

APPENDIX I: HANDOUTS



HANDOUT #1

INTERVIEW QUESTIONS

1. What is your name?
 2. What would you like to learn from this course?
 3. What do you believe is the most important characteristic of an effective caregiver?
-

HANDOUT #2

AGENDA

1. Welcome, Introductions, and Agenda
2. The Characteristics of an Effective Communicator
3. Self-Awareness
- Break
4. Communication Skills: Attending and Empathy
5. Closure

HANDOUT #3

LEARNING OUTCOMES

The caregiver can:

1. articulate the importance of being an effective communicator throughout the caregiving process.
2. describe the characteristics of an effective communicator and make the connection to effective caregiving.
3. articulate an awareness of how self in relationships influences communication and begin to identify how the caregiver's own experience impacts their caregiving relationships.
4. demonstrate, at an introductory level, the basic communication skills of attending and empathy.

HANDOUT #4

CHARACTERISTICS OF AN EFFECTIVE COMMUNICATOR

Knowledge:

- display basic curiosity
- use language that matches the rules, customs, and development of the child/youth/ or family.
- communicate with an understanding of the cultural aspects of non-verbal and verbal communication.

Skills:

- use open posture
- stay with the speaker
- respond to feelings of the speaker with empathy or reflecting feelings
- use appropriate open questions
- attend to and respond to verbal as well as non-verbal communication
- switch between speaker-listener roles in conversation smoothly and frequently
- respond appropriately to the feedback of others
- summarize
- postpone interpretation
- use clear, specific, concrete statements.

Self:

- be genuine
- be warm
- be accepting
- be respectful
- be patient
- be aware of and monitor your own thoughts and feelings and their impact on the ability to hear and respond to the experience of the other
- suspend judgment
- use “I” statements, i.e. taking responsibility for and ownership of thoughts, feelings, beliefs, values, actions, etc.
- understand and respect boundaries.

HANDOUT #5**SELF-AWARENESS EXERCISE****Directions:**

You will need a paper and pen or pencil to record some of your responses to the following:

1. Recall an experience or interchange that you had with a child or youth in your care that was challenging and that, from your perspective, was not successful.

e.g., Ben hit Lucas when Lucas tried to take his toy away.

2. What you were thinking at the time? Feeling? Doing? Saying?

Thoughts: They shouldn't hit each other.

I need to do something to intervene.

Feelings: Angry, scared, and uncomfortable with yelling.

Actions/Words: I yelled at Ben and told him never to hit others.

3. What beliefs are/were attached to these feelings, thoughts, and actions?

- Hitting others is a hurtful way to show anger.
- You should never hit anyone.
- Yelling is a hurtful way to communicate concern.
- Yelling is not an effective way to communicate a concern.

4. Where did these rules and/or beliefs come from, i.e. from whom did you learn them and in what context?

I learned these beliefs as a result of my experience growing up in a home where parents used hitting and yelling as a form of punishment.

5. What impact do these beliefs or rules have on your caregiving relationships?

- I feel an intense need to stop children from hitting each other and I become very anxious when they do hit each other.

6. Is it necessary to re-think these beliefs and/or rules to be a more effective communicator, and, as a result, a more effective caregiver? If so how?

- I need to find a way to help children learn ways of communicating their anger other than hitting and I need to learn how to do this without yelling so that my beliefs are congruent.

7. Share your experience and responses to the previous questions with a partner.

HANDOUT #6**WHY LISTENING WORKS**

- **THE OTHER PERSON SETS THE PACE.** You let them take the lead in the conversation. You don't push them faster than they want to go. This builds trust.

- **THE OTHER PERSON IS COMPLETELY FREE TO BE NATURAL.** That's a rare opportunity. The other person will probably take advantage of it by relaxing and behaving in ways that are real and honest. When you show you can be trusted, other people are free to tell you about their hurts, their secrets, and their ambitions. The result is that you can REALLY have an opportunity to know them.

- **THE OTHER PERSON GETS MORE SELF-UNDERSTANDING.** In a mirror, you can see things about your physical self that cannot otherwise be seen. In the same way, listening serves as a mirror in which persons can see their behaviours and attitudes more completely. This helps them understand themselves better and forces them to decide whether or not they like themselves the way they are, or if they want to change.

- **TO EMPATHICALLY LISTEN IS TO GIVE SOMETHING VALUABLE.** Empathic listening is hard work and the other person knows it. When you listen with empathy, you prove to the other person that you care.

- **IT KEEPS YOU OUT OF TROUBLE.** While you are engaged in empathic listening, you will not do anything that is punishing, painful or hurtful to the other person.

- **EMPATHIC LISTENING CLARIFIES AND REDUCES CONFUSION**

- **EMPATHIC LISTENING CREATES A RELAXED TRUSTING ATMOSPHERE AND REDUCES THREAT**

- **EMPATHIC LISTENING ENCOURAGES "CONNECTED" COMMUNICATION**

HANDOUT #7

COMMON MISTAKES MADE IN LISTENING

- Sounding like a parrot or a robot.
- Talking about content only, ignoring feelings.
- Giving cheap advice.
- Using poor attending skills. You sound good, but you look like you couldn't care less.
- Shifting attention to yourself. Talking instead of listening.
- Having no energy. You must be as intense in your words and emphasis as the other person.
- Sliding into non-helpful replies such as joking, making judgments, reassuring, etc.
- Using listening when it is NOT the best method.

