review session:

**FOLLOW-UP / ON**:

   *1) Review of events (since previous session):*

   *2) Reaction and Opinions regarding previous session:*

    It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

   *3) Homework review:*

**ROLE PLAYS**:

   **Scenes used in role plays**:
1. A staff member where you live has cooked a meal you appreciate and enjoy.
2. You are working at a computer in the living skills program and have completed some work for one of the staff members.  You decide to go to them and tell them you have completed the work.  The staff member says to you, "you have done a great job".
3. A friend helped you out with a problem that has been bugging you for quite some time.
4. You receive a call from your case manager which has woken you up, but has reminded you of an important appointment you have at Work Rite.
5. A family member has given you a ride in their car to a shop you have been trying to get to for quite for some time.

**COLLABORATIVELY ASSIGNED HOMEWORK:**

☞  Provide: *My Journal – Session 15* handout
☞  Provide: *Session Divider #15* handout

☞  Rate participants on the *CAP Rating Scale*.

**Follow-Up / On**

**Role Plays**

**Homework**

H/O: *My Journal – Session 15*
H/O: *Session Divider #15*

*CAP Rating Scale*

# SESSION 16

**SESSION OBJECTIVES:**

✋ To review the *Putting Across Our Positive Feelings* homework

✋ To introduce and role play the *Putting Across Our Unpleasant Feelings* social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## <u>Putting Across Our Unpleasant Feelings</u>

<u>FOLLOW-UP / ON:</u>

  Ensure clients are making attempts at completion of homework activities. Since this session is not in the early stages, attention should **not** be directed at group members who have not completed homework tasks.

  The following points guide this section:

1) Review of events (see previous session):

2) Reactions and opinions regarding previous session:

3) Homework review:

**Follow-Up / On**

<u>ESTABLISHING A RATIONALE</u>:

  The focus of this session is *Putting Across Our Unpleasant Feelings*. In essence, the theme of this session is to provide group members with an increased awareness of unpleasant emotions and the expression of them. In addition to fighting (aggressiveness) and fleeing (submissiveness) a third option exists which involves verbal assertion.

  Aggression and submission are two emotions which are closely related to the fight and flight coping mechanisms. Although these two means of protecting our needs and rights are occasionally helpful, restricting ourselves to them is at times inadequate. We have the option to resolve our differences by talking things out with others. A difficult yet necessary step in generating an assertive message involves using language precisely and effectively. When people are angry, fearful or frustrated they have difficulty in generating a verbal message. During times of stress, our attention and capacity for verbal responses is inhibited.

  Research suggests that the problem solving abilities of individuals with severe mental disorders is compromised. Thus, the combination of both schizophrenia and the 'typical' difficulties generating verbal messages when angry, fearful or frustrated is attenuated.

**Rationale**

*Social Skills Treatment Programme*

Session 16: **Putting Across Our Unpleasant Feelings**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

     Due to sessions 16, 18, 20 and 22 requiring varying levels of assertiveness for effective deployment of the social skill, it is suggested that prior to discussing this social skill a component based on the participants rights be discussed.

☞ Provide: ***Our Rights*** handout

     Referring to this handout, it may be useful to discuss the importance of balancing our assertion (disclosure of what they feel, need and desire) with listening to others (the provision of acceptance and understanding). That is, for healthy relationships with others to take place there should be a balance between assertion and listening.

H/O: ***Our Rights***

     Provide a rationale for the importance of '***Putting Across Your Unpleasant Feelings***'. Group facilitators could guide the elicitation of this rationale from group members.

     A suggested means of providing the rationale is:

☞ Ask group members the following questions, and write on the white-board or butcher's paper:

☞ (1) *"What are unpleasant feelings?"*

☞ (2) *"What are the advantages of putting across your unpleasant feelings"*

     It is important that the term '*unpleasant*' emotions is described in terms of valance and it is made clear that it is **NOT** any *better* or *worse* than any other (e.g happiness, joy or excitement) feeling.

     The following rationale may be used:

✍ *"It is often said, that if you bottle up your unpleasant feelings, it is difficult to feel good since too much of your inner space is cluttered with unpleasant feelings. Being assertive greatly reduces a person's fear, anger, sadness and relieves the anxiety and tension which is experienced in certain situations. As the person becomes increasingly assertive, they realise they are more likely to obtain some of their needs and defend themselves. They also feel more comfortable with others and don't approach them with the fear of being hurt or controlled."*

✍ *"In the course of others doing their best to please each other, there are times when things are unpleasant or annoying. In our day-to-day lives, we come into contact with a lot of different people. Examples of*

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

*unpleasant feelings are anger, sadness, or fear. In order to prevent or reduce the number of arguments or bad feelings, it is necessary to focus on improving the way we express our unpleasant feelings. It is helpful to keep certain things in mind when expressing an unpleasant feeling."*

**DISCUSSING STEPS OF THE SKILLS**:

☞ Provide: ***Putting Across Our Unpleasant Feelings*** handout

                                                        H/O: ***Putting Across Our Unpleasant Feelings***

📖 Introduce and discuss each step of the skill, using the white board / butcher paper. In addition to providing the steps on a handout to the participants they should be written on the white-board/butchers paper, such that all participants can see.

📖 A suggested introduction to this social skill is:

&hamsa; *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step. You can then return to this step sheet in the future and have a good record of what you have done within the group."*

📖 Ensure group members actively take notes during discussion of steps.

&hamsa; *"Here are the steps for helping you to put across your unpleasant feelings:"*

    **1. Look at the person**

📖 Based on previous discussions.

    **2. Tell them EXACTLY what it was that displeased you (polite and reasonable).**

&hamsa; *"In order that the person understands what has displeased you, it is very important to accurately describe what this 'gate-crasher' has done to you. We will call the person that displeases you a gate crasher. Sometimes a gate crasher does not intentionally mean to do something that displeases you, but at other times they know what they are doing."*

&hamsa; *"In order for you to better describe what the other person has done, you can pretend that you have a video recorder and a TV screen in your head. Replay what the other person did that displeased you and describe this back to them."*

**Social Skills Treatment Programme**

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

🕭 *"Some people think that the gate-crasher definitely knows that what they did to you bugs you. They often say, "what's the point of telling that person, since they don't care". The other person may know what they have done. Yet, it helps to stop the person repeating what they have done to you by telling them exactly what they have done."*

🕭 *"In describing the behaviour it is important not to use fuzzy talk. This is when you either 'beat around the bush' or when you are not being specific about what has happened. An example of Fuzzy talk is when you say something like, "Be a cleaner person". This could mean umpteen things. A more exact description could be, "In the morning, you leave your dirty dishes sitting on the breakfast table."*

🕭 *"In telling the person what it was that displeased you, it is important to remember to be both reasonable and polite"*

☞ It is suggested to have participants provide a rationale for reasonableness and politeness

### 3. Tell them how you FEEL at that moment.

🕭 *"In order for the gate-crasher to be more willing to change their behaviour towards you, it is important for them to understand how you feel about the situation. You can't read another person's feelings. They may not know what they have done and how it affects you."*

📖 Problems in identifying emotions tend to include:
(1) <u>substitution of one emotion for another</u>. This can be overcome by asking themselves, *"When I experienced the negative effect of the others behaviour, what was the first feeling I experienced"*?
(2) <u>Difficulty in stating the degree of feelings</u>. Sometimes adding modifying adjectives such as a little angry, somewhat angry, very angry can be helpful.

### 4 Tell person why their behaviour affects you.

🕭 *"In order that the other person takes you seriously, it is important to provide them with an understanding of how the gatecrasher's behaviour has affected you. This involves telling them how it really affects you."*

*Social Skills Treatment Programme*

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

📖 This includes tangible why's such as: "*it doesn't work now*, "*my time is wasted*", "*makes extra work for me*", "*too late to make plans*", "*can't concentrate*", "*wake up an hour or two earlier*"

**BREAK:**

**Break**

📖 Due to the possibility of group members experiencing difficulty in expressing negative feelings, have clients take example from role play and apply steps of social skill to this.

☞ Go through example on white board in which each step of social skill is applied to an example. E.g. for the role play of : 'Your case manager missed an appointment with you':

1 Look at person
2 *"You have missed your appointment with me"*
3 *"I am unhappy (cross, upset, mad) about that"*
4 *"I've waited around for you"* **or**
   *"I had something else I had / could have done"* **or**
   *"I've wasted my time"*.

**ROLE PLAYS:** ◈

**Role Plays**

**COLLABORATIVELY ASSIGNED HOMEWORK:** ◈

**Homework**

☞ Provide**:** *My Journal– Session 16* handout
☞ Provide: *Session Divider #16* handout
☞ Assign example from one of the non-performed role plays and have group members write out their responses for each of the steps.

H/O: *My Journal– Session 16*
H/O: *Session Divider #16*

☞ Rate participants on the *CAP Rating Scale*.

*CAP Rating Scale*

# Handouts
# &
# Worksheets

# Our Rights

1. I have the right to simply be myself.

2. I have the right to express my feelings.

3. I have the right to express my opinions and  beliefs.

4. I have the right to say "yes" and "no" for myself.

5. I have the right to be listened to.

6. I have the right to make requests of others.

7. I have the right to change my mind.

8. I have the right to say "I don't understand".

9. I have the right to make mistakes.

10. I have the right to feel safe, respected, and comfortable.

11. I have the right for privacy.

**<u>Others:</u>**

# Putting Across Our Unpleasant Feelings

Steps of Skill:

1. **Look at the person.**

2. **Tell person EXACTLY what it was that displeased you (polite / reasonable).**

3. **Tell them how you FEEL at that moment.**

4. **Tell person why their behaviour AFFECTS you.**

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**DETAILED CONTENTS**          **EQUIPMENT/ACTIVITY**

# SESSION 17

**SESSION OBJECTIVE:**

☝ To review the *Putting Across Our Unpleasant Feelings* social skill

Session 17: Review: **Putting Across Our Unpleasant Feelings**

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

## Review of:  **Putting Across Our Unpleasant Feelings**

  Recommended structure of the review session:

**FOLLOW-UP / ON:** ◆ | **Follow-Up / On**

  *1) Review of events (since previous session):*

  *2) Reaction and Opinions regarding previous session:*

  It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

  *3) Homework review:*

**ROLE PLAYS:** ◆ | **Role Plays**

  **Scenes used in role plays**:
1   You strongly believe, your case manager has missed an appointment with you.
2   You live in the city and your family lives in Bunbury.  You usually play soccer and attend a volunteer job on the weekend, yet you have cancelled both due to an upcoming family visit. Your family cancels the weekend visit.
3   You previously planned to meet your friend at the local park for lunch.  Your friend was late meeting you for lunch.
4   Your room-mate left dirty clothes in the hallway.
5   Your mother has been delivering flyers to homes around where she lives and you have helped out several times.  She now calls upon you every time she has the job of delivering flyers, assuming you want to help.  You love your mom, yet you don't have time to help her deliver the flyers.
6   You are sitting with several friends outside of the Living Skills Programme.  A man next to you is continually blowing smoke in your direction, and you don't like this.

