SESSION 12

SESSION OBJECTIVES:

❖ To review (1 of 2): Making Requests, Listening to Others, Beginning and Continuing a Conversation, Talking Time Clean-Up and Ending a Conversation
❖ To assess participants progress to date
DetaileD Contents

Half-way Review (1 of 2)

Follow-Up / On:

1) Review of events (since previous session):

2) Reactions and Opinions regarding previous session:

3) Homework review:

Focus of session:

Up until this point, participants have attended 11 sessions. The social skills which have been covered include: (1) Making Requests, (2) Listening to Others, (3) Beginning / Continuing Conversations, (4) Ending a Conversation and (5) Conversation Clean-up. As this represents the mid point for social skills learned within the programme, it is advantageous to promote consolidation of social skills learned to date. As such, it is suggested that session 12 and 13 be used as ‘global’ review sessions.

In addition to making a clinical judgement on the progress of individual group members, a self-report assessment measure can be provided using the, *How am I Doing?* handout. This is administered to individual group members, asking them to subjectively rate their level of competence on individual social skills, before the group began and now. Thus a collaborative decision between group facilitators and group members regarding competence with the social skills is obtained.

Role Plays:

Specific Role Plays

Based on the previous assessment of social skill competencies, groups of two are established. It is suggested to pair one group member who is deemed to exhibit adequate competence in a specific social skill, with another participant who is deemed to require ‘work’ in this social skill.

It is important *not to assume* that the group member ‘possessing’ adequate competence will...
effectively guide the role play. It is suggested to circulate from one group to the next, ensuring that accurate role plays are occurring.

Participants are encouraged to follow the specific steps for the role plays contained on the previously supplied handout.

If participants are not competent in a number of social skills, it is important not to rectify all the deficits in one session. This could potentially result in the participants not achieving competence in any one particular social skill. Other ‘difficult’ social skills may be covered in session 13.

In addition to role plays which relate to the previously assessed deficits, the following provide potential role plays grouped within the general social skill domains.

**Making Requests**

1. **A good friend of yours has borrowed money from you on several occasions in the past. You believe that the amount they have borrowed has become too much. This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.**

You decide to ask for re-payment of the amount owing to you.

2. **At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet. It is almost lunch, and the Living Skills Programme is closed during this time.**

You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.

3. **Every Saturday morning you spend time reading outside on the verandah. One of your housemates is shifting a step ladder around. They have bumped into a ceramic pot-plant and damaged it. You recently decorated this pot.**

You decide to speak to your housemate about this.
Listening to Others

UNNECESSARY FOR ROLE PLAYS TO ADDRESS THIS COMPONENT AS THIS IS COVERED WITHIN THE ‘BEGINNING AND CONTINUING CONVERSATION’ SOCIAL SKILL

Beginning and Continuing Conversations

4. You have been taking part in a group which goes bowling and swimming. Two weeks ago, a new person joined the group, but you have not spoken to them yet. This morning you think you would like to talk with them.

You sit next to them on the bus on the way to the bowling alley. You say...

5. You are talking to a friend at a lunch BBQ. While you are talking to them, you see an old friend you have not seen for awhile.

You would like to catch up with them and you see that they are about to leave, so you say...

6. At your last appointment with your psychiatrist, you were told that you will have a new case manager from now on. An appointment for this person to come over and see you at your house was set up. It is now two days later. You are at home and expect the case manager to arrive soon.

You hear a knock on the door of your unit...

Ending a Conversation

7. At the local McDonald’s, you are having lunch with a friend. The conversation with this friend is going well. Suddenly you remember that you are going on an outing with a group from the Living Skills Programme. You realise that you are running late and must leave straight away to get there in time.

You say to your friend…
8. You are having a conversation with your neighbour who lives next door to you. You think they are a nice person, but you know from past experiences, they like to talk for a long time.

You decide that you have other things to do, so you say…

Talk-Time Clean-up

9. You are talking with someone you live with. You have been talking for a few minutes about a movie they have just seen. You find it interesting since you have been wondering what movie to see for quite some time. In the middle of the conversation, they begin talking about the weather.

