

ADJUSTMENT PHASE FOR YOUTHS AND NEW CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 8: (JOINT) HOW CAN WE IMPROVE COMMUNICATION - PART II (ACTIVE LISTENING AND RESPONDING) (Day 4, Afternoon, 2 hours)

OBJECTIVES:

1. Youths and caregivers will be able to discriminate between helpful and poor listening.
2. Youths and caregivers will increase their motivation to increase their listening skills.
3. Youths and caregivers will be able to demonstrate increased listening skills.

RATIONALE:

This is the second session focusing on communication skills. Effective expressing was done in a previous session. Today, helpful listening will be the topic. In the communication that takes place between two people one person usually talks - expressing him or herself - while the other person listens. Then they switch, so the listener becomes the person doing the expressing. In real life this happens quickly, and there are time when neither person is listening and both are trying to be expressive at the same time. Nevertheless it is helpful to think of the three communication actions: listening, expressing and switching.

Helpful listening creates better understanding, expresses care and concern, enables people to explore issues more fully, and solve their own problems. Also it stimulates people to feel good about themselves. Good listening skills have been found to be the corner stone of effective communication and are necessary for problem solving to take place.

Essentially good listening consists of putting yourself in the other person's shoes and being able to let him or her know that you are aware of what it is like. Good listening skills are hard to perfect. We need to concentrate on helping people understand what makes for effective listening and to give them ample time to practice listening skills.

SUMMARY OF EXERCISES:

1. Do a lottery, do a positive introduction of the participants, introduce the session's topics. (15 minutes)
2. Present the rationale for using helpful listening skills and demonstrate how to listen well and how not

- to, using situations between adults. Have participants identify what makes the difference and list the advantages and disadvantages of active listening. (20 minutes)
3. Present examples of helpful and unhelpful listening with a teenager. Provide guidelines and critique models. (20 minutes)
 4. Practice helpful listening through role playing. (50 minutes)
 5. Set new goals for between the sessions and show group appreciation. (15 minutes)

MATERIALS:

Lottery tickets
Two lottery prizes (youth and caregiver/parent)
"Thanks"
Feeling Thermometer Chart
Goal Summary Sheet
Goal Setting Chart
Goal cards (blank index cards)
Newsprint and marking pens
Scripts: The Shirt - First Version; The Shirt - Second Version
Guidelines for Helpful Listening

Exercise 1: How Are We Doing?
(15 minutes)

[The purposes of this exercise are to create a comfortable environment, to encourage positive feelings between youths and caregivers, and to introduce the session. Positive introductions, sharing, a lottery, and a script are used.]

Welcome back.

I hope you had a good lunch.

First, I want to get a sense of how you are feeling.

#DISPLAY THE FEELING THERMOMETER.

Using the Feeling Thermometer where 100 is very uncomfortable and 0 is totally at ease, what are your temperature readings?

#OBTAIN TEMPERATURE READINGS. IF THE READINGS SHOW
A HIGH LEVEL OF COMFORT, GIVE OUT PRAISE.

I am pleased that you are feeling comfortable here.

To do our work, it is important to feel that you are in a safe and comfortable place.

OR

#IF THE TEMPERATURE READINGS SHOW A LOW LEVEL OF
COMFORT, EXPLORE WHAT WOULD MAKE IT BETTER.
COMMENT ON WHAT CAN BE DONE.

It seems that some of you do not feel very comfortable.

What would make you feel more at ease?

#ENCOURAGE RESPONSES. SEE WHAT CAN BE DONE AND WHAT CANNOT BE DONE.

I want to go around the room and have each person tell us the name he or she wants to be called in the workshop and tell us one thing that the youth or caregiver you live with did during the past week that you liked.

#ASK EACH PERSON TO TELL THE GROUP THE NAME HE OR SHE WANTS TO BE CALLED BY AND TELL ONE THING THAT THE YOUTH OR CAREGIVER DID DURING THE LAST WEEK THAT THE PERSON LIKED. PROMPT IF NECESSARY: NICE MEAL, KIND WORD, PICKED SOMETHING UP AND PUT IT AWAY.

To show our appreciation to you we want to do a lottery. This afternoon we will have a youth prize and a caregiver prize.

