SESSION 6

SESSION OBJECTIVES:

- To review the *Listening to Other People* homework
- To introduce and role play the *Beginning and Continuing a Conversation* social skill
### Detailed Contents

**Beginning and Continuing (carrying on) a Conversation**

- **Recommended structure of session:**

**Follow-Up / On:**

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

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

3) **Homework review:**

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

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

**Establishing a Rationale:**

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

- A conversation is typically made up of three primary skills. The interaction between people is comprised of: (1) identifying and following through on conversational topics, (2) attentive listening, and (3) gracefully exiting conversations. In terms of these skills, the listening skills have been previously worked on within the group setting. It is important to incorporate previously learned skills into the currently learned social skill component. This is
adaptive in that it provides a means of practising previously learned skills. Additionally, comprehension of presently learned social skills is facilitated. The previously learned skill of Listening to Others, incorporated the final step of repeating the main point in the conversation. The social skills discussed in this session, expands on this skill.

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

1. “Why is it sometimes important to start a conversation?”
2. “What are some of the reasons for keeping a conversation going?”

This segment could be concluded with:

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

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

**GROUP ACTIVITY:**

‘Familiar vs. Unfamiliar Exchanges’

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

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

For: unfamiliar person exchanges, it is important to clarify the difference in the use of expressions which would typically be used for people not known to the individual. — e.g. “Hi, I’m
Samantha, what’s your name”, “I have seen you a couple of times here, but I have forgotten your name, what is it again?”

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

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

1 Low: e.g. “I often go to local fitness centre for swimming exercise.”
2 Mid-way: e.g. “I belong to a volunteer agency which does quite a bit of landscaping work at Kings Park.”
3 High: e.g. “Once a week I see my case manager who helps me deal with my up and down days”

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

GROUP ACTIVITY:

‘Talk Tree’

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

A suggested manner to introduce the ‘Talk Tree’ is:

“Have you ever noticed that at times we find that we run out of things to talk about? What I would like each of you to do is to pair up with another person in the group and begin and keep going a conversation with this person. I would like you to stand and face each other and begin a role play in which you are pretending you know this person a little, and that you have just run into them at the bus-stop.”
It may be useful to discuss what has been noticed as important in beginning and maintaining the conversation. Use butchers paper to highlight the manner in which the conversation was initiated and then in another column, how the conversation was maintained.

**Break:**

**Discussing steps of the skills:**

- Provide: *Beginning and Continuing a Conversation* handout
- Prior to each step being discussed, write on white board/butchers paper the steps to be discussed.

A suggested means of introducing this social skill includes:

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

1. **Choose time and place.**

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

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

A suggested means of addressing this step is:

“Usually, the speaker looks directly towards the listener’s eyes, and the listener moves his or gaze around the speaker’s face. If you are listening, it is important to be mindful not to stare at one single spot on the speaker’s face. This can result in the other person becoming uncomfortable. When the speaker is ready to pause so that the listener now has a chance to speak (shift the floor), he or she breaks off eye contact. As opposed to ‘butting-into the conversation’, the listener wanting to speak tries to “catch” the speaker’s..."
Social Skills Treatment Programme

Session 6: Beginning and Continuing a Conversation

**Detailed Contents**

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

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

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

☐ It is once again important to go through the difference between, familiar and unfamiliar person exchanges.

4. **Make ‘chitchat’ or ‘small talk’**

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

☞ Provide: Talk Tree handout.

☐ A suggested means of introducing this section includes:

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

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

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

**Equipment/Activity**

H/O: Talk Tree
6 Continuing conversation (open/closed questions)

GROUP ACTIVITY:

‘Open/Closed questions’

☐ A suggested means of beginning this activity is:

“Let’s say someone you know just told you that they saw the new movie (recent movie—general taste). “What’s a question you could ask about the movie?”

⇨ A suggested follow-on for this activity includes:

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

☐ Write definitions on butcher’s paper.

