Appendix A:

Useful & Frequently Used Work Sheets
My Journal- Session #

Take some time to record any important thoughts, and homework assignments. The journal page can be used as a reminder of the things you learned in this session, a way of checking your progress and to remind you of your homework.

DATE:____________________

Some important points I learned Today:

________________________________________________________________________
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HOMEWORK ASSIGNMENTS

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**Cooperation, Attention and Performance (CAP) Rating Scale**

Date / Session #:_________________  Group Facilitators:_________________________

Social Skill:____________________

<table>
<thead>
<tr>
<th>Group Member</th>
<th>Time Present</th>
<th># of Role Plays</th>
<th>Attentiveness*</th>
<th>Cooperation*</th>
<th>Performance*</th>
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*To rate Attentiveness, Cooperation, and Performance, use this scale:

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely poor</td>
<td>Average</td>
<td>Extremely good</td>
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</tbody>
</table>

Centre for Clinical Interventions (CCI)
**CAP Rating Scale Criteria:**

**Cooperation**

1. Only minimally willing to participate. Openly defiant and disruptive. Considerable time is taken to encourage client to participate.
2. Somewhat reluctant to participate, yet show some definite effort. May answer questions when called upon, but refuses to role play.
3. Willing to do what is asked with no resistance. Answers questions and engages in role plays, but does not volunteer.
4. Actively participates, at least partly without prompting. May start off hesitant, but warms up quickly and displays some enthusiasm.
5. Easy to engage in discussion and role plays. Enthusiastic and volunteers to be involved in group activities. May spontaneously give supportive feedback to others.

**Attention**

1. Attending 0-20% of the time. May at times know what is being discussed, but usually is self-absorbed or preoccupied.
2. Attending 20-40% of the time. Fades in and out of awareness, but on average is following the group less than half the time.
3. Attending 40-60% of the times. About half of the time, group member follows what is going; other half distracted or acting bored.
4. Attending 60-80% of the time. Most of the time knows what is going on, although there may be a few lapses in attention.
5. Attending 80-100% of the time. Provides relevant and specific answers to questions.

**Performance**

1. Requires tremendous amount of assistance to perform skill. Shows little or no ability without extensive therapist coaching.
2. Requires considerable coaching and/or redirection but is able to demonstrate some skill spontaneously. On average can follow only two of the four steps of the skill.
3. Needs some help or redirection, but on average can follow three steps of the skill.
4. Needs little corrective feedback following role plays. Follows at least three steps and needs help on "fine tuning" role plays.
5. No assistance necessary to follow the steps. May perform the role play in a creative, inventive way.

SESSION
Appendix B:

Suggested Assessments
Assessment Package:

Social skills are the specific behaviours people use when interacting with others that enable individuals to be effective at achieving their personal goals. In addition to subjective assessment from group participants, it is advantageous to measure whether there has been change in their level of functioning with relation to these specific behaviours. The following section provides suggested measures which can be used to determine the degree of improvement as a result of treatment. These measures have been grouped into three categories. This includes: 1) self rated questionnaires, 2) observer rated questionnaires, and 3) clinician rated behaviour measures. These assessment tools aid in assessing improvement (or lack of) across a variety of domains in addition to social skills per se.

These measures are administered at three points:
   a) Pre-treatment – before starting the social skills treatment group
   b) Post – at the end of treatment (session 24)
   c) Follow-up – two months following the final session

These are the assessment measures which have been used in conjunction with this treatment programme.

Self Rated Questionnaires:

- **Quality of Life, Enjoyment & Satisfaction Questionnaire (Q-LES-Q)** – The Q-LES-Q is a self report questionnaire used to measure the degree of enjoyment and satisfaction experienced by clients in a number of domains of daily functioning. This questionnaire consists of 8 domains – Physical Health, Subjective Feelings, Leisure Time Activities, Social Relationships, General Activities, Work (if applicable), Household Duties (if applicable), and School (if applicable). Higher scores are indicative of greater enjoyment or satisfaction.
  