#PASS OUT LOTTERY TICKETS, HAVE THEM WRITE THEIR NAMES ON THEM, HAND THEM BACK IN TO EITHER THE CAREGIVER PILE OR THE YOUTH PILE, MIX THEM UP, AND SELECT A WINNER.

Remember that we want to let people know we appreciate what they contribute here in the workshop, and we do that by giving them "Thanks."

Here are your "Thanks" for this session.

#GIVE EVERYONE 20 "THANKS."

This afternoon's session is about good communication.

Listen to this.

#THE FACILITATORS READ THE FOLLOWING BRIEF SCRIPT. FIRST TELL THE GROUP WHICH PART YOU ARE PLAYING.

YOU ARE NOT LISTENING TO ME

AUNTY: I know you are having sex with Billy.

GLORIA: Aunty, you are wrong. I'm not having sex with anybody.

AUNTY: You are too young to be having sex. Besides you can get some disease from it.

GLORIA: I am not having sex. I'm not ready for that.

AUNTY: I'm telling you not to see Billy again.

GLORIA: Billy and I just hang out together.

AUNTY: No sex in my house.

GLORIA: You are not listening to me.

AUNTY: I can feel it in my bones. You are sleeping with him. I know it for sure.

GLORIA: (SCREAMS) You are not listening to me!

THE END

Is this an example of good communication?

#ENCOURAGE RESPONSES.

It is almost impossible to build a positive family environment, to solve problems, to resolve conflicts, and to get over grief without being able to communicate with each other.

Today we will work on listening to each other.

Exercise 2: Why Listen Carefully?
(20 minutes)

[The purpose of this exercise is increase the participants' motivation to improve their listening skills. Examples of helpful and unhelpful listening are presented, feelings are identified, and the advantages and disadvantages are enumerated.]

You may recall my saying that a supportive environment was really important for a person grieving over a death of someone close.

The family can provide a lot of support if the members know how to create a positive atmosphere, listen in a helpful manner, express their feelings and wants directly, and solve problems together.

In communication there are three roles.

One person talks.

One person listens.

Either person switches from listening or talking to the other.

#WRITE THE FOLLOWING MODEL ON NEWSPRINT AND KEEP IT
POSTED DURING THIS SESSION AND SESSION 8. REFER BACK
TO IT AS NEEDED.

COMMUNICATING

PERSON 1

PERSON 2

EXPRESSES

LISTENS

SWITCHES TO LISTENING

SWITCHES TO EXPRESSING

LISTENS

EXPRESSES

SWITCHES TO EXPRESSING SWITCHES TO LISTENING

EXPRESSES

LISTENS

In Session 6 we learned about expressing ourselves.

Now we will work on listening.

Here are some examples of listening.

I need someone to read the part of the woman and someone for the man.

We will present the scene to you two different ways.

#SELECT THE VOLUNTEERS AND DECIDE WHO WILL READ EACH PART. GIVE THEM THE SCRIPT AND HAVE THEM READ THE FIRST VERSION ALOUD TO THE GROUP.

THE SHIRT - FIRST VERSION

MAN: I can't find a clean shirt anywhere.

WOMAN: I'm sorry. There's been one problem after another. It's driving me crazy.

MAN: You sound frustrated.

WOMAN: I am. The first time I go to the laundromat the machine is broken. Then I went back on Wednesday. A big flood. Water all over the place. Friday they closed it because of a death in the family. I got piles and piles of dirty laundry.

MAN: That's a pain.

WOMAN: I got enough to do without this happening.

MAN: Who needs it?

WOMAN: I have a clean shirt of yours you gave me because it had a spot on the back. Could you wear that for today? I'll take the laundry to my sisters. I don't like to do it, but this is an emergency.

MAN: Sure.

THE END

That was the first version.

Now pay attention to what happens in this version.

THE SHIRT - SECOND VERSION

- MAN: I can't find a clean shirt.
- WOMAN: I'm sorry. There has been one problem after another. It's driving me crazy.
- MAN: Look, I work my ass off all day long for you and the kids. It's a small thing to ask that you do my laundry. What am I? The hired hand?
- WOMAN: It's not my fault. The first time I went to the laundromat the machine broke. The second time there was a flood. The third time they closed the place because of a death.
- MAN: So, you have bad luck. You're a grown woman. I'm sure you can find a way to get me a clean shirt. Is that too much to ask? One clean shirt.
- WOMAN: I got piles of dirty laundry. You are not being singled out.
- MAN: Believe me. I'm sympathetic to your troubles. I guess they don't make washing machines like they used to.
- WOMAN: I have enough to do without this problem.
- MAN: Give me some money. I'm going to have to go buy myself a shirt.