**COLLABORATIVELY ASSIGNED HOMEWORK:** ◆ | **Homework**

  ☞ Provide: *My Journal – Session 17* handout
  ☞ Provide: *Session Divider #17* handout

H/O: *My Journal – Session 17*
H/O: *Session Divider #17*

  ☞ Rate participants on the *CAP Rating Scale*.

*CAP Rating Scale*

*Social Skills Treatment Programme*

Session 17: Review: **Putting Across Our Unpleasant Feelings**

# SESSION 18

**SESSION OBJECTIVES:**

✋ To review the *Putting Across Our Unpleasant Feelings* homework

✋ To introduce and role play the *Reaching a Together Solution* social skill

Social Skills Treatment Programme

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

## **Reaching a Together Solution (Compromise AND Negotiation)**

**FOLLOW-UP /ON:**

    **Follow-Up / On**

📖    Ensure clients are making attempts at completion of homework activities. Attention should **not** be directed at group members who have not completed homework tasks.

📖    The following point guide this section:

    1) Review of events (see previous session):
    2) Reactions and opinions regarding previous session:
    3) Homework review:

**ESTABLISHING A RATIONALE**:

    **Rationale**

📖    This social skills follows on from *Putting Across Your Unpleasant Feelings*. As was discussed in relation to the preceding social skill, it is advantageous for individuals to express their unpleasant feelings. It allows for the emotional aspects of the disagreement to be dealt with first. Then, the actual reasons for the dispute are likely to be handled more constructively once the unpleasant emotions have reduced in intensity.

📖    It is suggested that a rationale for the importance of '***Reaching a Together Solution***' be provided. Group facilitators provide and guide elicitation of this rationale from group members.

☞    It is suggested to ask group members the following questions, and write on the white-board or butcher's paper:

 (1) "*How do we tell when a strong disagreement is happening?*"

📖    Signs that a disagreement is occurring include:

   1   <u>Crisis</u>: A crisis is an obvious clue that a disagreement is occurring. Violence, heated arguments, impulsive behaviour often indicate a disagreement.

   2   <u>Tension</u>: Feeling tense is another obvious clue. Tension tends to distort your perception of another person and of what they do. You may focus on the negative aspects of your relationship and ignore the positive aspects.

**Social Skills Treatment Programme**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

3  Misunderstanding: People often misunderstand each other by making false assumptions about a situation usually because of unclear communication or poor rapport.  Your thoughts may keep focusing on the problems.  Often misunderstanding results from two people having different perceptions about the problem.

4  Incidents: Often a disagreement begins with minor situations that leave you feeling rather upset and irritated for a while but is forgotten within a few days.  Small incidents simmer in the back of your mind until something else happens which is then blown out of proportion.

5  Discomfort: This is the intuitive feeling that something is wrong, even though you can't put your finger on it.  These feelings are useful because they can act as a signal that something is not quite right and maybe you could do something about it now.  You may do something that helps resolve certain issues.

📖  A second potential question to pose is:

   (2) *"How can we prevent a strong disagreement from      getting out of hand?"*

✍  *"Some of the possibilities include:"*
   *1. Change subject*
   *2. Compromise*
   *3. Leave situation*
   *4. Reaching shared agreement*

📖  If common forms of disagreement resolution such as denial or avoidance are mentioned by group members, then they should be acknowledged but not accepted as justifiable means of resolving misunderstandings.

📖  Denial: This will typically be raised in the manner that disagreements can occasionally be so threatening that some people deny the existence of the interpersonal problem.  When a person consistently denies that problems exist, they make themselves unnecessarily vulnerable and that can be dangerous.

📖  Avoidance: Although people may use this strategy to keep a relationship healthy,  it actually undermines the relationship and leads to withdrawal from social situations.

Social Skills Treatment Programme

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

**BREAK:**

**Break**

**DISCUSSING STEPS OF THE SKILLS:**

☞ Provide: *Reaching a Together Solution* handout

H/O: *Reaching a Together Solution*

📖 Introduce and discuss each step of the skill, using the white board/butcher's paper.

☞ A suggested introduction could be:

🖎 *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step. You can then return to this step sheet in the future and have a good record of what you have done in this session."*

📖 Ensure group members actively take notes during discussion of steps.

☞ A suggested rationale to be provided is:

🖎 *"Sometimes people discover that they disagree with each other, even though they want to do something together. When this occurs, it is helpful to work out a compromise. This usually involves getting some of what you want, and giving up something. The goal is to discover a solution which is acceptable to all involved."*

📖 A suggested means of guiding this discussion is:

🖎 *"Here are the steps for helping you to reach a together solution."*

### 1. Tell other person of your need briefly

🖎 *"It is important that your problem is said in terms of your needs, and not solutions. If you tell the other person what you think is the solution before hearing what their need is, then you might be causing more problems then solving them. Remember the whole reason there is a disagreement is because you have 'clashing solutions'. So don't start off by telling the other person what you think is the solution. What is most important is that there is a win-win solution so that each person is able to get part of their needs met."*

🖎 *"A good way to remember how to tell the other person of your need is to say, "I need to…"[your goal, not the solution]"*

**Social Skills Treatment Programme**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

**2.    Listen to the other person's needs**

✍ *"Remember to use your 'Listening to Others' skills. It is important that the other person is telling you of their needs and not providing you with the solution to the problem. Occasionally, you may find yourself 'up against a brick wall', since the other person does not appear to be telling you their needs. Because it is important to know exactly what the other person's needs are, and because they may not state them clearly, quite a bit of time may be necessary to understand and correctly state what the problem is in terms of needs. "*

**3.    Say other person's needs and your needs in a one-sentence summary of the problem.**

✍ *"Once you have listened and understood the needs of the other person it is important to put their needs and your needs in one complete sentence. This is important since in order to solve the problem you are having you must have a good idea of what the needs of both of you are."*

**4.    Brainstorm all possible solutions together**

✍ *"Once you both know what the problem is, you can begin to search for possible solutions. The purpose of brainstorming is to come up with as many solutions that both of you can think of. Don't worry about whether the solution you think of is right or wrong. The goal here is to put as many on the 'table' as possible."*

📖 Suggested guidelines for effective brainstorming:

✓    Don't explain or ask for explanation
✓    Suspend judgement of acceptability
✓    Go for goofy ideas
✓    Add to/combine ideas with other persons idea.
✓    List every idea
✓    Don't attach the person's name to the idea

**5.    Together...choose the solution**

✍ *"It is important that the decision in choosing a solution has been made together."*

**Social Skills Treatment Programme**

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

📖 Guidelines in evaluating which solution is most
advantageous involves:
- ✓ Ask other person what solutions they favour
- ✓ State what alternative look best to you
- ✓ Observe which choices overlap
- ✓ Jointly decide on one or more of the
  alternatives.

**ROLE PLAYS:** 🔷

**Role Plays**

**COLLABORATIVELY ASSIGNED HOMEWORK:** 🔷

**Homework**

☞ Provide**: *My Journal– Session 18*** handout.
☞ Provide: *Session Divider #18* handout
☞ Change pairs in buddy system
☞ Read over notes
📖 Ensure outside group activities are functional,
achievable and specific for each group member.

H/O: *My Journal– Session 18*
H/O: *Session Divider #18*

☞ Rate participants on the *CAP Rating Scale*.

*CAP Rating Scale*

# Handouts & Worksheets

# Reaching a          Together
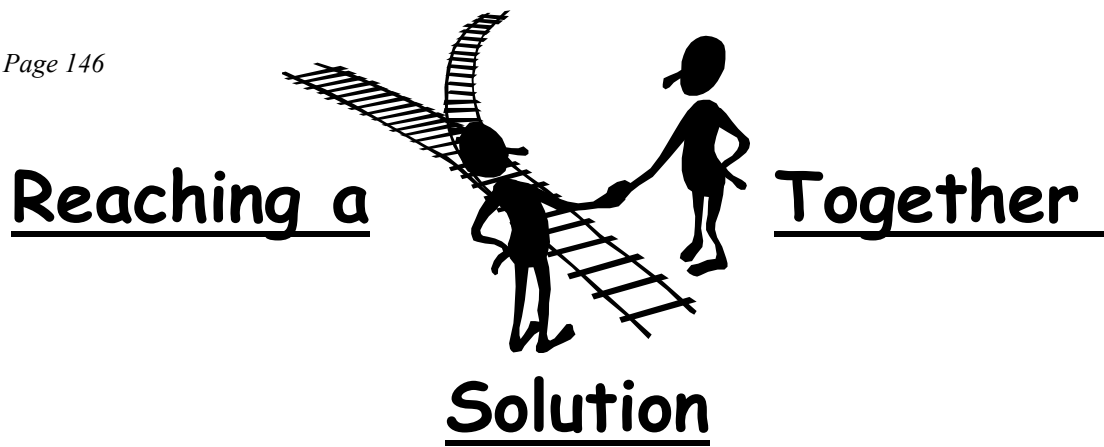
## Solution

Steps of Skill:

1. Tell other person of <u>your need</u> briefly.

2. <u>Listen</u> to the other persons need.

3. Say other person's need and your need in <u>one-sentence-long summary</u> of the problem.

4. <u>Brainstorm</u> all possible solutions together

5. Together...<u>choose the solution</u>

# SESSION 19

**SESSION OBJECTIVE:**

✋ To review the **_Reaching a Together Solution_** social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Review of:  **Reaching a Together Solution**

📖   Recommended structure of the review session:

**FOLLOW-UP / ON**:  ◈

*1) Review of events (since previous session):*

*2) Reaction and Opinions regarding previous session:*

📖   It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

*3) Homework review*:

**ROLE PLAYS:**  ◈

**Scenes used in role plays**:
1.  You want to go to lunch with your friend at Hungry Jacks.  They do not want this type of food today.
2.  Your case manager asks you to schedule an appointment for 3:00 p.m. on Thursday.  You have plans to go on a Living Skills' outing at that time.
3.  You and your friend want to go see a movie. You want to see a love story, and your friend wants to see a horror movie.
4.  In planning an outing for the Living Skills Programme, the coordinator suggests swimming.  You would rather go to the bowling alley.
5   You want to visit your family next weekend. They have other plans.

**COLLABORATIVELY ASSIGNED HOMEWORK:**  ◈

☞   Provide: *My Journal – Session 19* handout
☞   Provide: *Session Divider #19* handout

☞   Rate participants on the *CAP Rating Scale*.

**Follow-Up / On**

**Role Plays**

**Homework**

H/O: *My Journal – Session 19*
H/O: *Session Divider #19*

*CAP Rating Scale*

**Social Skills Treatment Programme**

# SESSION 20

**SESSION OBJECTIVES:**

🖐 To review the *Reaching a Together Solution* homework

🖐 To introduce and role play the *Turning Down Requests / Actions* social skill

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
| --- | --- |

# Turning Down Request / Actions

**FOLLOW-UP / ON:**

**Follow-Up / On**

 📖 Ensure clients are making attempts at completion of homework activities. Attention should **not** be directed at group members who have not completed homework tasks.

 📖 The following points guide this section:

  1) Review of events (see previous session):
  2) Reactions and opinions regarding previous session:
  3) Homework review:

**ESTABLISHING A RATIONALE:**

**Rationale**

 📖 This social skill follows on from *Putting Across Your Unpleasant Feelings*. As was discussed in relation to that social skill, it is advantageous for individuals to express their unpleasant feelings. This is advantageous in that it allows for the emotional aspects of the disagreement to be dealt with first. This is since the actual reasons for the dispute are likely to be handled more constructively once the emotions have subsided.