- **Schizophrenia Quality Of Life Scale (SQLS)** – The SQLS is a valid and feasible questionnaire for self-completion, that addresses the perceptions and concerns of people with schizophrenia. It has been shown to have excellent acceptability and feasibility in practice.
  

  **NOTE**: The SQLS (as described above) may provide a better indication of quality of life changes in individuals with schizophrenia. It is not necessary for an individual with schizophrenia to complete both quality of life measures.

- **Social Competence Scale (SCS)** – The SCS includes 24 behaviours, which encompasses a broad spectrum of social skills. Clients rate their degree of competence using a 5-point scale.
  

- **Social Situations Questionnaire (SSQ)** – The SSQ lists 30 situations, including both casual and intimate interactions. Respondents rate both difficulty and frequency of occurrence of each.
  
Observer Rated Questionnaires

- **Brief Psychiatric Rating Scale (BPRS)** – The BPRS consists of 18 global, clinically familiar, symptoms and behaviour constructs that span much of the range of manifest psychopathology.


- **Calgary Depression Scale For Schizophrenia (CDS-S)** – This scale assesses depression in schizophrenia and compensates for the negative symptoms in schizophrenia and the extrapyramidal side effects associated with medication.


- **Beck Depression Inventory (BDI-2)** – The BDI-2 is a measure of depressive symptomatology


- **Comprehensive Occupational Therapy Evaluation Scale (COTE)** – This scale defines 25 behaviours defined under three general domains: general, interpersonal and task behaviour. It serves both as an initial evaluation and measure of progress.


Behaviour Measures

- **Role Play Test (RPT)** – The RPT is an observer rated test of social competence and can be used as a screening test for determining the benefit/advantages to potential participants to the social skills programme. Participants engage in 12 role plays and are rated on a variety of measures. This includes, rating the effectiveness of receiving and providing praise, problem solving, appropriateness of response and assertion. Additionally, individuals are rated on smooth flow of conversation, gaze, affect, clarity, overall social skill and anxiety. Final ratings on proficiency are made with relation to specific social skills learned within this programme.

  Reference: This measure was designed by the author (Patrick Kingsep) for this social skills treatment programme.

  Use of: Page 1 of the Rating Scale for Role Play Test is the only sheet which is rated during the role play test. The blocked out segments of the scale on the first page relate to areas which are not rated for that particular role play scenario. Upon completing this page, and the role play test, pages 2 to 4 are completed.

  Using this tool effectively, involves being aware of several key points:
  - Conduct the role play test in an close environment, in which interruptions are minimised.
  - In addition to the participant being assessed, two facilitators are required: a role play facilitator and a rating facilitator.
  - In a chair, seat the role play facilitator and client facing each other with approximately 1 meter separation. Inform the client that the role play facilitator will be taking on a variety of roles but that they will only ‘play act’ themselves in a number of different situations. Inform the participant that the role play is designed to determine which areas they have strengths in and where some assistance is necessary. They are asked to think of how they would act and respond in these different scenarios.
• Prior to each role play, the participant is provided with a sheet of paper which briefly describes the scenario they are to engage in with the role play facilitator.
• The participant is told that there is another person in the room who is an observer. This person, the rating facilitator, is the individual who guides the role play test and provides all of the instructions. This is to promote, as real a situation as possible between the role play facilitator and the participant.
• At the beginning of each role play, the rating facilitator provides the participant with the scenario description on it. Upon reading this, the participant is asked to place it face down on a table beside them. The rating facilitator then designates which role the role play facilitator is undertaking (e.g.: father, friend, shop attendant, etc.). They verbally prompt the beginning of the role play with “role play begin now”. At the end of the role play, the participant is told, “role play ends”. This is to clearly distinguish between different role plays and to inform the participant of when a role play is not occurring.
• At the beginning of the role play test, there is a set of practice role plays. Participants are told that this is to allow them to become accustomed to the role plays and to ask any questions during this period. During the actual role plays, participants are encouraged not to ask questions. This is to maintain consistency between role play scenarios and individual participants.
• The role play facilitator uses the Role Play Test (for ‘collaborator’) to guide their interactions with the participant.
## Rating Scale for Role Play Test

**Directions:** Rate on 5-point Likert type scale from very ineffective to very effective, by circling appropriate value in each accompanying box.