They seem to have gone ‘off track’, so you say…

10. You are listening to someone tell you how they have figured-out how to get to the new Coles Supermarket. Recently, you have tried to find it, but haven’t been able to.

You are not sure you have understood their directions. You say…

COLLABORATIVELY ASSIGNED HOMEWORK

Provide: My Journal– Session 12 handout.
Provide: Session Divider #12 handout
Change the buddy system to incorporate a different set of ‘buddies’.
Read over notes
Ensure outside group activities are functional, achievable and specific for each group member. Specifically, asking each participant to set specific social skills which they have been working on in the session for outside group activities.
Rate participants on the CAP Rating Scale.
Handouts & Worksheets
How am I doing?

These are the social skills that we have been working on since the beginning of the group. Could you please look at each of the following skills and decide how comfortable you are in using them now. Please use the following scale for deciding how comfortable you are in using the social skills:

1 2 3 4 5 6 7 8 9 10
Not at all comfortable   little comfortable   somewhat comfortable   quite comfortable   Very Comfortable

Now

Making Requests ---
Listening to Others ---
Beginning a Conversation ---
Continuing a Conversation ---
Ending a Conversation ---
Talk-time Clean-up ---
Making Requests

1. A good friend of yours has borrowed money from you on several occasions in the past. You believe that the amount they have borrowed has become too much. This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.

   You decide to ask for re-payment of the amount owing to you.

2. At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet. It is almost lunch, and the Living Skills Programme is closed during this time.

   You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.

3. Every Saturday morning you spend time reading outside on the verandah. One of your housemates is shifting a step ladder around. They have bumped into a ceramic pot-plant and damaged it. You recently decorated this pot.

   You decide to speak to your housemate about this.

Listening to Others

UNNECESSARY FOR ROLE PLAYS TO ADDRESS THIS COMPONENT AS THIS IS COVERED WITHIN THE ‘BEGINNING AND CONTINUING CONVERSATION’ SOCIAL SKILL

Beginning and Continuing Conversations

4. You have been taking part in a group which goes bowling and swimming. Two weeks ago a new person joined the group, but you have not spoken to them yet. This morning you think you would like to talk with them.

   You sit next to them on the bus on the way to the bowling alley. You say...

5. You are talking to a friend at a lunch time BBQ. While you are talking to them, you see an old friend you have not seen for awhile.

   You would like to catch up with them and you see that they are about to leave, so you say...

6. At your last appointment with your psychiatrist, you were told that you will have a new case manager from now on. An appointment for this person to come over and see you at your house was set up. It is now two days later. You are at home and expect the case manager to arrive soon.

   You hear a knock on the door of your unit...

Ending a Conversation

7. At the local McDonald’s, you are having lunch with a friend. The conversation with this friend is going well. Suddenly you remember that you are going on an outing with a group from the Living Skills Programme. You realise that you are running late and must leave straight away to get there in time.

   You say to your friend…
8. You are having a conversation with your neighbour who lives next door to you. You think they are a nice person, but you know from past experiences, they like to talk for a long time. You decide that you have other things to do, so you say...

**Talk-Time Clean-up**

9. You are talking with someone you live with. You have been talking for a few minutes about a movie they have just seen. You find it interesting since you have been wondering what movie to see for quite some time. In the middle of the conversation, they begin talking about the weather. They seem to have gone ‘off track’, so you say...

10. You are listening to someone tell you how they have ‘figured-out’ how to get to the new Cole’s. Recently, you have tried to find it, but haven’t been able to. You are not sure you have understood their directions. You say…
(1) A good friend of yours has borrowed money from you on several occasions in the past. You believe that the amount they have borrowed has become too much. This person owes you $50.00, and it is becoming difficult for you to keep lending money to them.

You decide to ask for re-payment of the amount owing to you.
(2) At the end of a group activity at the Living Skills Programme, you see another person who you would like to meet. It is almost lunch, and the Living Skills Programme is closed during this time.