 📖 In essence refusing a request involves saying the word 'no'. Although it is simple to say to oneself, it has been shown that many individuals have difficulty in saying it to others'. Mental Health Practitioners, highlight this as one of the most prevalent social skill deficits evidenced by their clients.

 📖 We live in a world which involves being surrounded by people who make many requests and demands on us. Individuals who have difficulty saying '*no*' lose some control over their lives. Due to the inherent limitations of having a severe mental disorder, control in these individual's lives is compromised and further attenuated when turning down others' requests is difficult.

 ☞ It is suggested to ask group members the following questions, and write on the white-board or butcher's paper:

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

(1) *"Why is it necessary to sometimes turn down someone's request or ask them to stop what they are doing?"*
(2) *"Can you think of recent times you have said no to other people?  Please give the group a short description of these times"*

**DISCUSSING STEPS OF THE SKILLS**:

☞ Provide: ***Turning Down Requests / Actions*** handout

H/O: ***Turning Down Requests / Actions***

📖 Introduce and discuss each step of the skill, using the white board/butcher's paper

☞ A suggested introduction could be:
⌇ *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step.  You can then return to this step sheet in the future and have a good record of what you have done within the group."*
📖 Ensure group members actively take notes during discussion of steps.

☞ A suggested rationale to be provided is:
⌇ *"It is not possible to always do what other people ask of us.  There may be times in which we are too busy, or unsure of how to do what they ask, or simply we may not want to do what they ask of us.  Being rude, rough, or harsh in turning down the other person's request may result in that person being hurt or quite angry.  By being clear about our refusal and not speaking in a hesitant manner, we can avoid misunderstandings and arguments."*

📖 A suggested means of guiding this discussion is:
⌇ *"Here are the steps for helping you to turn down another person's request / actions:"*

1. **Look at the person**

📖 Previously discussed as an important step in most of the previously discussed social skills

2. **Tell other person you cannot do what they asked <u>or</u> don't like what they are doing.**

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

☞ *"This involves saying 'no' without telling the other person you are sorry for not being able to give the person what they have asked for. This could be phrased like, "Unfortunately I am not able to …"*

> **3** **Give short explanation for your refusal... if necessary.**

**If continues…**

> **4.** **Tell other person how you are feeling (if necessary).**

☞ *"The reason you give should be the real reason and not an excuse. It is also important to shorten your explanation and not feel like you have to justify your reason AND not provide them with what they have asked for. Remember it is a reason and not an excuse. Additionally, it is important to match what is said with how it is said.***"**

> **5** **Tell other person to bring an end to their request or action.**

**ROLE PLAYS:** ◈

Role Plays

**COLLABORATIVELY ASSIGNED HOMEWORK:** ◈

Homework

☞ Provide**:** *My Journal– Session 20* handout.
☞ Provide: *Session Divider #20* handout
☞ Change the buddy system
☞ Read over notes
☞ Ensure outside group activities are functional, achievable and specific for each group member.

☞ Rate participants on the *CAP Rating Scale*.

H/O: *My Journal Session 20*
H/O: *Session Divider #20*

*CAP Rating Scale*

# Handouts & Worksheets

# Turning Down Requests /Actions

Steps of Skill:

1.  Look at the person.


2.  Tell other person you cannot do what they asked <u>or</u> don't like what they are doing.


3.  Give short explanation for your refusal…if necessary.


4.  Tell other person how you are feeling (if necessary).


5.  Tell other person to bring an end to their request or action

# SESSION 21

**SESSION OBJECTIVE:**

✍ To review the _**Turning Down Requests / Actions**_ social skill

Social Skills Treatment Programme

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Review of: **Turning Down Requests / Actions**

📖 Recommended structure of the review session:

### FOLLOW-UP / ON: ◈

**Follow-Up / On**

*1) Review of events (since previous session):*

*2) Reaction and Opinions regarding previous session:*

📖 It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

*3) Homework review:*

### ROLE PLAYS: ◈

**Role Plays**

**Scenes used in role plays**:
1. A friend asks you if you want to go to the bowling alley, but you don't like bowling.
2. One of the people you live with asks you to pick up some groceries, but you are not feeling very well today.
3. Your friend asks you for a cigarette, yet you are often being asked for cigarettes and you don't have very many left.
4. You have lent money to your friend in the past, and you are experiencing difficulty in saying no to his requests. This friend asks you for some money.
5. You are watching a special TV show on how to prepare tasty meals, and your friend comes into the room and changes the channel to cricket.

### COLLABORATIVELY ASSIGNED HOMEWORK: ◈

**Homework**

☞ Provide: _**My Journal – Session 21**_ handout
☞ Provide: _**Session Divider #21**_ handout

H/O: _**My Journal – Session 21**_
H/O: _**Session Divider #21**_

📖 Rate participants on the _**CAP Rating Scale**_.

_**CAP Rating Scale**_.

**Social Skills Treatment Programme**

Session 21: Review: **Turning Down Requests / Actions**

# SESSION 22

**SESSION OBJECTIVES:**

✋ To review the ***Turning Down Requests / Actions*** homework

✋ To introduce and role play the ***Inspecting Your Concerns*** social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Inspecting Your Concerns

### FOLLOW-UP / ON:

&#10070;

**Follow-Up / On**

&#x1F4D5; Ensure clients are making attempts at completion of homework activities. Attention should **not** be directed at group members who have not completed homework tasks.

&#x1F4D5; The following points guide this section:

1) Review of events (see previous session):
2) Reactions and opinions regarding previous session:
3) Homework review:

### ESTABLISHING A RATIONALE:

**Rationale**

&#x1F4D5; This social skill is an important 'global' skill, as it can be applied to a multitude of concerns an individual may have. In addition to engaging other individuals within social interactions, it can be used to determine whether personal beliefs are in themselves true or to provide the group members with alternative view points.

&#x1F4D5; Although this social skill is the last of the social skills to be introduced in this programme, it plays an important solidifying role. Throughout this programme, the over-arching rationale is to improve interactions with other individuals. An important aspect when interacting/ communicating with other individuals is to appreciate and consider other individuals points of view. This particular social skill concretely stipulates the importance of this.

☞ It is suggested to ask group members the following questions, and write on the white-board or butcher's paper:

(1) *"Why is it sometimes important to check out our concerns with someone else?"*

(2) *"Begin thinking of some people in your life in which you feel are dependable, trustworthy and honest?"*

### BREAK

**Break**

Session 22: **Inspecting Your Concerns**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

H/O: *Inspecting your Concerns*

<u>DISCUSSING STEPS OF THE SKILLS</u>:

☞ Provide: *Inspecting Your Concerns* handout

📖 Introduce and discuss each step of the skill, using the white board/butcher's paper.

☞ A suggested introduction could be:

✍ *"As we go through each of the steps, please write down important points beneath each of the steps, as this will provide you with important reasons for this step. You can then return to this step sheet in the future and have a good record of what you have done within the session."*

📖 Ensure group members actively take notes during discussion of steps.

☞ A suggested rationale to be provided is:

✍ *"Occasionally we think something may be true, yet others may have a different point of view. At other times, we may be having difficulty in deciding what to do when something important (e.g. big decisions) or not so good things are happening to us (e.g. we are hearing voices or are thinking strange things). It may make it easier to check out our views, by chatting to someone we trust. It is often helpful to hear that person's point of view. Turning to others is a sign that you are a strong person. This is a good way to deal with the times when we are not certain of something in our life. We may not change our minds or reach a firm decision, but we can grasp other ways of looking at the situation."*

✍ *"Here are the steps for helping you to inspect your concerns:"*

**1. Decide on a person you trust.**

📖 Have each group member write down actual names on the provided list. Even though this is in the singular, more than one individual may be approached.

✍ *"It is important to speak to people whose opinion you think is trustworthy and helpful. When you speak to that person, it is important to remember the other skills you have learned up until now. This would include:: Making Requests, Listening to Others, Beginning and Continuing a Conversation and Conversation Clean-up. "*

**DETAILED CONTENTS**

**EQUIPMENT/ACTIVITY**

**Social Skills Treatment Programme**

**2.    Tell person of your concern.**

☙  *"Remember it is important to keep in mind what exactly it is that you want to tell the other person, so that they are able to give their opinion.  Remember the individual who is providing you with their view point, can only 'work with' what you have told them."*

**3.    Ask person for their point of view.**

☙  *"Once you have told the person exactly what your concern is, it is important to make a request of the other person to tell you what their point of view is on what you have told them."*

**4.    During 'talk break', do Mirror Talk & thank person for their help.**

☙  *"Remember previously, while you were learning about the social skill, Talk Time Clean-up, there was an important step called Mirror Talk.  In this step it is important to be short and clear in what you say, to cut through the clutter, not guess what the person meant or felt and to use your own words (not parrot talk).  By mirror talking, you are able to see whether you have understood the other person.  Also, thanking that person for spending some time in helping you (putting across your positive feelings), helps to promote the help this person is providing, in the future."*

<u>**ROLE PLAYS:**</u>  ◆

**Role Plays**

<u>**COLLABORATIVELY ASSIGNED HOMEWORK:**</u>  ◆

**Homework**

☞  Provide: *My Journal– Session 22* handout.
☞  Provide: *Session Divider # 22* handout
☞  Read over notes
☞  Ensure outside group activities are functional, achievable and specific for each group member.

H/O: *My Journal Session 22*
H/O: *Session Divider #22*

☞  Rate participants on the *CAP Rating Scale*.

*CAP Rating Scale*

# Handouts & Worksheets

# Inspecting Your Concerns

Steps of Skill:

1. Decide on a person you trust.

2. Tell person of your concern.

3. Ask person for their point of view.

4. During 'talk break', do Mirror Talk & thank person for their help.

Centre for Clinical Interventions (CCI)

# SESSION 23

**SESSION OBJECTIVE:**

✋   To review the **_Inspecting Your Concerns_** social skill

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Review of: **Inspecting Your Concerns**

📖    Recommended structure of the review session:

**FOLLOW-UP / ON:** ◈

   *1) Review of events (since previous session):*

   *2) Reaction and Opinions regarding previous session:*

📖    It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

   *3) Homework review:*

**ROLE PLAYS:** ◈

   **Scenes used in role plays**:
1. You believe you are being followed when you leave the Living Skills Programme.
2. Recently you have been thinking that the person who works in the Deli, near where you live, is disrespectful to you. As a result, you are quite distressed about going to the deli.
3. You are not sure, but you think that someone at the programme you attend is saying and doing bad things to you.
4. You are beginning to notice things around you that other people cannot see. On a couple of occasions, you have said things to other people that has confused the person you are talking to.
5. You have been thinking that, "*nobody likes me*" every time you experience lack of success in something that you are doing.
6. You have been invited out for lunch by a friend, who has invited their nurse. You are concerned about meeting a new person and whether it is a good idea to do this.

**COLLABORATIVELY ASSIGNED HOMEWORK:** ◈

☞    Provide: *My Journal – Session 23* handout
☞    Provide: *Session Divider #23* handout

☞    Rate participants on the *CAP Rating Scale*.