THE END

That was great! Thanks for the reading.

#GIVE "THANKS" TO THE PLAYERS.

Let me ask the "woman" how did you feel in the two different scenes?

When you give your answer, try to include whether you experienced being supported, warm and close, cared for, and understood among other things.

#OBTAIN FEEDBACK FROM THE "WOMAN" IN THE SCENES.

What about other people here - if you put yourself in the "woman's" role how would you have felt?

#ENCOURAGE RESPONSES AND DISCUSSION.

The examples we just saw played out were trying to portray the difference between helpful and unhelpful listening.

Let's take a closer look at the script.

#HAND OUT THE SCRIPT TO THE GROUP.

In good listening you try to do two things:

One, put yourself in the other person's shoes.

Two, say something to let the other person know you understand what it is like to be them.

Take a look at the two versions of communicating.

Which lines spoken by the man are examples of good listening?

#ENCOURAGE SELECTING LINES THAT SHOW GOOD LISTENING. "YOU SOUND FRUSTRATED." "THAT'S A PAIN." "WHO NEEDS IT?" HELP THE GROUP LOCATE EXAMPLES OF GOOD LISTENING. EXPLAIN WHY WHAT THE MAN SAID IN THE SECOND VERSION ARE NOT GOOD LISTENING RESPONSES. THE

MAN IN THE SECOND VERSION DOESN'T SHOW HE UNDERSTANDS HOW THE WOMAN SEES IT. HE JUST KEEPS EXPRESSING HIS FEELINGS AND WANTS.

When you feel that someone is really listening to you and understands what you are saying, what positive happens?

#MAKE A LIST ON NEWSPRINT. IF THE FOLLOWING IDEAS DO NOT COME UP, OFFER THEM FOR DISCUSSION.

YOU FEEL WARM AND CLOSE

YOU FEEL THEY CARE AND ARE INTERESTED IN YOU

YOU FEEL LIKE TALKING MORE WITH THEM

THEY KNOW WHAT YOU WANT AND NEED

YOU CAN FIGURE OUT HOW TO SOLVE YOUR OWN PROBLEMS

That's a good list.

What are the negative consequences when the other person does not listen carefully to what you are communicating?

#ENCOURAGE RESPONSES. PUT THEM UP ON NEWSPRINT. IF THE FOLLOWING IDEAS DO NOT EMERGE, RAISE THEM FOR CONSIDERATION.

YOU FEEL ALONE

YOU FEEL BAD

YOU FEEL DISTANT

YOU MAY FEEL ANGRY AND IGNORED

YOU FEEL THE PERSON DOESN'T CARE FOR YOU

LITTLE PROBLEMS BECOME BIG ONES

THE OTHER PERSON DOESN'T KNOW WHAT YOU WANT

That's also a good list.

So, can you see the advantages of having someone really listen to you?

#ENCOURAGE RESPONSES AND HELP THE GROUP SEE THE
ADVANTAGES.

Remember that person listening will have a chance to react from his or her point of view when that person switches from listening to expressing.

Next we will give you some guidelines and ideas on how to listen in a helpful way.

Exercise 3: What Is Helpful Listening?
(20 minutes)

[The purpose of this exercise is to inform the participants about what helpful listening is and how one does it. Guidelines, modelling, and critiquing are used.]

The purposes of effective listening are very simple.

First, to put yourself in the other person's shoes.

Second, to let the other person know you understand what it is like.

Saying "I understand" is not good enough.

You have to show - to demonstrate - that you understand by telling the person what you think it must be like to be in his or her shoes.

Effective listening is not easy to do.

We will need to practice it a lot.

Don't worry about making mistakes when you first try it.

Not getting it the first time is expected.

How does a person listen in a helpful way?

That is the question we are addressing now.

Here are some guidelines for helpful listening.

