

1

---

---

---

---

---

---

---



2

---

---

---

---

---

---

---



3

---

---

---

---

---

---

---

4

## Housekeeping

- This is a two-day training.
- Today's training session is approximately three hours.
- You will have breaks today during training and you will be informed when the breaks begin and end.
- Please refer to the handouts you were emailed throughout today's training session.



4

---

---

---

---

---

---

---

---

5

## HOUSEKEEPING



- During the training today as questions are asked please use your "raise your hand" and your "question box" to respond to questions.
- At the end of the training session today, you will be emailed your Transfer Of Learning Activities (TOL).
- You will need to complete the assigned activities, and email them back prior to your second day of training.

5

---

---

---

---

---

---

---

---

6

## COURSE AGENDA – RESOURCE A-1

- **Activity A:** Interviewing and Interview Phases
- **Activity B:** Helpers and Influences on Helping
- **Activity C:** The Helping Interview: Skills Related to Helping in the Early Phase (Empathy and Rapport-Building; Attending and Joining Skills)
- **Activity D:** The Helping Interview: Skills Related to Helping in the Middle Phase (Facilitating Communication—Nonverbal Skills)
- **Activity E:** The Helping Interview: Skills Related to Helping in the Middle Phase (Facilitating Communication Verbal Skills)
- **TOL Activities:** Review instructions, Questions, Activity E, Activity F

6

---

---

---

---

---

---

---

---

2

## DAY TWO COURSE AGENDA – RESOURCE A-1

- **Day 1 TOL Activities Review**
- **Activity G:** The Helping Interview: Skills Related in the Middle Phase (Facilitating Communication Feeling Skills)
- **Activity H:** The Helping Interview: Skills Related to Helping in the Middle Phase (Assessment and Problem Solving)
- **Activity I:** The Helping Interview: Skills Related to Helping in the Middle Phase (Managing Resistance and Hostility)
- **Activity J:** The Helping Interview: Skills Related to Helping the Ending Phase (Terminating the Helping Relationship)
- **Activity K:** Final Thoughts
- **TOL Activities: Final Test**

7

---

---

---

---

---

---

---

## COURSE OBJECTIVES

**Trainees will be able to:**

- Understand interviewing as a key to assessment.
- Understand interviewing as a helping process that facilitates problem solving.
- Describe key phases in the interviewing process (beginning, middle, and end) and key interviewing skills that are used in these phases.

8

---

---

---

---

---

---

---

## COURSE OBJECTIVES

**Identify techniques to facilitate interviewing adults including:**

- Attending and joining skills for building rapport.
- Developing and demonstrating empathy.
- Active listening.
- Selective use of verbal and nonverbal communication skills.

9

---

---

---

---

---

---

---

**COURSE OBJECTIVES**

- Managing conflict and resistance
- Acknowledging culture and its influence on the interview encounter
- Identifying and capitalizing upon strengths in assessment and problem solving
- Demonstrate basic proficiency in interviewing adults

10

---

---

---

---

---

---

---

---

**COURSE COMPETENCIES**

**The trainee:**

- Will understand interpersonal communication as a transactional event
- Will recognize the dynamics of interpersonal communication
- Can identify phases of the interviewing process
- Can identify and implement techniques to facilitate interviewing effectively in each phase of the interviewing process
- Can apply interviewing techniques that relate specifically to problem assessment and problem solving
- Who works in child welfare practice (or other practice areas) can demonstrate basic competency in interviewing adults.

11

---

---

---

---

---

---

---

---

**CONSIDER ENROLLING IN  
CWS5305: ENGAGING FAMILIES**

12

---

---

---

---

---

---

---

---




## LARGE GROUP ACTIVITY

How is an interview different than other kinds of conversations?

13

---

---

---

---

---

---

---

---



## INTERVIEWING: A JIGSAW PUZZLE

14

---

---

---

---

---

---

---

---



## PHASES OF A HELPING INTERVIEW

15

---

---

---

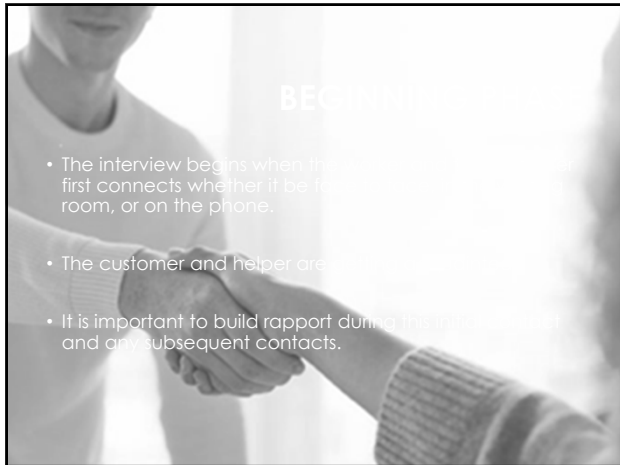
---

---

---

---

---



**BEGINNING**

- The interview begins when the worker and customer first connects whether it be in person, by email, in a room, or on the phone.
- The customer and helper are introduced.
- It is important to build rapport during the initial contact and any subsequent contacts.

16

---

---

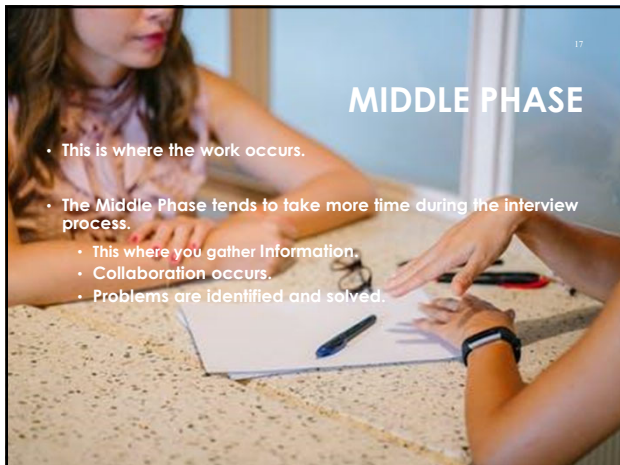
---

---

---

---

---



**MIDDLE PHASE**

- This is where the work occurs.
- The Middle Phase tends to take more time during the interview process.
  - This where you gather information.
  - Collaboration occurs.
  - Problems are identified and solved.

17

---

---

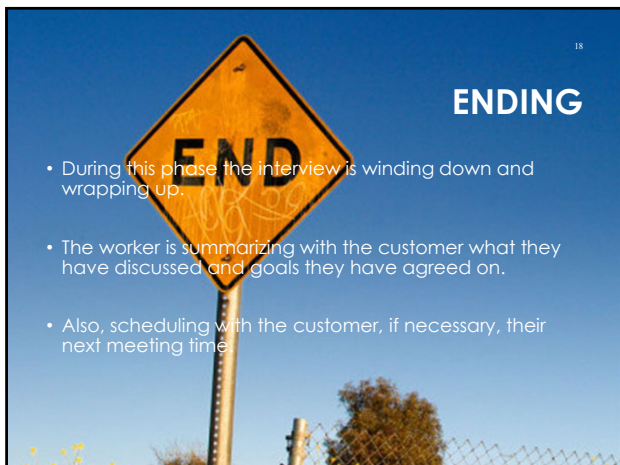
---

---

---

---

---



**ENDING**

- During this phase, the interview is winding down and wrapping up.
- The worker is summarizing with the customer what they have discussed and goals they have agreed on.
- Also, scheduling with the customer, if necessary, their next meeting time.

