DOCUMENT RESUME

ED 218 535 CG 016 034

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TITLE Intake Interview Skills for Rehabilitation Counselors: A Trainer's Guide. Advanced Facilitative Case Management Series, Training Package I.
INSTITUTION Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE 80
GRANT NIHR-16-P-56812-RT-13
NOTE 127p.; For related documents, see CG 016 035-041.
AVAILABLE FROM Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($5.00).

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Communication Skills; Counseling Techniques; *Counselor Training; *Interviews; Learning Modules; Nonverbal Communication; Professional Training; Questioning Techniques; *Rehabilitation Counseling; *Skill Development; *Training Methods; Training Objectives; Verbal Communication

ABSTRACT

This guide is the introductory volume for the first in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This trainer's guide for the first module focuses on basic intake interviewing skills consisting of: (1) systematic interview programming including attracting, planning and structuring; (2) information exchange during the intake process including collection and dissemination effectiveness; and (3) information exchange via verbal and nonverbal interaction. The format for each training session is presented in terms of definitions, rationale, objectives, guidelines, demonstrations, exercise and practice activities, and summary. The appendix includes an outline of the complete intake interview training program. (MCF)

Advanced Facilitative Case Management Series

Training Package I

Intake Interview Skills for Rehabilitation Counselors

A Trainer's Guide

Stanford E. Rubin

Roy C. Farley

1980

Arkansas Rehabilitation Research and Training Center
University of Arkansas/Arkansas Rehabilitation Services

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This project was supported in part by a research and training center grant (16-P-56813, RT-13) from the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, Department of Education.

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Foreword

The Intake Interview for Rehabilitation Counselors Training Package teaches the following skills: systematic interview programming, information exchange during the intake process, exchanging information via non-verbal interaction, and exchanging information via verbal responding. All four skills play a significant role in augmenting a successful rehabilitation counseling intake interview.

The development of this package was no simple task. A tremendous amount of support and consultation were received. In fact, so many people reviewed the material that it would be most difficult to list each person's name. However, we are particularly indebted to a number of Region VI rehabilitation personnel who served on "user review teams" and provided input and suggestions from the trainer's viewpoint as well as the practitioner's viewpoint. Among these were:

A.J. Baker, Arkansas
Billy Brookshire, Texas
Linda Doehne, Texas
Laura Ferrary, New Mexico
John Garland Flowers III, Texas
Clyde Martin, Oklahoma
Harold Skinner, Oklahoma
Alton Toms, Louisiana
Lewis Urton, Arkansas
Alton Wachtendorf, Arkansas
Tom White, Arkansas
Myrna Breeden, New Mexico
Steve Cumnock, Arkansas
Lonnie Current, Oklahoma
Jorge Garcia, Texas
Leslie Palmer, Louisiana
Anita Wooley, Louisiana
Karen Sandini, Oklahoma
George Wynne, Texas

We also appreciate the help we received from members of the Arkansas Rehabilitation Research and Training Center, particularly, Robert Akridge, Bob Means, Tim Milligan, Doug Rice and David Sigman, and from the Center's past and present research directors, Reed Greenwood and Jack Marr. Lea Ann Crees, Tammy Bowers, Judy Herrington and Lorraine Hogue also deserve recognition for their typing contributions. Thanks are extended to Mary Drevdahl for her proofreading of the final manuscript.

Stanford E. Rubin
Roy C. Farley

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Section I

Instructions to Trainer

Instructions to Trainer

The Intake Interview Skills for Rehabilitation Counselors Training Package

The Intake Interview Skills For Rehabilitation Counselors Training Package consists of the following

1. Intake Interview Skills for Rehabilitation Counselors: A Trainer's Guide
2. Intake Interview Skills for Rehabilitation Counselors: A Participant's Workbook
3. Intake Interview Skills for Rehabilitation Counselors: A Typescript Manual.
4. Taped demonstrations of interview interaction. (Tape/slide and video demonstrations to be available at a later date.)
5. Wall charts and overhead transparencies of major concepts.

Intake Interview Skills for Rehabilitation Counselors: A Trainer's Guide. This workbook serves as a guide for the trainer. It provides a step-by-step set of procedures for presenting the skills to be taught. "Mini" lectures, demonstrations, and activities for increasing trainee skills in applying the concepts are included.

Intake Interview Skills for Rehabilitation Counselors: A Participant's Workbook. This workbook contains forms and training aids for participant use during the training session. It includes material needed for the various training exercises found in the Trainer's Guide and should be used in conjunction with the Guide.

Intake Interview Skills for Rehabilitation Counselors: A Typescript Manual. The typescript is intended for use as a visual reference to aid in understanding the taped dialogues and for referral in class discussions. The excerpts are numbered for easy reference.

Taped Demonstrations of Interview Interaction. These demonstrations contrast effective and ineffective interview interaction and demonstrate how to apply the concepts taught.

Wall Charts and Overhead Transparencies of Major Concepts. These are aids to assist the trainer in presenting the didactic portion of the training.

The Training Program

Participant Selection

Skills taught in the Intake Interview Skills for Rehabilitation Counselors Training Package are appropriate for counselors responsible for conducting intake interviews. The training is appropriate for field, facility, general, specialized, experienced and inexperienced rehabilitation counselors.

Number of Participants

Because of the nature of some of the activities and the training approach, the program does not lend itself well to large group instruction. With one trainer, group size should be restricted to a maximum of 12 participants.

How to Use the Package

The package is intended to provide the trainer with all necessary information and materials for conducting a training session. However, the Training Package should serve the trainer as a "working" package. The trainer is encouraged to substitute and/or add examples and training aids which are appropriate for the trainees. It may be necessary for the trainer to modify some of the activities to fit his training style and/or time considerations. The Trainer's Guide includes space to add points and additional or alternate activities. A Trainer's Outline is included in the Appendix. Once you become familiar with the content of the program, you may be able to do the training using only the outline supplemented with your other training aids such as overheads, charts, etc.

The Training Approach

The training approach is based upon a training model of tell → demonstrate → elicit description → elicit action → summarize → assess which works on the learning models of learning by listening, learning by observing, and learning by doing. The trainer, in following the Guide, will cover each component of the model with the following outline as appropriate:

I. Definition
II. Rationale
III. Objectives
IV. Guidelines
V. Demonstration of Non-Facilitative Techniques*
VI. Results of Non-Facilitative Techniques
VII. Demonstration of Facilitative Techniques*
VIII. Results of Facilitative Techniques
IX. Discrimination Exercises
X. Practice
XI. Summary

*Demonstration of Non-Facilitative and Facilitative Techniques involves the demonstration of multiple counseling behaviors although the focus will be on one specific technique at a time

Training Time Schedule

The training program is flexibly structured. The training program can be presented in its entirety, that is, the trainer and trainees can meet for consecutive hours, with appropriate breaks, until all the material is covered. Or, the material can be covered in a series of separate training sessions. It is recommended, however, that the material be presented in order and as close together timewise as possible. The entire training program can be completed in approximately 28 hours

Training Setting

Freedom from outside distraction and participant comfort are primary considerations in selecting a training room. The training room should be arranged to allow free interaction among participants. The room should be large enough for triads to interact without distraction from others. However, guard against having an oversized training room since listening to tapes is required and an excessively large room may make this difficult.

Equipment Needed

If the Training Guide is followed, the following equipment is necessary:

1. Cassette Tape Recorder
2. Overhead Projector
3. Slide Projector or Video Equipment (to accommodate future training aids).

Participants will be required to respond in writing during the program and will need pencils or pens.

Group Discussion

Because of the training approach used, group discussion is an integral element in the success of the training program. The trainer should make every effort to facilitate the expression of participant reaction, ideas, etc.

Optional Activities

Day 1 - Opening Activity

1. **Instructions to Participants**

   A Intake Interview Skills Training is about interacting with others with the major focus on exchanging information.

   B Find one person in the room you don't know well (or turn to the person next to you).

   C Your task is to collect information from each other and introduce each other to the group with some information about the person that interests you.

2. After 15 minutes, call the group together and go around with introductions

3. **Instructions to Participants**

Return to pairs and determine what the two of you would like to gain from this workshop Come up with one statement for the two of you and write it down. Negotiate your differences so that you can arrive at one statement.

4 After awhile, call the group together and collect each pair's statement. Either tape these to the wall or write on chalkboard.

5. Look for trends and address any issues.

Day 1 - Wind-up - Feedback to trainer

Ask participants to complete the sentence stem:

I appreciate . .
and/or
I especially like . .
and/or
I resent . . .
and/or
I need more of . . .
and/or
I need from this training more . . .
and/or
I would like to see more of . . .
and/or
I would like to see less of . . .

Day 2 - Opening Activity

1. Present brief summary of points covered the previous day.
2. Ask participants to sit quietly and think about the points. Ask them to think about how the previous day's activities relate to their jobs.
3. After about two minutes, ask participants to break into pairs and share one reaction and/or one learning from the previous day.

Ordering Materials

Order forms for all materials of the Intake Interview Skills Training Package may be obtained by writing:

Director of Training
Arkansas Rehabilitation Research
and Training Center
P.O. Box 1358
Hot Springs, AR 71901

Section II

Introduction to Intake Interview Skills for Rehabilitation Counselors

Introduction to Intake Interview Skills

Introduction to Trainer

This section is directed at introducing the Intake Interview Skills training program The purposes of this section are:

1. To identify the objectives of the training program.
2. To present an overview of the training components

In presenting material from this section utilize as desired the points made under each major category You may use all the points listed or you may only use a few depending upon your audience.

Intake Interview Skills for Rehabilitation Counselors
A Training Package with the Facilitative Case Management Model

The role of the rehabilitation counselor has been the object of controversy for almost twenty years Some have described him/her as a counselor. Others have described him/her as a coordinator. Still others identify with the counselor-coordinator position. If the focus is restricted to counselors employed by state rehabilitation agencies, much of this controversy can be resolved on the basis of job demands. Observation of the vocational rehabilitation process described in Rubin and Roessler (1978) as well as the results of Emener and Rubin's (1980) rehabilitation counselor role and function research makes it clear that the state agency rehabilitation counselor must be both an effective counselor and an effective coordinator

Overall, the research on rehabilitation counselor role and function suggests that the counselor must be:

1. An effective interviewer
2. An effective diagnostician
3. An effective goal-setter
4. An effective coordinator

The Facilitative Case Management Model attends to all four areas through three instructional training packages. They are:

1. Intake Interview Skills for Rehabilitation Counselors
2. Goal-Setting: Guidelines for Diagnosis and Rehabilitation Program Development
3. Systematic Caseload Management

The three training packages teach the following case management skills:

1. Caseload management. workload planning, time management, and progress reviews
2. Relationship building
3. Intake interviewing
4. Arranging for diagnostic services
5. Diagnosis of client problems and rehabilitation needs
6. Goal-setting interviewing
7. Goal monitoring

General Introduction to Intake Interview Skills Training

Page 7 of Participant's Workbook

Generally speaking there are two types of interviews.

1 There is the interview where the primary focus is on the interviewer and his agency organization Information is given to the interviewee and collected from the interviewee primarily to help the interviewer and his/her organization/agency Examples of this type of interview include:

A The survey interview where the interviewer seeks information to answer research questions.

B The journalistic interview where the reporter wants a story.

C The personnel interview where the personnel manager is screening the applicant for a job vacancy.

2 The second type of interview focuses primarily on the interviewee. Information is given to and collected from the interviewee primarily to help him/her. Examples of this type include:

A The social work interview where the social worker exchanges information with the interviewee in order to provide assistance to the interviewee.

B The rehabilitation counseling interview where the counselor's primary function is to provide services to the client.

C The employment counselor interview where the counselor/placement specialist seeks to place the client in the most appropriate position

This training program focuses on the rehabilitation counselor's utilization of the second type of interview. It primarily attends to the initial interview contact with the client

Overall Objectives of the Rehabilitation Intake Interview Skills Training Package

1. Increase your awareness of the types of information that should be collected during the intake interview
2. Increase your awareness of the types of information that should be disseminated to a client during the intake interview.
3. Help you sharpen your intake interview information collection style
4. Help you sharpen your intake interview information dissemination style

Why is This Training Important?

Page 8 of Participant's Workbook

Information exchange for purposes of helping the client is the major focus of the rehabilitation intake interview Hence, you must be aware of the information to collect and disseminate and be capable of guiding the direction of the interview for achieving the information exchange goals Exchanging information to help the client can be visualized from the illustration on page 8 of your workbook.

In terms of relevant information at intake, there is a known dimension which includes information known by both the counselor and the client The blind dimension includes information that is not known by the client, but is known by the counselor The hidden dimension includes information known by the client but not by the counselor. Then there is an unknown dimension that includes information that is relevant but is not known by the client or the counselor

At intake in comparison to all the relevant information to be known, that which is known by both the client and the counselor (known dimension) would be relatively small. Information needed by the client but unknown (blind dimension) is relatively large. The information known by the client and unknown to and needed by the counselor (hidden dimension for counselor) is also large, as is the amount of information not known by both (unknown dimension). The Information Awareness Matrix, as it initially emerges during the intake interview, is presented on page 9 of your workbook.

The overall objective of the information exchange process would be to expand the known dimension, that is to make all the relevant information needed by both the counselor and client known This would involve decreasing the blind, hidden, and unknown dimensions. Page 10 of your workbook also shows the Information Awareness Matrix following effective information exchange.

Decreasing Three Dimensions

Page 10 of Participant's Workbook

Decreasing the client's blind dimension - During the intake process the client needs much information. Extensive client participation and involvement is desired throughout the rehabilitation process but is very crucial during the intake process. The client needs information about the rehabilitation agency, its role and function, services that are offered, the objectives of those services, eligibility requirements, etc., to decide if the rehabilitation agency can meet his/her needs. Your role, and the client's rights and responsibilities are other areas to be discussed with the client very early You are more likely to practice effective information dissemination by knowing the information needed by the client and the most effective and efficient way to communicate that information.

Decreasing the hidden dimension - The client has much information needed by the counselor. You are more involved with the task of collecting information during the intake process than at any other time during the rehabilitation process. The hidden dimension is more likely to be diminished when you are aware of all the information collection areas that should be explored and when you are an effective facilitator of free client expression and self-revealing behavior.

Decreasing the unknown dimension - The blind dimension is decreased via effective information dissemination. The hidden dimension is decreased via effective information collection. During this information exchange process, additional information known neither by the client nor the counselor becomes known. The unknown dimension is further decreased via information collection from external sources, i.e., medical evaluation, psychosocial evaluation, vocational evaluation, etc

Three Basic Ways of Interacting

Page 11 of Participant's Workbook

Helpful interaction is more likely to be present when destructive interaction is absent and friendly discussion is kept to a minimum Destructive interaction consists of hating responses, playing games, and on an international scale, war. This type of interaction communicates to the other person that he/she is no good and you have very little regard for him/her as a person Destructive interaction has no place in the intake interview. Information exchanged during destructive interaction does not facilitate the rehabilitation process and can only result in negative consequences. Meaningful information is blocked and the counselor and the client enter into a game. **Do not make the intake interview a game.**

Friendly discussion consists of sociable conversation or chit-chat. We engage others in friendly discussion every day and it serves to structure much of our time with others. Friendly discussion certainly has its place, but it should occupy a limited space in the intake interview Remember friendly discussion consumes valuable interview time which could be used for effective information exchange. Therefore, try to avoid introducing extraneous material such as small talk, etc. **Do not make the intake interview a social conversation.**

While information exchange is the major intake interview focus, it must be achieved in such a manner that rapport also develops. This training is directed at increasing your ability to guide the intake interview in such a way that an optimal amount of information exchange and rapport development occur simultaneously. Stress is placed on the fact that rapport is more likely to develop when helpful interaction occurs. Helpful interaction consists of goal-oriented activity Therefore, the majority of interview interaction should be helpful. Information exchanged during helpful interaction will serve to move the client through the intake process in the most effective and efficient manner **Do make the intake interview helpful interaction.**

Overview of Components

Page 12 of Participant's Workbook

Intake Interviewing Skills involve those counselor preparations for the interview as well as interviewing actions The latter involve both verbal and non-verbal responses that enable you to guide the interview interaction in a goal directed manner.