**Follow-Up / On**

**Role Plays**

**Homework**

H/O: *My Journal – Session 23*
H/O: *Session Divider #23*

*CAP Rating Scale*.

---

Social Skills Treatment Programme

Session 23: **Review: Inspecting Your Concerns**

# SESSION 24

**SESSION OBJECTIVES:**

✋ To discuss subjective and objective progress

✋ To obtain objective assessments via the complete of post assessment treatment measures

Social Skills Treatment Programme

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

## Final Session

As this is the final session, it is suggested that the first half of the session be designated as both a discussion of what has occurred within the sessions, as well as discussing the termination of the programme. The second half of this session may be designated as time for completing post-treatment assessment measures. In addition to improving participant's social competence, an additional aim is to promote a sense of accomplishment and achievement for attending the course.

☞ Provide: *The Social Skills I WILL Keep Practicing* handout.

H/O: *The Social Skills I WILL Keep Practicing*

As this handout summarises all of the social skills learned in the programme, it may be used as a 'handy' reference. This said, it is suggested to allocate approximately 10 minutes of the session to review this handout. It may be beneficial to ask group members to get into groups of two and discuss each of the social skills and write down information pertinent to each of them. It may be useful for group facilitators to circulate amongst group members and provide prompts as to specific points which relate to participants. In addition to the steps used in the generation of social skills, it is suggested to have participants detail the non-verbal components (how said) of effective communication.

It is suggested that the group facilitators meet prior to the session. This is to generate collaborative, specific, and useful information which can be provided to the participants.

**BREAK**

Break

In addition to the suggested post treatment assessment measures contained in the appendix, a further questionnaire may be administered. This is *Your Feedback On The Programme* handout. The purpose of this is to obtain feedback on the progress attained by the participants on their individual goals. Additionally, it may provide valuable information for group facilitators on improvements and modifications which may be

| **DETAILED CONTENTS** | **EQUIPMENT/ACTIVITY** |
|---|---|

implemented in the running of subsequent groups.

☞ Provide: ***Your Feedback On The Programme*** handout

H/O: ***Your Feedback On The Programme***

📖 The maintenance of treatment gains beyond the duration of the programme is important, so that the social skills are established as additions/modifications to the participants' repertoire of social skills. One way of strengthening maintenance is the provision of a follow-up (booster) session. It is suggested that the follow-up session be scheduled approximately 1 month after the 12th session of the group.

📖 For maintenance to be enhanced, it is suggested to provide information regarding the content of the programme to other mental health professionals who have frequent contact with the individual participants. Not only is it then possible to prompt group members, but it is then possible to incorporate role plays within their standard regime of care.

☞ Provide assessment measures or schedule further assessment session.

# Handouts
# &
# Worksheets

# The Social Skills I WILL Keep Practicing

## Making Requests

1. Look at person.

2. Say exactly <u>what</u> you would like person to do, and <u>why</u> you need it.

3. Tell person <u>how</u> it would make you <u>feel</u> if your request is carried out.

## Listening to Others

1. Look at person.

2. Act interested.

3. Show that you are paying attention.

4. Make interruptions less.

5. Repeat main point during talk-break.

## Beginning/Continuing Conversations

1. Choose time and place.

2. Look at person.

3. Introduce self or greet person.

4. Make chit-chat (Talk-Tree).

5. Is person listening?

6. Carry on conversation (open ended questions).

## Ending Conversations

1. Wait for talk-break.

2. Show person you want to end your talk.

3. Say closing comment to end talk (summary, end sentence).

4. Give person time to digest <u>your</u> choice to end talk.

5. Say polite closing remark of a few words.

## Conversation Clean-Up

1. What is main point?

2. Ask self, "*do I understand what was just said to me?*"

   *Wait for talk break*

   a. If Yes…do mirror talk.

   b.    If No…nicely tell other person you, "*don't understand*" or " *I missed what you were saying*".

## Putting Across Positive Feelings

1. Look at person.

2. Tell person EXACTLY what pleased you.

3. Tell person how you FEEL at that moment about <u>what they said or did.</u>

## Putting Across Unpleasant Feelings

1. Look at person.

2. Tell person EXACTLY what it was that dis-pleased you.

3. Tell them how you FEEL at that moment.

4. Tell person why their actions EFFECT you.

## Reaching Shared Solutions

1. Tell person of your needs …briefly.

2. Listen to their needs.

3. Say other person's needs and your needs in one-sentence-long summary of the problem.

4. Brainstorm solutions together.

## Turning Down Requests / Actions

1. Look at person.

2. Say…can't do what they asked or don't like what their doing.

   If they continue…

3. Tell person how feeling.

4. Say why you refuse (if necessary).

5. Tell person to bring an end to their request or doing.

## Inspecting Your Concerns

1. Decide on person you trust.

2. Tell person of your concern.

3. Ask person for their point of view.

4. During talk break, do mirror talk and thank person for their help.

## Important non-verbal social skills

# How am I going?

Name:

Date:

*These are the social skills that we have been working on since the beginning of the group. Could you please look at each of the following skills and decide how comfortable you are in using them **now**. Please use the following scale for deciding how comfortable you are in using the social skills:*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Not at all comfortable | | little comfortable | | somewhat comfortable | | | quite comfortable | | Very Comfortable |

**Now**

**Making Requests**                                              ---

**Listening to Others**                                           ---

**Beginning and Continuing a Conversation**          ---

**Talk-Time Cleanup**                                          ---

**Ending a Conversation**                                      ---

**Putting Across Your Positive Feelings to others**   ---

**Putting Across Your Unpleasant Feelings others**   ---

**Reaching a Together Solution**                           ---

**Turning Down Unwanted Requests or Actions**     ---

**Inspecting Your Concerns**                                 ---

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Name:

# YOUR FEEDBACK ON THE PROGRAMME

Date:

When we first met, you were provided with a handout titled **'Why Change?'.**
The first question on the handout, asked: **'My biggest difficulties in social situations are…'**  Please write those answers below:

1.

2.

3.

*Please fill out this form thinking about how much you have moved in solving these problems.*

> For each of the statements below, please circle one response that best applies to you.

## 1. Since I first attended this group I have found my problems become:

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Much worse | No Change | Better | Much better | Very much better |

## 2. I have found being in a group to be a good way to deal with my problems.

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Somewhat | Good | Very Good | Extremely good |

## 3. Since doing the group, I think that my ability to cope with my problems has become:

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Much worse | No Change | Better | Much better | Very much better |

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4. **Since I first attended this group I have found my ability to cope with life in general has become:**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Much worse | No Change | Better | Much better | Very much better |

5. **I would be willing to do another group here:**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Possibly | Willing | Very willing | Extremely willing |

6. **How useful was receiving feedback at the end of the group?**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Somewhat | Good | Very Good | Extremely good |

7. **How likely is it that you would recommend the group to another person who has problems similar to your own?**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Somewhat | Good | Very likely | Extremely likely |

8. **In general, how useful was the group?**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Not at all | Somewhat | Good | Very Good | Extremely good |

9. **Thinking of the person(s) that ran your group, what were some of the good things which made attending the group easier?  Are there any ways, you think the group leader could have been more helpful?**

10.  **Have a look at your goals (difficulties before the group) for this group.  Please rate on a scale from 0 to 10 how much of a problem they are after the group.  Please ask one of the group leaders to fill this in for you.**

**Difficulty 1:**

No problem                                                        still large problem

After        1       2       3       4       5       6       7       8       9       10

**Difficulty 2:**

No problem                                                        still large problem

After        1       2       3       4       5       6       7       8       9       10

**Difficulty 3:**

No problem                                                        still large problem

After        1       2       3       4       5       6       7       8       9       10

**If you have any comments, recommendations or suggestions about the programme could you please write them on the back of this page.  Thank You!!!**

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# Booster 1

**SESSION OBJECTIVES:**

✋ To discuss progress and accomplishments
✋ To problem solve problems that remain
✋ To obtain objective follow-up assessment information

| DETAILED CONTENTS | EQUIPMENT/ACTIVITY |
|---|---|

**INTRODUCTION:**

📖 This booster session is structured so as to reinforce and facilitate the maintenance of skills acquired in the 24 social skill treatment session groups. Additionally, this follow-up session is intended to remind the group members of their continual membership within the a social skills program. Initially their involvement was focused on being part of a twice weekly program, whereas now the emphasis is on self-help. It is advantageous for group members to be committed to ongoing growth and to the accomplishment of specific goals.

**REORIENTATION:**

📖 Due to the passing of approximately 2 months since the occurrence of the 24th session and this booster session, some group members may have forgotten the structure of the social skills group sessions.

☞ A possible means of reorientating group members to the group format is to ask a specific client to recount their ideas of what this structure was like. If no group members are forthcoming with details, then it is the responsibility of the group facilitators to provide this summary.

📖 This summary is best provided by reviewing the *Successful Living* handout which was provided to group members in the initial session of the social skills group.

**PROGRESS / ACCOMPLISHMENTS:**

☞ It may be advantageous to write on the white board a list of the 10 social skills which have been learned within the group program. Ask each member to highlight with a colour specific to them, indicating which social skills they are successfully putting into practice.

📖 Each member is asked, in turn, to describe their progress toward their goals as established in the first session and in the final session.

**PROBLEMS THAT REMAIN:**

☞ Ask each member to highlight on the previously established list which of the social skills they are experiencing difficulty putting into practice.

📖 Following a report from everyone in the group on their difficulties, each is called upon in turn to describe those problems that remain. The emphasis of this discussion is to focus on a solution. Each member is asked to describe their

**Social Skills Treatment Programme**

**Booster Session 1: Progress/Review/Difficulties**

## DETAILED CONTENTS

## EQUIPMENT/ACTIVITY

problem, their specific goal for overcoming or dealing with the problems, and what specific social skills may be implemented to reach that goal.

### REVIEW:

☞ Based on the accomplishments and difficulties reported by group members, this will guide which specific social skills will be reviewed and the associated role plays which will be scheduled for group members.

☞ It is essential to establish a further contact time which takes approximately 45 minutes to one hour to conduct the follow-up assessment. This should be conducted as soon after the follow-up session as is possible.

☞ Additionally a further follow-up session could be scheduled for approximately 6 months after the final session of the group.

**Social Skills Treatment Programme**

# Appendix A:

## Useful & Frequently Used Work Sheets

# My Journal- Session #

Take some time to record any important thoughts, and homework assignments. The journal page can be used as a reminder of the things you learned in this session, a way of checking your progress and to remind you of your homework.

**DATE:**_____

## Some important points I learned Today:

_____

_____

_____

_____

_____

_____

**HOMEWORK ASSIGNMENTS**

| | ACHIEVED | |
|---|---|---|
| | Yes | No |
| | ❏ | ❏ |
| _____ | ❏ | ❏ |
| _____ | ❏ | ❏ |
| _____ | ❏ | ❏ |
| _____ | | |

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# Cooperation, Attention and Performance (CAP) Rating Scale

Date / Session #:_____   Group Facilitators:_____

Social Skill:_____

| Group Member | Time Present | # of Role Plays | Attentiveness* | Cooperation* | Performance* |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*To rate Attentiveness, Cooperation , and Performance, use this scale:

| 1 Extremely poor | 2 | 3 Average | 4 | 5 Extremely good |
|---|---|---|---|---|



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# CAP Rating Scale Criteria:

## Cooperation

1. Only minimally willing to participate.  Openly defiant and disruptive,  Considerable time is taken to encourage client to participate.
2. Somewhat reluctant to participate, yet show some definite effort.  May answer questions when called upon, but refuses to role play.
3. Willing to do what is asked with no resistance.  Answers questions and engages in role plays, but does not volunteer.
4. Actively participates, at least partly without prompting.  May start off hesitant, but warms up quickly and displays some enthusiasm.
5. Easy to engage in discussion and role plays.  Enthusiastic and volunteers to be involved in group activities.  May spontaneously give supportive feedback to others.