18

---

---

---

---

---

---

---

19

## ACTIVITY B: HELPERS AND INFLUENCES ON HELPING

19

---

---

---

---

---

---

---

---

20

## LARGE GROUP ACTIVITY

Use the “raise hand” feature on the platform to answer.

**Why do people come to social service agencies for help?**

20

---

---

---

---

---

---

---

---

21

## SEEKING HELP FOR VARIOUS REASONS

- Some of the reasons customers come to Social Services:**
- They are in a crisis.
- They are in need of temporary support/assistance.
- Someone they know received help.
- They have already tried everything they can think of and are coming as a last resort.
- Some authority (court/another agency) has mandated/forced them to seek help.

21

---

---

---

---

---

---

---

---

22

LARGE GROUP ACTIVITY

What feelings might people experience when seeking help?

Use the “raise hand” feature on the platform to answer.



22

---

---

---

---

---

---

---


23


FEELINGS PEOPLE MAY BE EXPERIENCING

  
EMBARRASSED

  
VULNERABLE

  
VALUED

  
DEPRESSED

  
CONFUSED

23

---

---

---

---


---


---


---


24


FEELINGS PEOPLE MAY BE EXPERIENCING

  
MISUNDERSTOOD

  
PANICKED

  
ANNOYED

  
APPRECIATIVE

  
OVERWHELMED

24

---

---

---

---

---

---

---





25

## FEELINGS WHEN COURT ORDERED

When a customer has been ordered to work with an agency, how might they feel?

Use the “raise hand” feature on the platform to answer.





25

---

---

---

---

---


---


---


---


26


## FEELINGS A CUSTOMER MAY BE FEELING IF COURT ORDERED TO PARTICIPATE


Willing


Grateful for the intervention


Hopeful


Relieved


Vulnerable

26

---

---

---

---

---

---

---

---

27

## FEELINGS A CUSTOMER MAY BE FEELING IF COURT ORDERED TO PARTICIPATE



- Resentful
- Overwhelmed
- Defensive
- Panicked

27

---

---

---

---

---

---

---

---

28

**FIRST IMPRESSIONS**

Terry Mahoney is referred to the mental health clinic because of drug abuse.

Domingo Sanchez, a high school sophomore, is failing math.

28

---

---

---

---

---

---

---

29

**...THE REST OF THE STORY**

Terry Mahoney is a 54 year-old Child Protective Services Investigator.

Domingo Sanchez attends a prestigious private high school.

29

---

---

---

---

---

---

---

30

**Rest of the Story**

Use the “raise hand” feature on the platform to answer.

- Did the rest of the story surprise you?
- Would knowing the additional information have made you think differently about the customers?
- After reading the rest of the story, did it change your perception of the customer?
- Did any information on the first slide trigger any stereotypes?

30

---

---

---


---

---


---

---


BIASED  
THOUGHTS  
AND  
STEREOTYPES




As a helper, it is important to remember there is always a “rest of the story” to find out.



Like customers, helpers have expectations that influence them.



Helpers have particular beliefs about different kinds of people.



Helpers’ experiences with customers can also influence how they interact with new customers.

31

---

---

---

---

---

---

---


---

HELPER'S  
PROFESSIONAL  
VALUES


DIGNITY


RESPECT


SELF  
DETERMINATION


EMPOWERMENT


CONFIDENTIALITY


STRENGTHS/CAPACITY-  
FOCUSED


COLLABORATION

32

---

---

---

---


---

---


---

---

PERSONAL VS.  
PROFESSIONAL  
VALUES



As professional helpers, we have two distinct sets of values: *personal* and *professional*.



As professional helpers, within helping relationships, we must rely upon our *professional* values to guide our interactions with customers.

33

---

---

---

---

---

---

---

---



# DIGNITY



Belief that all people have worth and value.



As a professional helper: it is important to be able to separate the customer from the behavior.



People and their behaviors are different.

34

---

---

---

---

---

---

---

---



# RESPECT

Professional helpers should always demonstrate respect for their customers.



Even those customers who are challenging and difficult at times.

35

---

---

---


---

---


---

---


---



All people have the right to do what they want, as long as they do not infringe on others' rights.



Helpers help customers make choices; they do not make them for customers.



Customers have the right to make poor decisions and accept the consequences of those decisions.



# SELF-DETERMINATION

36

---

---

---

---

---

---

---

---

37

EMPOWERMENT

As helpers we empower customers by not telling them what to do or not do, but by exploring with them the possible positive and negative consequences of their choices.

This reflects the values of dignity, respect, and self-determination.

Customers are empowered by the helper's belief in their capacity for change.

37

---

---

---

---

---

---

---

38

CONFIDENTIALITY

Confidentiality means keeping private information that the customers shares with the helper whenever possible.

Respecting customers' confidentiality suggests that helpers not invade customers' private matters unnecessarily.

We only ask for information that is really relevant and necessary for problem solving. Customers have a right to private thoughts, opinions, beliefs, and memories.

38

---

---

---

---

---

---

---

39

STRENGTHS/  
CAPACITY-  
FOCUSED

- As a professional "helper" it is important that we remain committed to the idea that all people have strengths and everyone has potential.
- Some people, like our customers, need help from others to identify their strengths and tap into their potential.
- As a professional, "helper", it is your RESPONSIBILITY to believe in your customer's CAPACITY.

39

---

---


---

---


---

---


---



People tend to obtain more help, and display less resistance to new ideas, when the helper and customers share a sense of partnership.



In the most successful helping encounters, the helper and customers are collaborating to solve the customer's problems.



**COLLABORATION**

40

---

---

---


---

---

---


---

---



**THE WISDOM OF THE ENGAGING FAMILIES PHILOSOPHY**

- Collaboration is necessary for successful work with families.
- Partnering with families to keep children and adults safe.
- Respect, assist, empower, and support families.
- Requires judicious use of authority.



41

---

---

---

---


---

---

---

---

Culture has a strong influence on the helping relationship and that influence cannot be underestimated.



**CULTURE**

42

---

---

---

---

---


---

---

---

43

CULTURE TEST



- Refer to Handout B-2 in the handouts emailed to you.
- Take 2 minutes to answer all of the questions.

43

---

---

---

---

---

---


---

---

44

CULTURE TEST

All the  
Answers  
are **TRUE!**



44

---

---

---

---

---

---

---

---

45



DIFFERENT CULTURES

45

---

---

---

---

---

---

---

---



Language is another important factor that influences helping interviews and the development of a helping relationship.



The helping interview can be easily derailed when the helper and customers speak different languages.



It is important that helpers understand how to use interpreters and translators.



## LANGUAGE BARRIER

46

---

---

---

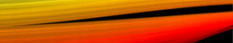
---

---


---

---


---



## PROFESSIONAL INTERPRETER



Whenever possible, the helper should engage the services of a professional translator or interpreter.



The person should be required to sign a confidentiality agreement to protect the customer's rights.

47

---

---

---


---

---

---


---

---



## PLAN WITH THE INTERPRETER IN ADVANCE

- Have a plan and share service goals with the interpreter.
- Explain the purpose of the interview, the type of information to be gathered and potential questions you will need to ask.