This training package contains the following components·

1. Systematic Interview Programming
   A Attracting
   B Planning
   C Structuring
2. Information Exchange
   A. Information Dissemination
   B. Information Collection
3. Non-Verbal Interaction Techniques
   A. Positioning
   B. Observing
   C. Listening
4. Verbal Interaction Techniques
   A. Continue
   B. Restricted-Focus
   C. Exploratory-Focus
   D. Check
   E. Declarative
   F Self-Expressive
5. Interaction Styles
   A. The Listener
   B. The Interrogator
   C The Explorer
   D The Reflector
   E The Informer
   F The Self-Expresser

Section III

Systematic Interview Programming

Systematic Interview Programming

Page 15 of Participant's Workbook

Introduction to Trainer

This section presents the definition, rationale, and objectives of Systematic Interview Programming Systematic Interview Programming is then divided into three steps. Attracting the client, Planning the interview, and Structuring the interview setting. For each step, a definition, rationale, and guidelines are presented. Trainees are asked to contrast the impact of effective and ineffective Systematic Interview Programming activities and are given the opportunity to practice the suggested techniques The objectives of this section are to influence the trainee to.

1 Take actions to facilitate the client's appearing for an interview
2 Program the intake interview systematically.
3 Develop objectives for the intake interview and develop strategies to achieve those objectives
4 Structure the interview setting so as to enhance the information exchange process.

When presenting material from this section utilize only those points under each major category you deem appropriate for your group. Additional space is provided for you to add your own points.

Definition of Systematic Interview Programming

1 Systematic Interview Programming refers to those pre-interview actions directed at.
   A Encouraging the client to arrive for an interview,
   B. Planning the intake interview,
   C Structuring the interview setting

2 Hence, the focus of Systematic Interview Programming is on actions described as Attracting, Planning, and Structuring.

3

4

5

Importance of Systematic Interview Programming

1 There is an infinite variety of "Wrong" ways to conduct an interview and only a few "Right" ways

   Systematic Interview Programming enhances your chances of employing "Right" strategies and conducting an interview the "Right" way

2 There is no need for an interview without the client Much time is wasted in preparing for an interview with a "no show client" Attracting actions help motivate the client to show

3. It is easy to become bogged down in interview interaction and lose sight of the objectives of the intake interview. Planning activities can help prevent this by yielding a goal-directed "game plan" that serves to give direction to the interview. That "game plan" will aid you in knowing where you are, where you have been, and where you still need to go in the information exchange process.

4. In the absence of a properly structured interview setting, negative environmental factors could present a barrier to effective intake interviewing. These factors would include unnecessary interruptions from telephone calls or colleagues stopping by, lack of privacy, and inappropriately arranged furniture. Such factors could interfere with rapport development, and thereby, partially inhibit information exchange.

Objectives of Systematic Interview Programming Training

1. To learn how to motivate the client to appear for an interview.
2. To learn how to develop an intake interview plan.
3. To learn how to create an environment conducive to effective information exchange

Step I - Attracting the Client

Page 13 of Participant's Workbook

Definition of Attracting

1 Attracting refers to counselor activities intended to motivate or induce the client to keep the intake interview appointment.

2 Attracting includes informing the client of the who, what, when, where, why, and how of the interview in such a way that it encourages or motivates the client to keep the appointment.

3.

4.

5.

Rationale or Importance of Attracting

1 Clients must appear for service before they can be effectively served by a rehabilitation agency or organization.

2. The client's appearance is not an automatic event regardless of needs. There is some evidence to suggest that you must do more than just simply make appointments and expect your client to appear. A study done of clients referred from one psychiatric hospital to a community-based rehabilitation center indicated that approximately **two-thirds** failed to appear.*

3.

4

5

Objectives of Attracting Training

1 To increase your effectiveness at motivating clients to appear for the intake interview.

2

3.

*Wolkon, G W Characteristics of Clients and Continuity of Care in to the Community **Community Mental Health Journal,** 1970, 6, 215-221

Guidelines for Effective Attracting*

Page 17 of Participant's Workbook

1 Decide your mode of communication

Elaboration by Trainer:
How do you usually make your interview appointments? It may be by phone, written, or in person. This may depend on your agency's/organization's general practice and on the particular client you are making the appointment for. Take into consideration all variables in deciding on how to extend your invitation.

2 Decide to **whom** the invitation will be extended

Elaboration by Trainer:
In most cases this will be to the client, but in some cases it may be to a client's parents, guardian, spouse, etc

3 Be sure the person knows exactly **who** the interview is with.

Elaboration by Trainer:
Identify yourself and your agency/organization clearly.

4. Inform the person of **what** will happen.

Elaboration by Trainer:
For example this is an initial screening interview

5 Inform the person of **where** the interview will take place.

Elaboration by Trainer:
For example, 2631 South Elm Street, the Dyer Building, Room 33. Sometimes a more precise location might be required, especially if there is no receptionist, such as third floor, fourth door on the right at the end of the hall after you get off the elevator.

6 Inform the person of **how** to get to the interview.

Elaboration by Trainer:
You may send a map outlining how to get to your office. More specific instructions about what to do upon arrival might be called for such as "Report to Mrs. Harris at the front desk and tell her you have an appointment with me. She will direct you to my office."

7 Inform the person of **when** the interview will take place

Elaboration by Trainer:
The time and date of the Interview. For example, 10 a.m., Thursday, February 16.

8. Inform the person of the general purpose or the **why** of the Interview.

Elaboration by Trainer:
For example, " To talk about how this agency may help you."

*Adapted from Anthony, W, Pierce, R, Cohen, M **The Skills of Diagnostic Planning**. Amherst, MA, Carkhuff Institute of Human Technology, 1979

9. Present the person with a personal reason to appear.

   Elaboration by Trainer:
   Emphasize the specific benefits that the appearance may bring. Communicate the advantages of corning to the interview. The general format for doing this is: "I understand that (information regarding the client's possible interest in your agency/organization). I (personal expression of your interest in client). For example: Mr. Jones, I understand that you have been referred to us by the Select Half-Way Agency. They inform me you might be interested in the services we have to offer. I will look forward to seeing you and talking with you about our agency/organization and some of the things we might by able to do."

10. Some referrals may need extra encouragement.

    Elaboration by Trainer:
    For example, SSI-SSDI referrals may fear loss of their support checks. A special letter may be necessary to allay such fears. At times it may be necessary to go to the home of a SSI-SSDI referral in order to extend a personal invitation and respond to any initial client concerns about seeking rehabilitation services. (Encourage trainees to discuss this guideline by discussing types of clients that need extra encouragement and methods used to encourage them to show for an interview.)

11. Obtain a personal commitment from the client.

    Elaboration by Trainer:
    Be sure that the client has clearly indicated that he or she plans to keep the appointment.

12. Follow-up if necessary.

    Elaboration by Trainer:
    Sometimes it may be necessary to follow-up your initial invitation with a reminder, especially if your initial invitation was issued several weeks or months before the scheduled interview.

Ask trainees to suggest other guidelines for attracting the client. Discuss each.

13.

14.

15.

Attracting

Demonstrate Ineffective Attracting

Ask trainees to turn to page 18 of their workbook and complete the exercise. Tell trainees that Sam Jones is a new referral.

The group is likely to react to the way the client was notified by indicating that two-thirds of the clients contacted in that manner will not show up for the interview.

Demonstrate Effective Attracting

Ask trainees to turn to page 19 of their workbook and complete Exercise 2.

The group will respond more positively to the way that this client was notified (compared to Exercise 1). However, they may indicate that language such as "initial individual screening interview" is too technical for the client. They may also indicate that "State Rehab Agency" after John Smith should be replaced with the word Counselor The term State Rehab Agency may be threatening to the client.

Practice Attracting

Ask trainees to turn to page 20 of their workbook and complete Exercise 3. After every trainee has written an invitation for Joan Jackson, ask for volunteers to read their invitation to the group.

Summary of Attracting

Page 21 of Participant's Workbook

1. Attracting action may seem like such a simple skill that it need not be addressed But remember, there are many "no shows" for interviews
2. Attracting will maximize the possibility that the client will "show" for the interviews
3. Inform the client of the who, what, when, where, how, and why of the interview
4. Add a personal note to communicate the possible benefits of the interview for the client
5. Watch your "no shows" decrease.

Self-Assessment

Ask trainees to turn to page 22 of their workbook and complete the self-assessment guide

Step II - Planning the Interview

Page 23 of Participant's Workbook

Definition of Planning

1. Planning refers to formulating a program of action for the interview.
2. Planning involves determining objectives and developing strategies to achieve those objectives.
3. The result of Planning is the development of one or more of the following types of objectives:

   A. General objectives - objectives that you would want to achieve with every client.

   B. Specific objectives - objectives developed for a specific client. These are individualized objectives that may not be appropriate for everyone. Page 23 of Participant's Workbook presents examples of possible specific objectives.

   C. Moment-to-Moment objectives - general and specific objectives are established prior to the interview. Moment-to-Moment objectives are those objectives that arise as a result of interaction during the interview. They are not planned for beforehand. As a result of interaction during the interview you may become aware of a very important topic that should be explored. Hence, your objective becomes to explore such topics in depth and in a systematic fashion. The exploration of personal adjustment problems often becomes a Moment-to-Moment objective. Page 23 of Participant's Workbook presents examples of possible Moment-to-Moment objectives.

4.
5.
6.

Rationale or Importance of Planning

Present the following:

1. Planning facilitates the information exchange process during the interview, whereas the absence of Planning retards that process.
2. The absence of effective Planning actions results in wasted time, inadequate information, and possible damage to rapport.

or ask:

1. Why is Planning important? What would you hope to accomplish by Planning? List the results of Planning.
2. What would you expect to happen in the absence of Planning? List the results of poor Planning

Objectives of Interview Planning Training

1. To increase your effectiveness at planning the intake interview.
2.
3.

Guidelines for Effective Planning

Page 24 of Participant's Workbook

1 Develop a general "game plan" which will guide your activities no matter what client is being interviewed.

Elaboration by Trainer:
There are certain topics that need to be discussed with every client during the initial interview. There are also objectives that are appropriate for every client Be aware of these objectives and discussion topics and develop your "game plan" accordingly. A set of general objectives for a "game plan" can be seen on the top of page 25 of the Participant's Workbook. Examples of those general objectives further defined can be seen on the same page.

2. Develop specific objectives for each client as appropriate.

Elaboration by Trainer:
Oftentimes you may have information about the client prior to the initial interview (e.g., from referral source, old files, personal knowledge, etc.). Hence, you may be able to develop specific objectives for that individual client that would not be an objective that you would hope to achieve with every client.

3 Allow your general and specific interview objectives to be moderated by moment-to-moment objectives that develop during the intake interview.

Elaboration by Trainer:
Stay attuned to what the client is experiencing. A moment-to-moment objective may take precedence over a general or specific objective. The discussion of personal adjustment problems may arise during the course of the interview. Explore them in depth even though not planned for.

4. Do not become so involved in the content of forms that you miss what is really being communicated. Be aware of what is happening with the client and respond appropriately.

Elaboration by Trainer:
This guideline is very much related to the preceding one. Oftentimes there are many forms to be completed during the initial interview. In fact, your primary "game plan" may consist of only the objective to complete forms. Hence, you can get so involved in achieving that goal that you forget you have a "person" there. Respond **first** to the person.

5. Develop interview objectives and strategies in written form. Do not rely on your memory for all topics that should be discussed.

Elaboration by Trainer:
Experienced interviewers may scoff at this guideline but it is still a principle worth considering. It is very easy to forget a relevant topic in the absence of a written step-by-step plan. That is why most people have a shopping list before going grocery shopping. They may know exactly what they want, what they are after, but how many of you have forgotten a very important item in the absence of a grocery list? Also airline pilots utilize a "checklist" when preparing the plane for take-off. Imagine the consequences of forgetting to cover an important item there. Most of you may know exactly what needs to be discussed with the client during the initial interview. Writing it down ensures that it will be covered.

6. Review objectives prior to the client contact.

   Elaboration by Trainer:
   A review of interview objectives prior to the client arrival should provide purpose and direction for the subsequent interview interaction. This will help you know exactly what you want to accomplish and the topics to discuss to accomplish your objectives.

7. Inform the client of the interview objectives.

   Elaboration by Trainer:
   By reviewing your "game plan" prior to the interview, you become aware of all the topics you want to discuss. When you inform the client of those objectives, the client becomes aware of what needs to be covered during the interview. The result may be that the client also learns to approach the interview in a goal-oriented systematic manner. The chances that all topics will be covered will thus be enhanced.

8. Be flexible. Do not rigidly and inflexibly impose your "game plan" on that client.

   Elaboration by Trainer:
   There is a difference between being systematic and being rigid. By systematic. Avoid being rigid. The best "game plan" in the world may go out the window once the client arrives. All your written objectives may have to wait as a result of a more important moment-to-moment objective. Remember stay attuned to your client and systematically, but flexibly achieve your objec'ives.

Ask trainees to suggest other guidelines for Planning the interview. Discuss each.

9

10.

11.

Planning

Demonstrate Ineffective Planning

Ask trainees to turn to page 3 of their typescript manual and follow typescript as you play the recorded "mini" interview. At the conclusion of the "mini" interview ask trainees to respond to the questions found in Exercise 1 on page 26 of the Participant's Workbook.

Demonstrate Effective Planning

Ask trainees to turn to page 9 of their typescript manual and follow the typescript as you play the recorded "mini" interview. At the conclusion of the "mini" interview ask trainees to respond to the questions found on page 27 of the Participant's Workbook.

Practice Planning

Trainees will now develop a "general game plan" for an initial interview. Instruct them to do the following exercises:

1. Turn to Participant's Workbook page 28 and complete Planning Exercise 3. After all trainees have completed their list, discuss the responses in total group.
2. Complete Exercise 4 on the bottom of page 28 of the Participant's Workbook. Following completion, discuss in total group.
3. Turn to page 28 in the Participant's Workbook and complete Exercise 5. Following completion, discuss in total group.
4. Trainees should now have at least a tentative plan for an initial interview. Point out that what they have in their plans are general objectives. They may develop some additional, specific objectives and additional topics to discuss in order to achieve those specific objectives based on the information they have about the particular client to be seen.
5. Inform trainees that the remainder of the program will consist of discussing those things that will help them carry out the systematic format presented on pages 27 and 28.
6. For example, point out that you have already covered two important areas under the heading "What is the most effective and efficient way to exchange information and achieve objectives?" Those are A. Attract the client, motivating him/her to come to the interview and B. Plan the interview. Knowing what you are after will certainly enhance your chances of getting it.

Additional or Alternate Planning Exercise

Summary of Planning

1. Planning allows you to develop an interview plan that includes the objectives and strategies for achieving those objectives.
2. Three different types of objectives were discussed.
3. Planning allows you to provide direction to the interview and insure effective interviewing.
4.
5.
6.

Self-Assessment

Ask trainees to turn to page 29 of their workbook and complete the self-assessment guide.

Step III Structuring the Interview Setting

Page 30 of Participant's Workbook

Definition of Structuring

1. Structuring refers to arranging the immediate interview setting so that it will be most conducive to the exchange of information.
2. Structuring refers to arranging the interview setting in such a way that interest in the client is communicated.
3.
4.
5.

Rationale or Importance of Structuring

Present the following:

1. The physical arrangement of the interview setting can facilitate or retard the exchange of information.
2. The physical dimensions of the interview setting are related to whether the client initiates and invests him/herself in the information exchange process.

or ask:

1. Why is Structuring important? What can be achieved by the Structuring activities? List the results of effective Structuring.
2. What would be the consequences of poor Structuring? List the results of ineffective Structuring actions.

Objectives of Structuring Training

1. To increase your effectiveness at structuring the interview setting.
2.
3.

Guidelines for Facilitative Structuring

Page 31 of Participant's Workbook

1 Arrange furniture so as not to have physical barriers between you and the client Place chairs opposite each other

Elaboration by Trainer:
A desk is helpful when completing forms, but try to arrange your chair, the client's chair, and the desk so as not to have the client sitting across from you on the other side of the desk. Physical objects between you and the client may become a barrier to open communication and retard the information exchange process. Such barriers can communicate a desire to keep the client at a distance Eliminating a possible barrier can facilitate open communication, as well as allow you to observe the client more fully, a topic that will be discussed in depth later.

2 Whenever possible have chairs of same or similar type and of equal height.

Elaboration by Trainer:
Have you ever noticed the difference in chairs in most helping professions? Usually the helper has a large, padded, swivel chair and the helpee has a small straight-backed unpadded one. What gets communicated to the helpee with that kind of chair arrangement? To avoid negative communication try to have your chairs of similar type and equal height. This communicates a sense of equality and partnership and will enhance the achievement of objectives.

3. Assure that furniture is comfortable.

Elaboration by Trainer:
A very uncomfortable client may be more intent on getting the interview over with than exchanging information. Whenever it is in your power, see to it that your furniture facilitates rather than retards the information exchange process.

