Session 22

SESSION OBJECTIVES:

- To review the Turning Down Requests / Actions homework
- To introduce and role play the Inspecting Your Concerns social skill
Inspecting Your Concerns

FOLLOW-UP / ON:

Ensure clients are making attempts at completion of homework activities. Attention should not be directed at group members who have not completed homework tasks.

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:

This social skill is an important ‘global’ skill, as it can be applied to a multitude of concerns an individual may have. In addition to engaging other individuals within social interactions, it can be used to determine whether personal beliefs are in themselves true or to provide the group members with alternative viewpoints.

Although this social skill is the last of the social skills to be introduced in this programme, it plays an important solidifying role. Throughout this programme, the over-arching rationale is to improve interactions with other individuals. An important aspect when interacting/communicating with other individuals is to appreciate and consider other individuals points of view. This particular social skill concretely stipulates the importance of this.

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 check out our concerns with someone else?”

(2) “Begin thinking of some people in your life in which you feel are dependable, trustworthy and honest?”

BREAK

DISCUSSING STEPS OF THE SKILLS:
Detailed Contents

Provide: Inspecting Your Concerns handout

Introduce and discuss each step of the skill, using the white board/butcher’s paper.

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 session.”

Ensure group members actively take notes during discussion of steps.

A suggested rationale to be provided is:

“Occasionally we think something may be true, yet others may have a different point of view. At other times, we may be having difficulty in deciding what to do when something important (e.g., big decisions) or not so good things are happening to us (e.g., we are hearing voices or are thinking strange things). It may make it easier to check out our views, by chatting to someone we trust. It is often helpful to hear that person’s point of view. Turning to others is a sign that you are a strong person. This is a good way to deal with the times when we are not certain of something in our life. We may not change our minds or reach a firm decision, but we can grasp other ways of looking at the situation.”

“Here are the steps for helping you to inspect your concerns:”

1. Decide on a person you trust.

Have each group member write down actual names on the provided list. Even though this is in the singular, more than one individual may be approached.

“It is important to speak to people whose opinion you think is trustworthy and helpful. When you speak to that person, it is important to remember the other skills you have learned up until now. This would include: Making Requests, Listening to Others, Beginning and Continuing a Conversation and Conversation Clean-up. “

2. Tell person of your concern.
“Remember it is important to keep in mind what exactly it is that you want to tell the other person, so that they are able to give their opinion. Remember the individual who is providing you with their viewpoint, can only ‘work with’ what you have told them.”

3. Ask person for their point of view.

“Once you have told the person exactly what your concern is, it is important to make a request of the other person to tell you what their point of view is on what you have told them.”

4. During ‘talk break’, do Mirror Talk & thank person for their help.

“Remember previously, while you were learning about the social skill, Talk Time Clean-up, there was an important step called Mirror Talk. In this step it is important to be short and clear in what you say, to cut through the clutter, not guess what the person meant or felt and to use your own words (not parrot talk). By mirror talking, you are able to see whether you have understood the other person. Also, thanking that person for spending some time in helping you (putting across your positive feelings), helps to promote the help this person is providing, in the future.”

**Role Plays:**

**Collaboratively Assigned Homework:**

- Provide: *My Journal - Session 22* handout.
- Provide: *Session Divider # 22* handout
- 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**

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**Session 22: Inspecting Your Concerns**
Handouts & Worksheets
Inspecting Your Concerns

Steps of Skill:

1. Decide on a person you trust.

2. Tell person of your concern.

3. Ask person for their point of view.

4. During ‘talk break’, do Mirror Talk & thank person for their help.
SESSION 23

SESSION OBJECTIVE:

To review the Inspecting Your Concerns social skill
Review of: **Inspecting Your Concerns**

**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. You believe you are being followed when you leave the Living Skills Programme.
  2. Recently you have been thinking that the person who works in the Deli, near where you live, is disrespectful to you. As a result, you are quite distressed about going to the deli.
  3. You are not sure, but you think that someone at the programme you attend is saying and doing bad things to you.
  4. You are beginning to notice things around you that other people cannot see. On a couple of occasions, you have said things to other people that has confused the person you are talking to.
  5. You have been thinking that, "nobody likes me" every time you experience lack of success in something that you are doing.
  6. You have been invited out for lunch by a friend, who has invited their nurse. You are concerned about meeting a new person and whether it is a good idea to do this.