You decide to go over to this person and ask them if they would join you for lunch at the nearby cafe.
Every Saturday morning you spend time reading outside on the verandah. One of your housemates is shifting a step ladder around. They have accidentally bumped into a ceramic pot-plant which you recently decorated and damaged it.

You decide to speak to your housemate about this.
You have been taking part in a group which goes bowling and swimming. Two weeks ago a new person joined the group, but you have not spoken to them yet. This morning you think you would like to talk with them.

You sit next to them on the bus on the way to the bowling alley. You say...
You are talking to a friend at a lunch time BBQ. While you are talking to them, you see an old friend you have not seen for awhile.

You would like to catch up with them and you see that they are about to leave, so you...
(6) At your last appointment with your psychiatrist, you were told that you will have a new case manager from now on. An appointment for this person to come over and see you at your house was set up. It is now two days later. You are at home and expect the case manager to arrive soon.

You hear a knock on the door of your unit...
At the local McDonald's, you are having lunch with a friend. The conversation with this friend is going well. Suddenly you remember that you are going on an outing with a group from the Living Skills Programme. You realise that you are running late and must leave straight away to get there in time.

You say to your friend...
(8) You are having a conversation with your neighbour who lives next door to you. You think they are a nice person, but you know from past experiences they like to talk for a long time.

You decide that you have other things to do, so you say...
You are talking with someone you live with. You have been talking for a few minutes about a movie they have just seen. You find it interesting since you have been wondering what movie to see for quite some time. In the middle of the conversation, they begin talking about the weather.

They seem to have gone ‘off track’, so you say...
(10) You are listening to another person tell you how they have ‘figured-out’ how to get to the new Cole’s Supermarket. Recently, you have tried to find it, but haven't been able to.

You are not sure you have understood their description. You say...
SESSION 13

SESSION OBJECTIVE:

To review: (2 of 2) *Making Requests, Listening to Others, Beginning and Continuing a Conversation, Talking Time Clean-Up and Ending a Conversation*
Half-way Review (2 of 2)

Prior to session 12 and this session (13), the typical format has been one session devoted to new session content, followed by a session which reviews the previous session and how clients have progressed as a result of the social skill learned. It is suggested to use Session 13 as a follow on from session 12, as opposed to the standard format of using this as a review session.

This is a valuable session, as group facilitators are able to review how participants have progressed, as well as use this as a source of new role plays specific to this client group. Role plays which were suggested in session 12 can be used, as well as role plays suggested/encountered by group members in ‘putting into practice’ the social skills designated as difficult.

FOLLOW—UP/ON:

Although this is not a review session, rather a continuation, it is suggested to review the time since the last session as follows:

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

In addition to reviewing group participants successful and unsuccessful attempts at putting into practice the social skills deemed as difficult, it is important to refer back to the How am I going? handout which was completed in session 12. Thus, in addition to reviewing progress, it is important to address ‘outstanding’ social skills yet to be role-played in session.

ROLE PLAYS

Provide: My Journal - Session 13 handout
Provide: Session Divider #13 handout
Rate participants on the CAP Rating Scale.

H/O: My Journal - Session 13
H/O: My Journal - Session 13
CAP Rating Scale
SESSION OBJECTIVE:

To introduce and role play the *Putting Across Our Positive Feelings* social skill
Putting Across Our Positive Feelings

FOLLOW-UP / ON:

- As the previous two sessions were designated as review sessions, it is important to specifically address improved competencies and difficulties with the social skills addressed in the previous sessions.
- The following points guide this section:
  1) Review of events (see previous session):
  2) Reactions and Opinions regarding previous session:
  3) Homework Review:

ESTABLISHING A RATIONALE:

- The focus of this session is Putting Across Our Positive Feelings. Prior to expressing positive feelings to another individual (e.g. pleased, satisfied, elation etc.), an introduction to the concept of a feeling is beneficial. Emotional expression is at times difficult for group members to exhibit (e.g. blunted or flat affect) and is sometimes difficult for them to perceive in others. Thus, an introduction to self awareness of feelings may be necessary.
- In order to optimise group participants’ self awareness of feelings and the resultant expression of them, a general understanding of the construct can be provided. One way to accomplish this goal is to decrease the ‘universe of feelings’ to a manageable number. To do this, a small set of ‘basic feelings’ may be used to represent all feelings. This set is comprised of fear, anger, sadness and happiness. It is presumed that knowledge of these four basic feelings will allow for increased self-awareness and expression. Although the linkage of wants, expectations and outcomes to the basic feelings is not discussed within the group, group facilitators are provided with an understanding of this linkage in the following passage.
FEAR: The feeling that is experienced when there is an expectation that something undesirable (unwanted) is going to happen.

ANGER: The feeling that is experienced when a person wants something and does not get it, and still wants it.

SADNESS: The feeling that is experienced when a person wants something and does not get it, and has experienced a reduction in hope of obtaining what was wanted.

HAPPINESS: The feeling that is experienced when a person wants something and he or she gets what is wanted.

It is suggested that a rationale for the importance of both being aware of your emotions and ‘Putting Across Your Positive Feelings’ be provided. Group facilitators provide and guide elicitation of this rationale from group members.

May be beneficial to mention that a further session involves, ‘Putting Across Your Negative Feelings’ in a further social skills session.

Ask group members the following questions, and write on the white-board or butcher’s paper:
(1) “What are both positive and negative feelings?”
(2) “Could you please give some examples of both”

If group members are encountering difficulties in identifying feelings or are coming up with thoughts (sentence like descriptions) or situations (descriptive details), then it may be useful to provide them with a prompt such as; “feelings are described in one word”.

A suggested means of introducing this is:

“One thing which some people find quite amazing, is that scientists have discovered 717 different names for feelings. There is not a huge amount of difference between all of these feelings, yet sometimes you might wonder why it is difficult to ‘put your finger’ on what it is you are feeling. So that we are better able to determine what it is we and other people might be feeling, it is important for us to have a small group of feelings which represents the huge number of feelings which exists. This is not to say that we cannot use other words to describe our feelings. It is so we are able to get a ‘better handle’ on what we are feeling. This might help when we are confused or want to better understand what we or someone else is feeling.”
‘What’s That Feeling?’

Have group members break into pairs of two. Provide participants with the FLASH List handout of feelings.

A suggested means of introducing this is:

“F, A, S and H stand for fear, anxiety, sadness and happiness and the L stands for Link. The Link means this is a feeling that is experienced yet not contained within the four basic feelings. It is likely a mixture of two or more feeling.”

An example of combinations or links between feelings is provided.

“If someone is ‘excited’ when provided with a new and challenging homework assignment, they may be feeling both fearful and happy. That is, they may be happy that they are being provided with something which will help them learn what has been talked about within the group. They may also be fearful that they may have trouble with the assignment.”

It may be beneficial for group members to take turns displaying a feeling under any of the four categories (fear, anger, sadness and happiness) with the other member of the dyad attempting to guess what they are feeling.

It is suggested that group facilitators circulate amongst ‘sub groups’, to ensure group members are actively participating in this task. Individuals are instructed to stand whilst displaying the different emotions, so as to use their whole body in showing the different feeling.

A suggested prompt for ending this activity is:

“How did everyone find this activity of displaying and having the other person in your group guess what feeling you were displaying?”

Ask group members the following question, and write on the white-board or butcher’s paper:

(1) “Why is it important to put across your positive feelings to someone else?”

NOTE: It is important that if a member of the group has previously demonstrated a lack of affect expression, then a facilitator can act as the other member of the dyad. This facilitates the expression and understanding of feelings.

‘What’s That Feeling’

H/O: FLASH List

BREAK:

Break
**Detailed Contents**

**Discussing steps of the skills:**

- **Provide:** *Putting Across Our Positive Feelings* handout

- A suggested introduction could be:

  “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.”

- Ensure group members actively take notes during discussion of steps.