4 Control noise or distracting variables, phone calls, knocks at the door, outside noises, etc.

Elaboration by Trainer:
Try to prevent the information exchange process from being interrupted. Utilize "DO NOT DISTURB" signs, have secretary hold calls, etc. Also, close windows if necessary to control outside noise.

5. Provide a meeting place where confidentiality can be assured.

Elaboration by Trainer:
Do not expect the client to provide much meaningful and relevant personal information in a meeting place where confidentiality is lacking. Since much information of a personal nature is needed to determine eligibility, program planning, etc., interview the client somewhere conducive to confidentiality.

6. Put away things you do not wish the client to see.

Elaboration by Trainer:
Files of other clients, papers, forms, medical and psychological reports, your lunch, etc. should be put away prior to the client entering your office if you do not wish the client to see them. Do not have anything on your desk that may distract the client and interfere with the information exchange process.

7. Control temperature within the interview setting.

Elaboration by Trainer:
The client should be made as comfortable as possible. An interview setting that is too hot or too cold is not conducive to exchanging information.

8. Control lighting within the interview setting.

Elaboration by Trainer:
The interview setting should be as pleasant as possible. Proper lighting can facilitate the information exchange process whereas poor lighting may not.

9. Be sure the interview setting is accessible.

Elaboration by Trainer:
Check to be sure the client can enter your office. Keep aisles free of obstacles. Remove boxes, arrange file cabinets, etc., so that the client will not encounter an obstacle course.

10. Structure the interview time.

Elaboration by Trainer:
Allow sufficient time to achieve your interview objectives. Avoid scheduling too many clients for too short of a period.

Ask trainees to suggest other guidelines for Structuring the interview setting. Discuss each.

11.

12.

13.

Structuring

Demonstrate Ineffective Structuring

Ask trainees to turn to page 32 of their workbook and complete Exercise 1.

Demonstrate Facilitative Structuring

Exercise 2 on page 33 of the workbook shows an interview room that is prepared to receive clients. In what ways is that room more effectively structured for the intake interview than the room depicted on page 32? **FACILITATE DISCUSSION.**

Demonstrate Ineffective Structuring

Play tape for Structuring Exercise 3 demonstrating ineffective structuring (Continuation of Case of Ted Johnson - A, page 17 in typescript manual). Ask trainees to turn to page 34 of their workbook and list examples of poor structuring.

Demonstrate Facilitative Structuring

Play tape for Structuring Exercise 4 demonstrating effective structuring (Continuation of Case of Ted Johnson - B, page 24 in typescript manual). Ask trainees to turn to page 34 of their workbook and compare and contrast this interview with the preceeding one. After the tape ends, **FACILITATE DISCUSSION.**

Self Analysis

Ask trainees to complete Exercise 5 on page 34 of their workbook. **FACILITATE DISCUSSION.**

Additional or Alternative Structuring Exercises

Self-Assessment

Ask traine· to turn to page 35 of their workbook and complete the self assessment guide.

Summary of Systematic Interview Programming

Page 36 of Participant's Workbook

1. Systematic Interview Programming refers to Attracting the client, Planning the interview, and Structuring the interview setting.
2. This allows the counselor to engage the client, create a climate that fosters the information exchange process, and to guide the interview in a systematic fashion
3. If the counselor does this effectively, the chances of the client showing up are enhanced, direction will be provided to the interview, and interview time will be efficiently utilized. As a result the client will feel at ease, want to exchange information, with the result being the achievement of interview objectives.
4. The absence of or poor interview programming may result in client not showing, wasted time, client being "turned off," many distractions. and the counselor failing to achieve his information exchange objectives.

Systematic Interview Programming Format

Page 37 of Participant's Workbook

This section has presented some of the important ingredients for effective interviewing A format for programming an interview for success has been offered. That format is.

1 What are my objectives for this interview?

2 What is the information my client needs for achievement of those objectives?

3 What information do I need to achieve those objectives?

4 What is the most effective and efficient way to go about exchanging this information and achieving my objectives?

The remainder of the training program is designed to assist you in implementing that format The next section, on information exchange, will help you determine the topics that should be discussed during the intake interview. Subsequent sections on exchanging information via non-verbal techniques and verbal interaction techniques will focus on negotiating that process in the most effective and efficient way

Section IV

Information Exchange During the Intake Interview

Information Exchange During the Intake Interview

Page 41 of Participant's Workbook

Introduction to Trainer

This section provides an extension of the planning discussion and focuses on the two aspects of information exchange--information dissemination and information collection The definitions, rationale, and objectives of information exchange are presented and then information exchange is divided into. Step 1, information dissemination and Step 2, information collection Each step is defined and the rationale and objectives presented Guidelines for carrying out each step are discussed Effective and ineffective application of those guidelines are demonstrated and contrasted followed by an opportunity for trainees to practice each step The objectives of this section are·

1 To emphasize the importance of information dissemination

2 To identify the types of information that should be provided to clients during the intake interview

3 To teach an effective information dissemination style

4 To identify the types of information necessary to collect from the client during an intake interview

5 To teach an effective information collection style

When presenting material from this section. utilize only those points under each major category that you deem appropriate for your group

Definition of Information Exchange

1 Information exchange refers to the process of collecting information from the client and disseminating information to the client

2 It is the process of reducing the blind, hidden, and unknown information dimensions and sufficiently increasing the known dimension for eligibility determination and joint program planning

3

Rationale or Importance of Information Exchange

1 The exchange of information plays the major role in the interview. Only through effective information exchange can the counselor achieve his/her goals

2 If the counselor is to help the client, he she will need a great deal of information from the client

3 If the client is to get involved in the rehabilitation process, he, she will need a great deal of information from the counselor.

4 Eligibility and program planning can only be achieved through effective information exchange.

Objectives of Information Exchange

1. To learn how to achieve one's information exchange objectives for the intake interview.
2. To learn which information is necessary to provide to clients for achieving those objectives.
3. To learn which information is necessary to obtain from the client for achieving those objectives.

Step I - Information Dissemination

Page 42 in Participant's Workbook

Definition of Information Dissemination

1 Information dissemination refers to the process of giving the client information not readily available to him/her.

2 Information dissemination includes both the types of information useful to the client and the style and manner in which the counselor gives the information. Examples of types of information useful to the client include the following:

a A description of your agency/organization/section and its role and function as it relates to the client.

b. A description of your role and function.

c. The client's rights.

d. The client's responsibilities.

Information dissemination style refers to giving information in a manner that encourages client participation and involvement.

Rationale or Importance of Information Dissemination Training

To demonstrate the importance of information dissemination and the impact it may have on client motivation and the counselor/client relationship, I would like for you to really get yourself into the following situation. Just sit back, relax, and listen to the following:

> You are in your office and you receive a call from the State Capitol, Office of Mr. Smith, Director of all Agency Personnel Transposition. Mr. Smith informs you that you have been selected, based on your profile, for referral to a new Federal Agency. You are to report to a Dr. Fairface, who is the agency's local restoration analyst. You try to get a little more information, but Mr. Smith maintains he's not entirely familiar with the new agency. He does assure you that working with them is in your best interest. He says that basically they are concerned with placement and replacement of state employees such as yourself in an effort to help people realize social gain and their maximal human potential.
>
> You meet with Dr. Fairface the following day for an initial interview. On page 43 of your workbook is a summary of what you found out and were instructed to do during your first meeting. REVIEW PAGE 43 of your workbook and then USE PAGE 43 to write down additional questions you might have to such a meeting

Instruction to Trainer:

Allow time for participant's to review the Summary of Meeting Form and to write down the questions they might have.

Request that the participants report the questions they would have and their reactions to such a situation–facilitate discussion and identify parallels with their initial client interviews.

Possible points that might be made:

1. There are many parallels between this situation and the rehab. initial interview.
   a. Being selected for referral to an unknown agency/organization/section
   b. The confusing agency terminology "referral status"
   c. Your title
   d. "Helping" agency

Objectives of Information Dissemination Training

1. To learn the types of information necessary to provide to the client during the intake interview
2. To learn how to disseminate information to the client in a timely and effective fashion
3. To learn how to most effectively reduce the client's "blind" dimension

Guidelines for Effective Information Dissemination

Page 44 of Participant's Workbook

Note to trainer:

You might want to divide the group into four triads. After you have covered the first four guidelines, assign one to each group with the task of developing an exercise on how to apply the guidelines Continue this practice until the first ten guidelines are covered.

1 Explain the purpose of the rehabilitation agency

Elaboration by Trainer:

Describe the general purpose of the rehabilitation agency A general description of purpose that includes the agency's goals and objectives can increase the client's general understanding of the rehabilitation agency. A general statement about what the rehabilitation agency does and does not do, may help them determine whether they are at the right office. For example, much time can be saved through such a statement if all the client needs is food stamps

2 Explain the eligibility criteria for your rehabilitation agency services

Elaboration by Trainer:

Word your statement on eligibility criteria in a way that makes it specific to the particular client applying for services.

3. Provide the client with a general picture of the services that might be available to an eligible client from the rehabilitation agency.

Elaboration by Trainer:

Once the counselor explains the eligibility process, a statement that lists or describes the services that might be provided to an eligible person would also help the client decide if his/her particular needs can be met by the rehabilitation agency

Through the information collection process client expectation and objectives are learned An explanation by the counselor that describes how a specific service could help the client achieve an objective might be helpful. For example, vocational evaluation services might help the client make a satisfactory vocational choice. The counselor might say. . "Vocational evaluation will help us to better understand your interests and abilities so that together we can arrive at a suitable vocational objective"

4 Explain why the person was referred to the rehabilitation agency if appropriate

Elaboration by Trainer:

Oftentimes individuals are referred to the VR agency by other agencies, doctors, friends, or other interested parties Any statement that explains to the client why he/she was referred might be helpful. Remember your experience with Dr Fairface

5. Explain your role as an arranger and/or coordinator of services.

Elaboration by Trainer:

Oftentimes you function as an arranger or coordinator of services for the client from other agencies or individuals. You then become involved in making the arrangements necessary for the client to receive such services and coordinate the different services provided by the interested parties. Hence, any statement that includes a description of this function might help the client to better understand your role. For example, any statement outlining to the client what you will do in any specific service arranging situation might help the client to understand what you do and what he can expect of you.

6. Explain your role as a direct provider of services (e.g., personal counseling, joint vocational planning).

Elaboration by Trainer:

You provide some services directly; the most important are counseling and guidance. Any statement that described your role as a direct provider of services could clarify further your role and function to the client.

7 Explain your role as a client advocate.

Elaboration by Trainer:

The concept of client advocacy has received increased emphasis in the past few years. The counselor should always serve as the client's advocate both within and outside the counseling interview. Any statement that indicates that you are for the client and everything you do will be for the client's benefit can enhance the counselor/client relationship.

8. Explain your role as a member of a treatment team.

Elaboration by Trainer:

You oftentimes function in the role of a team member and rely upon others in making decisions concerning the client's program. Any statement that reflects the fact that others may be called upon to assist you in making decisions would clarify that function.

9 Provide the client with information on the confidential nature of the counselor/client relationship.

Elaboration by Trainer:

The client should be made aware of the confidential nature of the counselor/client relationship and the limits of confidentiality regarding information collected in the interview. Failure to provide the client with such information can result in much information of a personal nature being denied.

10. Provide clients with information regarding their rights (e.g., 1) right to appeal, 2) right to administrative review, 3) civil rights).

Elaboration by Trainer:

A. Inform clients of their right to appeal a decision of ineligibility for services.

B. Inform clients that if found eligible and services are provided, they have the right to an administrative review of their case when dissatisfied with the services provided or the results of those services.

C. Inform clients of their civil rights. To comply with Title VI of the Civil Rights Act of 1964, services are to be rendered on a non-discriminatory basis without regard to race, creed, color, or national origin. Some states have added age, sex, and religion. Any statement that includes any of the above would meet this obligation.

11 Ensure that clients have a general understanding (what, why, when, where, how) of those actions and responsibilities required of them during the early part of the rehabilitation process (e.g., 1) general medical exam, 2) specialist exam, 3) work evaluation).

Elaboration by Trainer:

Explain to the client the importance of any requested participation in an evaluation activity and also provide a brief description of what those activities would consist of. When to do it, where to go, why he needs to do it and how it will be done. Such information makes the action more purposeful, and reduces client fear or anxiety about what is involved in the exam.

12. Explain the contents of any form the client is asked to sign.

Elaboration by Trainer:

Inform the client of the purpose of each form and why his/her signature is necessary.

13 Summarize the significant content of the intake interview discussion as the interview approaches its end.

Elaboration by Trainer:

Via this summary, it should be made clear to the client those steps which they had agreed that the counselor would take and that the client would take prior to the next interview. The purpose of subsequent interviews can also be touched upon in this summary.

14. Ensure that information dissemination is a vehicle for promoting client independence and client involvement.

Elaboration by Trainer:

The client always has a choice and information should be provided within that context. When providing information to the client, your primary responsibility is to better prepare the client to make appropriate decisions. Avoid providing inaccurate or incomplete information and being selective or biased in your presentation of alternatives. To do so allows the counselor to maintain control over client and fosters dependency and non-involvement as opposed to client independence and client involvement.

15. Communicate information to the client at the client's level of understanding.

Elaboration by Trainer:

When communicating information to a client, utilize language that corresponds with the client's background. The use of confusing terminology, jargon, etc., should be avoided.

16. Avoid presenting the client with too much information at "one shot" in the interview.

Elaboration by Trainer:

Too much information presented to the client at once can overwhelm him/her. Too much would be considered that amount which exceeds what the particular client can assimilate at one shot.

17. Present information to clients during the intake interview in a timely fashion.

Elaboration by Trainer:

Information will be inappropriate if not given at the right time.

18. Do not rely solely on a standardized information dissemination vehicle.

Elaboration by Trainer:

Some agencies have printed brochures that describe the agency, its purpose, services, etc., as well as client rights, etc. Tape/slide presentations have been used to give clients information. However, when relying solely on these methods, guidelines 15, 16, and 17 can be easily overlooked. Verbal presentation by you allows more flexibility and can ensure communication at the client's level of understanding, the avoidance of too much information in one shot, and good timing.

19 Make sure that the client has understood the information provided.

Elaboration by Trainer:

Regardless of presentation mode used, printed, audio, visual, verbal presentations, etc., ask the client to "feedback" his/her interpretation of the information provided or use some other approach to determine client's level of comprehension.

Ask trainees to suggest other guidelines for effective information dissemination

20

21.

22.

Information Dissemination

Demonstrate Non-Facilitative Information Dissemination

1. Play tape/slide presentation of non-facilitative information dissemination (Case of Jed Pierce - A, Page 29 in typescript manual).
2. Ask trainees to use the information dissemination rating form on page 45 of their workbook and check topics discussed by the counselor as they listen to the tape.
3. Following interview, ask trainees to do Exercise 1 on pages 46-47 of their workbook Discuss each question on Exercise 1 as a total group.

Demonstrate Facilitative Information Dissemination

1. Play tape/slide presentation of facilitative information dissemination.
2. Ask trainees to use the Information Dissemination Rating Form on page 48 of their workbook and check the topics discussed by the counselor as they listen to the tape.
3. Following interview, ask trainees to do Exercise 2 on pages 49-50 of their workbook

Practice Information Dissemination

A Expanding Game Plan

1 Ask trainees to reexamine the plan they developed for an initial interview on page 28 of their workbook. Instruct them to add any topics to the "information to give to client" that were not included and they now see as necessary. Ask them to review and compare their list with the one on page 51 of their workbooks. That list was compiled by asking counselors, supervisors, and counselor trainers to list topics that should be discussed with every client during the initial interview.

B. Role Play

1 Ask trainees to pick one or two topics to practice disseminating in pairs

2 Pair trainees and allow about 2-3 minutes for practice.

3 Switch roles and repeat.

Summary of Information Dissemination

Direct trainees to pages 52-53 of their workbook

Review of Guidelines for Information Dissemination

Page 54 of Participant's Workbook

In summary, the following information dissemination guidelines would be considered when disseminating information to the client during the intake and subsequent interviews.