**COLLABORATIVELY ASSIGNED HOMEWORK:**

- Provide: *My Journal - Session 23* handout
- Provide: *Session Divider #23* handout
- Rate participants on the **CAP Rating Scale**.
**SESSION 24**

**SESSION OBJECTIVES:**

- To discuss subjective and objective progress
- To obtain objective assessments via the complete of post assessment treatment measures
As this is the final session, it is suggested that the first half of the session be designated as both a discussion of what has occurred within the sessions, as well as discussing the termination of the programme. The second half of this session may be designated as time for completing post-treatment assessment measures. In addition to improving participant’s social competence, an additional aim is to promote a sense of accomplishment and achievement for attending the course.

Provide: The Social Skills I WILL Keep Practicing handout. As this handout summarises all of the social skills learned in the programme, it may be used as a ‘handy’ reference. This said, it is suggested to allocate approximately 10 minutes of the session to review this handout. It may be beneficial to ask group members to get into groups of two and discuss each of the social skills and write down information pertinent to each of them. It may be useful for group facilitators to circulate amongst group members and provide prompts as to specific points which relate to participants. In addition to the steps used in the generation of social skills, it is suggested to have participants detail the non-verbal components (how said) of effective communication.

It is suggested that the group facilitators meet prior to the session. This is to generate collaborative, specific, and useful information which can be provided to the participants.

In addition to the suggested post treatment assessment measures contained in the appendix, a further questionnaire may be administered. This is Your Feedback On The Programme handout. The purpose of this is to obtain feedback on the progress attained by the participants on their individual goals. Additionally, it may provide valuable information for group facilitators on improvements and modifications which may be
The maintenance of treatment gains beyond the duration of the programme is important, so that the social skills are established as additions/modifications to the participants’ repertoire of social skills. One way of strengthening maintenance is the provision of a follow-up (booster) session. It is suggested that the follow-up session be scheduled approximately 1 month after the 12th session of the group.

For maintenance to be enhanced, it is suggested to provide information regarding the content of the programme to other mental health professionals who have frequent contact with the individual participants. Not only is it then possible to prompt group members, but it is then possible to incorporate role plays within their standard regime of care.

Provide assessment measures or schedule further assessment session.
### Making Requests
1. Look at person.
2. Say exactly what you would like person to do, and why you need it.
3. Tell person how it would make you feel if your request is carried out.

### Listening to Others
1. Look at person.
2. Act interested.
3. Show that you are paying attention.
4. Make interruptions less.
5. Repeat main point during talk-break.

### Beginning/Continuing Conversations
1. Choose time and place.
2. Look at person.
3. Introduce self or greet person.
5. Is person listening?
6. Carry on conversation (open ended questions).

### Ending Conversations
1. Wait for talk-break.
2. Show person you want to end your talk.
3. Say closing comment to end talk (summary, end sentence).
4. Give person time to digest your choice to end talk.
5. Say polite closing remark of a few words.

### Conversation Clean-Up
1. What is main point?
2. Ask self, "do I understand what was just said to me?"
   - Wait for talk break
   - If Yes...do mirror talk.
   - If No...nicely tell other person you, "don't understand" or "I missed what you were saying".

### Putting Across Positive Feelings
1. Look at person.
2. Tell person EXACTLY what pleased you.
3. Tell person how you FEEL at that moment about what they said or did.
### Putting Across Unpleasant Feelings

1. Look at person.
2. Tell person **EXACTLY** what it was that displeased you.
3. Tell them **how you FEEL** at that moment.
4. Tell person **why** their actions **EFFECT** you.

### Reaching Shared Solutions

1. Tell person of your needs...briefly.
2. Listen to their needs.
3. Say other person's needs and your needs in one-sentence-long summary of the problem.
4. **Brainstorm** solutions together.

### Turning Down Requests / Actions

1. Look at person.
2. Say...*can’t do* what they asked or *don’t like* what their doing.
   - If they continue...
3. Tell person how feeling.
4. Say why you refuse (if necessary).
5. Tell person to bring an end to their request or doing.