**#HAND OUT "GUIDELINES FOR HELPFUL LISTENING" AND GO
OVER THEM.**

GUIDELINES FOR HELPFUL LISTENING

1. LISTEN TO WHAT THE OTHER PERSON HAS TO SAY WITHOUT LOTS OF QUESTIONS AND INTERRUPTIONS.

Make sure you have the time to listen.

2. RECOGNIZE HOW THE OTHER PERSON FEELS AND SHARE IT WITH HER OR HIM.

Don't try to guess what is at the root of the problem - if there is one.

Don't make the problem any bigger than it is. Stick to what the other person is saying.

3. USING YOUR OWN WORDS, TELL THE OTHER PERSON WHAT YOU THINK SHE OR HE HAS SAID.

Every once in a while, tell the other person what you heard him or her say so that the other person can let you know if you understood her or his thoughts and feelings.

4. STOP! LISTEN! LET THE OTHER PERSON TALK ON.

So, what are these guidelines telling you to do?

Look at the speaker.

Stop and really listen.

Don't react yet.

Just listen.

Try to understand the situation that the speaker is describing and the speaker's feelings about the situation.

Check out that you have heard right to make sure that you got the message that the speaker meant to send.

If you are really confused or totally lost, ask a question.

But don't do lots of questioning because that interrupts the speaker's chain of thought.

Keep the speaker talking by 1) nodding your head; 2) saying "mmm;" 3) saying something like "Tell me about it" or "I'd like to hear more."

So far, I have given you some guidelines and explained how to listen helpfully.

In all honesty, good listening is hard for many people.

It takes practice.

In a few minutes you will have the chance to practice.

Before that, I want you to observe a scene and then decide how well helpful listening was used.

Take a quick look at the guidelines and then see how well they are followed in this scene.

#THE CO-FACILITATORS WILL PLAY THE PARTS IN THIS SCENE. BEFORE THE SCENE BEGINS EACH FACILITATOR INTRODUCES THE ROLE.

(ONE FACILITATOR SAYS):

I am going to play the role of Aunt Bea who has taken in Yvette after her mother died.

I am the older sister of Yvette's mother.

She was always getting herself in trouble.

(THE OTHER FACILITATOR SAYS):

I will play Yvette.

My mother just died of AIDS, and I am living with Aunt Bea - my mother's older sister - and her family.

A LITTLE HELP

AUNT BEA: How are you getting on?

YVETTE: OK.

AUNT BEA: The young ones aren't in your way too much, are they?

YVETTE: No, Aunt Bea.

AUNT BEA: You tell me if they're bothering you.

YVETTE: I will.

AUNT BEA: Promise?

YVETTE: I promise.

AUNT BEA: Is everything all right?

YVETTE: I wanted to ask you about something.

AUNT BEA: Go right ahead.

YVETTE: Next week is my mother's birthday. She would have been thirty-three years old. I want to do something to remember her, but I don't know what's the right thing.

AUNT BEA: Yvette, I trust you to come up with a good idea.

YVETTE: If we could just have a little cake and maybe say a prayer. That would be fine. I couldn't get through singing "Happy Birthday" to her. That would undo me. I wouldn't be able to stop crying.

AUNT BEA: You miss your mother a lot. It really hurts.

YVETTE: I thought I wouldn't feel so bad by now. But its terrible. I hope I don't keep you up at night with my crying.

AUNT BEA: Here you go - worrying that you're bothering me.

YVETTE: I don't want to annoy you. You're all I have now. Please don't get mad at me for telling you, Aunt Bea, but I'm not doing very well. It scares me. I can't sleep at night. Night after night I'm up there crying and turning and tossing. I do everything they told me to do about sleeping. If I can't sleep, I get out of bed and read or cry until I feel sleepy and then I try again. Nothing works. I'm so tired all the time that I've completely lost my appetite. The sight of food makes me feel sick.

AUNT BEA: You sound real discouraged, Yvette.

YVETTE: I'm frustrated. I'm scared. I'm angry. I'm depressed. I'm everything, and I'm nothing. I'm totally confused. And I don't see anything getting better. Where's the way out? And don't tell me that time will cure everything.

AUNT BEA: You think people don't understand what you're going through.

YVETTE: I just don't want anyone telling me any of those old time sayings, like "Have patience." No one knows how I feel and what's happening to me.