## Attention

1. Attending 0-20% of the time.  May at times know what is being discussed, but usually is self-absorbed or preoccupied.
2. Attending 20-40% of the time.  Fades in and out of awareness, but on average is following the group less than half the time.
3. Attending 40-60% of the times.  About half of the time, group member follows what is going; other half distracted or acting bored.
4. Attending 60-80% of the time.  Most of the time knows what is going on, although there may be a few lapses in attention.
5. Attending 80-100% of the time.  Provides relevant and specific answers to questions.

## Performance

1. Requires tremendous amount of assistance to perform skill.  Shows little or no ability without extensive therapist coaching.
2. Requires considerable coaching and/or redirection but is able to demonstrate some skill spontaneously.  On average can follow only two of the four steps of the skill.
3. Needs some help or redirection, but on average can follow three steps of the skill.
4. Needs little corrective feedback following role plays.  Follows at least three steps and needs help on "fine tuning" role plays.
5. No assistance necessary to follow the steps.  May perform the role play in a creative, inventive way.

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# SESSION #

# Appendix B:

## Suggested Assessments
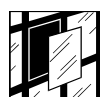
# Assessment Package:

Social skills are the specific behaviours people use when interacting with others that enable individuals to be effective at achieving their personal goals.  In addition to subjective assessment from group participants, it is advantageous to measure whether there has been change in their level of functioning with relation to these specific behaviours.  The following section provides suggested measures which can be used to determine the degree of improvement as a result of treatment.  These measures have been grouped into three categories.  This includes: 1) self rated questionnaires, 2)observer rated questionnaires, and 3) clinician rated behaviour measures.  These assessment tools aid in assessing improvement (or lack of) across a variety of domains in addition to social skills per se.

These measures are administered at three points:
   a)  Pre-treatment – before starting the social skills treatment group
   b)  Post – at the end of treatment (session 24)
   c)  Follow-up – two months following the final session

These are the assessment measures which have been used in conjunction with this treatment programme.

Self Rated Questionnaires:

- **Quality of Life, Enjoyment & Satisfaction Questionnaire** (Q-LES-Q) – The Q-LES-Q is a self report questionnaire used to measure the degree of enjoyment and satisfaction experienced by clients in a number of domains of daily functioning.  This questionnaire consists of 8 domains – Physical Health, Subjective Feelings, Leisure Time Activities, Social Relationships, General Activities, Work (if applicable), Household Duties (if applicable), and School (if applicable).  Higher scores are indicative of greater enjoyment or satisfaction.

   Reference:  Endicott, J., Nee, J., Harrison, W., & Blumenthal, R. (1993)  Quality of life enjoyment and satisfaction questionnaire:  A new measure.  *Psychopharmacology Bulletin, 29*, 321-326.

- **Schizophrenia Quality Of Life Scale** (SQLS) – The SQLS is a valid and feasible questionnaire for self-completion, that addresses the perceptions and concerns of people with schizophrenia.  It has been shown to have excellent acceptability and feasibility in practice.

   Reference:  Wilkinson, G., Hesdon, D.W., Cookson, R., et al (2000).  Self-report quality of life measure for people with schizophrenia: the SQLS.  *British Journal of Psychiatry, 177,* 42-46.

*NOTE*:  The SQLS (as described above) may provide a better indication of quality of life changes in individuals with schizophrenia.  It is not necessary for an individual with schizophrenia to complete both quality of life measures.

- **Social Competence Scale** (SCS) – The SCS includes 24 behaviours, which encompasses a broad spectrum of social skills.  Clients rate their degree of competence using a 5-point scale.

   Reference:  Gambrill, E.  (1995).  Helping shy, socially anxious, and lonely adults: A skill-based contextual approach.  In *Handbook Of Psychological Skills Training* (eds. W. O'Donohue & L. Krasner), pp. 265.  Massachusetts: Allyn and Bacon.

- **Social Situations Questionnaire** (SSQ) – The SSQ lists 30 situations, including both casual and intimate interactions.  Respondents rate both difficulty and frequency of occurrence of each.

   Reference:  Bryant, B.M., & Trower, P.E.  (1974).  Social difficulty in a student sample.  *British Journal of Educational Psychology, 44*, 13-21.

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- **Brief Psychiatric Rating Scale** (BPRS) – The BPRS consists of 18 global, clinically familiar, symptoms and behaviour constructs that span much of the range of manifest psychopathology.

  Reference:  Lukoff, D., Nuechterlein, K.H & Ventura, J. (1986)  Appendix A. Manual for expanded brief psychiatric rating scale (BPRS).  *Schizophrenia Bulletin, 12 (4*), 594-602.

- **Calgary Depression Scale For Schizophrenia** (CDS-S) – This scale assesses depression in schizophrenia and compensates for the negative symptoms in schizophrenia and the extrapyramidal side effects associated with medication.

  Reference:  Addington, D., Addington, J. & Schissel, B. (1990).  A depression rating scale for schizophrenics.  *Schizophrenia Research, 3*, 247-251.

- **Beck Depression Inventory** (BDI-2) – The BDI-2 is a measure of depressive symptomatology

  Reference: Beck, A.T., Steer, R.A. & Brown G.K. (1996) *Manual for the Beck Depression Inventory-II.* San Antonio, TX: The Psychological Corporation.

- **Comprehensive Occupational Therapy Evaluation Scale** (COTE) – This scale defines 25 behaviours defined under three general domains: general, interpersonal and task behaviour.  It serves both as an initial evaluation and measure of progress.

  Reference: Brayman, S.J., Kirby, T.F., Misenhelmer, A.M. & Short, M.J.  (1996).  Comprehensive occupational therapy evaluation scale.  *The American Journal of Occupational Therapy, 30 (2)*, 94-99.

Behaviour Measures

- **Role Play Test** (RPT) – The RPT is an observer rated test of social competence and can be used as a screening test for determining the benefit/advantages to potential participants to the social skills programme. Participants engage in 12 role plays and are rated on a variety of measures.  This includes, rating the effectiveness of receiving and providing praise, problem solving, appropriateness of response and assertion.  Additionally, individuals are rated on smooth flow of conversation, gaze, affect, clarity, overall social skill and anxiety.  Final ratings on proficiency are made with relation to specific social skills learned within this programme.

  Reference: This measure was designed by the author (Patrick Kingsep) for this social skills treatment programme.

  Use of:  Page 1 of the ***Rating Scale for Role Play Test*** is the only sheet which is rated **during** the role play test.  The blocked out segments of the scale on the first page relate to areas which are not rated for that particular role play scenario.  Upon completing this page, and the role play test, pages 2 to 4 are completed.

  Using this tool effectively, involves being aware of several key points:
    - Conduct the role play test in an closed environment, in which interruptions are minimised.
    - In addition to the participant being assessed, two facilitators are required: a role play facilitator and a rating facilitator.
    - In a chair, seat the role play facilitator and client facing each other with approximately 1 meter separation.  Inform the client that the role play facilitator will be taking on a variety of roles but that they will only 'play act' themselves in a number of different situations.  Inform the participant that the role play is designed to determine which areas they have strengths in and where some assistance is necessary.  They are asked to think of how they would act and respond in these different scenarios.

- Prior to each role play, the participant is provided with a sheet of paper which briefly describes the scenario they are to engage in with the role play facilitator.
- The participant is told that there is another person in the room who is an observer. This person, the rating facilitator, is the individual who guides the role play test and provides all of the instructions. This is to promote, as real a situation as possible between the role play facilitator and the participant.
- At the beginning of each role play, the rating facilitator provides the participant with the scenario description on it. Upon reading this, the participant is asked to place it face down on a table beside them. The rating facilitator then designates which role the role play facilitator is undertaking (eg.: father, friend, shop attendant, etc.). They verbally prompt the beginning of the role play with "*role play begin now*". At the end of the role play, the participant is told, "*role play ends*". This is to clearly distinguish between different role plays and to inform the participant of when a role play is not occurring.
- At the beginning of the role play test, there is a set of practice role plays. Participants are told that this is to allow them to become accustomed to the role plays and to ask any questions during this period. During the actual role plays, participants are encouraged not to ask questions. This is to maintain consistency between role play scenarios and individual participants.
- The role play facilitator uses the ***Role Play Test (for 'collaborator')*** to guide their interactions with the participant.

# Rating Scale for Role Play Test

*Directions:  Rate on 5-point Likert type scale from very ineffective to very effective,*
*by circling appropriate value in each accompanying box.*

Subject #:
Rater:
Date:

**Very Ineffective**     *0     1     2     3     4*     **Effective**

| | Role Plays | Receive praise - acceptance AND acknowledgment | Giving praise/ (+) reinforcement - reinforces talk. Empathy in understanding others concerns without necessarily accepting. | Problem Solving - Suggesting options, different approaches; determining potential strategies. | Appropriateness - inappropriate content, excess detail, comments based on conversation, derailment. Level of disclosure and engagement. | Assertion - stands up for rights, calm and succinct response, answers objections. Gives up easily, too soft, 'apologetic' tone. | Comments - Brief impressions of positive and negative features specific to individual role plays. |
|---|---|---|---|---|---|---|---|
| 1 | *Moving out* | | | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | |
| 2 | *Moving van* | | 0  1  2  3  4 | | 0  1  2  3  4 | | |
| 3 | *Friend over* | | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | |
| 4 | *Landlord call* | | | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | |
| 5 | *Co-worker* | | 0  1  2  3  4 | | 0  1  2  3  4 | | |
| 6 | *Job problem* | | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | |
| 7 | *End of break* | | | | 0  1  2  3  4 | 0  1  2  3  4 | |
| 8 | *Ride & meal* | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | | |
| 9 | *Dog owner* | | 0  1  2  3  4 | | 0  1  2  3  4 | | |
| 10 | *Survey call* | | | | 0  1  2  3  4 | 0  1  2  3  4 | |
| 11 | *Friend/meal* | | 0  1  2  3  4 | 0  1  2  3  4 | 0  1  2  3  4 | | |
| 12 | *Art course* | 0  1  2  3  4 | | | 0  1  2  3  4 | | |

__÷4=__/2     +     __÷14=__/2     +     __÷12=__/2     +     __÷24=__/2     +     __÷12=__/2     **=**     **__/10**

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## **Overall Ratings** (Filled out **AFTER** completion of **ALL** role plays):

### ❑ **Meshing**

2      Normal meshing.

A  1.      Response noticeably delayed.  Unpleasant or uncomfortable.
   0.      Response extremely delayed.  Extremely uncomfortable.  Awkward.

| __/2 |

B  1.      Interruptions noticeably frequent or long.  Annoying.
   0.      Interruptions extremely frequent or long.  Very annoying.