48

---

---

---

---

---

---

---


---



49

## PLAN WITH THE INTERPRETER IN ADVANCE

- Give clear instructions in advance of the scheduled meeting.
- Both a translator and an interpreter should be willing to testify if necessary.



49

---

---

---

---

---

---

---

---

50

## ACTIVITY C: SKILLS RELATED TO HELPING IN THE EARLY PHASE



50

---

---

---

---

---

---

---

---

51

## RAPPORT



- Rapport is an emotional bond or friendly relationship between people based on mutual liking, trust, and a sense that they understand and share each other's concerns (Microsoft Encarta Dictionary, 2001, p. 1200).
- Our goal, in the beginning phase of a helping interview is to develop rapport with our customers.

51

---

---

---

---

---

---

---

---

52

BUILDING RAPPORT

Rapport

- Why is building rapport important during the interviewing process?
- Please use the "raise your hand" feature on the platform to answer.

Use the "raise hand" feature on the platform to answer.

52

---

---

---

---

---

---

---

---

53

BUILDING RAPPORT: YOUR EXAMPLES

Share an example of how building rapport helped you build a better helping relationship with the customer?

Raise your hand. Please use the "raise your hand" feature on the platform to answer.

53

---

---

---

---

---

---

---

---

54

WHAT IS EMPATHY?

54

---

---

---

---

---

---

---

---

18

# EMPATHY

The ability to identify with and understand another person's feelings or difficulties.

55

---

---

---

---

---

---

---

# SENDING SIGNALS

56

---

---

---

---

---

---

---

# ACTIVE LISTENING SKILLS

The most important attending skill that you can master as a "Helper" is active listening.

Listening and hearing are different.

When you as the "Helper" is not fully engaged in the conversation with the customer the customer will feel not heard.

57

---

---

---

---


---

---

---

# ACTIVE LISTENING SKILLS

The attending skill of "active listening" requires that you intently focus your attention on the customer so that you are careful to really hear all that you are listening to the customer saying (Middleman & Goldberg Wood)



58

---

---

---

---

---


---

---

---

# MS. JONES, ERNESTINE JONES!

What is problematic about this initial encounter with the customer in the demonstration?



59

---

---

---

---

---

---

---

---


# POSITIVE FIRST ENCOUNTER BEHAVIORS



Have the receptionist point out the customer then approach the customer directly.



Smile.



Speak directly to the customer, "Are you Ms. Jones?"

60

---

---

---

---

---

---

---

---

Introduce yourself.

Offer to shake hands.

Escort the customer to the space where you will meet.

Make some encouraging remark.

**POSITIVE FIRST ENCOUNTER BEHAVIORS**

61

---

---

---

---

---

---

---

---

Ask for the person you are trying to contact.

Introduce yourself and offer your identification.

Offer to shake hands – fist bump.

**POSITIVE ENCOUNTER: HOME VISIT**

62

---

---

---

---

---

---

---

---

Ask to come into the home.

Remain cordial, pleasant and respectful.

**POSITIVE ENCOUNTER: HOME VISIT**

63

---

---

---

---

---

---

---

---

## POSITIVE ENCOUNTER: OVER THE PHONE

- Sometimes your initial contact with a customer may occur over the phone.
- Use a friendly, and warm voice tone.
- Always remain cordial, pleasant, and respectful.



64

64

---

---

---

---

---

---

---

## POSITIVE FIRST ENCOUNTERS

- Professional helpers should always strive to initiate contact with customers in a way that demonstrates respect and professionalism. (Murphy & Dillon).



65

65

---

---

---

---

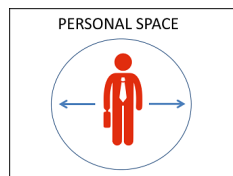
---

---

---

## PERSONAL SPACE

- Every person has an area of space that is considered the "person's" "personal space".
- Violating personal space can cause the customer to react defensively or even aggressively.
- Being careful to respect the customer's personal space, whenever possible, demonstrates respect and helps contribute to rapport building.



66

66

---

---



---

---

---




---

---

## EYE GAZE

- A glance lasts roughly 1 second.
- While talking, people maintain eye contact about 30% of the time.
- People speak longer when the listener maintains eye contact.
- Eye gaze demonstrates empathy and encourages rapport

67

---

---

---



---

---

---




---

---

## EYE GAZE

- Comfort with eye contact is related to gender and culture.
- Reluctance to meet another's gaze can suggest low self-esteem or mistreatment.
- Breaking eye contact may suggest the customer is experiencing a strong feeling.
- Some customers may perceive eye contact as threatening.

68

---

---

---


---

---

---


---

---



## SUCCESSFUL AT ESTABLISHING RAPPORT

- Being successful at being to develop an effective helping relationship is dependent upon being able to establish rapport with the customer, and being able to demonstrate empathy.
- Across the three phases of a helping interview, attending skills are used.



69

---

---

---

---

---

---

---

---

## WHAT IS RAPPORT?

- Why is building rapport important during the interviewing process?
- Please use the "raise your hand" feature on the platform to answer.

Use the "raise hand" feature on the platform to answer.

70

---

---

---

---

---

---

---

---

### IT'S WHAT YOU **DON'T SAY** THAT COUNT

LEARN TO READ AND INFLUENCE PEOPLE THROUGH **NONVERBAL** COMMUNICATION.

### ACTIVITY D: THE HELPING INTERVIEW: SKILLS...IN THE MIDDLE PHASE (FACILITATING COMMUNICATION – NON-VERBAL SKILLS)

71

---

---

---

---

---

---

---

---

### IT'S WHAT YOU **DON'T SAY** THAT COUNTS!

## NONVERBAL COMMUNICATION

72

---

---

---

---

---

---

---


---



73

### NONVERBAL COMMUNICATION

- How can we define "nonverbal" communication?
- Please use the "raise your hand" feature on the platform to answer. 



73

---

---

---

---

---

---


---

---

74

### NONVERBAL SKILLS

Non-verbal communication simply means communicating in a way that does not rely upon words or spoken language.



74

---

---

---

---

---

---


---

---

75

### POLLING QUESTION

- Using the **polling tool**, to respond, answer the question "true" or "false" to the following statement.
- "It has been estimated that 65% of messages we communicate are sent non-verbally".



75

---

---

---

---

---

---

---

---

76

POLLING QUESTION

The **ANSWER** is "TRUE".

76

---

---

---

---

---

---

---

---

77

The Emotional Context of a Verbal Message

FRAMING

77

---

---

---

---

---

---

---

---

78

NONVERBAL FRAMES

Essentially, is any verbal messages that we send are "framed" by some type of non-verbal message that is being simultaneously broadcasted.

78

---

---

---

---

---

---

---

---

79

## NONVERBAL FRAMES: FACIAL EXPRESSIONS

- Facial expressions communicate both attitudes and emotions.



79

---

---

---

---

---

---

---

---

80

## NONVERBAL FRAMES: HEAD MOVEMENTS

- An occasional nod can encourage the customer to continue talking.
- Refrain from exhibiting facial expressions that could communicate to the customer that you doubt what they are saying.

80

---

---

---

---

---

---

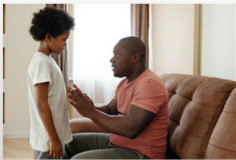
---

---

81

## NONVERBAL FRAMES: VOICE QUALITIES

- Voice qualities, communicate non-verbal messages most strongly.