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

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

ROLE PLAYS:

COLLABORATIVELY ASSIGNED HOMEWORK:

⇨ Provide: My Journal–Session 6 handout

⇨ Provide: Session Divider #6 handout

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

⇨ Rate participants on the CAP Rating Scale

H/O: My Journal–Session 6

H/O: Session Divider #6

CAP Rating Scale

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

Steps of Skill:

1. Choose time and place

2. Look at person

3. Introduce self or greet person

4. Make “chit-chat” (using Talk Tree)

5. Determine if person listening and wants to talk

6. Continuing conversation (open / closed questions)
Talk Tree
SESSION 7

SESSION OBJECTIVE:

- To review the *Beginning and Continuing a Conversation* social skill
Review of: **Beginning and Continuing a Conversation**

Recommended structure of the review session:

**FOLLOW-UP / ON:**

1) Review of events (since previous session):

2) Reaction and Opinions regarding previous session:

3) Homework review:

**ROLE PLAYS:**

Scenes used in role plays:

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

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

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

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

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

**COLLABORATIVELY ASSIGNED HOMEWORK:**

Provide: *My Journal – Session 7* handout

Provide: *Session Divider #7* handout

Rate participants on the **CAP Rating Scale**.
SESSION 8

SESSION OBJECTIVES:

- To review the *Beginning and Continuing a Conversation* homework
- To introduce and role play the *Talk Time Clean Up* social skill
Detailed Contents

Talk Time Clean-up (Conversation Clarification)

Follow-Up / On:

1) Review of events (since previous session):
2) Reaction and Opinions regarding previous session:
3) Homework review:

Establishing a Rationale:

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

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

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

- Group members could be asked the following questions, and responses written on the whiteboard or butcher’s paper:
  
  (1) “Why is it important to understand what other people say when they talk to you?”
  
  (2) “What are some of the ways you could politely let the other person know you are unsure of what has been said?”

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

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

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

**GROUP ACTIVITY:**

- ‘Confusion: Speaking and Doing’

  This exercise is designed to help group members become aware of how powerful eliciting non-verbal messages are. It is suggested to provide the group members with an opportunity to both say and display confusion. It is important to clarify that not all communications will require the initiation of this process. But rather it is important to have available a means of clarifying
what has been said to them, such that the message being ‘extracted’ from the conversation is accurate.

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

A suggested means of introducing this is:

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

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

GROUP ACTIVITY:

‘Mirror Talk—What I Hear’

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

Provide: My Mirror Talk handout to provide group members with the steps necessary for an accurate paraphrase.

‘Mirror Talk—What I Hear’

H/O: My Mirror Talk
Prior to engaging in this exercise, it is important to go over the handout. A suggested manner of introducing this is:

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

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

**BREAK:**

**DISCUSSING STEPS OF THE SKILLS:**

Provide: *Talk-Time Clean-up* handout

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

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

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

“Here are the steps for helping you to clean up a conversation:”

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

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

Wait for ‘talk break’.

“In order to tell person what you think they said or tell them of your confusion, it is important to look for a ‘break’ in the conversation “

a. If Yes... during ‘talk break’, do Mirror Talk.

This was covered in a previous handout, titled, My Mirror Talk. A suggested means of addressing this is:

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

“Some people think that mirror talking does not feel right or other people will think poorly if they do it. Actually, most people already do this more than they realise. Can you remember taking down the phone number for a friend or repeating the directions someone gave to you to get somewhere, and repeating it back to them to make sure it was correct. Just think about it, most of the time if we did not repeat back what we thought the other person said, it would mean that we would dial quite a few wrong numbers or take too many wrong turns when trying to find somewhere. Thus, mirror talking greatly reduces misunderstandings which could happen if we never repeated back to someone what we thought they said.”
If No… during ‘talk break’, nicely tell other person you “don’t understand” or “missed what they were saying”.

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

**Role Plays:**

**Collaboratively Assigned Homework**

- Provide: My Journal– Session 8 handout.
- Provide: Session Divider #8 handout.
- Assign buddy system with all group members.
- Read over notes.
- Ensure outside group activities are functional, achievable and specific for each group member.
- Rate participants on the CAP Rating Scale.

**Equipment/Activity**

<table>
<thead>
<tr>
<th>Role Plays</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/O: My Journal– Session 8</td>
<td></td>
</tr>
<tr>
<td>H/O: Session Divider #8</td>
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**CAP Rating Scale**
Handouts & Worksheets
✓ **Short and Clear**

✓ **Cut through the clutter**

✓ Don’t guess what they mean or feel

✓ **Own words….NO Parrot talk**
Talk-Time Clean-Up

Steps of Skill:

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

2. Ask yourself, “Do I understand what was just said to me?”

Wait for ‘talk break’

   a. If Yes... during ‘talk break’, do Mirror Talk.

   b. If No...during ‘talk break’, nicely tell other person you “don’t understand” or “missed what they were saying”.