- A suggested means of introducing this is:

  “When people experience difficulties in their life, they tend to focus on the problems around them and forget to notice the positive things that other people do. When you focus on positive things which are happening around you, it helps give you an idea of when things are going well. Also, when someone knows they are doing something well they are more likely to repeat what they did to please others. Putting across your positive feelings to others is a win-win situation. The other person wins because they have a better idea of when things are going well and are likely to think they are part of what is happening around them. You win, since the positive thing which happened to you is more likely to happen again.”

- Sometimes group members may express a lack of need for expressing positive feelings for something someone has done, since they already know of this. Group facilitators can remind individuals that everyone likes it when someone has appreciated something that he or she has done, and the benefits of doing this (e.g. they are increasingly likely to repeat the behaviour).

- A suggested means of guiding this discussion is:

  “Here are the steps for helping you to put across your positive feelings”

  1. **Look at the person**

  “This helps the other person think you a serious and that your message means something to them.”

**Equipment/Activity**

H/O: *Putting Across Our Positive Feelings*
2. Tell them EXACTLY what it was that pleased you.

“This step is necessary as it indicates to the other person that you are considering them. Additionally, it helps the individual understand the reason you are expressing your positive feeling towards them.”

3. Tell them how you FEEL at that moment about what they said or did.

“Putting across how you feel about what is said or done for you is important. Instead of saying you are happy, a better topic is to tell the other person how you feel about what THEY said or did for you.”

When clients are receiving a compliment and they are in the process of expressing their positive feelings, many may find it difficult to tell the difference between, “Yes, I know. I feel good about doing this” and “thank you for complimenting me on my work at the computer, it makes me feel good to hear nice things about my work”. Explain that an internal focus of attention should be widened to include other individuals. Also, in the previous example, the first response may be considered to be an example of being ‘big headed’ and although this may not be the individuals’ intent it could be perceived this way.

**Role Plays:**

Repeated role plays are often necessary for individuals to ‘take on board’ the corrective feedback.

**Collaboratively Assigned Homework:**


Provide: *Session Divider #14* handout

Homework items to include:

1. Keep a tally of the number of times positive feelings are expressed to another person. The goal is to provide as many positive feelings as possible.
2. Think of situations in which you did not put across your positive feelings in a better way.

Rate participants on the CAP Rating Scale.
Handouts & Worksheets
F.L.A.S.H. List

- Fear
- Anger
- Sadness
- Happiness
- Lists

tense      annoyed      unhappy      satisfied      hate

anxious    mad          depressed    joyful        jealously

nervous    insulted    tired        cheerful      envy

uneasy     boiling     discouraged  gratified     excited
Putting Across Our Positive Feelings

Steps of Skill:

1. Look at the person.

2. Tell them EXACTLY what it was that pleased you.

3. Tell them how you FEEL at that moment about what they said or did.
SESSION 15

SESSION OBJECTIVE:

- To review the *Putting Across Our Positive Feelings* social skill
Review of: Putting Across Our Positive Feelings

Recommended structure of the review session:

**FOLLOW-UP / ON:**

1) Review of events (since previous session):

2) Reaction and Opinions regarding previous session:

It is important to have the clients both review the steps of the social skill and to briefly explain the rationale for it.

3) Homework review:

**ROLE PLAYS:**

Scenes used in role plays:

1. A staff member where you live has cooked a meal you appreciate and enjoy.
2. You are working at a computer in the living skills program and have completed some work for one of the staff members. You decide to go to them and tell them you have completed the work. The staff member says to you, “you have done a great job”.
3. A friend helped you out with a problem that has been bugging you for quite some time.
4. You receive a call from your case manager which has woken you up, but has reminded you of an important appointment you have at Work Rite.
5. A family member has given you a ride in their car to a shop you have been trying to get to for quite for some time.

**COLLABORATIVELY ASSIGNED HOMEWORK:**

Provide: *My Journal - Session 15* handout
Provide: *Session Divider #15* handout
Rate participants on the *CAP Rating Scale*.

**Follow-Up / On**

*H/O: My Journal - Session 15*
*H/O: Session Divider #15*
*CAP Rating Scale*