### ❑ **Gaze**

2      Normal gaze frequency and pattern.

A  1.      Infrequent looking.  Unrewarding.
   0.      Almost no looking.  Extreme avoidance.  Very unrewarding.

| __/2 |

B  1.      Excessive or frequent looking.  Unpleasant.
   0.      Stares almost continually.  Very unpleasant.

### ❑ **Affect**

Appropriate affect is consistent with verbal content such as angry affect when expressing anger.  It is inappropriate when affect is inconsistent with verbal content such as smiling when expressing anger or affect which is non-expressive, muted.

This is scored using a bi-directional scale:

| __/2 |

2      Nearly consistent connection between affect and verbal content.

A  1.      Affect displayed, yet occasional occurrence of disconnection between verbal content.
   0.      Affect displayed, yet nearly unreliable connection between verbal content.

B  1.      Occasional instances of lack of affect, where verbal content is deemed to instigate display.  Isolation of affect.
   0.      Non-expressive affect.  'Featureless'.

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❑ **Clarity**

2     Getting straight to the point

1     Doesn't express opinions

0     Doesn't initiate conversations

__/2

## Specific Social Skills

| In general, how proficient is client with: | Not at all skilled | A little skilled | Somewhat skilled | Fairly skilled | Very skilled | Not able to rate = 'X' |
|---|---|---|---|---|---|---|
| 1. **Making Requests** | 0 | 1 | 2 | 3 | 4 | |
| 2. **Listening to Others'** | 0 | 1 | 2 | 3 | 4 | |
| 3. **Beginning Conversation** | 0 | 1 | 2 | 3 | 4 | |
| 4. **Continuing Conversations** | 0 | 1 | 2 | 3 | 4 | |
| 5. **Ending Conversations** | 0 | 1 | 2 | 3 | 4 | |
| 6. **Summary of others' content** | 0 | 1 | 2 | 3 | 4 | |
| 7. **Putting Across Positive Feelings** | 0 | 1 | 2 | 3 | 4 | |
| 8. **Putting Across Unpleasant Feelings** | 0 | 1 | 2 | 3 | 4 | |
| 9. **Compromise and negotiation** | 0 | 1 | 2 | 3 | 4 | |
| 10. **Turning Down Requests / Actions** | 0 | 1 | 2 | 3 | 4 | |

= __ ÷2

= __ / 20

❑ **Overall Social Skill**

Overall Social Skill (OSS) is a general measure of the subject's social competence.
It subsumes all of the other variables we code, including verbal, nonverbal and paralinguistic elements. The person with good social skill is easy to understand, responds smoothly (e.g, no lengthy pauses or talk overs), and does not engage in disconcerting behaviour. He or she seems to be comfortable or confident in the situation, even if it is difficult. Affective tone is appropriate and not excessive. The person is task oriented, but he or she appears to be sensitive to social cues emitted by the partner and is able to modify his or her behaviour when necessary.

OSS is scored on a 5 point scale:

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Very** poor social skill | **Poor** social skill | **Neither** good nor bad social skill | **Good** social skill | **Very Good** social skill |

= __ X 1.5
= __/6

## Overall Anxiety

Overall Anxiety (Oanx) reflects the subject's general level of anxiety, nervousness, tension, or discomfort in the situation.  Anxiety is reflected in verbal content, paralinguistic aspects of communication (e.g. speech dysfluencies, stutters, tremulousness of voice, and nonverbal behaviour (motoric tension, "nervous gestures", body sway or trembling, foot tapping).  Non verbal manifestations of anxiety are often difficult to distinguish from akathisia (especially when the latter is reflected in foot tapping, leg bouncing or hand movement). Do not score such nonverbal response if they are not accompanied by verbal or paralinguistic cues.  If in doubt, get confirmation from other sources (e.g. medical records).

Oanx is scored on a five point scale:

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Extreme** | **Much** | **Moderate** | **Minimal** | **No** |
| Anxiety | anxiety | anxiety | anxiety | anxiety |

= __X1.5
= __/6

Calculation of: **Global Social Skill Rating**

Individual Ratings  +  Meshing  +  Gaze  +  Affect  +  Clarity  + Specific Social Skills  +  OSS    +    OAnx

__/10        +    __/2    +  __/2  +  __/2  +  __/2  +        __/20            +  __/6  +    __/6

= ___ / 50 (**GLOBAL SOCIAL SKILL RATING**)

# Role Play Test (for 'facilitator)

## Practice Scene 1

**Scenario**: You and a friend have made plans to go out together on Friday night, and now the two of you are trying to decide what to do.

Facilitator: *"I'm looking forward to getting together tomorrow night."*

➤ The facilitator should have the client make suggestions
➤ Disagree with first one or two suggestions, saying activity does not sound like fun or that you have done that recently.
➤ Question when and where you could do this activity as well as how you could get there, how much it will cost and so forth.
➤ Ask questions that are open-ended in order to encourage client to elaborate on answers. Prime aim of this practice scene is to encourage client to be comfortable with talking and pretending to be in certain situation

## Practice Scene 2:

**Scenario**: You and your family member go to the video store to rent a movie to watch together and you are trying to decide which movie to rent.

Facilitator: "*I'm really in the mood for a movie tonight*".

➤ Facilitator should have client suggest types of movies (e.g., comedy, drama, etc.) as well as specific titles of movies.
➤ Facilitator disagrees with first one or two suggestions, saying that you do not like that type of movie or you have already seen that move before. The Facilitator should question which video store to go to, as well as how you can get there and when you should go.

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## Scene 1: 3 minutes (Four 45-second Segments)—Request generation

**Scenario**: You have never lived away from home but feel that you are now ready to look for your own apartment.  You have been thinking about this for about a year now.  You have been working hard at your job and earn enough to pay the rent.  Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry.  You also have a good friend who is planning to move out on his own, and the two of you are thinking of sharing an apartment together.  You decide to tell your family member about this.

Facilitator:  "*I really think that you should stay at home for a few more years*."

**First Segment**: Facilitator argues that he or she likes having the person living at home.  Interaction time with client approximately 45 seconds.  Some or all of the following lines can be used:

> ➢  "*I really like having you live at home."*
> ➢  "*I would really miss you if you moved out."*
> ➢  "*It's just that I like having you live here with me*".

**Second Segment**: Facilitator raises questions about the roommate/friend.  Interaction time with client approximately 45 seconds.  Some or all of the following lines can be used.

> ➢  "*What about this friend you're thinking of moving in with?"*
> ➢  "*Do you think he or she will be good to live with?"*
> ➢  "*How do you know you can trust him or her?"*
> ➢  "*I'm just worried that he or she won't be very good to live with*."

**Third Segment**: Facilitator argues that he or she doesn't think that things are stable enough at this point.

> ➢  "*I'm also worried that things aren't stable enough at this point."*
> ➢  "*Are you sure things are stable enough at this point*?"

**Fourth Segment**: Facilitator invites client to generate solutions.  Interaction time with client approximately 45 seconds.

Facilitator:  " *Well, I'm still worried about you plans to move out.  How do you think we could settle this*?"

If the client offers a reasonable solution, Facilitator should question it but not reject it.

> ➢  If possible , the Facilitator should talk with the client on each of the topics for approximately the same amount of time (about 45 seconds).
> ➢  Can use all of the responses but not necessarily.
> ➢  Should have 45 seconds at end to generate solutions.

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*__Variation on Scene 1__*:

**It is possible to encounter a client who cannot imagine or pretend to be moving out on his or her own for the first time.  If for example the client has a son or daughter whom they have named as the person they have most contact with, then it may be difficult for them to imagine a scene in which they are moving out.  In this case, the situation can be changed by the Facilitator reading the following scenario:**

**Scenario**: You haven't lived on your own for a while, but you feel that you are now ready to look for your own apartment.  You have been thinking about this for about a year now.  You have been working hard at your job, and you earn enough to pay the rent.  Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry.  You also have a friend who is planning to move out on their own, and the two of you are thinking of sharing an apartment together.  You decide to tell your family member about this.

Facilitator: "*I really think that you should stay at the hostel for a few more years*."

**First Segment**: Facilitator argues that the person has been doing very well at living at the board-and care home.

**Second Segment**: Facilitator argues about trustworthiness of friend.

**Third Segment**: Facilitator argues that things aren't stable enough at this point.

**Fourth Segment**: Facilitator:  "*Well I'm still worried about you getting your own place.  How do you think we could settle this*?"

## Scene 2: 3 Minutes (Two 90-Second Segments) – Initiating Conversation

**Scenario**: When you left home this morning, you noticed a removal van in front of your apartment building. Your neighbour across the hall recently moved out, and you are wondering if the removal van means you will have a new neighbour. When you return home later in the afternoon, you notice that the door across the hall is open, and an unfamiliar person is standing near the door. You decide to meet your new neighbour. You speak first.

Facilitator: "*Hi*"

**First 90-Second Segment**: Throughout, Facilitator responds in a friendly but reserved manner, answers questions, and responds appropriately but keeps responses brief. The client is asked few, if any questions, and the Facilitator tolerates long silences. Following 15 second silence, the Facilitator asks a brief, open-ended question related to the client's last comment.

**Second 90 second segment**:

Facilitator asks general questions:

> ➢ "*Have you lived here long*"
> ➢ "*What is the landlord like?*"
> ➢ "*Is there a supermarket/laundry facilities near here?*"
> ➢ "*I'm new to the area. I'm not very familiar with this area.*"
> ➢ "*How do you find living here?*"
> ➢ "*Do you work near here*?"

Answers to questions that <u>clients</u> may ask:

➢ "*Are you from around here?*"
  • "*NO, I'm new to the area.*"
➢ "*Where did you live before you came here?*"
  • "*I lived in Bunbury, so I'm pretty new to the area.*"
➢ "*Are you married/have children/have roommate?*"
  • "*No*"
➢ "*What kind of work do you do?*"
  • *I work in the hospital down the street (name an administrative kind of job-personnel department, secretary, etc.)."*

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## Scene 3: 3 minutes (Four 45-Second Segments) – Request Compliance

**Scenario**: You've had your friend Joe come over to your house a couple of times in the past. But after his last visit, your mother said she didn't like having him in the house because he smokes. Joe is the only friend that you feel comfortable with and can talk easily to. You ask your mother if Joe can come over this afternoon. You speak first.

Facilitator: "*You know I don't like having him in the house because he smokes.*"

**First Segment**:

Facilitator argues that the furniture smells because of the smoke. Some or all of the following lines may be used:
> * "*The smoke really bothers me.*"
> * "*The smoke gets in the furniture and smells up the whole house.*"
> * "*The smell of the smoke stays in the house for days.*"

**Second Segment**:

Facilitator argues that Joe is rude/not a good friend.

> * "*It's not just the smoking. I thinking Joe is a rude guy.*"
> * "*He was so impolite the last time he was here.*"
> * "*I'm worried that Joe is not a good friend for you.*"

**Third Segment**:

Facilitator argues that Joe is using the client.