81

---

---

---

---

---

---

---

---

## NONVERBAL FRAMES: LOUD VS. QUIET

- Loudness can suggest aggressiveness, or hostility.
- A quiet voice can suggest withdrawal, submissiveness, or sadness.

82

---

---

---

---

---

---

---

## NONVERBAL FRAMES: TONE

Voice tone gives meaning to words.

Both helpers and customers use tone to express feelings.

While the helper's voice should generally be friendly and warm, voice tone should change to reflect the customer's feelings and emotions.

83

---

---

---

---

---

---

---

## NONVERBAL FRAMES: PITCH

- Pitch refers to the high or low quality of a voice.
- Pitch can communicate varying degrees of interest.

84

---

---

---

---

---

---

---

# NONVERBAL FRAMES: FURTHERING RESPONSES

Furthering responses are sounds—not words, but noises—are called "furthering responses."

These are sounds used intermittently; they will generally encourage customers to continue talking or to elaborate.

85

---

---

---

---

---

---

---

---

# BODY LANGUAGE

86

---

---

---

---

---

---

---

---

# BODY LANGUAGE: TIGHTLY CROSSED ARMS

- That the customer may feel they need to protect oneself.
- That the topic is causing the customer to feel strong emotion.
- That the customer is experiencing anger or tension.

87

---

---

---

---

---

---

---

---

88

BODY LANGUAGE:  
SHOULDER SHRUG

- That the customer is experiencing confusion or indifference.
- That the customer is experiencing annoyance or hostility.



---

---

---

---

---

---


---

88

89

BODY LANGUAGE:  
CLENCHED FISTS

- That the customer may be experiencing anxiety or defensiveness.



---

---

---

---

---

---

---


89

90

BODY LANGUAGE:  
Covering Eyes

That the customer may be feeling overwhelmed by emotion.

That the customer may need a break from participating in the interview.



---

---

---

---

---




---

---

90

30

**BODY LANGUAGE: PICKING AT CLOTHING**

-  Can suggest that the customer is experiencing boredom or frustration.
-  Can suggest that the customer is impatient.
-  Can suggest that the customer is disinterest in engaging.

---

---

---

---

---

---

91

92

**BODY LANGUAGE:  
LOOKING AT WATCH,  
CLOCK, OR PHONE**

- Can suggest impatience.
- Can suggest disinterest.
- Can be interpreted as rudeness.

A cartoon illustration of a man with brown hair, wearing a purple long-sleeved shirt and brown trousers. He is sitting on the ground, leaning forward with his right hand resting on his knee and looking down at his left wrist, which is wearing a watch. He has a slightly annoyed or impatient expression on his face. The background is white with faint, repeating outlines of people's heads.

---

---

---

---

---

---

92

- That the customer is impatient.
- That the customer is hyperactive.
- That the customer is experiencing discomfort.

93

**BODY  
LANGUAGE:  
TAPPING  
ONE'S FOOT**

---

---

---

---

---


---

93

94

## NONVERBAL SKILLS

Paying attention to the customer's nonverbal messages and being sensitive to our own nonverbal messages can significantly influence an interview.



94

---

---

---

---

---

---

---

---

95

## Verbal



### ACTIVITY E: THE HELPING INTERVIEW: SKILLS...IN THE MIDDLE PHASE (FACILITATING COMMUNICATION—VERBAL SKILLS)

95

---

---

---

---

---

---

---

---

96



96

---

---

---

---

---

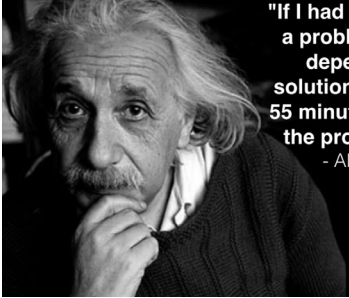
---

---

---



97



"If I had an hour to solve a problem and my life depended on the solution, I would spend 55 minutes to determine the proper question."  
- Albert Einstein

97

---

---

---

---

---

---

---

98

## HOW TO ASK QUESTIONS

- Ask questions **in different ways**
- Know **when to ask** the right kind of questions
- **Become comfortable** over time with questioning.

98

---

---

---

---

---

---

---

99

## QUESTIONS - PURPOSES

To **gather** information

To **understand** customers' feelings

99

---

---

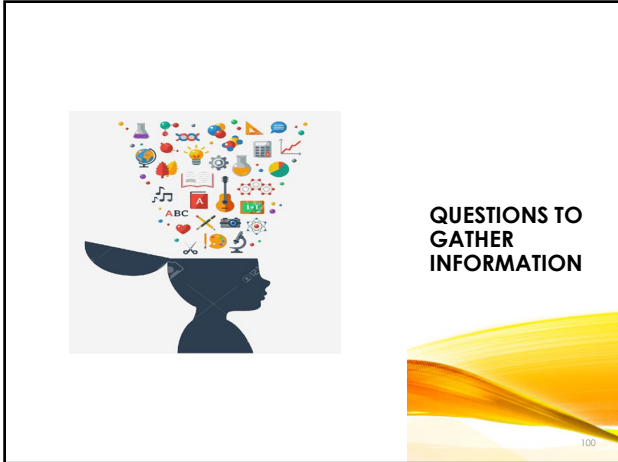
---

---

---

---

---



100

---

---

---

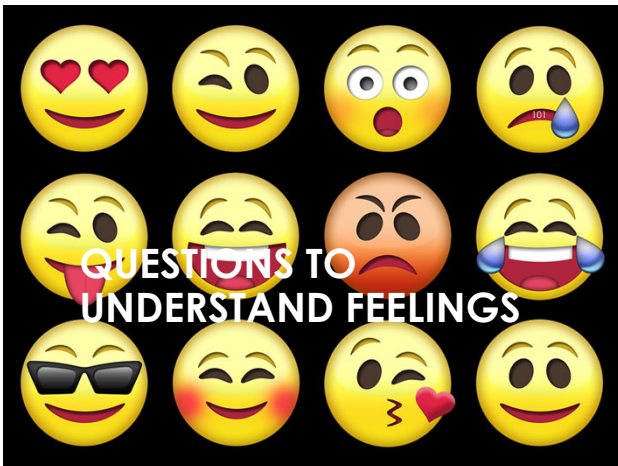
---

---

---

---

---



101

---

---

---

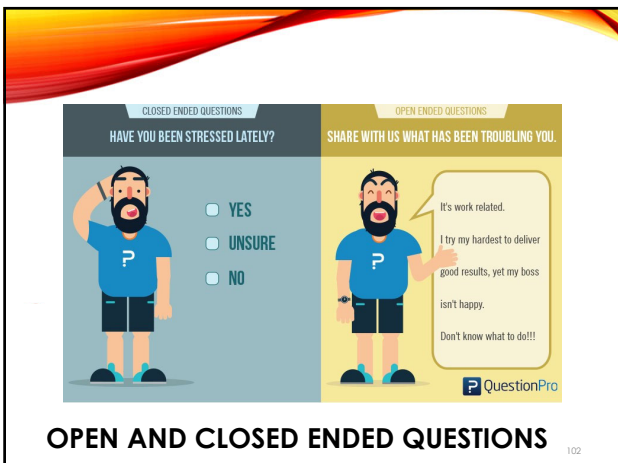
---

---

---

---

---



102

---

---

---

---

---

---

---

---

103

OPEN-ENDED QUESTIONS

103

---

---

---

---

---

---

---

---

104

CLOSED-ENDED QUESTIONS

DO	<p>Typically a "yes" or "no" response. <i>Closed</i></p> <p>Used when you want a short, specific answer.</p> <p>Allows you to control the conversation and keep it focused.</p>
MAY	
WOULD	
IS / ARE	
DOES	

104

---

---

---

---

---

---

---

---

PROMPTS AND PROBES

105

---

---

---

---

---

---

---

---



**CLARIFICATION**

A cartoon showing a man in a suit sitting at a desk, talking to a man in a red poncho and sombrero. The man in the poncho is standing and gesturing. The man in the suit is sitting and looking at him.