1 Information should be provided to the client to promote client independence and to involve the client in the decision making process. Clients become better prepared to make appropriate decisions when they have sufficient information with which to make those decisions

2 Specific information needed by the client might include:

  I The role and function of your agency/organization/section

    A What it is

    B What it is not

    C Eligibility criteria, if any

    D Eligibility process

    E Services provided

    F Potential contribution of services for reaching objectives

    G The referral process

  II Your role and function

    A As an arranger/coordinator of services

    B As a direct provider of services

    C As a client advocate

    D As a team member

  III Confidentiality

  IV Client rights

    A Client's right of appeal

    B The appeal process

    C Client's right to administrative review

    D Civil rights

  V Client Responsibilities

3 The manner in which information is disseminated is important Hence, judgement is called upon to consider such things as

  A Language level used

  B Amount of information

  C Timing of information

  D Pre-programmed material

4 Finally, summarization of the significant content of the interview discussion might prove helpful to both you and client

Information Dissemination Summary
Page 55 of Participant's Workbook

What It Is:	Providing client with information or data that are not readily available to him/her
What It Does:	Enhances client's decision making ability and facilitates effective joint program planning.
Why It Works:	Reduces the blind dimension of client's knowledge and facilitates positive relationship.
How to Do It:	Know the type of information needed by the client and provide it while attending to: Language used, amount given, timing, and presentation method.
When and Where To Do It:	Throughout your contact with client with special emph is on the early phase and especially the initial interview.

Self-Assessment

Ask trainees to complete the Information Dissemination Self-Assessment Form on page 56 of their workbooks.

Research Data on Rehabilitation Counselor Information Dissemination Behavior During the Intake Interview

1. After trainees have completed self-assessment, ask if they think most of the topics are discussed by most counselors during the intake interview.
2. Direct trainees to data on pages 57-58 of their workbook.
3. Facilitate Discussion.
4. Point out weakest areas such as client rights, confidentiality, etc

Integrating the Components

Utilize the information awareness matrix and the Systematic Interview Programming Format to discuss where you have been and where you are going in the training program

A. **Systematic Interview Programming Format** - (From the Counselor's Perspective)

1. A review of the component just covered has helped you focus on question number two: What information does the client need to achieve objectives and to some degree question number 4: What is the most effective and efficient way to exchange information (See page 59 of workbook).

2. When we talked about specific types of information such as role and function of your agency, your role and function, the client's rights and responsibilities and the various topics and subjects that provide the client with information needed for him/her to participate in the decision making process and become an active involved partner in the rehabilitation process, we helped answer question number 2. Hopefully, you have realized the importance of effective information dissemination and have expanded the plan you began developing on page 28 of your workbook.

3. When we talked about types of disseminating information we helped answer question number 4. By attending to language level used, amount of information in one shot, timing of information, making sure clients understand information, and summarizing toward the end of the interview, you insure that your information dissemination is a vehicle for promoting client involvement and independence

4. Let's see what effect this has on the information awareness matrix.

B **Information Awareness** - (From the Client's Perspective)

1. Explain Your objective for the interview is to expand the known dimension of information awareness. That is done by decreasing the blind, hidden, and unknown dimensions.

2. Information dissemination effectiveness will facilitate the reduction of the person's blind dimension by making known that information that has been blind to him, her prior to the interview

3. Following effective information dissemination, the information awareness matrix might look like the one on page 60 of your workbook

4. It is now time to turn our attention to reducing the hidden dimension of relevant information awareness The client has a great deal of information hidden from us at the start of the intake interview

5. That process is facilitated by focusing on question number 3 of the Systematic Interview Programming Format - What information do I need from the client to achieve objectives?

Step II - Information Collection

Page 64 of the Participant's Workbook

Definition of Information Collection

1 Information collection is the process of gathering information from the client to help achieve objectives.

2 Emphasis is placed on the quality and not just quantity of information. Quality serves as the criterion of information collection effectiveness. Quality involves, to some degree, quantity and style of gathering important information.

3 Therefore, emphasis will be placed on being selective in the information sought. Although it is rather easy to advocate a process of selective information collection, it is difficult to implement in practice. It requires a type of "clinical intuition."

4 "Clinical intuition" can be thought of as the ability to sort information, integrate such, formulate new questions, and proceed with the client on the basis of still existing informational gaps until you have obtained an optimal intake interview based understanding of the client.

Rationale or Importance of Effective Information Collection

1 The rehabilitation counselor is responsible for "getting to know" the client. In order to do so, much information must be collected from the client. The initial interview is a very important stage for Information Collection, since it is at that point that clients have an opportunity to present their problem(s) and to provide the counselor with much relevant background information necessary for diagnostic and prognostic purposes.

2 It is stressed that the greater the amount of relevant information acquired from the client during the intake interview, the better able the counselor will be to later determine client eligibility, as well as to determine unanswered questions which must be answered via outside evaluations.

3 Via effective information collection during the intake interview, the hidden dimension (Information Awareness Matrix) should be significantly reduced in size To the degree which that is not the case, unnecessary information gaps about the client will be present at the end of the intake interview. These gaps can result in a. the failure to realize the importance of arranging for a certain type of medical, psychological, or educational evaluation, and b the subsequent development of a less than optimally designed rehabilitation plan

or ask:

1 Why is effective Information Collection important? What would you hope to accomplish by being an effective information collector during the intake interview? List the possible results of effective Information Collection.

2 What would you expect to happen in the absence of effective Information Collection? List the possible results of poor Information Collection

Objectives of Information Collection Training

1. To learn the types of information necessary to collect from the client during the intake interview
2. To learn an effective intake interview information collection style
3. To learn how to most effectively reduce the client's "hidden" dimension (Information Awareness Matrix).

Guidelines for Effective Information Collection

1 Be cognizant of what you want to achieve during the intake process (Page 62 of Participant's Workbook)

Elaboration by Trainer:

This refers back to the planning aspect of systematic interview programming and simply means know what your objectives are and the topics you need to discuss in order to achieve those objectives During the rehabilitation intake process, be aware of the necessity of acquiring an adequate picture of the client's: 1) physical functioning, 2) psychosocial functioning, 3) educational/vocational skills, and 4) economic situation, and why these topics need to be covered. What do you hope to achieve by focusing on these four major areas? Have trainees review the material found on Table 1 in their workbook under Guideline 1 Table 1 provides a list of the type of questions which the rehabilitation counselor must be capable of answering at the conclusion of the intake process prior to plan development. Capability to answer most of those questions would suggest that the rehabilitation counselor has a comprehensive pre-plan development understanding of a disabled client. The answers to those questions tend to call for a conclusion on the counselor's part based on the integration of several pieces of information collected from either the client or other sources during the evaluation process The totality of the Information Collection demand presented by those questions provides some idea of the amount of information necessary for thoroughly understanding the vocational potential of the client and the rehabilitation services which should be provided Information can be collected via 1) the rehabilitation counseling interview, 2) medical evaluation, 3) psychological evaluation, and 4) work evaluation. Table 1 may be viewed as objectives for the intake process What would you add to the list? Do you see any questions that are unimportant for understanding a client? Guideline 1 focuses on the entire intake process from applicant status (02) to plan development status (10) Now let's look at a guideline that focuses on the initial interview

2 The majority of the social/vocational history can be obtained during the intake interview (Page 64 of Participant's Workbook)

Elaboration by Trainer:

A) Ask trainees to turn to page 64 of their workbook and list topics that should be covered under the four major categories presented during the intake interview B) Then direct the trainees to Table 2 on pages 64-66 in their workbook Ask them to compare and contrast their list and the list in Table 2 Point out that all of the questions found on Table 2 can be either fully or partially answered via the intake interview Also, point out that the counselor should also review the client's tentative vocational goals and plans during the intake interview in terms of the following questions

a Does the client have a specific vocational objective?

b Does the client have more than one potential vocational goal?

c How optimistic or pessimistic is the client about his her ability to achieve each vocational goal?

d Is the client interested in vocational training?

e Is the client interested in any specific type of vocational training?

It can be readily realized that with so much potentially relevant information to collect, interview efficiency becomes highly significant

3 It is unnecessary to collect every conceivable piece of information about the client either directly from him or via the efforts of other more specialized evaluators in order to get a full understanding of him/her (Page 66 of Participant's Workbook)

Elaboration by Trainer:

The counselor who attempts to collect every conceivable piece of information about the client directly from him her or via the efforts of other more specialized evaluators would be operating in an inefficient manner Some information about the client from other information Think of each piece of information as analogous to a piece of a jigsaw puzzle and the distinct picture yielded by the completed puzzle as analogous to the accurate diagnosis sought via the integration of all information available on the client It is obvious that not every piece of the jigsaw puzzle is necessary for the puzzle assembler to draw the picture which the puzzle will yield. Some puzzle pieces are totally unnecessary to achieve such a task, some are of minor importance because their content can be fairly accurately inferred from the partial picture yielded by the interlocking of several other pieces. This is also the case when it comes to independent pieces of information and the development of an accurate diagnosis necessary for guiding the development of an optimal rehabilitation plan

4 A piece of information is important to collect if it will help you understand the client (Page 67 of Participant's Workbook)

Elaboration by Trainer:

The significance of a piece of information is determined by its effect on the rehabilitation counselor's or team's ability to make differential predictions regarding a number of potential rehabilitation plans in respect to

1 likelihood of successful completion and client satisfaction,

2 potential difficulties which might arise

3. interventions necessary for overcoming such difficulties, and

4 probability of the success of such interventions overcoming difficulties

Direct trainees to example following Guideline 4 on page 67 in their workbook

5 Review any available pre-intake interview (referral) information on a client prior to the intake interview That review of already available information along with a review of the intake interview questions found on Table 2 in your workbook (pp. 64-66) should provide a basis for developing an intake interview plan for a particular client (Page 67 of Participant's Workbook)

Elaboration by Trainer:

In the total absence of a pre-intake interview information collection plan, time is wasted as direction must "develop" during the intake interview Such a plan should cue the rehabilitation counselor 1) to what he already knows that need not be discussed further, 2) to what he already knows that should be discussed further with the client, and 3) to untapped areas of information which still must be explored with the client

6 Avoid a "Facts with Minimum Meaning" Information Collection approach (Page 67 of Participant's Workbook)

Elaboration by Trainer:

Much of the counselor's time allocated for Information Collection could be wasted if a "facts with minimum meaning" approach is utilized

Direct trainees to example for Guideline 6 in the Participant's Workbook on page 67

7 Facts often gain in significance through additional exploration of related client feelings, actions, and thinking (Page 68 of Participant's Workbook)

Elaboration by Trainer:

Behaviorally orient your interview by exploring the client's thinking, feeling, and actions that relate to the facts you are gathering

8 Systematic exploration of relevant topic areas during the initial interview increases the likelihood that you will obtain "factual information with maximum meaning" from the client (Page 68 of Participant's Workbook)

Elaboration by Trainer:

Systematic topical exploration occurs when you tend to focus on a topic until it has been optimally discussed or until the client initiates a topical switch The opposite of systematic topical exploration would be the shotgun approach characterized by frequent jumping from topic to topic An example of the shotgun approach can be found following Guideline 8 in your workbook A review of your "game plan" prior to the intake interview should reduce the likelihood of the shotgun approach occurring and should help prepare you to systematically guide the client to and through relevant areas of discussion

9 You will more likely learn more relevant information about the client if, while interviewing, you often covertly ask yourself questions about the client which tend to guide your focus. (Page 70 of Participant's Workbook) For example:

a "What do I know about the client?"

b "What do I need to know about the client?"

Elaboration by Trainer:

When talking with a client, ask yourself questions about the client whose answers appear necessary for an optimal understanding of the client Those questions tend to provide direction for guiding the interview interaction. They aid you in knowing where you are (what you know already and what you still need to know) in the information collection process and where to proceed next Covert questions act as a guide to your overt information collection behavior in such a way that the probability of achieving an optimal understanding of the client is greatly increased This facilitates the development of moment-to-moment objectives mentioned in the section about planning

In the total absence of relevant cover questions, relevant topics are more likely to be discussed in a shotgun approach. That often results in:

1 failure to explore any particular topic in depth, and
2 difficulty in summarizing and documenting what you know and what you need to know on any particular relevant topic

Direct trainees to examples found under Guideline 9 on page 70 of their workbook

10 Use questions with moderation during the intake interview (Page 70 of Participant's Workbook)

Elaboration by Trainer:

You need not apologize for asking the client questions Appropriate questions can facilitate client exploration of the significance of past and present events which might otherwise have been ignored by the client. In addition, questions can help the client to think that he/she is considered as the most reliable source of information about him/herself. However, the direct question approach should be used in moderation When questions are used in moderation, the client is more likely to perceive you as an "interested partner" rather than as a "grand inquisitor"

11 When you already have information about the client pretending to not possess such can be counterproductive (Page 70 of Participant's Workbook)

Elaboration by Trainer:

Violation of this rule can undermine the interviewer client relationship by creating a situation where client cooperation is reduced as a result of lack of trust Such behavior can also lead to the counselor being perceived by the client as a "grand inquisitor" or a type of "government investigator."

Direct trainees to the example following Guideline 11 on page 70 of their workbook

Information Collection

Demonstrate Non-Facilitative Information Collection

1 Play tape slide demonstration of non-facilitative information collection (Case of Jed Pierce - A, page 29 in typescript manual). (A shorter demonstration, Information Collection Effectiveness - A, may be found on page 115 in the Appendix of the typescript manual.)

2 Ask trainees to use Information Collection Assessment Form on page 72 of their workbook and check each topic discussed as they listen to the tape.

3 Following interview ask trainees to do Exercise 1 on page 73 of their workbook.

Demonstrate Facilitative Information Collection

1 Play tape, slide demonstration of facilitative information collection (Case of Jed Pierce -B, page 33 in typescript manual) (A shorter demonstration, Information Collection Effectiveness - B, may be found on page 117 in the Appendix of the typescript manual)

2 Ask trainees to use the Information Collection Rating Form on page 74 of their workbook and check each topic discussed as they listen to the tape.

3 Following the interview, ask trainees to do Exercise 2 on page 75 of their workbook. Discuss the questions on Exercise 2 as a total group.

Note to Trainer on Exercises 2

At the completion of the intake interview with Jed Pierce the counselor still lacks a picture of whether Jed is ready and/or willing to accept responsibility for the mess that his previous life has been He might still believe that it was mostly the fault of others. Is this client really ready to say that he has a problem that he can work on and resolve in an attempt to break his previous "mess up" pattern and improve his future life?

Practice Information Collection

A Game Plan Expansion

1 Ask trainees to reexamine the plan developed for an initial interview on page 28 of their workbook. Instruct them to add any topics to the "information to get from client" that were not included but seen as necessary now

B Role Play

1 Ask trainees to pick one or two topics to discuss in a role-play situation

2 Pair trainees and allow about 2-3 minutes for practice

3 Switch roles and repeat

Summary of Information Collection

Direct trainees to turn to page 76 of their workbook. Go over the Review found there

Self-Assessment

Ask trainees to complete self-rating guide on page 77 of their workbook

Research Data on Rehabilitation Counselor Information Collection Behavior During the Intake Interview

1 After trainees have completed self-assessment ask if they think most of those topics are discussed by most couselors during the initial interview

2 Direct trainees attention to data on pages 78-80 and discuss

Stimulate Trainee Discussions by Asking the Following:

1 What conclusions would you draw from the data?

Be Sure that the Following Points are Made

a Only about ¼ of the topics were discussed by 50% or more of the counselors.

b. The remaining ¾ of the topics are mainly being ignored during the initial interview.

c The typical intake interview appears to involve getting the following information (see page 81 of Participant's Workbook)

Referral Information:	referral source
Disability/Medical Information:	disability(ies) reported by client, duration of disability(ies), and treatment for disability(ies)
Social Information:	client's marital status and current living arrangements
Economic Information:	client's primary source of support
Work History:	client's most recent work experience, length of employment for that job and present work status
Vocational Goals:	does client want either a job or training and client's specific vocational goal
Educational History:	how far client went in school

Integrating The Components

Utilize the Systematic Interview Programming Format and the Information Awareness Matrix to discuss where you have been and where you are going in the training program

A **Systematic Interview Programming Format** (Direct trainees to page 82 in workbook)

1 The component just completed has helped you focus on question number 3 and to continue your focus on question 4.

2 The development of major information collection topic areas and sub-topics to discuss have hopefully allowed you to expand the plan you are developing on page 28 of your workbook

3 Some of the things discussed in this component that have helped you answer question 4 includes the suggestions to be selective when collecting information, avoid a facts with minimum meaning information collection.

4 Let's see how this effects the information awareness matrix

B. **Information Awareness Matrix**

1 Again your objective is to expand the known dimension of relevant information awareness. You have already reduced the blind dimension by giving the client information needed to involve him/her in the rehabilitation process

2 By following the guidelines in the Information Collection Component you reduce the hidden dimension of relevant information by collecting information from the client that will help you achieve your objectives.

3 Following both effective information dissemination and collection, the information awareness matrix might now look like the illustration on page 83 of your workbook

4 Information that is known by both the client and counselor has now increased a great deal by decreasing the information that is not known by the client and counselor This facilitates a joint effort in achieving goals and objectives and allows rehabilitation to be a partnership affair.