> * "*It just seems that Joe only calls or comes by when he wants something from you.*"
> * "*I'm just worried that Joe will take advantage of you.*"
> * "*I just don't want you to get hurt.*"

**Fourth Segment**:

Facilitator: "*Well, I'm still worried about Joe coming over this afternoon. How do you think we could settle this?*"

If the client offers reasonable solution, the Facilitator questions, but not rejects it. In this situation, the client can name solutions for each of three arguments. Thus, different responses required as solutions generated. Some common solutions / responses follows:

Client: "*Joe will only smoke in one room/ in my room/in the basement.*"
Facilitator: "*It's just that the smoke gets in the furniture/travels from on room to the next…and it smells up the whole house.*"
Client: "*I'll tell Joe not to smoke when he comes over.*"
Facilitator: "*Joe seemed like a pretty heavy smoker. I'm worried that he won't be able to keep from smoking when he's here.*"
Client: "*Joe can smoke outside.*"
Facilitator: "*Do you think Joe would agree to do that?*"
Client: "*If Joe was rude to you, I'll talk to him about it.*"
Facilitator: "*I'm worried that he will get really mad at you if you talk to him about it.*"
Client: "*What did Joe say that was rude?*"
Facilitator: "*It's just his manners in general. I don't remember anything specifically.*"
Client: "*If Joe was rude to you, why don't you talk to him about it?*"
Facilitator: "*I wouldn't feel comfortable talking to Joe about it because he's your friend.*"
Client: "*Well, I won't talk to Joe anymore.*"
Facilitator: "*I wouldn't want you to lose a friend.*"

## Scene 4: 3 minutes (Four 45-Second Segments) – Request Initiation

**Scenario**: You called your landlord last week about a slow leak in your ceiling. He said that he would be there in the next day or two to fix it. He has not fixed it yet, nor has he called to let you know when he will be over to fix it. By now the leak has become much worse. You decide to call your landlord again.

Facilitator: "*Hi, _____. How are you*?"

**First Segment**: Facilitator argues that he or she hasn't had enough time to get over there to fix it.

**Second Segment**: Facilitator argues that he or she has other problems that require his or her attention.
> "*I've been very busy.*"
> "*I have a lot of other tenants with a lot of other problems that are ahead of yours.*"
> "*I have a list and you're on the list, but there are other problems that are more important.*"

**Third Segment**: Facilitator argues that he or she is aware of the problem.
> " *You don't need to call anymore. I'm aware of the problem.*"
> "*You keep calling, but I'm aware of the problem. I'll be there when I can.*"

**Fourth Segment**: Facilitator argues that he or she can't fix the situation at this time: "Well, I don't know what I can do about it right now." If the client offers a reasonable solution, the Facilitator should question it but not reject it. Some common solution and responses are as follows:

Client: "*Just get up here to fix it.*"
Facilitator: "*I told you – I'm very busy and I have other things to do.*"
Client: "*Send up your assistant to fix it.*"
Facilitator: "*I don't have an assistant. It's just me doing all of the repairs.*"
Client: "*Call a repairman to fix it/I'll call a repairman to fix it.*"
Facilitator: "*He or she won't do it right. I know what to do, I just haven't had the time to get up there to do it. He or she will cost too much /be too expensive.*"

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## Scene 5: 3 minutes (Two 90-Second Segments) – Initiating Conversation

**Scenario**: You have been working at a new job for the past week,  So far, none of your new co-workers has approached you or said anything to you.  You would like to get to know your co-workers.  This morning, as you are punching in at the time clock, one of your co-workers arrives to do the same thing.

Facilitator:  " *Hi, you're new here, aren't you*?"

Throughout the interaction the Facilitator should respond in a friendly but reserved manner.  The Facilitator should answer questions and respond appropriately but keep responses brief.

**First 90-Second Segment**:

Facilitator puts onus on client by asking few if any questions and tolerates long silences.  Following 15 second silence, the Facilitator asks a brief open-ended question related to the client's last comment.

**Second 90-Second Segment**:

Facilitator asks general questions.

Topics for Facilitator to discuss:

> ➢ "*Do you live near here?*"
> ➢ "*How do you like the work you're doing here?*"
> ➢ "*What did you do before you came here?*"
> ➢ "*Have you met your supervisor yet?  What did you think?*"
> ➢ "*How did you get to work this morning*?"

Answers to questions that clients may ask:

➢ " *How long have you worked here?*"
  • "*About a year*"
➢ "*I haven't met many people here.  I feel like people are avoiding me.*"
  • "*Everybody is busy this time of year.*"
  • "*It's hard to get to know people when you're new to a job.*"
➢ "*Where does everybody eat lunch?*"
  • "*There's a cafeteria down on the ground floor.*"

## Scene 6: 3 Minutes (Four 45-Second Segments) – Conflict Resolution

**Scenario**: You have been involved in a 10 week job training program for the past 2 weeks. You've had a number of problems there since you started. For example, you didn't realise that there was a dress code, and you wore shorts and a T-shirt one day. Then, you were late a couple of times. Now you've been asked to leave the program because you have violated too many rules. This job training program is very important to you, and you feel that you can do a lot better now because you've had a couple of weeks to get adjusted to the program. You decide to ask for another chance and go to your supervisor's office.

Facilitator: "*Hi. Can I help you*?"

**First Segment**: Facilitator argues that person has violated too many rules.

➢ "*Well, you've violated a lot of rules.*"
➢ "*We have our rules for a reason and we like our employees to follow them.*"

**Second Segment**: Facilitator argues that the person hasn't been trying hard enough.

➢ "*It seems that you're not trying very hard in the program.*"
➢ "*It seems that the program isn't very important to you.*"
➢ "*You broke so many rules it just seems that the program isn't all that important to you.*"

**Third Segment**: Facilitator argues that people in the past have not changed.

➢ "*We've seen in the past that people whom we have given a second chance haven't changed.*"
➢ "*I'm just worried that I'll give you a second chance, and you won't change.*"
➢ "*How do I know you will try harder?*"

**Fourth Segment**:

Facilitator: "*Well I'm still worried about giving you a second chance in the program. How do you think we could settle this?*"

*After 3 minutes*: The scene should end positively. The Facilitator should agree with the client's solution or offer an alternative one, for example, "*What if I give you a 2 week probation?*"

If the client offers a reasonable solution, the Facilitator should question it but not reject it. Some common solutions and responses are as follows:

Client: "*We could give it a trial period of _____*"
Facilitator: "*Well, that is a pretty long time, especially if you continue to break the rules.*"
Client: "*You could watch me carefully and tell me when I'm breaking the rules.*"
Facilitator: "*I don't have the extra time to watch you when you work.*"
Client: "*Just give me a chance, and I'll prove myself to you.*"
Facilitator*: "I'm just very worried about giving you a second chance.*"

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## Scene 7 – Terminating conversations

**Two 90-Second Segments**

**Scenario**

You are at work during a tea break and have been chatting with a new staff member. You are only allowed 15 minutes for a tea break and you've been talking with this new person for about 20 minutes. as you have been really enjoying the conversation. However, during the conversation you notice your boss walk by twice, and look in your direction. You think he's noticed how long you've been on your break, and you feel that you should get back to work before he walks by again. This job is important to you, so you decide that you have to end the conversation with this new staff member.

Facilitator says: *So how long have you worked here*?

**First 90-Second segment**

Throughout the interaction, the facilitator continues to ask more questions to the client. The facilitator ought to appear enthusiastic and interested in the conversation. Questions should be open ended and prompt an lengthy reply from the client.

*So what do you do in your spare time?*
*Have you ever taken a vacation away from Perth? Where did you go?*
*What type sport do you enjoy? What makes it so enjoyable?*
*Where have you worked before this? Tell me a little about this job.*

If the client responds to the questions and does not try to end the conversation, then the facilitator ought to ask more questions along similar lines.

If the client says that they have to go and get back to work, then the facilitator ought to let the conversation end.

**Second 90-Second segment**

Same scenario as above but this time if the client says that they have to go, the facilitator prompts once more by asking relevant questions, such as:

Client: *"I really need to get back to work"*
Facilitator: *"What things will you be working on later today?"*
Client: *"I have to go"*
Facilitator: *"So what are you doing for your lunch break / after work?"*
Client: *"I've been on this break too long"*
Facilitator: *"Do people watch how long you take? In my last job we could take as long as we wanted. How long do you get for breaks here anyway….?"*

If the client replies to the question and does not add that they have to go, then the facilitator should ask more questions. If the client repeats that they have to go, or replies to the question and adds that they have to go and would like to talk with the facilitator later, then the facilitator should let the conversation end.

For example:

Facilitator: *"What type of work do you do here*?"
Client: *"Customer service, but I really have to go and so hopefully we can catch up later and I'll talk to you some more then*"
Facilitator: *"OK. I hope so. See you later*".

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## Scene 8: Praise / Appreciation

**First 90-second segment**

**Scenario**

On the telephone your friend invites you and some others over for dinner. You really like this friend and really want to go but you don't have any way of getting there as you don't have a car and there is a public transport strike. They live to0 far away for a cab-ride. You tell your friend, you might not be able to get there but you'll try. You finish talking and hang up the phone. A little while later, the phone rings, and its one of the other people who has been invited for dinner with you and your friend. You trust them. They offer to pick you up in their car.

Facilitator: "*Don't worry that you can't get to dinner because I could drive by and pick you up.*"

Wait for the client's response. If they refuse then the facilitator persists:

Client: "*No I wouldn't want to put you out / or its too much bother.*"
Facilitator: "*No really, I only live down the road from you so it's on my way*".

If they refuse a second time the first segment of the role play is terminated, with the facilitator replying*, "Well, its no trouble really but OK, I hope to see you there*".

If the client accepts the offer, attention should be paid to the quality of the reply. Note if the client thanks the facilitator. How do they phrase it and how genuine does it sound? Compare:

Client: "*What time will you come over?*"
Client: "*Cool [or] Thanks.*"
"*Oh gee. If its no bother then it would be really great if you could*…"

**Second 90 minute segment**

Then the facilitator goes on to arrange a time to meet. Allow the client to suggest the time that they want to be picked up.

Facilitator: "*The dinner is at 7:30, when is a good time for me to pick you up at?*"
Client: "*Whenever*"
Facilitator: "*Well I only live down the road so whenever you want is fine by me*".

Once the client has arranged a time (and place?) to meet then the second segment is terminated. If the client has difficulty making an arrangement for meeting then the facilitator should persist up to three times, at which time the facilitator offers the meeting time and the role play is wound up.

**Third 45-second segment**

You and the others are at your friends house for dinner. They have just cooked the most fabulous meal which you really enjoyed. You and everyone else has just finished eating and nobody has spoken yet and you want to let your friend know that the dinner was a great success. You look at your friend as they also look at you. What do you do?

If the client waits for the facilitator to speak first (10 seconds) then the facilitator says "so what did people think / how was that?". If the client compliments the facilitator for the dinner then, the quality of the praise is noted. The facilitator goes on to accept the compliment and return one when finished.

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Client: "*Thanks for the dinner*"
Facilitator:  "*Oh you're welcome.  It was my pleasure and its so nice to see you again*"

Client:  "*Thanks for the amazing dinner it was great*"
Facilitator:  "*You're welcome.  And you're a good cook too so that is saying something*".

Wait for the client's responses.  How does the client accept the praise in return.  Do they refuse it or accept it?.  Do they build on it?