AUNT BEA: It makes you feel kind of alone.

YVETTE: No offense meant, Aunt Bea. I know you are trying to make things good for me here, but I still feel completely alone. And I feel so helpless. I just can't keep going on like this.

AUNT BEA: So, you are telling me that because you cry a lot, can't sleep at night, have no appetite, have a whole jumble of feelings, and are confused, you think you will never get out of this and can't do anything to help yourself.

YVETTE: That's it pretty much. But did I say I couldn't do anything to help myself?

AUNT BEA: Maybe I misunderstood you.

YVETTE: I think I better see somebody. I don't want to end up killing myself.

AUNT BEA: Oh, my Lord! Please don't do that. You mean you want to talk with a counselor?

YVETTE: Yes. A psychologist. Maybe you could help me find out who would be a good person to go to. I want to see a woman psychologist. I don't think a man could understand.

THE END

Now I want you to be as critical as possible.

What did Aunt Bea do that you liked, and, if you had been Aunt Bea, what would you have done differently?

Did Aunt Bea demonstrate helpful listening?

If you answer "no," give us examples of where she was not helpful.

Let's hear your reactions to the example we presented.

**#ENCOURAGE RESPONSES AND DISCUSSION OF WHETHER THE SCENE
WAS A GOOD EXAMPLE OF HOW TO PRACTICE HELPFUL LISTENING.
REFER BACK TO THE GUIDELINES AS NEEDED. GIVE OUT "THANKS."**

That was a good discussion.

Next there will be a chance to practice helpful listening.

Exercise 4: How Can I Improve My Listening Skills?
(50 minutes)

[The purpose of this exercise is to improve helpful listening skills. Role playing is the method used to meet the goal.]

Everybody will have a chance to practice.

I will divide the group into pairs, and you decide who will play the person expressing him or her self and who will be the person listening.

After you have practiced, the group will give you feedback.

Remember that we are only practicing listening.

Do not pay attention to the person expressing him or her self.

#DIVIDE THE GROUP INTO PAIRS. CREATE PAIRS THAT ARE NOT FROM THE SAME FAMILY. MAKE SURE THE PAIR DECIDES WHO WILL PLAY EACH ROLE.

I will start the role play off by telling the expressor the general idea of what to express.

In this role play youths will play caregivers and caregivers will play youths.

#DO THE ROLE PLAYS ONE AT A TIME. AFTER EACH ROLE PLAY OBTAIN FEEDBACK FROM THE GROUP. (IN THE INTEREST OF TIME, GROUP LEADERS MAY CHOOSE TO HAVE PARTICIPANTS CONDUCT THE ROLE PLAYS CONCURRENTLY)

#GROUP LEADERS MAY HAVE TO MODEL LISTENING BY PARTICIPATING IN AN EARLY ROLE PLAY.

#THE INSTRUCTIONS TO EXPRESSORS ARE AS FOLLOWS:

1. THE EXPRESSOR IS THE CAREGIVER. TELL THE YOUTH THAT YOU DON'T LIKE HOW MESSY THE YOUTH'S ROOM IS. MAKE UP WHAT YOU WANT TO SAY.