5 It is now time to continue focusing on question 4 of the Systematic Interview Programming Format and to examine how we exchange information with the client in non-verbal ways

Section V

Exchanging Information Via Non-Verbal Interaction Techniques

Exchanging Information Via Non-Verbal Interaction Techniques

Introduction to Trainer

This section presents the definition, rationale, and objectives of Non-Verbal Interaction Techniques which facilitate information exchanged during the interview. Non-Verbal Interaction Techniques are presented in three steps. Positioning, Observing, and Listening. Each step is presented by defining each concept, stating its rationale and objectives, and suggesting principles for carrying out each step in an effective manner. Trainees are given the opportunity to practice and receive feedback on their use of the techniques within each step. Facilitative and non-facilitative use of the techniques are contrasted and discussed following the completion of Step III.

The objectives of this section are:

1 To introduce and define a set of helper Non-Verbal Interaction Techniques that serve to facilitate the exchange of information and the helping process

2 To teach trainees the skills of exchanging information in a non-verbal fashion.

3 To demonstrate the effective use of Non-Verbal Interaction Techniques.

4 To contrast the impact of effective and non-effective use of Non-Verbal Interaction Techniques

5 To allow trainees the opportunity to practice Non-Verbal Interaction Techniques

6 To increase trainees's skills for facilitating the information exchange process.

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Ask trainees to read the material on page 87 of their workbooks.

When presenting the material from this section, utilize as desired those points under each major category to achieve your own objectives with your particular group. Add points that will help you achieve your objectives Utilize only those exercises for each step that seem most appropriate for your group Beginning counselors may benefit from all exercises whereas experienced counselors may need less practice

Definition of Non-Verbal Interaction Techniques

1 Non-Verbal Interaction Techniques are a group of behaviors that facilitate in the most helpful way the information exchange process within an interview

2 For training purposes, Non-Verbal Interaction Techniques are divided into three steps

   A Positioning - posturing the body

   B Observing - seeing the client

   C Listening - hearing the client

Rationale or Importance of Non-Verbal Interaction Techniques

The client's perception of your basic attitude can be somewhat determined by your non-verbal behavior. The attitude perceived can influence level of rapport developed with your client. Since effective information exchange is likely to be inhibited in an atmosphere devoid of good rapport, it is important that the counselor's non-verbal interview behavior be facilitative Therefore, it is important for you to be aware of what you are communicating non-verbally and how it can facilitate or retard the information exchange process Clients will tend to get more involved if they think you are concerned and really care for them When you are perceived as a caring and interested person, the client will provide pertinent and meaningful information more freely and be more able to assimilate information given Non-verbal communication is also a rich source of data about clients. Much information is collected via this means

Objectives of Non-Verbal Interaction Techniques Training

1 To learn effective positioning.

2. To learn to be a more effective listener

3 To learn to be a more effective observer

Step I - Positioning Techniques

Page 88 of Participant's Workbook

Definition of Positioning

1 Positioning means assuming the best position possible for exchanging information

2 Positioning refers to the way you hold your body during the interview.

3 Positioning is the act of arranging the different parts of the body into a posture that facilitates the information exchange process.

4 Positioning is the act of communicating the message to the client - **You have my total attention.**

Rationale or Importance of Positioning

1 Facilitative Positioning will put you in a position that is most conducive to exchanging information

2 Facilitative Positioning enables you to communicate to the client your interest and concern and that he/she has your total attention.

3 Through facilitative positioning you communicate your sense of involvement, and thereby your interest, concern, and a desire to help.

4 When clients perceive you as minimally involved, they will share less information about themselves with you.

5 Positioning says "I am fully available to you."

6 Clients who think you are concerned and care about them will be more apt to share information and listen more to what you say. You will have more influence.

7 The first few minutes of contact with the client can be critical since it can greatly influence the pattern of interaction that will characterize your relationship. Positioning helps set a positive pattern of interaction.

8 Facilitative positioning puts you in the best position to collect information from the client It prepares you to carry out Steps 2 and 3. Observing and Listening, in an effective manner

9

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Ask trainees what they think will be accomplished by effective positioning. Make sure the following points are covered

1 To communicate interest and concern to client.

2 To promote client's involvement by modeling basic stance

3 To develop positive relationships with client

4 To more effectively see and hear client

5 To assume the best position to collect information through the sense of sight and hearing

6

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Objectives of Positioning Training

1. To learn an effective posture while interviewing.
2. To learn the significance of "proper distance," eye contact, etc
3. To become more aware of your own positioning style and its potential effects on your clients

Guidelines for Facilitative Positioning

Page 89 of Participant's Workbook

1 Put aside what you are doing and give the client your full attention

Elaboration by Trainer:

You want clients to perceive you as being interested in them To focus your total attention on the client requires you to put aside other things you may be doing This communicates to the client your readiness to get involved

2 Establish a proper distance between you and the client

Elaboration by Trainer:

Proper distance can only be determined by you The key is for it to be a comfortable distance for both of you You want to be as close as you can without making the client too anxious Each individual has her/his own "life space" Be careful not to invade the client's Effective observing techniques, to be discussed under Step II, will help you determine if you have the proper distance or not

3 Face the client squarely

Elaboration by Trainer:

This means your right shoulder is opposite the client's left shoulder and your left shoulder is opposite the client's right shoulder Again this places you in the best position for Step II, Observing, and communicates to the client full attentiveness

4 Lean or rotate your body toward the client

Elaboration by Trainer:

Involvement is communicated by leaning toward the client In general, leaning toward can communicate interest while leaning away can communicate disinterest to a client

5 Develop eye-contact

Elaboration by Trainer:

Look toward, but not stare, at the client Eye-contact accomplishes many things Among them it establishes contact between you and the client, it says I m interested in you, etc However, always be aware of cultural aspects of eye-contact In some cultures eye-contact is a hostile move, so be aware of this

6 Assume and maintain an "open" posture

Elaboration by Trainer:

Do not fold arms, cross legs, etc This may serve as a block to communication Research indicates the "open-body -- open-mind" might be an apt slogan Not only do people seem to **like** an individual with an "open" body position, they also are more likely to allow that person to have more influence in changing their opinions than someone with a "closed" body position

7 Maintain a relaxed manner

Elaboration by Trainer:

Avoid a rigid posture. Don't be a statue. Sit alert, facing your client, and inclining your body toward him/her but be relaxed.

8 Refrain from distracting movements.

Elaboration by Trainer:

Avoid fidgeting thereby distracting the client. This may communicate impatience and impede the client's free expression. Use gestures, etc. to communicate your point when you are talking but be still when the client is talking.

9 Be aware of special positioning considerations for certain types of clients.

Elaboration by Trainer:

For example, when talking to deaf persons, do not put your hands in front of your mouth. They may be reading your lips. Can you think of others?

Positioning

Demonstrate Ineffective Positioning

1 Ask a trainee to come up front. Perform the following behaviors·

A Busy yourself with something such as completing a form, drinking coffee, answering the telephone, etc.

B Do not face trainee squarely

C Lean away from trainee, if desk is close by, prop your feet up

D Do not establish eye contact.

E At some point get too close or too far away from trainee.

F Fold your arms and cross your legs.

-or-

Show slide of Non-Facilitative Positioning

2 Tell trainees they have just observed some of the common mistakes made in Positioning You just demonstrated what not to do. Ask them to label the ineffective Positioning techniques you just performed Be sure they name all of the behaviors you demonstrated

Possible Results of Ineffective Positioning

ask trainees to turn to page 90 of their workbook

Ask trainees to discuss the possible results of ineffective Positioning. If appropriate, include feedback from the trainee in your demonstration as to how your Positioning made him/her feel and what he/she thought about it Be sure the following points are covered

1 The client will be "turned off" by poor positioning

2 The client will not feel comfortable

3 The client will think you do not care.

4 You will not be in the best position to collect information from client

5 The client may withhold information.

6 What you say will not have as much impact

7 Information exchange will most likely cover surface topics Nothing will be dealt with in depth, especially affective topics

8 Objectives of Positioning will not be achieved

9

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Demonstrate Facilitative Positioning

1 Ask trainee to come up front so as to be seen by everyone

2 Assume the correct position and hold for 15-20 seconds

3 Facilitate discussion

-or-

Show slide of Facilitative Positioning

Possible Results of Facilitative Positioning

Ask trainees to discuss possible results of facilitative Positioning Following are points that might be covered. Also if appropriate, ask trainee in demonstration what he/she thought and felt

1 The client will feel at ease, accepted, etc

2 The client will think you are concerned for him/her and interested in him/her as a person

3 You will be able to collect information more effectively

4 Information disseminated by you will have more impact

5 You will have more influence

6 The client will get more involved

7

8

Practice Positioning

A Discrimination

Ask trainees to turn to pages 90 and 91 in workbook and determine which positions are facilitative and which are not and why

B Role-Play

1 Ask trainees to turn to the person next to them Verbally guide them through the actions of facilitative Positioning

a Put aside your workbook, papers etc

b Assume a comfortable distance between you and your partner

c Face your partner squarely

d Lean or rotate your body toward person

e Look toward the person

f Make sure you have an open posture

g Remain relaxed

h Refrain from distracting movements

i Hold for 15 seconds

2 Say "now you are ready for the next step--Observing. But before we move on, let's review and clear up any loose ends you may have about Positioning"

Additional or Alternate Training Exercises

Summary of Positioning

1 Entertain questions, comments, and reactions, etc about Positioning.

2 Summarize major points

Step II - Observing Techniques

Page 92 of Participant's Workbook

Definition of Observing

1 The collection of information through the sense of sight

2 Observing means to watch, look at, take notice of, and examine

3 Observing is more than eye-contact It involves using the sense of sight to take in everything that is going on with the client

4 The ability to notice and understand client behavior and appearance

5

6

Rationale or Importance of Observing

Actions speak louder than words Seeing things and understanding what they mean can tell you a lot about the client Therefore, observing enables you to receive non-verbal clues from the client which can help you respond to the client at the most facilitative level.

In helping interviews it is important to pay as much attention to what the client is doing as to what he is saying Such non-verbal communication from the client is very relevant for reducing the counselor's Hidden Dimension

Objectives of Observing Training

1 To become aware of the significance of client non-verbal behavior as a source of information potentially helpful for understanding the client

2 To become a better observer of client non-verbal behavior

Guidelines for Facilitative Observing

Page 93 in Participant's Workbook

1 Look at the client's Positioning.

Elaboration by Trainer:

Look at the way the client is holding his/her body. Consider the information that can be collected through that observation. How is the client sitting in the chair? Is the client slumping? Sitting on the edge of the chair? Does the client have an "open" or "closed" posture? Is this client's body inclining toward or away from you? Does the client have a relaxed or rigid position?

2 Look at the client's grooming.

Elaboration by Trainer:

This includes both mode of dress and personal hygiene. Consider the information that can be collected through this observation. Is the client's dress neat or sloppy? Is he/she neat in appearance? What information might you get by observing the client's grooming?

3 Look at the client's level of activity

Elaboration by Trainer:

Observe such things as how the client walks into the interview room. Is it briskly? Does the client appear to be alert or drowsy? What can you learn about the client by observing this area?

4 Look at the client's gestures

Elaboration by Trainer:

Observe such things as hand and foot gestures Does the client tap fingers on the desk? Does the client swing his/her foot? Does the client swing his/her arms wildly? What can you learn about the client by observing gestures?

5 Look at facial expressions

Elaboration by Trainer:

Look to see if the client frowns, smiles, wrinkles face, etc Look for nervous tics Is the facial expression bright and animated or dull and lifeless? What can you infer from the client's expressions?

6 Look for feelings

Elaboration by Trainer:

How the client feels will have a lot to do with how much he/she will invest of himself/herself in the information exchange process A client may feel good, bad, or indifferent Sometimes it might be necessary to deal with the client's feelings before attempting to achieve your planned for interview objectives

7 Look for patterns in the client's non-verbal behavior

Elaboration by Trainer:

Patterns of movements can sometimes indicate much about what a person is feeling and thinking. But be cautious. Different people express themselves in different ways. For example, nodding the head up and down means agreement to most people in our society, but in some Eastern cultures it means the opposite. People often respond to certain stimuli with patterns of behavior If they don't like what you are saying they may lean back in their chair away from you. They might cross their legs and arms. Sometimes when puzzled or confused people rub their neck or scratch their heads Squirming in the chair may indicate uneasiness, anxiety, etc

8. Non-Verbal cues should present you with hypotheses to be checked out with client

Elaboration by Trainer:

Non-Verbal communication is a rich source of data But you are only formulating hypotheses about the client when utilizing non-verbal cues. Verify your hypotheses by checking them out with the client. You may hypothesize that a client is closed and very defensive when you observe him/her with crossed legs and arm and leaning back in his/her chair when in fact he/she only needs to use the bathroom You will also be utilizing verbal sources of data along with your non-verbal cues to verify hypotheses.

Step III - Listening Techniques

Page 94 of Participant's Workbook

Definition of Listening

1 Listening refers to the act of closely attending to what the client is saying

2 The effective listener hears, understands, and recalls all important verbal responses made by the client.

3.

4.

5

Rationale or Importance of Listening

Like non-verbal communication, the client's verbal communication is a rich source of information Effective listening is essential for obtaining information from the client unavailable through Observing. Most of the information collected from a client is a function of what you observe and hear in the the client's expressions.

Ask trainees what they think will be accomplished by Listening. Make sure the following points are covered.

1. The main objective of Listening is to hear the client.

2 To hear and recall client's verbal responses.

3. To better understand client

4. To collect meaningful verbal information which will assist client's movement through the helping process

5

6.

Objectives of Listening

1 To become more aware of what to listen for during the intake interview

2 To become a more effective listener during the intake interview

Guidelines for Effective Listening

Page 95 of Participant's Workbook

1 Resist internal distractions

Elaboration by Trainer:

Most people are capable of comprehending speech at a rate three to four times faster than normal conversation Thus, you have plenty of time to think which means you have plenty of time for distractions to arise. The key to effective listening appears to be how you use the available thinking time This guideline cautions you against thinking about extraneous things such as how hungry you are, the next client you will be seeing, the client that just left, all the paper work you have to do, the party you are going to tonight, etc

2 Initially suspend judgement.

Elaboration by Trainer:

Listen to the client with an open mind. Hear what the client is saying before making a decision about it The following would be indicative of your failure to suspend judgement

For example

a Do you let the client finish what he/she is saying without interrupting? If you find yourself cutting in you are probably making a judgement

b Do you find yourself sometimes thinking things like "he/she doesn't mean that," "how can he be so foolish," etc while the client is talking? If so, you are making a judgement

c Do you sometimes have an affective reaction to what the client says, like anger, fear, etc.? If so, you have made a judgement.

d Do you sometimes have a physiological reaction like feeling your muscles tighten, your body tensing, your stomach tighten, etc ? If so, you have made a judgement.

If you hear the client's words and continue to look at him/her **without** any of the above cues, you are probably suspending judgement Remember, judgements may prevent you from really hearing what the client is saying. So to really hear him/her initially suspend judgement

3 Have goals for Listening

Elaboration by Trainer:

Know what you are listening for You will be more effective if you have goals The following five guidelines suggest a few goals

4 Listen for the client's description of his/her situation

Elaboration by Trainer:

The situation described by the client may include many different aspects Listen for all aspects of the client's situation

5 Listen for the client's feeling.

Elaboration by Trainer:

Listen for the client's expressions of feeling about his/her situation. Counselor awareness of these feelings will provide significant cues for what the client might or might not be willing to do to resolve his/her situation.

6. Listen for client's description of his/her behavioral response to a situation.

Elaboration by Trainer:

Counselor knowledge of those responses is important for predicting client behavior since the best predictor of future behavior is past behavior.

7. Listen for the client's major area of concern.

Elaboration by Trainer:

The client could have multiple concerns. The client may be concerned about a physical condition, or learning difficulty, and/or a personal adjustment problem. Listen for all such concerns so that you will be better prepared to respond to the client in the most helpful manner.

8. Listen for common themes.

Elaboration by Trainer:

Reoccurring themes may kee coming up in client's communication that will assist you in determining not only the client's major area of concern, but also the major type of concern–intra, inter, or extra personal.

9. Listen to the client's tone of voice.

Elaboration by Trainer:

Tone of voice includes volume and rate of speech. Volume or intensity and rapidity of client's speech are important areas to help you achieve your objectives Speaking very softly and slowly or loudly and quickly gives you additional information that can help you determine the client's energy level, feeling state, etc.