Client:  "*No not really that good*"
Client:  "*Thanks*"
Client:  "*Well I like to cook but I haven't tried anything like this before*"

The facilitator should keep the conversation going with praises.

Facilitator:  "*Oh yes you are.  You're a great cook*"
Facilitator:  "*Oh you're welcome.  The last time I came for dinner at your house you cooked a sensational meal.*"
Facilitator:  "*But you have cooked some amazing meals.  I love coming to your house for dinner / I often tell people that you've taught me a lot about cooking.*"

Wait to see how the client responds then terminate the role play.  If they return the praise then respond appropriately then terminate the role play.

## <u>Scene 9: Conversation Initiation</u>

**Scenario**

You are out walking your dog in the park when someone with another dog walks over towards you.  Your dog likes the other dog and the other dog looks friendly.  The dog looks like it is fit, most likely due to frequent walks with its owner quite often.  You have never seen this type of dog before, and have not seen this person walking their dog in the park before either.

<u>Facilitator</u>:  "*Hi*"

Other suggestions for facilitator:

"*It looks like the two dogs like each other.*"
"*Do you come walking your dog here often?*"
"*What breed of dog is yours?*"
"*How old is the dog?*"
"*How long have you had your dog?*"
"*What is your name?*"
"*What is the dogs name?*"

If the client gives short answers the facilitator should try to ask open ended questions to draw the client out.  The facilitator should tolerate long silences before asking questions.  When the client asks questions the facilitator should keep their responses brief.

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## Scene 10: Ending conversation / Negative assertion / saying "no"

*Possible Practice Scene substituted for Practice Scene 2*

**Scenario**

You are about to leave the house to go to see a friend. You haven't seen this person for a while and have been looking forward to it all day.  However, you've taken a little too long to get ready and you are already running a little late.  You don't want to keep your friend waiting and you know that they will be worried if you turn up too late.  They are not on the phone, so you have no way of contacting them to tell them you'll be late.  Just as you're about to walk out the door, the phone rings.  You answer it.

Facilitator:  "*Hello, this is a Survey Company and we are doing a telephone survey of your area about what types of food you like to buy. The survey takes about 30 minutes of your time.  Would you like to participate in this survey*?"

The facilitator should allow the client time to refuse to participate.
After a refusal the facilitator should again ask the client to participate, stressing that the survey only takes about 30 – 45 minutes of their time.
If the client refuses again the facilitator should accept the refusal.
If at any time the client agrees to participate then the facilitator should ask what sex the client is.  What ever the response is from the client they are not suitable for the survey as the survey is only for the opposite sex.

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## Scene 11: Listening to negative experiences.

**Two 90-Second Segments**

**First 90-Second Segment**

**Scenario:**

After work you go to a restaurant.  When you get there you see someone you haven't seen for a long time.  You walk over and say "Hello, I haven't seen you for a long time".  The acquaintance asks if you would like a tea or coffee.   You accept and they go and get it. They come back to where you are sitting.  You speak first.

The [facilitator] says (regardless of initial response):  *"Well I haven't been that well.  Things have been really hard as I have been out of work for the last 6 months."*

Wait for the client's reply.  If there is no suitable reply the facilitator repeats how they have been

Facilitator:  *"Yeah, it came a shock and I don't know what to do now".*

If a suitable reply is provided, then the facilitator continues with the idea of being down-and-out.

Examine for listening skills, accurate empathy, tone of voice, pitch, volume, paraphrasing skills etc.

**Second 90-Second Segment:**

The facilitator then offers to buy the client another drink.  Examine if the client has listened to the facilitator tell their previous story and refuses to let them buy another drink.

Facilitator:  "*I see you've finished your drink?  It's good to talk to someone about my problems.  Let me buy you another drink*"?
Client:  "*No its my turn as you bought the last one.  Besides you don't have any work at the moment and I do*"
Facilitator:  "*Thank you*"

Facilitator:  "*We've finished our drinks.  Let me buy us another*"
Client:  "*Yeah thanks*"
Facilitator:  "*OK.  I only have a little bit of money so we'll have to have a soft drink this time*".
Client:   "*Yeah that's OK".*
        *"Oh then let me buy the next round*"
Facilitator:  "*but I haven't seen you in such a long time*…"

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## Scene 12: Accepting Praise and Expressing Positive feelings

**Scenario**

**First 90-Second Segment**

You have just come home from being out all day at an art course.  Before you left to come home the course instructor pulled you to one side and told you that,  you're doing really well in the course!!  They tell you they need some help with running the course next month and they would like you to consider helping out with running the course next month as they think you would be really good.

Facilitator: "*It's so good to have you as part of this course*"
Facilitator: "*You've been working really hard and its all paying off*"
Facilitator: "*I really like the work that you're doing and I think that the other people in the course are really benefiting from it*"

Examine praise acceptance. Appropriate responses from the client.

**Second 90-Second Segment**

On your way home you can't stop thinking about what the course instructor said. You liked hearing it and you now feel really excited.  When you walk in the house you go to your room and put your things down.  When you come out, the person you live with asks you…

Facilitator: "*So how was your day*?"

If the client responds bluntly the facilitator tries again to find out about the client's day.
If the client says "not bad or OK" then the facilitator should ask them what was not bad or OK about their day.  Use open ended questions.
If the client expresses that they have had a great day then the facilitator should inquire about it using open ended questions.

If the client reports what the course instructor said then the facilitator might say something like:

 "W*ow that sounds interesting.  What did it feel like being told that*?"

If the client tells what happened that day and expresses their feelings about it then the facilitator should follow-up with praise, accurate empathy, and suitable questions like:

Facilitator: "*Wow!  That must feel great to hear that after all your hard work.  So are you going to do it?*"
Facilitator: "*That is fantastic.  You seem really excited*…"

Be ready for negative affect from the client.

Client:  "*I'm not sure if I want to do it*"
Facilitator:  "*But still being told you were really good at your course.  What did that feel like?*"

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## Practice Scene 1

**Scenario:**

You and a friend have made plans to go out together on Friday night, and now the two of you are trying to decide what to do.

**Practice Scene 2**:

**Scenario**:

You and your family member go to the video store to rent a movie to watch together and you are trying to decide which movie to rent.

## Scene 1:

**Scenario**:

You have never lived away from home but feel that you are now ready to look for your own apartment.  You have been thinking about this for about a year now.  You have been working hard at your job and earn enough to pay the rent.  Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry.  You also have a good friend who is planning to move out on their own, and the two of you are thinking of sharing a flat together.  You decide to tell your family member about this.

**Scene 1:** (B)

**Scenario**:

You haven't lived on your own for a while, but you feel that you are now ready to look for your own apartment.  You have been thinking about this for about a year now.  You have been working hard at your job, and you earn enough to pay the rent.  Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry.  You also have a friend who is planning to move out on their own, and the two of you are thinking of sharing an apartment together.  You decide to tell your family member about this.

**Scene 2:**

**Scenario**:

When you left home this morning, you noticed a removal van in front of your apartment building.  Your neighbour across the hall recently moved out, and you are wondering if the removal van means you will have a new neighbour.  When you return home later in the afternoon, you notice that the door across the hall is open, and an unfamiliar person is standing near the door.  You decide to meet your new neighbour.  You speak first.

**Scene 3:**

**Scenario**:

You've had your friend Joe come over to your house a couple of times in the past. But after his last visit, your mother said she didn't like having him in the house because he smokes. Joe is the only friend that you feel comfortable with and can talk easily to. You ask your mother if Joe can come over this afternoon. You speak first.

## Scene 4:

**Scenario**:

You called your landlord last week about a slow leak in your ceiling. He said that he would be there in the next day or two to fix it. He has not fixed it yet, nor has he called to let you know when he will be over to fix it. By now the leak has become much worse. You decide to call your landlord again.

**Scene 5:**

**Scenario**:

You have been working at a new job for the past week,  So far, none of your new co-workers has approached you or said anything to you.  You would like to get to know your co-workers.  This morning, as you are punching in at the time clock, one of your co-workers arrives to do the same thing.

**Scene 6:**

**Scenario**:

You have been involved in a 10 week job training program for the past 2 weeks.  You've had a number of problems there since you started.  For example, you didn't realise that there was a dress code, and you wore shorts and a T-shirt one day.  Then, you were late a couple of times.  Now you've been asked to leave the program because you have violated too many rules.  This job training program is very important to you, and you feel that you can do a lot better now because you've had a couple of weeks to get adjusted to the program.  You decide to ask for another chance and go to your supervisor's office.

**Scene 7**

**Scenario**

You are at work during a tea break and have been chatting with a new staff member.  You are only allowed 15 minutes for a tea break and you've been talking with this new person for about 20 minutes. as you have been really enjoying the conversation.  However, during the conversation you notice your boss walk by twice, and look in your direction.  You think he's noticed how long you've been on your break, and you feel that you should get back to work before he walks by again.  This job is important to you, so you decide that you have to end the conversation with this new staff member.

## Scene 8:

### Scenario

On the telephone your friend invites you and some others over for dinner. You really like this friend and really want to go but you don't have any way of getting there as you don't have a car and there is a public transport strike. They live too far away for a cab-ride. You tell your friend, you might not be able to get there but you'll try. You finish talking and hang up the phone. A little while later, the phone rings, and its one of the other people who has been invited for dinner with you and your friend. You trust them. They offer to pick you up in their car.

<u>**Scene 8**</u>: 2<sup>nd</sup> Part

**Scenario**

You and the others are at your friends house for dinner.  They have just cooked the most fabulous meal which you really enjoyed.  You and everyone else has just finished eating and nobody has spoken yet and you want to let your friend know that the dinner was a great success.  You look at your friend as they also look at you.  What do you do?

**Scene 9:**

**Scenario**

You are out walking your dog in the park when someone with another dog walks over towards you.  Your dog likes the other dog and the other dog looks friendly.  The dog looks like it is fit, most likely due to frequent walks with its owner quite often.  You have never seen this type of dog before, and have not seen this person walking their dog in the park before either.

**Scene 10:**

**Scenario**

You are about to leave the house to go to see a friend. You haven't seen this person for a while and have been looking forward to it all day. However, you've taken a little too long to get ready and you are already running a little late. You don't want to keep your friend waiting and you know that they will be worried if you turn up too late. They are not on the phone, so you have no way of contacting them to tell them you'll be late. Just as you're about to walk out the door, the phone rings. You answer it.

**<u>Scene 11:</u>**

**Scenario:**

After work you go to a restaurant. When you get there you see someone you haven't seen for a long time. You walk over and say "Hello, I haven't seen you for a long time". The acquaintance asks if you would like a tea or coffee. You accept and they go and get it. They come back to where you are sitting. You speak first.

**Scene 12:**

**Scenario**

You have just come home from being out all day at an art course. Before you left to come home the course instructor pulled you to one side and told you that, you're doing really well in the course!! They tell you they need some help with running the course next month and they would like you to consider helping out with running the course next month as they think you would be really good.

**Scene 12**: -2<sup>nd</sup> part

Scenario

On your way home you can't stop thinking about what the course instructor said. You liked hearing it and you now feel really excited. When you walk in the house you go to your room and put your things down.  When you come out, the person you live with asks you...