Centre for Clinical Interventions (CCI)
SESSION 9

SESSION OBJECTIVE:

To review the *Talk Time Clean Up* social skill
Review of: Talk Time Clean-up

Recommended structure of the review session:

1) Review of events (since previous session):

2) Reaction and Opinions regarding previous session:

3) Homework review:

**Role Plays:**

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

**Collaboratively Assigned Homework:**

- Provide: **My Journal - Session 9** handout
- Provide: **Session Divider #9** handout
- Rate participants on the **CAP Rating Scale**.

Follow-Up / On Role Plays

Homework

H/O: **My Journal - Session 9**
H/O: **Session Divider #9**

**CAP Rating Scale**
SESSION 10

SESSION OBJECTIVES:

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

Ending a Conversation

Recommended structure of the session:

1) Review of events (since previous session):
2) Reaction and Opinions regarding previous session:
3) Homework review:

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

Establishing a Rationale:

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

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

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

(1) “Why is it sometimes important to end a conversation?”

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

GROUP ACTIVITY

‘Non-verbal Cancelling’

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

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

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

A potential means of introducing this is:

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

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

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

It is important to note the end of role plays

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

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

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

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

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

A potential means of ending this exercise is:

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

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**EQUIPMENT/ACTIVITY**

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<thead>
<tr>
<th>Centre for Clinical Interventions (CCI)</th>
</tr>
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<tr>
<td>Social Skills Treatment Programme</td>
</tr>
</tbody>
</table>

**Session 10: Ending a Conversation**
BREAK:

DISCUSSING STEPS OF THE SKILLS:

- Provide: *Ending a Conversation* handout
- Introduce and discuss each step of the skill, using the white board/butcher's paper.
- Ensure group members actively take notes during discussion of steps.

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

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

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

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

It is beneficial to highlight the importance of appropriate and inappropriate closing sentences. For example, **appropriate**: “I have enjoyed this conversation, but I think I will have to continue our chat at a later time”, or “Goodness look at the time (looks at clock or watch on wrist), I will be late for what I am planning to do this afternoon”

**inappropriate**: “Have to go”, or “No time to chat... later!”
“This involves providing the person with information which tells them that you would like to end the conversation. It is important to phrase your closing sentence such that it does not seem abrupt or rude. In other words, it is important to be aware that using appropriate manners in your statement is an important part of ending the conversation. Additionally, as opposed to Making Requests, in which you don’t always receive what you ask for, ending a conversation is something which always occurs. We are only looking at one of the better ways of making it happen.”

4 Give other person a moment to ‘digest’ your decision to end conversation.

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

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

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

5 Say polite closing remark of few words

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

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

ROLE PLAYS:

COLLABORATIVELY ASSIGNED HOMEWORK:

- Provide: My Journal– Session 10 handout.
- Provide: Session Divider #10 handout
- Change the buddy system to incorporate a different set of ‘buddies’.
- Read over notes
- Rate participants on the CAP Rating Scale.

EQUIPMENT/ACTIVITY

Role Plays

Homework

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

CAP Rating Scale
Handouts & Worksheets
Ending a Conversation

Steps of Skill:

1. Use **non-verbal sign** to let person know you want to end your talk.

2. If other person talking... **wait until pause** in your talk.

3. Say a **closing comment** to end your talk (nice remark, summary, closing sentence).

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

5. Say polite **closing remark** of a few words.
SESSION 11

SESSION OBJECTIVE:

To review the *Ending a Conversation* social skill
Review of: **Ending a Conversation**

- **Follow-Up / On:**
  1) Review of events (since previous session):
  2) Reactions and Opinions regarding previous session:
  3) Homework review:

**ROLE PLAYS:**

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

**COLLABORATIVELY ASSIGNED HOMEWORK**

- Provide: *My Journal – Session 11* handout
- Provide: *Session Divider #11* handout
- To increase homework completion, it is important that it is clear and specific to each group member. It is suggested that facilitators 'circulate' amongst participants, to ensure specific homework tasks have been set.
- Suggested to rate participants on the **CAP Rating Scale**.

**Homework**

- H/O: *My Journal – Session 11*
- H/O: *Session Divider #11*
- **CAP Rating Scale**