"Let me clarify something, Simpkins...I didn't say **YOU** were going to Mexico...I said **YOUR JOB** is going to Mexico..."

CARTOONSTOCK

106

---

---

---


---

---

---

---

**SUMMARIZATION**

A cartoon showing a dog sitting at a desk with a computer, talking to another dog standing next to it. The dog at the desk is looking at the other dog.

"Skip the blow by blow. Just condense it into a couple of barks."

SATZ

107

---

---

---

---

---

---

---

**PARAPHRASING**

Choosing the most important details to reflect back.

108

---

---

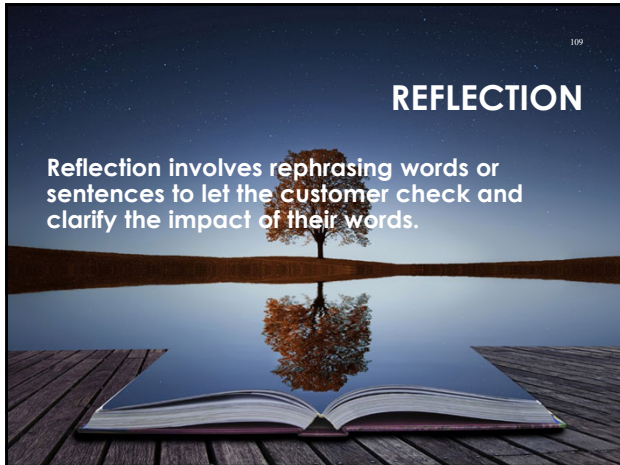
---

---

---

---

---



109

---

---

---

---

---

---

---

---



110

---

---

---

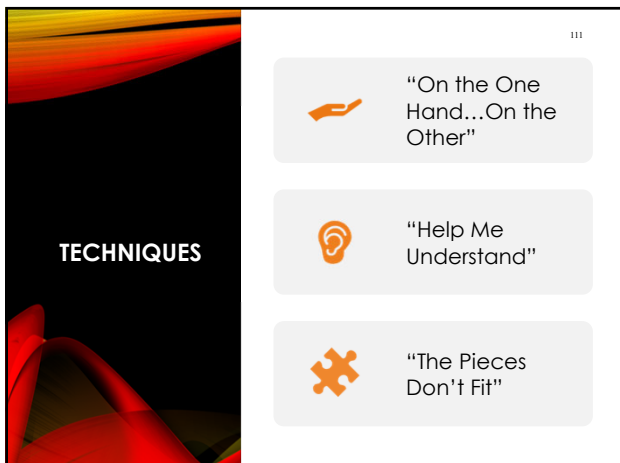
---

---

---

---

---



111

---

---

---

---

---

---

---

---

112

# TOL

- **Activity A:** Day 1 REVIEW
- **Activity E:** SUMMARIZATION EXAMPLES
- **ACTIVITY F:** SKILLS IN ACTION: NICHOLE INTERVIEWS MARIA

---

---

---

---

---

---

---

---

112

113

# TOL ACTIVITIES

YOU WERE EMAILED YOUR TRANSFER OF LEARNING ACTIVITIES A, E & F.

PLEASE COMPLETE THESE TOL ACTIVITIES NO LATER THAN **8:00PM**, AND EMAIL BACK TO TRAINERS.

COMPLETION OF ALL TOLS ARE REQUIRED TO RECEIVE CREDIT FOR THIS TRAINING.

---

---

---

---

---

---

---

---

113

114

# EMAIL ADDRESSES

---

---

---

---

---

---


---

---

114

The Helping  
Interview:  
Engaging Adults  
for Assessment  
and Problem-  
Solving

CWS1305  
DAY 2



1

---

---

---


---

---


---

---

---



CHECK IN  
USING YOUR  
"QUESTIONS"  
BOX, LIST  
YOUR NAME  
AND THE  
LOCAL DSS  
YOU WORK  
AT.



2

---

---

---


---

---

---


---

---



Housekeeping

- Today's training session is approximately three hours.
- You will have a 15-minute break.
- Please refer to your handouts throughout today's training session.
- During the training today, as questions are asked please use your "raise your hand" to ask questions in the "question box".
- You will need to complete all TOLs activities and email them back no later than **8:00pm tonight**.



3

---

---

---

---

---

---

---

---



4

Housekeeping

- Participant's Attentiveness:**  
 When GoToWebinar's web page is minimized to view other web pages a notification is sent.
- Training Engagement Expectations:**
  - Participate by responding to *raise your hand* questions.
  - Answer questions or make comments in the **question box**.

\*\*\*If attendee's computer does not have microphone capabilities, the expectation is to call in using a phone. If you continue to experience audio challenges, please let us know as soon as possible.

---

---

---

---

---

---

---


---

4

5

Activity A: Day 1 Review Questions

- List the three phases of the "Helping Interview" process.
  - Beginning
  - Middle
  - End
- List three of the seven values that guide the "Professional Helping Relationship".
  - Respect,
  - Self Determination,
  - Empowerment,
  - Confidentiality,
  - Strengths/Capacity,
  - Focused,
  - Collaboration.
- Provide an example of how you build rapport with customers when you begin your work with them.
- List three non-verbal messages (body language) that the "helper" should not do during the "Helping Interview" process.



---

---

---

---

---

---

---

---

5


6

Activity E: Summarization Examples

Identify each of the summaries using the summary types listed.

- Summary highlighting tasks that have been agreed upon and future plans
- Summary of facts
- Summary provided by the client that lets the helper know what the client understood from the conversation
- Summary that demonstrates the helper's empathy and accurate understanding
- Summary that clarifies details but also acts as the transition to a new topic
- Summary to begin a subsequent interview by referring back to a previous interview
- Summary linking ideas leading the helper to hypothesize about a potential problem

- B
- G
- C.
- D.
- E.
- A
- F



---

---

---

---


---

---

---

---

6



## ACTIVITY F: SKILLS IN ACTION: NICHOLE INTERVIEWS MARIA

1. What skills does Nichole demonstrate? What is the desired effect of using these skills?

- Summarizing
- Closed-Ended Question
- Closed-Ended Question or Clarification
- Paraphrase
- Reflection
- Probe
- Closed-Ended Question or Probe
- Clarification
- Probe
- Paraphrase or Summarization
- Furthering Response
- Close-Ended Question
- Summarization
- Probe
- Closed-Ended Question
- Close-Ended Question
- Summarization

7

---

---

---


---

---

---

---

---



## ACTIVITY G: THE HELPING INTERVIEW: SKILLS...IN THE MIDDLE PHASE (FACILITATING COMMUNICATION — FEELING SKILLS)

8

---

---

---

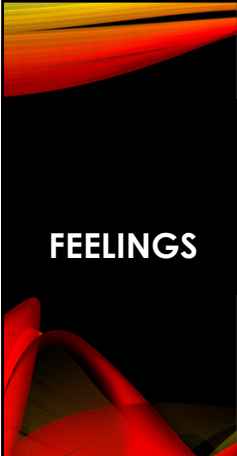
---

---

---

---

---



## FEELINGS

There are several reasons helpers must consider feelings:

↓

**Feelings influence:**

perception and openness	motivation to address problems
-------------------------	--------------------------------

↓

Failing to address feelings, or minimizing feelings, can cause problems

9

---

---

---

---

---

---


---

---

10

FEELINGS RANGE

I was **upset** that I got fired.