2. THE EXPRESSOR IS THE YOUTH. TELL THE CAREGIVER THAT HIS OR HER RULES ARE TOO STRICT. MAKE UP WHAT YOU WANT TO SAY.
3. THE EXPRESSOR IS THE YOUTH. TELL THE CAREGIVER THAT YOU FEEL THE CAREGIVER IS ALWAYS CRITICIZING YOU. MAKE UP WHAT YOU WANT TO SAY.
4. THE EXPRESSOR IS THE CAREGIVER. TELL THE YOUTH THAT YOU REALLY APPRECIATE HIS OR HER TAKING CARE OF THE YOUNGER CHILDREN IN THE FAMILY AND HOPE IT WILL CONTINUE. MAKE UP WHAT YOU WANT TO SAY.
5. THE EXPRESSOR IS THE CAREGIVER. TELL THE YOUTH YOU DON'T WANT HIM OR HER BRINGING FRIENDS TO THE APARTMENT AFTER SCHOOL WHEN NO ONE IS HOME. MAKE UP WHAT YOU WANT TO SAY.
6. THE EXPRESSOR IS THE YOUTH. TELL THE CAREGIVER THAT THE YOUNGER KIDS KEEP COMING INTO YOUR ROOM WHEN YOU ARE TRYING TO STUDY AND YOU DON'T LIKE IT. MAKE UP WHAT YOU WANT TO SAY.
7. THE EXPRESSOR IS THE YOUTH. TELL THE CAREGIVER THAT YOU REALLY LIKE LIVING HERE, BUT IT WOULD BE 100 TIMES BETTER IF YOU HAD LESS JOBS TO DO AROUND THE APARTMENT. MAKE UP WHAT YOU WANT TO SAY.
8. THE EXPRESSOR IS THE CAREGIVER. TELL THE YOUTH THAT YOU DON'T LIKE THE YOUTH COMING HOME SO LATE AT NIGHT. YOU WANT HIM OR HER TO COME HOME EARLIER. MAKE UP WHAT YOU WANT TO SAY.
9. THE EXPRESSOR IS THE YOUTH. TELL THE CAREGIVER THAT YOU DON'T LIKE THE CAREGIVER'S PARTNER. YOU FEEL THAT PERSON IS TAKING ADVANTAGE OF THE CAREGIVER. MAKE UP WHAT YOU WANT TO SAY.
10. THE EXPRESSOR IS THE CAREGIVER. TELL THE YOUTH THAT YOU LIKE SOME OF HIS OR HER FRIENDS, BUT THERE ARE A COUPLE OF FRIENDS THAT ARE BAD INFLUENCES. MAKE UP WHAT YOU WANT TO SAY.

#THE INSTRUCTIONS FOR THE FEEDBACK THAT COMES AFTER

EACH ROLE PLAY ARE AS FOLLOWS:

TO THE LISTENER. HOW DID YOU FEEL? WHAT ONE THING ABOUT YOUR LISTENING DID YOU LIKE? WHAT ONE THING WOULD YOU DO DIFFERENTLY?

TO THE EXPRESSOR. WHAT ONE THING THAT THE LISTENER DID THAT YOU LIKED AND IF YOU HAD BEEN THE LISTENER, WHAT ONE THING WOULD YOU HAVE DONE DIFFERENTLY?

TO THE OBSERVERS. WHAT ONE THING THAT THE LISTENER SAID DID YOU LIKE AND WHAT ONE THING WOULD YOU HAVE DONE DIFFERENTLY?

How did you experience practicing listening?

#ENCOURAGE RESPONSES.

What is your Feeling Thermometer reading now?

#SHOW THE CHART OF THE FEELING THERMOMETER.

How comfortable are you with listening?

#ENCOURAGE SHARING OF FEELING THERMOMETER READINGS.

After listening, there are two more characteristics of a strong family.

They are being able to express your feelings and being able to solve problems together.

We will work on them next week.

It is near the end of the session.

As usual we need to set goals for the next week.

Exercise 5: What Are My Goals for the Next Week?
(15 minutes)

[The purposes of this exercise are to reinforce transferring what was learned in the sessions to the real world and to build group cohesion and self esteem. Goal setting and group appreciation are used.]

At the end of each session we ask you to make a commitment to accomplishing some goals for the next week.

That means meeting the goals between now and the next session.

#SHOW THE GOAL SETTING CHART.

As you may remember, good goals have four qualities.

They are realistic, clear, not too much or too little, and easy to see if achieved.

There can be goals for individuals and goals for families.

We were able to work on helpful listening today.

What goals can you see in the activities we just went over?

#ENCOURAGE BRIEF RESPONSES

Great! Here are some examples of an individual's goals:

1. twice during the week set aside 10 minutes and listen to what another family member has to say.
2. put up "Guidelines for Helpful Listening" in two places around the apartment.
3. have another family member practice helpful listening with you twice during the week, giving each other feedback.

Some family goals might be as follows:

1. at the dinner table go around and have each person say something important and have other family members make one helpful listening response.
2. set aside an evening during which everyone will try to listen effectively.
3. have the family as a group discuss the guidelines for helpful listening for 15 minutes.

Take a few minutes and decide on each individual's goal and on one family goal.

#ALLOW A FEW MINUTES FOR GOAL SELECTION.