HANDOUT #8**RESPONDING WITH EMPATHY – A CASE STUDY**

Read the case study. For the statements that follow, identify possible feelings and then come up with an response to the statements.

Evan is a 10-year-old boy who came into care seven months ago. Evan was moved from the home of his first foster family when his foster father's company transferred him and the family moved to Montreal. Evan is the youngest of four siblings. Trina, Evan's mother, became pregnant with Evan's oldest brother, Riley, when she was 16. She did not finish high school and has worked off and on as a maid in a local hotel. Evan's father was convicted of spousal abuse four months ago and is serving a three-year sentence. Evan and his siblings were moved from their home seven months ago after their mother, who suffered a severe emotional breakdown, was hospitalized. Evan is now coming to reside in his second home with no clear understanding as to when he might be re-united with his mother or siblings.

1. Evan has just arrived at your home with his worker. As they sit down in your living room, Evan says, "So how long are you gonna keep me?"

Feelings: _____

Response: _____

2. That evening at the dinner table, Evan is silent. He seems to have no appetite and is just pushing his food around on his plate.

Feelings: _____

Response: _____

3. Later in the week, you notice that Evan is constantly asking you what he can do to help. He wants to do the dishes, vacuum the house, mow the lawn. He keeps his room very tidy and never refuses any of your requests. After mowing the lawn one afternoon, he comes in and says, "I've finished mowing the lawn, what should I do next?"

Feelings: _____

Response: _____

4. That same night, as you walk by Evan's room, you can hear the sound of muffled sobs. You knock on the door, but there is silence. You peek in the door and ask Evan if he's alright. He begins to cry again. You walk over and sit beside him on his bed.
-

Feelings: _____

Response: _____

Evan has been at your home for about three months. Recently he's been very moody. He picks on Carley, his seven-year-old foster sister, terrorizes the family cat, and refuses to clean up after himself. After school one day, he storms through the door ranting and raving about his teacher being an "unfair jerk" and how he'd like to "punch her lights out."

Feelings: _____

Response: _____

5. A few months later a meeting is held with Evan, his mother, his caregiver, and his worker. They discuss Evan's eventual return home to live with his mother. During the meeting Evan says "I really want to live with my mom, but what if she gets sick again?"

7. It's Evan's last day with your family before he returns home to live with his mom. He's lived with your family for a little over a year. He's very excited and is busy packing up his belongings. As Evan leaves his room with his suitcase, you notice that he's holding back tears.

Edg

Edg

HANDOUT #9**RESPONDING WITH EMPATHY – EXERCISE**

Skills Practice Instructions:

1. Find two partners to work with whom you did not know before today's training session.
2. Decide who will be the listener/responder, who will talk about a concern, and who will be the observer (you will all get a chance to be in each role).
3. Roles: The listener/responder uses the skills of attending and empathy only. The talker talks about a concern or issue that is real and alive for her. The observer observes the interchange and pays attention to what the listener/responder did well and what he needs to work on in terms of effective use of the skills of attending and empathy. The observer can use an observation guide like that provided in Handout #10, "Empathic Responding Observation Guide," to keep track of the listener's skills.
4. Do this for 5 minutes and then debrief your session in the following way:
 - the listener/responder debriefs first and talks about what the experience was like for him, including one thing he believes he did well and one thing which he believes he needs to improve.
 - the talker debriefs next and talks about what the experience was like for her, including what was helpful and one thing that was not helpful and why.
 - the observer then gives feedback to the listener/responder only (do not give feedback to the talker about her issue or concern) about his use of the skills of attending and empathy. Include one thing he did well and one thing that he will need to continue to develop.
e.g. One thing you did that I like was _____
 - you made very good eye contact.
 - you responded in a genuine and caring manner.
 - you responded with accurate empathy to her feeling of frustration about her son's behaviour.

One thing I noticed that you could improve on was _____

 - not asking so many questions.
 - responding more frequently with empathy.
 - breathing so that you could be more present and, therefore, .
5. Switch roles. The listener/responder becomes the talker, the talker become the observer, and the observer become the responder/listener.

HANDOUT #10

EMPATHIC RESPONDING OBSERVATION GUIDE

Attending	Present	Not Present	Comments
S Seated squarely			
O open posture			
L Leaning			
E eye contact			
R Relaxed, well-paced			
Empathy			
• Listens effectively			
• Identifies feelings Accurately			
• Reflects reasons for feelings			
• Communicates and responds to core message (contents and feelings)			
• Responds in a genuine, respectful, warm manner			

HANDOUT # 11

SUGGESTED RESOURCES

1. Active Communication (1996) by
Mathew Westra
Brooks Cole Publishing Forest Grove, California
 2. How To Talk So Kids Will Listen And Listen So Kids Will Talk (1980) by
Adele Faber and Elaine Mazlish
Avon Books
New York, New York
 3. Messages: Building Interpersonal Communication Skills (1996, 3rd. ed.) by
Joseph A. Devito
Harper Collins College Publishers
New York, New York
 4. The New People Making (1988) by
Virginia Satir
Science and Behavior Books Inc.
Mountain View, California
-