10

---

---

---

---

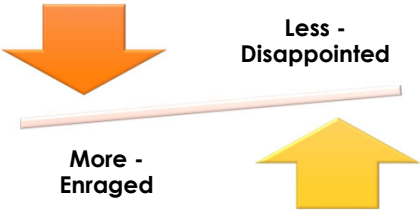
---

---

---

11

FEELING RANGE FOR UPSET



11

---

---

---

---

---

---

---

12

WHEN TO USE "REACHING FOR FEELING"

When no emotion is expressed in a situation that should call for emotion.

When emotion is expressed non-verbally but not verbally.

When the emotion expressed does not fit the circumstances.

12

---

---

---

---


---


---


---


WHEN NO EMOTION IS EXPRESSED IN A SITUATION THAT SHOULD CALL FOR EMOTION

13

 *That sounds exhausting.*

 *Some people would feel resentful if that happened to them.*

 *I imagine you felt terrified when that happened.*

 *I wonder if you're feeling something right now....maybe confused or dazed....or numb?*

13

---

---

---

---

---


---

---

---

WHEN EMOTION IS EXPRESSED NON-VERBALLY BUT NOT VERBALLY

- You're crying.
- You say it doesn't matter, but you have tears in your eyes.
- You seem so mad that you're shaking.
- You clenched your fists when you said that.
- I noticed that when you started telling me what happened to you, you stopped looking me in the eye.



14

---

---

---

---

---

---

---

---

WHEN THE EMOTION EXPRESSED DOES NOT FIT THE CIRCUMSTANCES

15

*You said you love your husband but started sobbing.*

*You told me everything is fine, Mr. Jones, But I know that your wife died yesterday.*

*You said you are happy, but people who have had a similar experience often tell me they are feeling terribly depressed. Help me understand how you really feel.*

*You said you are feeling upset...by upset, do you mean "angry?"*

15

---

---

---

---

---

---

---

---



16

---

---

---

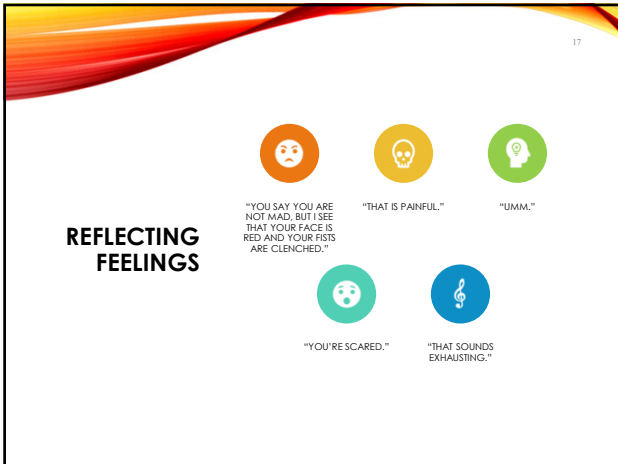
---

---

---

---

---



17

---

---

---

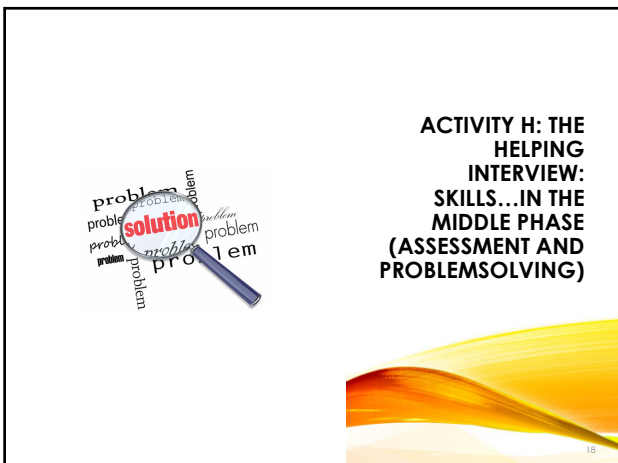
---

---

---

---

---



18

---

---

---

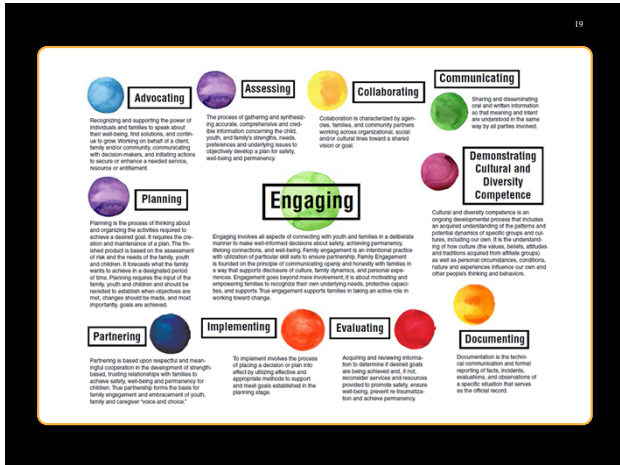
---

---

---

---

---



19

---

---

---

---

---

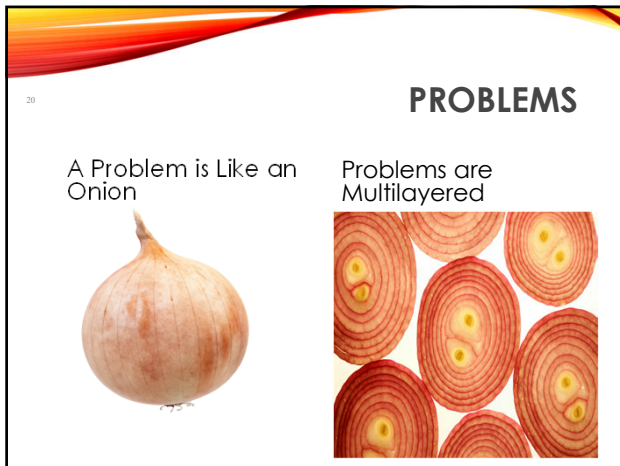
---

---

---

---

---



20

---

---

---

---

---

---

---

---

---

---

21

## ASSESSING IS MORE THAN RECOGNIZING A PROBLEM

**Helpers need to be able to recognize the customer's problem, and understand:**

- Why it exists?
- How it developed?
- What helps maintain it?
- The layers of complexity?
- How serious it is for the customer?
- How the customer has managed it?
- What keeps it from being an even worse problem?