10 Be aware of any inconsistencies in the client's communication

Elaboration by Trainer:

Look for inconsistencies, especially between verbal and non-verbal communication Relate what you hear the client saying to what you see the client doing.

11 Communicate your attentiveness

Elaboration by Trainer:

Communicate your attentiveness both verbally and non-verbally Non-verbally use varied facial expressions, smiling, nodding head, hand gestures, etc that say I hear what you are saying You communicate your attentiveness verbally by responding to what the client has actually said and not by a missing-the-point response

Observing - Listening Exercise 1:

Demonstrate Ineffective Observing and Listening

1 Ask a trainee to come up front so as to be seen by everyone

2 Ask trainee to talk for thirty seconds about any topic (You might suggest a topic such as the description of a dream, the trainee's goals for this training, how they feel about and what they think about their jobs, etc)

3 Demonstrate ineffective observing and listening by performing such behaviors as

a Turn away from trainee

b Busy yourself with something else

c Interrupt trainee.

d Make a value judgement about something he/she has said

e Assume a closed position (crossed legs and arms).

4. Call time after approximately thirty seconds.

5 Tell trainees they have observed some of the common mistakes made in observing and listening.

6 Ask trainees to complete exercise 1 on page 96.

-or do-

1 Ask trainees to turn to page 96 of their workbook

2 Play tape/ slide demonstration for Case of Melinda - A, page 59 in typescript manual Ask trainees to respond to the questions on page 96 of their workbook

Possible Results of Ineffective Observing and Listening

Ask trainees to discuss possible results of ineffective observing and listening Include feedback from trainee in demonstration. Be sure the following points are made:

1 You will be unable to really **see** the client

2 You will not truly hear the client.

3 You will miss a lot of meaningful information

4 You will not be able to understand the client fully

5 You will communicate lack of interest and concern

6 You will not be able to recall what client said since you did not hear all of what the client said

7 Objectives of facilitative observing and listening will not be achieved.

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Observing - Listening Exercise 2

Demonstrate Effective Observing and Listening

1 Ask a trainee to come up front so as to be seen by everyone

2 Assume proper position. (Be sure you apply, as appropriate, all the principles of facilitative positioning)

  a Put aside your workbook, papers, etc

  b Assume a comfortable distance between you and your partner.

  c. Face your partner squarely

  d Lean or rotate your body toward your partner.

  e Make sure you have an "open" posture.

  f. Maintain a relaxed position.

  g Look at your partner.

3. Ask trainee to talk for thirty seconds about any topic. (You might suggest a topic such as the description of a dream, the trainee's goals for this training, how they feel about and what they think about their jobs, etc.)

4. Observe and listen attentively, practicing the principles of facilitative listening.

5 Ask trainees to complete Exercise 2 on page 96 of their workbook.

-or do-

1 Ask trainees to turn to page 96 of their workbook.

2 Play tape/slide demonstration for Case of Melinda Bracken - B, page 65 in typescript manual of facilitative observing and listening and ask trainees to respond to the questions under Exercise 2 on page 96 in their workbook.

Possible Results of Facilitative Observing and Listening

Ask trainees to discuss possible results of facilitative listening. Be sure the following points are covered.

1 You will collect additional information

2. You will be able to understand the client better.

3 You will be able to respond to the client in a more facilitative manner.

4 You will truly hear what the client is saying.

5 You will be able to recall what the client has said

6 You will communicate a caring attitude which will facilitate client exploration of topic

7

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Observing - Listening Exercise 3:

Practice Observing and Listening

1 Ask trainees to form pairs Each person of the pair will assume the role of counselor and client

2. Client is to talk for approximately one minute Counselor is to practice all the principles of facilitative observing and listening. When client finishes, counselor should summarize what the client said and any significant non-verbal behavior observed.

3 Suggest the topics for discussion found on page 97 of their workbook.

4 Start, call time after approximately one minute.

5 Ask members to discuss client's reaction and counselor's summarization and reaction to the questions found on page 97 of their workbook

6 Rotate roles and repeat until every member has assumed counselor and client roles

Additional or Alternate Training Exercises

Summary of Observing - Listening

1 Entertain questions, comments, and reactions

2 Summarize major points

3 Close out discussion of observing and listening by saying "We have said to observe to see and listen to hear When we have done both effectively during the intake interview, the result will be to significantly reduce the hidden dimension of information awareness"

Putting It Together

Summary of Section V

Suggested Points that Might Be Made

1 A set of Non-Verbal Interaction Techniques have been introduced that serve to initiate the helping process and facilitate the exchange of information within the interview Page 98 of your workbook illustrates those techniques

2 Effective and noneffective practice of the techniques have been contrasted and the consequences of each discussed

3 An opportunity to apply those techniques in a role-play situation has been afforded.

4 You have had the opportunity to receive feedback from others as to your application of the techniques.

5 And you have had the opportunity to evaluate yourself in the application of the techniques.

6 You now know how to apply Non-Verbal Interaction Techniques It is up to you to do it "back home" in your interviews

7 Remember you can exchange a great deal of information without every saying a word You collect much information through the Observing and Listening techniques discussed previously You disseminate much information to the client by the way you position, observe, and listen.

8 The outcomes of Non-Verbal Interaction Techniques are obvious. You can respond to the client, non-verbally, in a helpful or non-helpful way. You can facilitate or retard the information exchange process without saying anything.

9 You retard the information exchange process by:

a Facing away from the client

b Trunk lean and rotation of the body would not be toward the client.

c Crossing the legs and or folding the arms assuming a closed position

d Busying yourself with other things

e Not maintaining a proper distance

f Being too tense or too relaxed Extremes

g Not establishing eye contact

h Not even looking toward the client

i Not knowing what to look for in observing the client

j Missing client's non-verbal communication

k Not taking precautions against distractions

l Making judgements about what the client is saying before the client finishes talking

m Interrupting the client a lot

n Not having goals or reasons for listening to the client

o Not communicating that you are listening by facial expression, smiling, hand gestures, head nodding, etc

10 The consequences of these behaviors, of course, are

a No involvement

b Disinterest and non-concern communicated to the clients

c You do not really see or hear the client

d You will not understand the client

e You will not be prepared to respond verbally to the client

f Your verbal response may be non-helpful

g Information exchange will be on a superficial level

h Interaction will be either destructive or friendly discussion, most likely destructive

i The client will see you as ineffective

11 But on the other hand, you facilitate the information exchange process by

a Putting aside what you are doing and giving the client your total attention

b Facing the client squarely

c Leaning or rotating your body toward the client

d Maintaining a relaxed manner

e Looking toward the client

f Maintaining a comfortable distance from the client

g Maintaining an open posture

h Being aware of the client's non-verbal communication

i Initially suspending judgement

j Communicating attentiveness by smiling, nodding head, hand gestures etc

12 The consequences of these behaviors and a good indication that you have been practicing Facilitative Interaction Techniques are

a There will be involvement

b Client will feel free to talk and exchange information

c You will understand the client

d You will be prepared to respond verbally at a facilitative level

e Interest and concern will be communicated to the client

f The client will think you are open and not closed to his thinking, feelings, and actions and will therefore share more

g The helping process will be set into motion

h The client will see you as a significant other

i Information exchange will be more meaningful and relevant

14 You have plannea the interview and structured the interview setting The client has arrived You have positioned yourself, observed and listened to the client

15 The fo. owing section covers the Verbal Interaction Techniques Prior to discussing them entertain questions and comments

Self-Assessment

Ask trainees to turn to pages 99-100 of their workbook and complete the Self-Assessment Guide

Integrating the Components

Utilize the Systematic Interview Programming Format and the Information Awareness Matrix to integrate the components and make the transition to the next component

A Systematic Interview Programming
(Direct trainees to page 102 in the Participant's Workbook)

1 The component just completed has helped provide further answers to question 4--What is the most effective and efficient way to exchange information

2 You can exchange information more effectively and efficiently by assuming the best position to exchange information, observe the client's non-verbal communication, and practice active listening

3 How does this relate to the Information Awareness Matrix?

B Relevant Information Awareness Matrix
(Page 102 of the Participant's Workbook)

1 The overall objective of your interview is to expand the known dimension of information awareness and reduce the blind, hidden, and unknown dimensions

2 Non-verbal interaction techniques allow you to disseminate information to the client that is blind to him her at initial contact The kind of information you are disseminating is very important to the information exchange process

3 That information is respect, positive regard, concern, attentiveness, involvement, etc

4 Effective practice of the non-verbal interaction techniques communicates your attitude information which is unknown at initial contact

5 The hidden dimension of information awareness–that information known by the client but not by you–is reduced further by effective observing and listening techniques

6 The unknown dimension is reduced by the collection of descriptive data, drawing inferences from it and then checking them out with the client This process can provide additional information that was unknown to both you and the client at the beginning of the interview

7 Let's turn our attention now to additional ways to help you exchange information in the most effective and efficient manner and expand the known dimension of information awareness--Responding verbally to the client

Section V:

Exchanging Information Via Verbal Responding

Exchanging Information Via Verbal Responding

Page 105 of Participant's Workbook

Introduction to Trainer

This section focuses on the exchange of information via verbal responding It is divided into two steps Step 1 focuses on moment to-moment responses used to collect and disseminate information Responses covered include the continue response, the restricted-focus response, the exploratory-focus response, the check response, the declarative response and the self-expressive response Step 2 focuses on response styles that predominate during the initial interview Styles covered include the listener, the interrogator, the explorer, the reflector, the informer, the self-expresser, and the facilitator The definition, rationale, and objectives are presented for each of the moment-to-moment responses and exercises are suggested to help trainees discriminate among the various responses Each of the response styles is defined, demonstrated, and discussed Guidelines for the facilitative use of responses and response style are presented and the trainees receive an opportunity to practice a facilitative style The purposes of this section are

Ask trainees to turn to page 105 in their workbook

1 To introduce and define the moment-to-moment responses most frequently used during the initial interview to collect and disseminate information

2 To present guidelines for the facilitative use of moment-to-moment responses

3 To teach trainees how to discriminate among the various responses used to exchange information

4 To teach trainees how to identify response styles

5 To demonstrate and contrast the various response styles

6 To present guidelines for a facilitative response style.

7 To allow trainees the opportunity to practice a facilitative response style

In presenting material from this section, utilize as desired the points made under each major category You may use all the points suggested, add others, eliminate others, or adapt the material in any fashion to meet the needs of your particular audience

Definition of Verbal Interaction Techniques

1 Verbal interaction techniques refer to the moment-to-moment verbal responses and the response style used by the interviewer to collect and disseminate information during the initial interview

2 Therefore Verbal Interaction Techniques will be presented in two steps Step 1, moment-to-moment responses, and Step 2, response styles

Step I - Moment-to-Moment Responses

Defining Moment-to-Moment Responses

1 Verbal responses that allow the counselor to collect and disseminate information during the interview in an effective yet unobtrusive manner

2 Six Verbal Interaction Techniques are covered They are

   a The Continue Response

   b The Restricted-Focus Response

   c The Exploratory-Focus Response

   d The Check Response

   e The Declarative Response

   f The Self-Expressive Response

3

4.

5

Rationale or Importance of Moment-to-Moment Responses

Since information exchange is the major focus of the intake interview, you need to be able to guide the direction of the discussion in an effective, yet unobtrusive manner. Each verbal interaction technique plays a specific role in guiding the direction of the interview and keeping it goal oriented How and when each interaction technique is used can determine the type of interaction during the interview. Will it be destructive interaction, a sociable conversation, or helpful interaction? It should also be realized that we train others to verbally respond to us by the way we respond to them. Closed-ended questions encourage short answers Open-ended questions encourage more exploration from the client. A lot of information giving encourages the client to be quiet and listen, etc., etc. Therefore, it is important to know the purpose and effect of each verbal interaction technique and to be able to utilize them effectively

The Continue Response

Page 106 of Participant's Workbook

Definition

1 The continue response is both verbal and non-verbal cues that encourage continued talking by the client without interruptioı

2 These responses are simple "green lights" for the client to continue the interaction

3 Common examples include

A Verbal
- i "um-hum"
- ii "yes"
- iii "right"
- iv "yeah"

B Non-Verbal
- i Body posture
- ii Head nods
- iii Smile
- iv Hand gestures

4

5

6

Importance

Oftentimes it is important to allow the client to talk without any interruption Continue responses communicate that you are listening and encourages the person to keep talking. Continue responses are important in that they allow clients the freedom to say what they wish with no restrictions placed on them by the interviewer

Uses

1 To indicate to the client that he/she has your full attention

2 To communicate interest and involvement

3 To communicate acceptance

4 To reinforce and maintain client's discussion without interruptions

5 To allow the client to determine the direction of the interview by giving the greatest amount of freedom to choose the topic of discussion

6 To indicate to the client that more information is wanted and that he she should keep talking

or ask

1 Why are continue responses important? What are some common uses of continue responses? What would you hope to achieve by making continue responses?

The Restricted-Focus Response

Page 106 of Participant's Workbook

Definition

1 Closed-ended questions that seek specific bits of information from the client

2 Responses that require short answers thus limiting the client's expressions

3 Common examples include·

a How old are you?
b What is your name?
c Where do you live?
d Have you been here before?

4

5.

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Importance

Oftentimes in an interview specific bits of information are needed from the client The restricted-focus response is the most appropriate response for obtaining that type of information Therefore the restricted focus response is effective for obtaining certain facts necessary to complete agency forms For example, restricted-focus responses are sometimes the most direct means of gathering needed factual information such as name, age, address, etc

Uses

1 To indicate to the client that a specific bit of information is needed

2 To gather strictly factual information

3 To help client focus attention on central issues

or ask

Why are restricted-focus responses important? What are some common uses of restricted-focus responses? What would you hope to achieve by making restricted-focus responses?

The Exploratory-Focus Response

Page 107 of Participant's Wcrkbook

Definition

1 Statements or open-ended questions that encourage the client to talk and explore his her thoughts, feelings, and actions

2 Responses that encourage a narrative statement from the client as opposed to short answers

3 Responses that allow the client more freedom of expression

4 Common examples include

a Tell me more about

b What do you think about this plan?

c Tell me about your feelings right now

d Describe the situation to me

e How did it happen?

5

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Importance

The primary goals of the intake interview are information exchange and rapport development Exploratory-focus responses help to focus the discussion around the concerns of the client rather than those of the counselor The result is rapport development and a significant reduction in the size of the counselor's "Hidden dimension"

Uses

1 To facilitate the client's elaboration of a point

2 To encourage further exploration of important topics

3 To provide them with both direction and freedom of expression

4 To encourage client discussion of "important" attitudes and feelings

5

6

7

or ask

Why are exploratory-focus responses important? What are some common uses of exploratory-focus responses? What would you hope to achieve by making exploratory-focus responses?

The Check Response

Page 107 of Participant's Workbook

Definition

1 Statements that serve to indicate to the client that you understand what he/she is saying

2 Statements that indicate that you want to "check" with the client to see if you are "with him/her"

3 Common descriptors for check responses include

a Reflections
b Paraphrasing
c Summarization
d. Clarification
e Restatement
f Verification

4 Common examples include

a You mean
b You're sad because.
c I understand you saying
d Essentially then

5

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Importance

It is important that the client know that you understand what he/she is saying. Check responses say "I understand what you are saying." It becomes necessary at times during the interview to make sure that you are understanding the client. Check responses allow you to determine whether or not such is the case Therefore, the effective use of the Check response can greatly contribute to rapport development as well as facilitate client self-expression The result should be a greater amount of information shared with you by the client (and a reduction in the Hidden Dimension).

Uses

1 To convey to the client that you are with him her and that you are trying to understand what he/she is saying they experience

2 To crystallize what the client is saying by repeating what he she said in a more concise manner

3 To tell the client that you hear him/her

4 To check the accuracy of your perception of what the client is saying

5 To stimulate further discussion of the same topic

6 To effectively communicate accurate emphathic understanding at the interchangeable level

or ask

Why are check responses important? What are some common uses of check responses? What would you hope to achieve by making check responses?