### Inspecting Your Concerns

1. Decide on person you trust.
2. Tell person of your concern.
3. Ask person for their point of view.
4. During talk break, do mirror talk and thank person for their help.

### Important non-verbal social skills
How am I going?

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 and Continuing a Conversation  ---
Talk-Time Cleanup  ---
Ending a Conversation  ---
Putting Across Your Positive Feelings to others  ---
Putting Across Your Unpleasant Feelings others  ---
Reaching a Together Solution  ---
Turning Down Unwanted Requests or Actions  ---
Inspecting Your Concerns  ---

Name: 
Date: 
YOUR FEEDBACK ON THE PROGRAMME

When we first met, you were provided with a handout titled ‘Why Change?’. The first question on the handout, asked: ‘My biggest difficulties in social situations are...’ Please write those answers below:

1. 

2. 

3. 

Please fill out this form thinking about how much you have moved in solving these problems.

For each of the statements below, please circle one response that best applies to you.

1. Since I first attended this group I have found my problems become:

   0 Much worse  1 No Change  2 Better  3 Much better  4 Very much better

2. I have found being in a group to be a good way to deal with my problems.

   0 Not at all  1 Somewhat  2 Good  3 Very Good  4 Extremely good

3. Since doing the group, I think that my ability to cope with my problems has become:

   0 Much worse  1 No Change  2 Better  3 Much better  4 Very much better
4. Since I first attended this group I have found my ability to cope with life in general has become:

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5. I would be willing to do another group here:

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<td>Possibly</td>
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<td>Very willing</td>
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6. How useful was receiving feedback at the end of the group?

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7. How likely is it that you would recommend the group to another person who has problems similar to your own?

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8. In general, how useful was the group?

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9. Thinking of the person(s) that ran your group, what were some of the good things which made attending the group easier? Are there any ways, you think the group leader could have been more helpful?
10. Have a look at your goals (difficulties before the group) for this group. Please rate on a scale from 0 to 10 how much of a problem they are after the group. Please ask one of the group leaders to fill this in for you.

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If you have any comments, recommendations or suggestions about the programme could you please write them on the back of this page. Thank You!!!
Booster 1

SESSION OBJECTIVES:

- To discuss progress and accomplishments
- To problem solve problems that remain
- To obtain objective follow-up assessment information
INTRODUCTION:

This booster session is structured so as to reinforce and facilitate the maintenance of skills acquired in the 24 social skill treatment session groups. Additionally, this follow-up session is intended to remind the group members of their continual membership within the social skills program. Initially their involvement was focused on being part of a twice weekly program, whereas now the emphasis is on self-help. It is advantageous for group members to be committed to ongoing growth and to the accomplishment of specific goals.

REORIENTATION:

Due to the passing of approximately 2 months since the occurrence of the 24th session and this booster session, some group members may have forgotten the structure of the social skills group sessions.

A possible means of reorientating group members to the group format is to ask a specific client to recount their ideas of what this structure was like. If no group members are forthcoming with details, then it is the responsibility of the group facilitators to provide this summary.

This summary is best provided by reviewing the Successful Living handout which was provided to group members in the initial session of the social skills group.

PROGRESS / ACCOMPLISHMENTS:

It may be advantageous to write on the white board a list of the 10 social skills which have been learned within the group program. Ask each member to highlight with a colour specific to them, indicating which social skills they are successfully putting into practice.

Each member is asked, in turn, to describe their progress toward their goals as established in the first session and in the final session.

PROBLEMS THAT REMAIN:

Ask each member to highlight on the previously established list which of the social skills they are experiencing difficulty putting into practice.

Following a report from everyone in the group on their difficulties, each is called upon in turn to describe those problems that remain. The emphasis of this discussion is to focus on a solution. Each member is asked to describe their
problem, their specific goal for overcoming or dealing with the problems, and what specific social skills may be implemented to reach that goal.

**REVIEW:**
- Based on the accomplishments and difficulties reported by group members, this will guide which specific social skills will be reviewed and the associated role plays which will be scheduled for group members.
- It is essential to establish a further contact time which takes approximately 45 minutes to one hour to conduct the follow-up assessment. This should be conducted as soon after the follow-up session as is possible.
- Additionally a further follow-up session could be scheduled for approximately 6 months after the final session of the group.