21

---

---

---

---

---

---

---

---

---

---



22

---

---

---

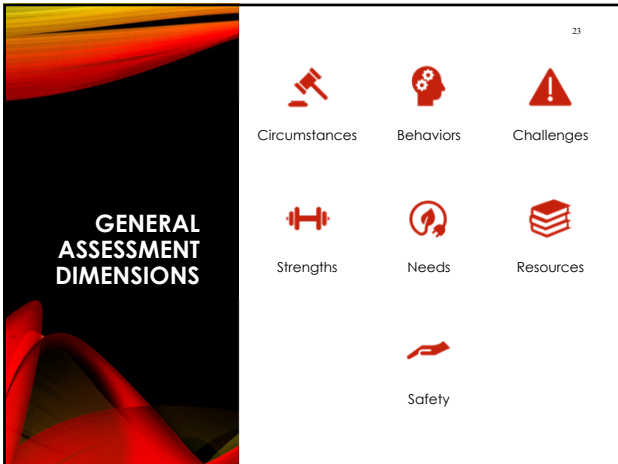
---

---

---

---

---



23

---

---

---

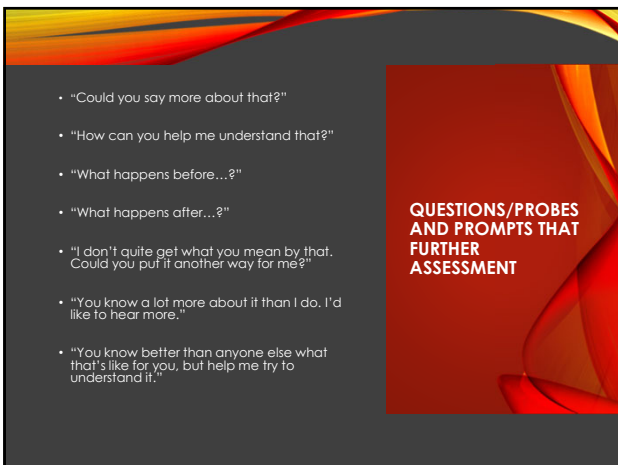
---

---

---

---

---



24

---

---

---

---

---

---

---

---

**VIRGINIA  
CHILDREN'S  
SERVICES  
PRACTICE  
MODEL**

We engage families in a deliberate manner. Through collaboration with families, we develop and implement creative, individual solutions that build on their strengths to meet their needs. Engagement is the primary door through which we help youth and families make positive changes.

25

25

---

---


---

---


---

---


# ASSESSING STRENGTHS



Point them out when you see them



Learn from experience



Compliment

26

---

---

---

---

---

---

27

**POINT  
THEM OUT  
WHEN  
YOU SEE  
THEM**

- ❑ "Wow. Not everyone could manage to get across town on a bus with five children."
- ❑ "I've noticed you're very affectionate with your children."
- ❑ "Being willing to ask for help is a real strength."

27

---

---

---

---

---


---



28

## LEARNING FROM EXPERIENCES

- “What did you learn from being homeless before?”
- “What kept you going when this happened before?”
- “What did you do the last time that worked that you could do this time?”



28

---

---

---

---


---

---


---

29


## OFFER A COMPLIMENT



“YOU’VE BEEN GETTING JOHNNY TO SCHOOL ON TIME. THAT’S GREAT!”



“YOU KNEW THAT MEANT THAT YOU SHOULD TAKE HER TO THE DOCTOR.”



“SAYING THAT JUST SHOWS HOW MUCH YOU CARE ABOUT SUSIE.”

29

---

---

---

---

---

---

---

30

## PROBLEM DIMENSIONS

Context	Triggers	Consequences
Exceptions	Resources	Goals

30

---

---

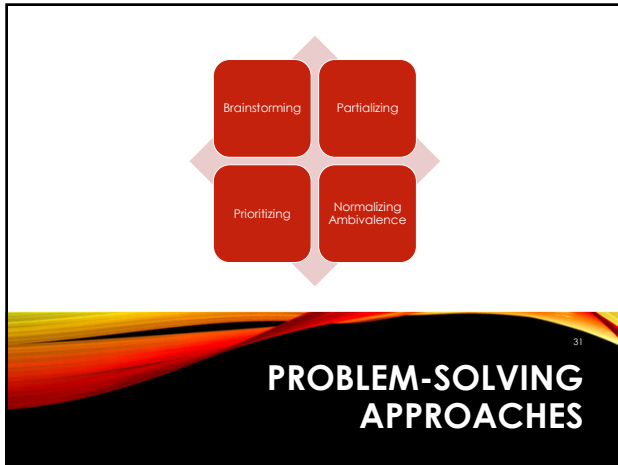
---

---

---

---

---



31

---

---

---

---

---

---

---

---

32

**“MAYBE I DO, MAYBE I DON'T; MAYBE I WILL, MAYBE I WON'T”**

- It is perfectly normal to simultaneously feel ready to change and not ready to change.
- Normalize ambivalence by helping the customer understand that it is normal.
- Help the customer explore the pros and cons of changing or not changing.

32

---

---

---

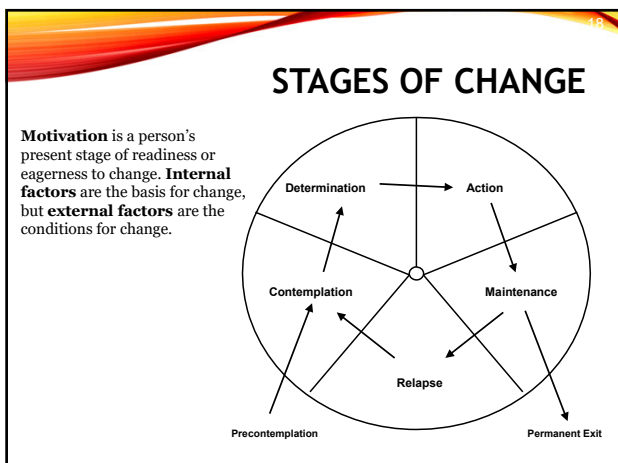
---

---

---

---

---



33

---

---

---

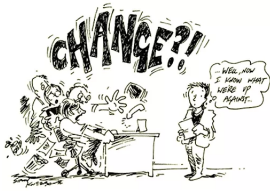
---

---

---

---

---



**CHANGE?!**

“Well, now I know what I need to do.”

**ACTIVITY I: THE HELPING SKILLS: SKILLS...IN THE MIDDLE PHASE (MANAGING RESISTANCE AND HOSTILITY)**

34

---

---

---

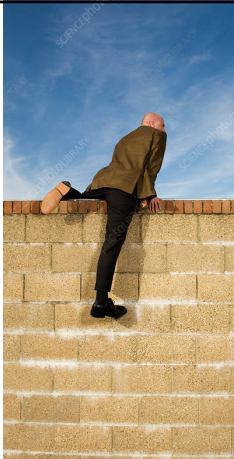
---

---

---

---

---



**RESISTANCE**

- Resistance is a barrier you can expect to encounter when helping others.
- The goal is to not be stopped by the wall, but to find some way to “go over it”...

35

---

---

---


---

---

---

---

---



**ACKNOWLEDGING RESISTANCE**

- ...or “bust through it” when necessary.
- Acknowledging and validating the resistance can lessen the resistance.

36

---

---

---

---

---

---

---

---

37

## CONFRONTATION AND ANGRY CUSTOMERS

- Diffuse confrontation by encouraging collaboration.