The Declarative Response

Page 120 of Participant's Workbook

Definition

1 The declarative responses are statements that present factual information

2 These responses serve to inform the client of general and specific information from an external frame of reference such as agency guidelines, rules, and regulations

3 Declarative responses inform the client about objective and factual information

4 Declarative responses are descriptive statements which are neutral in tone or matter-of-fact

5 Declarative responses supply information or data not readily known or available to the client.

6 Common descriptors for declarative responses include

- a Informing
- b Explanation
- c Information response
- d Instructions
- e Statement-of-fact responses

7 Common examples include

- a Our agency can do this
- b His/her office is located
- c You scored at the 95th percentile
- d To be eligible you must

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Importance

During the intake interview the counselor must provide the client with much objective and factual information such as the role and function of your agency, your role and function, confidentiality, etc That information is provided via declarative responses Therefore, through the effective use of the declarative response, the client's Blind Dimension should be reduced

Uses

1 To introduce objective information into the interview

2 To give the client factual information needed to participate in the decision making process

3 To increase the client's understanding and knowledge

4. To promote client independence

5 To provide factual, objective information

6

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or ask

1. Why are declarative responses important? What are some common uses of declarative responses?

2. What might happen if you never made a declarative response during the intake interview?

The Self-Expressive Response

Page 108 of Participant's Workbook

Definition

1 Self-expressive responses are statements that function to give the client information from the counselor's frame of reference

2 Self-expressive responses inject the counselor s own frame of reference as opposed to an external frame of reference

3 Any statement by the counselor that is from his her frame of reference as opposed to an external frame of reference

4 Common descriptors for self-expressive responses include

a Support, approval, assurance
b Self-disclosure
c Personal illustration
d Confrontation
e Suggestion
f Personal analysis
g Opinion
h Advice
i Evaluative response
j Moralizing

5 Common examples include

a I think you should
b I'm really concerned about you
c Oh, I think you will do okay
d You shouldn't do that
e You understand what needs to be done, now I think it's time for you to act

6

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Importance

Sometimes during the interview you may be called upon to give information from your frame of reference in the form of support, self-disclosure confrontation, etc The self-expressive responses, used appropriately, can facilitate the information exchange process

Uses

1 To express assurance and support

2 To disclose something about self to client

or ask

1 Why are self-expressive responses important?

2 What are some common uses of self-expressive responses?

Discrimination Exercise

Tape

1 Ask trainees to turn to page 86 of their typescript manual This is a typescript of the counselor client interaction on the tape It is **part** of an intake interview

2 Again form triads

3 Tell trainees you will periodically stop the recorder and will ask them to classify responses Again their group should attempt to arrive at a consensus

4 Start tape

5 Stop periodically and ask triads to discuss and classify and report to total group their classification of the response

6 Discuss as needed

Role-Play

1 The purpose of this exercise is to increase the trainee's skill of discriminating between various verbal responses and to provide data for an exercise on interaction style to be presented later

2 Give the following directions

  a Form Triads Each person will have the opportunity to be interviewer, client and observer

  b As an interviewer your task is to gather as much information as you can about the client's 1) hometown (where he she now lives) 2) his her neighborhood (address, etc) and 3) resent work

  c As client you ask is just to respond to the interviewer

  d As observer your task is to use the interaction techniques classification sheet on page 109 of interviewer's workbook and classify each response made by the interviewer into one of the seven categories **Important point for observer** - Be sure to use the interaction techniques classification sheet that belongs to the interviewer since this will provide data to be used in a later exercise

3 Allow approximately 3 minutes per interview

4 Call time and rotate roles until everyone has been interviewer, client, and observer

Guidelines for the Facilitative Use of Moment-to-Moment Responses

Page 110 of Participant's Workbook

1 Use exploratory-focus and check responses to open the intake interview

Elaboration by Trainer:

This focuses the interview on the concerns of the client Examples would include

"Let's begin by you telling me what brings you here"

"You look a little anxious today"

2 Use exploratory-focus responses to gather information from the client's perspective

Elaboration by Trainer:

This enables you to avoid imposing your own diagnostic biases into the information gathering process and minimizes categorical and labeling biases Examples would include:

"What are you thinking right now?"

"Tell me more about. ."

"Can you tell me what you liked and disliked about your last job?"

3 Utilize exploratory-focus and check responses to break unproductive pauses during the interview

Elaboration by Trainer:

This encourages the client to talk with many alternatives for self-expression Examples would include:

"Tell me what you are thinking right now."

"You seem to have a loss for words right now"

4 Use exploratory-focus, check, and continue responses frequently to build, strengthen, and maintain rapport with client

Elaboration by Trainer:

This communicates attentiveness, concern, involvement, and keeps the interview focused on the client's concerns Examples would include

"Tell me what you are experiencing right now"

"It seems that you think you are "

"Um-hum"

5 Use exploratory-focus, check, and continue responses when you want to gather additional information about a topic being discussed

Elaboration by Trainer:

This will facilitate the client's elaboration of a point by encouraging narrative type of responding Examples would include

"Tell me more about "

"Essentially then, you think "

"Yeah"

6. Use exploratory-focus, check, and continue responses to facilitate client self-exploration

Elaboration by Trainer:

This allows client free expression to encourage him/her to focus on his/her own concerns. Examples would include:

"Tell me a little about yourself"

"You are angry because you. . ."

"Um-hum."

7 Use restricted-focus responses to gather specific bits of information

Elaboration by Trainer:

This is the most direct means of gathering strictly factual information Examples would include.

"How old are you?"

"Are you a veteran?"

8 Use restricted-focus responses to narrow the area of conversation

Elaboration by Trainer:

Restricted-focus responses may be used when there is a need to narrow the area of conversation or to focus the client's attention on a central issue. Examples would include

"How old are you?"

9 Use continue responses freely to encourage client to keep talking without interrupting his/her momentum.

Elaboration by Trainer:

Communicate your attentiveness, interest, concern, and involvement Examples would include·

"Um-huh"

10 Utilize check responses to communicate your understanding of what the client is saying

Elaboration by Trainer:

This lets him/her know he/she is understood and encourage continued exploration of the topic

Examples would include

"You're really tense"

11 Use declarative responses to present factual information needed by client

Elaboration by Trainer:

This gives the client information that is needed to promote his/her involvement and participation in the decision making process and promotes his/her independence

12 Make your declarative responses as descriptive in character and neutral in tone as possible.

Elaboration by Trainer:

Declarative responses are not judgmental in nature. They are strictly for transmitting factual and objective information. Therefore, a matter-of-fact attitude and tone of voice will communicate the information as such.

13. Make your declarative responses in a language the client can understand.

Elaboration by Trainer:

Jargon and confusing terminology should be avoided if the client is to be able to utilize information given.

14 When you think the client can benefit from information from your own frame of reference, use self-expressive responses

Elaboration by Trainer:

Self-expressive responses in the form of support, self-disclosure, etc. are sometimes helpful during the initial interview When you think the client can benefit from such, utilize them.

15 Avoid self-expressive responses in the form of inappropriate advice.

Elaboration by Trainer:

Client independence is a goal of information dissemination. When advice is given in the form of telling someone how to behave, what to do, what not to do, etc. it promotes client dependence and communicates less respect and regard for the client's ability to make decisions. Presenting clients with alternatives and letting him/her make the choice of how to behave, what to do, what not to do, etc. promotes independence and communicates high respect.

16 Avoid self-expressive responses that communicate low levels of respect and negative regard to the client.

Elaboration by Trainer:

Preaching, placating, blaming, cajoling, exhorting, demanding, intellectualizing, etc are examples of self-expressive responses that can be harmful during the initial contact with a client Substitute responses that will enhance rapport and facilitate the information exchange process.

Summary of Moment-to-Moment Responses

Direct trainees to pages 111-112 in their workbook for a review of the specific moment-to-moment responses

Step II - Response Styles

Page 113 of Participant's Workbook

Definition of Response Styles

Response style refers to the distribution of counselor response across the six verbal interaction techniques. It is the verbal style used by the counselor to collect and disseminate information. For example ther are different ways to get and give the same information. Information can be gathered by basically:

a Remaining quiet and encouraging the client to continue talking by nodding the head, hand gesturing, and saying phrases such as "um-hum," "right," etc. (the listener).

b. Reflecting back to the client what you have heard, thus encouraging the client to continue giving information on that topic (the reflector).

c. The most direct way is to ask for the information. This can be done through closed-ended questions (the interrogator) or open-ended questions and statements (the explorer).

There are different types of information that can be given the client: basic, objective, factual information from an external frame of reference (the informer) or subjective information from an internal frame of reference (the self-expresser).

A balanced style tends to be the most effective.

Rationale or Importance of Response Styles

The counselor's response style will determine the type of interaction during the interview. Your overall response style will determine whether the interaction is destructive interaction, friendly discussion, or helpful interaction. When the counselor uses an effective response style, he/she is more likely to facilitate comprehensive and relevant information exchange. The result is that the client's Blind Dimension and the counselor's Hidden Dimension are optimally reduced via the intake interview.

Objectives of Response Style Training

1. To learn a facilitative verbal interaction style for the intake interview.
2. To learn how to guide the direction of the intake interview keeping it goal directed so that objectives can be achieved in the most facilitative and efficient manner.
3. To learn to recognize the following ineffective verbal response styles

   i The Listener
   ii The Interrogator
   iii. The Explorer
   iv. The Reflector
   v. The Informer
   vi. The Self-Expresser

Response Style - Exercise 1

1 Prior to defining, demonstrating, and discussing the various response styles, let's examine the information collection response style that you used to collect information about a person's hometown, neighborhood, and present job.

2 Turn to page 114 of your workbook and determine your profile by using the data from page 109 of your workbook.

3. Total each column to determine how many of each response you made.

4 Then determine your total number of responses by adding across the columns.

5 Determine the percentage for each response. This is done by dividing each response total by your total number of responses. For example, if you had 5 continue responses and 40 responses total, divide 5 by 40 and you would get 12 ½ which represents the percentage of continue responses

6 Do this for all 6 responses.

7. Complete the histogram on page 114 of your workbook.

8. The profile indicates your style. Now let's look at how this same information that you collected can be collected in different ways depending on a person's response style.

9 Compare your style with the ones we will now discuss. The following styles indicate "too much of a good thing."

The Listener

Page 115 of Participant's Workbook

Definition

1. The listener's style is characterized by gathering information from the client by predominately utilizing continue responses
2. Following an introduction of a topic, the counselor utilizes mainly non-verbal cues such as head nods, hand gestures, etc., and verbal cues such as "uh-hum," "right," "yeah," etc. to communicate to the client that he/she is listening and interested in the topic being discussed.

Demonstration of the Listener

1. Play tape/slide demonstration
   (Page 79 in Typescript Manual)

   or

1. Ask trainee to come forward and role-play client.
2. Demonstrate listener style. Examples of suggested responses are as follows:
   a. Counselor: Tell me a little about your hometown.

      Client Response

   b Counselor: Uh-hum. (head nod)
      Client Response

   c. Counselor: And. . .
      Client Response

   d. Counselor: Uh-hum, (head nod), more please.
      Client Response
      When you have gotten all the information possible through "uh-hum," head nods, hand gestures, etc. go to another topic and continue in same manner.

   e. Counselor: Tell me about your job.
      Client Response

   f. Counselor: Uh-hum, (head nod), (hand gestures).
      Client Response

   g. Counselor: And. . .
      Client Response

   h. Counselor: etc., etc.

Description of Listener

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.

2. Be sure the following points are made:

   a. Non-directive
   b. Very permissive
   c. Might be indecisive and without self-direction
   d. Would have difficulty achieving objectives
   e.
   f.
   g.

Effect of this Approach on Client

1. Ask trainees to discuss the effect this type of approach might have on clients

2. Be sure the following points are made:

   a. They might view the counselor as incompetent.
   b. They may think the interview has no objective.
   c. They might think they were wasting their time.
   d. They would be unable to use the counselor as a resource.

The Interrogator

Page 115 of Participant's Workbook

Definition

1 The interrogator's style is characterized by gathering information from the client by predominately utilizing restricted-focus responses.

2 The counselor gathers specific bits of information from the client by asking direct or closed-ended questions rather than open-ended questions and statements.

3. Closed-ended questions that most often begin with "do," "are," etc. and can be answered by the client with only a few words characterize this response style.

Demonstration of the Interrogator

1. Play tape/slide demonstration
(Page 83 in Typescript Manual)

or

1 Ask trainee to come forward and role-play client

2. Demonstrate interrogator style. Examples of suggested responses are as follows.

a. What town do you live in?
b Is it a big town?
c. What is the population?
d. Where were you born?
e. How long have you lived there?
f. Is it a nice place to live in?
g. Is that close to ______________________?
h. What street do you live on?
i. How long have you lived there?
j. Is that on the east side or west side of town?
k. Where do you work?
l. Do you like your job?
m. Have you worked there long?
n. What is the address of your work?
o. Is that far from your house?

Description of the Interrogator

1 Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.

2. Be sure the following points are made

a "Detail man"
b Someone after "only the facts"
c. Very directive
d.
e

Effect of this Approach on Client

1 Ask trainees to discuss the effect this type approach might have on a client.

   a Client would soon learn that he/she was there only to provide the counselor with specific bits of information

   b. Would not go into any depth with information

   c. Might get the idea that he/she was on the "firing line."

   d A lot of pertinent and relevant information would not be shared.

The Explorer

Page 116 of Participant's Workbook

Definition

1. The explorer's style is characterized by gathering information from the client by predominately utilizing exploratory-focus responses.
2. The counselor gathers information by mainly utilizing open-ended questions or statements that require the client to use narrative responses.
3. Statements such as "Tell me more about. . .," and open-ended questions that typically begin with "what," "how," "why," "could," and "would" which allow the client more room for exploration and expansion on a topic are the predominate response model/style

Demonstration of the Explorer

1. Play tape/slide demonstration
   (Page 85 in Typescript Manual)

   or

1. Ask trainee to come forward and role-play client.
2. Demonstrate explorer style. Examples of suggested responses are as follows:
   a. Tell me about your hometown or describe your hometown to me.
   b. What do you think about your hometown?
   c. Tell me about where you live there.
   d. What do you think about where you live now?
   e. Tell me about your job.
   f. What do you think about your job?
   g Describe your feelings.

Description of the Explorer

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.
2. Be sure the following points are made:
   a Continues on and on with the topic under discussion.
   b. Can't give up on a topic.
   c Cannot move the client through all the topics necessary to obtain a good picture of the client.
   d. Would fail to provide the client with necessary information

Effect of this Approach on Client

1 Ask trainees to discuss the effect of this type of approach might have on a client
2. Be sure the following points are made:
   a. Feels like he/she is being interrogated
   b Feels liek he/she can't satisfy the counselor's thirst for knowledge about him/her

The Reflector

Page 116 of Participant's Workbook

Definition

1 The reflector's style is characterized by gathering information from the client by predominately utilizing check responses.

2 The counselor gathers information by mainly reflecting back to the client what he/she hears thus encouraging the client to talk further about the specific topic

Demonstration of Reflector

1. Play tape/slide demonstration
   (Page 87 in Typescript Manual)

   or

1 Ask trainee to come forward and role-play client.

2 Demonstrate reflector style Examples of suggested responses are as follows

   a. Tell me about your hometown
   b. So you live in ______________________________.
   c You appear to be satisfied/dissatisfied with living there
   d. So you like/dislike it.
   e Continue to reflect content of what client is saying and any feeling you may note. When you can go no further switch to job topic.
   f Tell me about your job
   g So you work for/at ______________________________.
   h What do you think about you job?
   i So you like/dislike it.
   j Continue as above

Description of the Reflector

1 Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview

2 Be sure the following points are made

   a Non-directive
   b Might be described as a parroter
   c Might be inefficient
   d Might fail to collect sufficient information from the client
   e Would fail to provide the client with necessary information
   f
   g

Effect of this Approach on Client

1. Ask trainees to discuss the effect this type of approach might have on a client

2 Be sure the following points are made

   a Might view the counselor as having no objectives
   b. Might view the counselor as incompetent
   c Might hesitate to trust and fully utilize counselor
   d.
   e
   f
   g

The Informer

Page 117 of Participant's Workbook

Definition

1 The informer profile results from focusing primarily upon disseminating information of factual nature to the client.

2 The predominate style of interaction is characterized by declarative responses

Demonstration of the Informer

1 Play tape/slide demonstration
(Page 89 in Typescript Manual)

or

1 Ask trainee to come forward and role-play client.

2 Demonstrate informer style. Examples of suggested responses are as follows.

a. Describe in detail the role and function of your agency.

b Describe in detail your role and function within the agency.

Description of the Informer

1 Ask trainees to describe the person who predominately interacted during the interview with this type of response style

2 Be sure the following points are made

a Controller

b. Acts quickly

c Loves to tell the client everything he knows about the rehab. agency, possibly to the point of describing the agency budget.

d Might tell the client about every training program in the community regardless of the obvious inappropriateness of some.