Now let's go around the room and hear the goals you have chosen.

While you listen to other people talk about their goals, see if what they said is realistic, clear, not too much or too little, and easy to see if completed.

If someone else wants advice, assist them in setting a good goal.

#GO AROUND THE ROOM AND REQUEST FAMILY AND INDIVIDUAL GOALS. COACH TO MAKE GOALS MEET STANDARDS. ENCOURAGE HELPING EACH OTHER. WRITE GOALS ON THE GOAL SUMMARY SHEET.

That was very good.

To make sure you remember to meet you goal, write your new goal on your goal card.

Keep your goal card with you.

Each new goal gets recorded on it.

Later you will be able to see how many goals you completed.

Does anyone need a new goal card?

#GIVE OUT GOAL CARDS TO PARTICIPANTS WHO DID NOT BRING THEIRS WITH THEM.

Now let's show our appreciation of each other's contributions here today.

Let people know that you liked what they said or did, their style, their presence, and any great qualities they have.

#ENCOURAGE AND MODEL SHOWING APPRECIATION. USE WORDS, "THANKS," GESTURES, HUGS AND WHATEVER SEEMS COMFORTABLE. REINFORCE PARTICIPANTS WHO SHOW SUPPORT OF OTHERS.

I look forward to seeing you next time.

We encourage you to get in touch with each other in between sessions to remind your fellow group members about the next meeting.

Also, if you are in contact with any member who did not make it today, remind them about the next meeting.

We will meet at _____ (time and place) on _____ (day and date).

THE END OF SESSION 6

THE SHIRT - FIRST VERSION

MAN: I can't find a clean shirt anywhere.

WOMAN: I'm sorry. There's been one problem after another. It's driving me crazy.

MAN: You sound frustrated.

WOMAN: I am. The first time I go to the laundromat the machine is broken. Then I went back on Wednesday. A big flood. Water all over the place. Friday they closed it because of a death in the family. I got piles and piles of dirty laundry.

MAN: That's a pain.

WOMAN: I got enough to do without this happening.

MAN: Who needs it?

WOMAN: I have a clean shirt of yours you gave me because it had a spot on the back. Could you wear that for today? I'll take the laundry to my sisters. I don't like to do it, but this is an emergency.

MAN: Sure.

THE END

THE SHIRT - SECOND VERSION

MAN: I can't find a clean shirt.

WOMAN: I'm sorry. There has been one problem after another. It's driving me crazy.

MAN: Look, I work my ass off all day long for you and the kids. It's a small thing to ask that you do my laundry. What am I? The hired hand?

WOMAN: It's not my fault. The first time I went to the laundromat the machine broke. The second time there was a flood. The third time they closed the place because of a death.

MAN: So, you have bad luck. You're a grown woman. I'm sure you can find a way to get me a clean shirt. Is that too much to ask? One clean shirt.

WOMAN: I got piles of dirty laundry. You are not being singled out.

MAN: Believe me. I'm sympathetic to your troubles. I guess they don't make washing machines like they used to.

WOMAN: I have enough to do without this problem.

MAN: Give me some money. I'm going to have to go buy myself a shirt.

THE END

GUIDELINES FOR HELPFUL LISTENING

1. LISTEN TO WHAT THE OTHER PERSON HAS TO SAY WITHOUT LOTS OF QUESTIONS AND INTERRUPTIONS.

Make sure you have the time to listen.

2. RECOGNIZE HOW THE OTHER PERSON FEELS AND SHARE IT WITH HER OR HIM.

Don't try to guess what is at the root of the problem - if there is one.

Don't make the problem any bigger than it is. Stick to what the other person is saying.

3. USING YOUR OWN WORDS, TELL THE OTHER PERSON WHAT YOU THINK SHE OR HE HAS SAID.

Every once in a while, tell the other person what you heard him or her say so that the other person can let you know if you understood her or his thoughts and feelings.

4. STOP! LISTEN! LET THE OTHER PERSON TALK ON.

GOAL SETTING CHART

GOALS SHOULD BE

REALISTIC

CLEAR

NOT TOO MUCH OR TOO LITTLE

EASY TO SEE IF COMPLETED

GOAL SUMMARY SHEET

FEELING THERMOMETER