37

---

---

---

---

---

---

---

---

38

## 5 STEPS TO TAKE WHEN DEALING WITH AN ANGRY CUSTOMER

Validate	Validate Angry Feelings
Write Down	Write Down the Facts
Ask	Ask customer to Repeat Story Slowly
Repeat	Repeat the Story Back to customer
Explain	Explain What You Will Do

38

---

---

---

---

---

---

---

---

39

## HELPER SAFETY

- Use caution when you interact with customers at your office or their homes.
- Be especially cautious when a confrontation is expected.
- Be cautious when your customers is angry, stressed, depressed, or mentally ill.

39

---

---

---

---

---

---

---

---



40

---

---

---

---

---

---

---



41

---

---

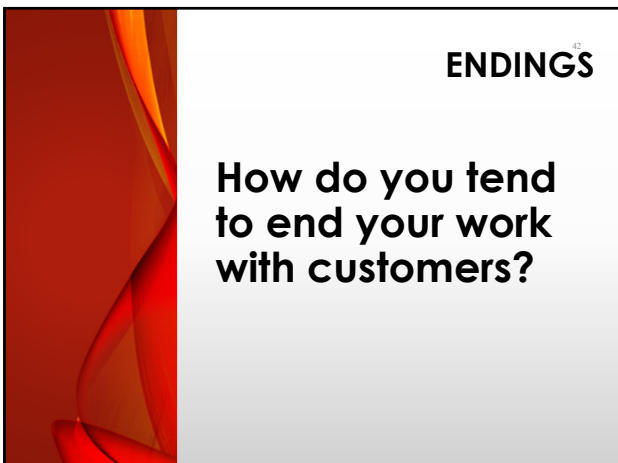
---

---

---

---

---



42

---

---


---

---

---

---

---



### ENDINGS

Think of a customer you have worked with who you considered pleasant and cooperative. **How did that helping relationship end?**

43

---

---


---

---

---

---

---



### ENDINGS

Think of a customer you have worked with who you considered unpleasant and challenging. **How did that helping relationship end?**

44

---

---


---

---

---

---

---



### ENDINGS

**How will you make endings more positive for customers in the future?**

45

---

---

---

---

---

---

---



46

---

---

---

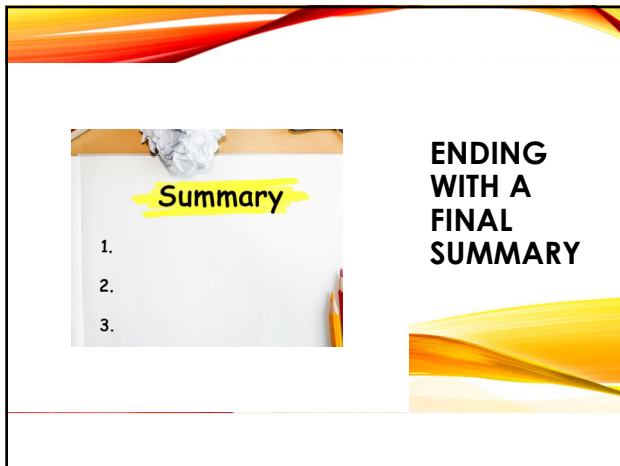
---

---

---

---

---



47

---

---

---

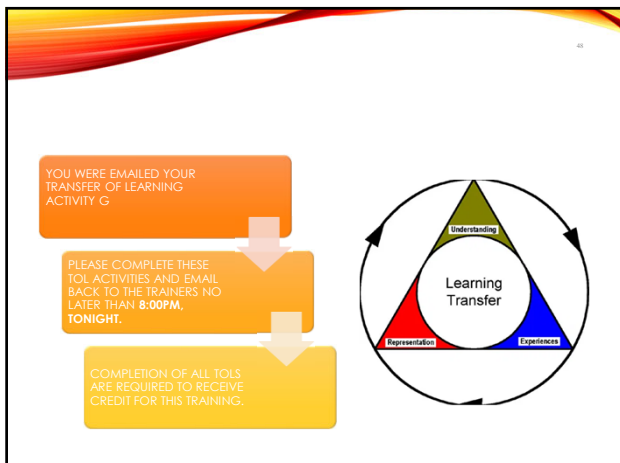
---

---

---

---

---



48

---

---

---

---

---

---

---

---

49

POST TEST

**From the Virginia Knowledge Center:**

- Click on Catalog
- Type CWS1305W in the Search for box and click Search
- Click on VDSS – CWS1305W POST TEST

\*\*\*It is extremely important for you to submit a survey so we can assess our training delivery.

49

---

---

---

---

---

---

---

50

EMAIL ADDRESSES

- **Angela Berry:**  
[angela.berry@dss.virginia.gov](mailto:angela.berry@dss.virginia.gov)
- **Carol Baskerville:**  
[carol.Baskerville@dss.virginia.gov](mailto:carol.Baskerville@dss.virginia.gov)



50

---

---

---

---


---

---

---

51

1. **Two breakout room activities.**
  - Helena Assessment
  - Reflecting Feelings
2. **You have been assigned to a group.**
  - A
  - B
  - C
  - D
3. **Use the email received from Google Meets to login.**
4. **If your computer/laptop does not allow audio for Google Meets you will need to call in using the telephone number and pin provided in the email confirmation for Google Meets.**



51

---

---

---

---

---


---

---



Group A		
Group B		
Group C		
Group D		

**BREAKOUT ROOM GROUPS**



52

---

---

---

---

---


---

---

---



IN YOUR GROUP, TALK ABOUT WHAT MORE YOU WOULD WANT TO KNOW ABOUT THIS SITUATION. IT IS FINE IF YOU ARE NOT FAMILIAR WITH CPS PRACTICE. WHAT, IN YOUR OPINIONS, WOULD BE THE IMPORTANT TOPICS FOR ASSESSMENT? WHY WOULD THESE TOPICS BE IMPORTANT TO ASSESS?



PRACTICE USING THE OPEN- AND CLOSE-ENDED QUESTIONING SKILL BY LISTING QUESTIONS THAT YOU WOULD ASK HELENA IF YOU WERE INTERVIEWING HER ABOUT THIS SITUATION. IN ADDITION TO OTHER ASSESSMENT TOPICS, SOME OF THE QUESTIONS SHOULD ADDRESS HELENA'S FEELINGS.

**HELENA ASSESSMENT**

53

---

---

---

---

---

---

---

---

**REFLECTING FEELS:**

AFTER READING YOUR ASSIGNED SCENARIO, LIST 4 FEELINGS WORDS APPROPRIATE TO THE SCENARIO. THEN LIST 2 FEELING REFLECTIONS—EACH RESPONSE MUST USE ONE OF THE FOUR FEELING WORDS YOU LISTED.

**Appropriate Feeling Words:**

- 
- 
- 
- 

**Feeling Reflection (using one of the words above):**

**Feeling Reflection (using a different word from the list above):**

54

---

---

---

---

---

---

---

---

# REFLECTING FEELS

55

Group A	80-year-old man talking with Adult Protective Services Investigator
Group B	16-year-old girl talking with Family Assessment Worker
Group C	Parent talking to a Child Protective Services Investigator
Group D	50-year-old mother talking to a Domestic Violence Shelter Worker

55

---

---

---

---

---

---

---

---

# EMAIL ADDRESSES

56

56

---

---

---

---

---

---

---

---