Effect of this Approach on Client

1 Ask trainees to discuss the effect this type of approach might have on a client

2 Be sure the following points are made:

a Client would learn he is to listen, not talk

b Probably would not feel a part of the process

c Client would feel uninvolved in the decision making process

The Self-Expresser

Page 117 of Participant's Workbook

Definition

1. The self-expresser profile results from focusing primarily on the communication of one's own values, opinions, etc.
2 Information is given only after it has been filtered through your own frame of reference
3 The predominate style of interaction is characterized by self-expressive responses

Demonstration of the Self-Expresser

1 Play tape/slide demonstration
(Page 91 in typescript manual)

or

1. Demonstrate self-expresser style. Examples of suggested responses are as follows
   a. What do you think about your hometown?
   b I think you should move/stay where you live now.
   c Once you have moved/decided to stay everything will be okay.
   d Everyone who lives in a town like that likes/dislikes it.
   e I wouldn't move to another place just like it. I think you would be better off in a town twice that size. There's more things to do. Kids are happier, etc., etc.
   f What do you think about your job?
   g I think you should tell your supervisor that. He should know exactly how you feel and what you think
   h. You're a better person for it.
   i Usually people in jobs like that "burn out" in a few years. So be aware of that You might want to think about changing jobs before that happens.
   j. I feel the same way you do Everybody does. If they say they don't then they're being dishonest.

Description of the Self-Expresser

1 Ask trainees to describe the person who predominately interacted during the interview with this type of response style.
2 Be sure the following points are made.
   a Depending on the type of Self-Expressive responses made, he/she could be labeled:
      i the adviser
      ii the self-discloser
      iii the supporter
      iv the confronter
      v the moralist
   b Person with all the answers
   c

Effect of This Approach on Client

1. Ask trainees to discuss the effect of this type of approach on client
2. Be sure the following points are made
   a. They would become very dependent
   b Learn to listen a lot
   c Might feel they were being patronized
   d Would **fail** to gain self-confidence from his/her interaction with counselor.

Research Data on Rehabilitation Counselor Response Style During the Intake Interview

Direct trainees to data on page 118 of their workbook

1 The profiles on pages 118-120 of Participant's Workbook represent th interaction profile for rehabilitation counselors during initial interviews

2 Discuss the profiles The following questions and comments may be used to stimulate discussion

  a What do rehabilitation counselors see as their primary role during the initial interview as far as information exchange is concerned? (The collection of information. Majority of responses were information Collection responses)

  b What is the most dominant mode/style of collecting information? (Restricted-Focus The majority of Information Collection responses are Restricted-Focus responses)

  c

Guidelines for a Facilitative Response Style

Page 121 of Participant's Workbook

1 Assume a position to exchange information in the most effective manner.

Elaboration by Trainer:

Facilitative positioning action places you in the best position to observe and listen thus enhancing the information collection process. It also communicates the kind of information to the client that will reinforce the person's offering information and will help them utilize information disseminated by you

2 Observe the client

Elaboration by Trainer:

Facilitative observation actions will enable you to take advantage of a very rich source of data about the client - non-verbal communication

3 Listen to your client.

Elaboration by Trainer:

Listening enables you to gain additional information about the client that is unavailable through observing only.

4 Open the interview with responses that will focus first on the concerns of the client.

Elaboration by Trainer:

Exploratory-focus and/or check responses are useful responses to focus first on the client concerns. Then declarative responses may be needed to give the client factual information or self-expressive responses for support.

5 Continue to facilitate the information exchange process by focusing on the client's concerns

Elaboration by Trainer:

The previous guideline was concerned only with the opening interview. This guideline emphasizes the importance of continuing to focus on the client's concerns Remember. the helping interview is to primarily help the client Exploratory-focus, check, and continue responses are useful to keep the focus on the client

6 Allow the client as many alternatives for self-expression as possible

Elaboration by Trainer:

Continue, exploratory-focus, and check responses allow the greatest amount of freedom Use these responses whenever you want the client to have as much room for self-expression as possible and avoid the restricted-focus response

7 Facilitate the client's elaboration of topics

Elaboration by Trainer:

Exploratory-focus, check, and continue responses encourage narrative responding instead of short, quick answers

8. Use responses that tend to widen the client's perceptual field.

Elaboration by Trainer:

Exploratory-focus responses tend to solicit the client's views, opinions, thoughts, feelings, etc. thus widening his/her perceptual field. Restricted-focus responses tend to curtail the client's perceptual field.

9 "Train" your clients to freely express themselves.

Elaboration by Trainer:

We can "train" others how to respond by the way we respond to them. If you want short, quick answers with very little elaboration, utilize the restricted-focus response. However, if you want your clients to express themselves openly avoid the restricted-focus response and freely use exploratory-focus response followed by check and continue responses.

10. Establish this "training" process early.

Elaboration by Trainer:

If you begin the interview by asking a lot of closed-ended questions, you may be setting a pattern of responding that is not helpful. Therefore, early in the interview utilize freely the exploratory-focus, check, and continue responses so that a helpful pattern will be established.

11. Build, strengthen, and maintain a positive relationship.

Elaboration by Trainer:

The facilitative non-verbal interaction techniques of structuring, positioning, observing, and listening along with the verbal responses of continue, check, and exploratory-focus, tend to facilitate rapport. Whereas, negative non-verbal interaction techniques and an excessive use of closed-ended questions tend to retard rapport building.

12. Communicate your attentiveness, concern, and involvement

Elaboration by Trainer:

Facilitative non-verbal interaction techniques along with continue responses will help you communicate your attentiveness, concern, and involvement. This can facilitate the information exchange process.

13 Avoid the use of questions as your **only** tool for gathering information.

Elaboration by Trainer:

Check responses and exploratory-focus responses in the form of statements such as "Tell me more about..." or "Describe the situation to me" can help you avoid an excessive amount of questions.

14 Let the client know you are hearing him/her correctly.

Elaboration by Trainer:

Check responses in the form of reflections enable you to let the client know that you are hearing him/her accurately.

15. Communicate your empathic understanding of the client frequently.

Elaboration by Trainer:

Organizing the information you have collected in a systematic fashion and feeding back your understanding of the client's behavior via check responses in the form of empathic statements communicates your understanding and facilitates the information exchange process.

16. Do not hesitate to clear up your thinking of what the client's communication may mean

Elaboration by Trainer:

Verbalize what you think the client is communicating via the check response This gives the client a chance to see how well he/she is being understood and provides an opportunity for him/her to clarify any misunderstanding. Check responses allow you to check your hypotheses.

17 Break unproductive pauses during the interview with responses that keep the focus on the client.

Elaboration by Trainer:

Exploratory-focus and check responses keep the focus on the client and encourages self-expression.

18. When factual information is needed by the client, utilize declarative responses appropriately.

Elaboration by Trainer:

Make your declarative responses as descriptive in character and neutral in tone as possible. Utilize a language the client understands. Avoid jargon or words the client does not understand. Pay attention to timing and the amount of information given in one shot.

19. When information from your frame of reference seems appropriate use self-expressive responses wisely.

Elaboration by Trainer:

Use when needed support, self-disclosure, assurance, etc. Avoid blaming, exhorting, demanding, advice, etc. Self-expressive responses are likely to be more helpful when they promote client independence and communicate positive regard than when they promote client dependence and communicate negative regard.

Summary of Guidelines

Following discussion of Guidelines direct trainee attention to chart on pages 122-124 of their workbook for Review.

Facilitative Response Style

Demonstrate Facilitative Response Style

To demonstrate a facilitative response style, utilize the tape/slide demonstration (Page 97 in typescript manual) As the tape is being played have one-third of the trainees rate the counselor's interaction style, have one-third of the trainees rate the counselor's information collection effectiveness, and have one-third of the trainees rate the counselor's information dissemination effectiveness using the rating forms on pages 125-127 in the Participant's Workbook. After the tape has finished, lead a group discussion on the effectiveness of the counselor's interview behaviors based on the Guideline for a Facilitative Response Style.

Results of Facilitative Response Mode/Style

Ask trainees to discuss possible results of the above response style. Be sure the following points are made.

1. Client will feel free to express his/her experience.
2. Indepth exploration of topics.
3. Client will not feel restricted or limited in his/her experience.
4. Positive relationship established.
5. Client will be involved in process.
6. Client concerns will be discussed.
7. The communication process will be open.
8. Client will be involved in process
9.
10.
11.
12.

Practice Facilitative Response Style

1. Ask trainees to turn to page 128 of Participant's Workbook and complete exercise of their interaction profile during the initial interview and the self-rating guide on pages 129-130 of workbook.
2. Following completion of exercises, ask trainees to form groups of three.
3. Each member of the group will have the opportunity to assume role of Counselor, Client, and Observer.
4. Counselor is to conduct an initial interview utilizing the intake interview guide on pages 131-135 of workbook.
5. Client is to respond to Counselor.

6. Observer is to use page 136 of Counselor's workbook to classify each response made by Counselor.
7. Start - call time after approximately 30-45 minutes.
8. Following the interview, the Counselor is to utilize the self-rating guides on pages 137-142 of workbook to rate his/her performance.
9. Client, Observer, and Counselor complete profile on page 143 of Counselor's Participant's Workbook.
10. Discuss profile, self-rating, and Client and Observer give Counselors feedback.
11. Rotate roles until everyone has been Counselor, Client, and Observer.

Additional or Alternate Training Exercises

11.

Integration of Components

Utilize the Systematic Interview Programming Format and Relevant Information Awareness Matrix to summarize total training up to this point.

A. Systematic Interview Programming Format

1. We have now provided additional answers to question 4 - What is the most effective and efficient way to exchange information. See page 144 of workbook.
2. Frequent use of the open-ended responses, continue, exploratory-focus, and check responses facilitate the collection of relevant information while developing and maintaining a positive relationship with the client.
3. The use of declarative and self-expressive responses allows you to give different types of information.
4. How does this effect the Relevant Information Awareness Matrix?

B. Relevant Information Awareness Matrix

1. The diagram on page 145 of workbook reveals how the information awareness matrix might look after applying the guidelines that have been discussed.
2. Most of the relevant information that was originally unknown by the counselor or the client but was known by the other is now known. What remains is further reduction of the unknown dimension–that area where information is known by neither the counselor nor client. External sources of information as well as continued interaction between the counselor and client will reduce this dimension further.
3. The Result. All information that is relevant to the achievement of your objectives is now known. Hence the chances of accomplishing your goals and objectives is very good

Program Summary

Utilize chart on pages 146-148 of Participant's Workbook to summarize all the skills covered during the training program. Use as you desire

Appendix

Trainer's Outline

I. Introduction To Intake Interview Skills for Rehabilitation Counselors

A General Introduction

1 Types of Interviews
2. Examples

B. Objectives of Intake Interview Skills Training

C Rationale or Importance of Systematic Interviewing Skills

D. Overview of Training Components

II. Systematic Interviewing Programming

A. Definition of Systematic Interview Programming

B Rationale for Systematic Interview Programming

C Objectives of Systematic Interview Programming

III. Systematic Interview Programming - Step I - Attracting the Interviewee

A. Definition of Attracting

B Rationale for Attracting

C. Objectives of Attracting

D Guidelines for Effective Attracting

E Demonstration of Ineffective Attracting

1. Exercise 1

F. Demonstration of Effective Attracting

1. Exercise 2

G Practice Attracting

1 Exercise 3
2. Exercise 4

H Summary of Attracting

I Self-Assessment

IV. Systematic Interview Programming - Step II - Planning the Interview

A. Definition of Planning

1. General Definition
2. Types of Objectives

B Rationale for Planning

C. Guidelines for Effective Planning

D Demonstration of Ineffective Planning

1. Exercise 1

E Demonstration of Effective Planning

1 Exercise 2

F Practice Planning

1. Exercise 3
2. Exercise 4
3. Exercise 5

G Summary of Planning

H. Self-Assessment

V. Systematic Interview Programming - Step II - Structuring the Interview Setting

A. Definition of Structuring

B. Rationale for Structuring

C. Guidelines for Effective Structuring

D Demonstration of Ineffective Structuring

1. Exercise 1

E. Demonstration of Effective Structuring

1. Exercise 2

F. Demonstration of Ineffective Structuring

1. Exercise 3

G Demonstration of Effective Structuring

1 Exercise 4

H Practice Structuring

1. Exercise 5

I Self-Assessment

J Summary of Systematic Interview Programming

VI. Information Exchange During the Interview Process

A. Definition of Information Exchange

B Rationale for Information Exchange

C Objectives of Information Exchange

VII. Information Exchange - Step I - Information Dissemination

A. Definition of Information Dissemination

B Rationale for Information Dissemination

1 General Rationale
2 Dr Fairface Exercise

XI. Exchanging Information via Non-Verbal Interaction Techniques

A. Definition of Non-Verbal Interaction Techniques

B Rationale for Non-Verbal Interaction Techniques

C Objectives of Non-Verbal Interaction Techniques Training

XII. Non-Verbal Interaction Techniques - Step I - Positioning

A. Definition of Positioning

B Rationale for Positioning

C Objectives of Positioning Training

D Guidelines for Effective Positioning

E. Demonstration of Ineffective Positioning

F Results of Ineffective Positioning

G Demonstration of Effective Positioning

H Results of Effective Positioning

I Practice Positioning

1 Discrimination Exercise
2 Role-Play

J Summary

XIII. Non-Verbal Interaction Techniques - Step II & III - Observing and Listening

A Definition of Observing

B Rationale for Observing

C Objectives of Observing Training

D Guidelines for Effective Observing

E Definition of Listening

F Rationale for Listening

G Objectives of Listening Training

H. Guidelines for Effective Listening

I Demonstration of Ineffective Observing and Listening

1 Exercise 1

J Demonstration of Effective Observing and Listening

1 Exercise 2

K Practice Listening

L Summary

XIV. Summary of Non-Verbal Interaction Techniques

A. Points to Make

B. Self-Assessment

XV. Integrating the Components

A. Systematic Interview Programming Format

B. Information Awareness Matrix

XVI. Exchanging Information via Verbal Responding

A. Definition of Verbal Interaction Techniques

XVII. Verbal Interaction Techniques - Step I - Moment-to-Moment Responses

A. Definition of Moment-to-Moment Responses

B. Rationale for Moment-to-Moment Responses

C The Continue Response

1. Definition of the Continue Response
2. Rationale for the Continue Response
3. Uses of the Continue Response

D The Restricted-Focus Response

1. Definition of the Restricted-Focus Response
2 Rationale for the Restricted-Focus Response
3. Uses of the Restricted-Focus Response

E The Exploratory-Focus Response

1. Definition of the Exploratory-Focus Response
2. Rationale for the Exploratory-Focus Response
3 Uses of the Exploratory-Focus Response

F The Check Response

1 Definition of the Check Response
2 Rationale for the Check Response
3 Uses of the Check Response

G. The Declarative Response

1 Definition of the Declarative Response
2. Rationale for the Declarative Response
3 Uses of the Declarative Response

H The Self-Expressive Response

1 Definition of the Self-Expressive Response
2 Rationale for the Self-Expressive Response
3 Uses of the Self-Expressive Response

I. Discrimination Exercises

1. Tape
2. Role-Play

J. Guidelines for the Effective Use of Moment-to-Moment Response

K. Summary

XVIII. Verbal Interaction Techniques - Step II - Response Styles

A. Definition of Response Styles

B. Rationale for Response Styles

C. Objectives of Response Styles

D. Interaction Style - Exercise 1

E. The Listener

1. Definition of the Listener
2. Demonstration of the Listener
3. Discussion of the Listener
4. Effect of the Listener's approach on the Interviewee and Interview process

F. The Interrogator

1. Definition of the Interrogator
2. Demonstration of the Interrogator
3. Discussion of the Interrogator
4. Effect of the Interrogator's approach on the interviewee and the interview process

G The Explorer

1 Definition of the Explorer
2. Demonstration of the Explorer
3. Discussion of the Explorer
4. Effect of the Explorer's approach on the Interviewee and the Interview Process

H. The Reflector

1. Definition of the Reflector
2. Demonstration of the Reflector
3. Discussion of the Reflector
4. Effect of the Reflector's approach on the Interviewee and the Interview Process

I. The Informer

1 Definition of the Informer
2. Demonstration of the Informer
3. Discussion of the Informer
4. Effect of the Informer's approach on the Interviewee and the Interview Process

J. The Self-Expresser

1. Definition of the Self-Expresser
2. Demonstration of the Self-Expresser
3. Discussion of the Self-Expresser
4. Effect of the Self-Expresser's approach on the Interviewee and the Interview Process

K. Guidelines for a Facilitative Response Style

L. Summary of Interaction Styles

M. Demonstration of a Facilitative Style

N. Results of a Facilitative Style

O. Practice

XIX. Integrating the Components

A. Systematic Interview Programming Format

B. Information Awareness Matrix