<table>
<thead>
<tr>
<th>Role Plays</th>
<th>Very Ineffective</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Effective</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Receive praise - acceptance AND acknowledgment</td>
<td>Giving praise (+) reinforcement - reinforces talk. Empathy in understanding others concerns without necessarily accepting.</td>
<td>Problem Solving - Suggesting options, different approaches; determining potential strategies.</td>
<td>Appropriateness - inappropriate content, excess detail, comments based on conversation, derailment. Level of disclosure and engagement.</td>
<td>Assertion - stands up for rights, calm and succinct response, answers objections.</td>
<td>Comments - Brief impressions of positive and negative features specific to individual role plays.</td>
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</tr>
<tr>
<td>1 Moving out</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2 Moving van</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 Friend over</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4 Landlord call</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
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<td></td>
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<tr>
<td>5 Co-worker</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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<tr>
<td>6 Job problem</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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<tr>
<td>7 End of break</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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<tr>
<td>8 Ride &amp; meal</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9 Dog owner</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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<tr>
<td>10 Survey call</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11 Friend/meal</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12 Art course</td>
<td>0 1 2 3 4</td>
<td>0 1 2 3 4</td>
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**Overall Ratings** (Filled out AFTER completion of ALL role plays):

- **Meshing**
  - 2 Normal meshing.
  - **A** 1. Response noticeably delayed. Unpleasant or uncomfortable.
    0. Response extremely delayed. Extremely uncomfortable. Awkward.
  - **B** 1. Interruptions noticeably frequent or long. Annoying.
    0. Interruptions extremely frequent or long. Very annoying.

- **Gaze**
  - 2 Normal gaze frequency and pattern.
  - **A** 1. Infrequent looking. Unrewarding.
    0. Almost no looking. Extreme avoidance. Very unrewarding.
  - **B** 1. Excessive or frequent looking. Unpleasant.
    0. Stares almost continually. Very unpleasant.

- **Affect**

  Appropriate affect is consistent with verbal content such as angry affect when expressing anger. It is inappropriate when affect is inconsistent with verbal content such as smiling when expressing anger or affect which is non-expressive, muted.

  This is scored using a bi-directional scale:

  - 2 Nearly consistent connection between affect and verbal content.
  - **A** 1. Affect displayed, yet occasional occurrence of disconnection between verbal content.
    0. Affect displayed, yet nearly unreliable connection between verbal content.
  - **B** 1. Occasional instances of lack of affect, where verbal content is deemed to instigate display. Isolation of affect.
    0. Non-expressive affect. ‘Featureless’.
Clarity

2. Getting straight to the point
1. Doesn’t express opinions
0. Doesn’t initiate conversations

Specific Social Skills

In general, how proficient is client with:

<table>
<thead>
<tr>
<th></th>
<th>Not at all skilled</th>
<th>A little skilled</th>
<th>Somewhat skilled</th>
<th>Fairly skilled</th>
<th>Very skilled</th>
<th>Not able to rate = ‘X’</th>
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<tbody>
<tr>
<td>1. Making Requests</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Listening to Others’</td>
<td>0</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td></td>
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<td>3. Beginning Conversation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Continuing Conversations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Ending Conversations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Summary of others’ content</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Putting Across Positive Feelings</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>8. Putting Across Unpleasant Feelings</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>9. Compromise and negotiation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>10. Turning Down Requests / Actions</td>
<td>0</td>
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Overall Social Skill

Overall Social Skill (OSS) is a general measure of the subject’s social competence. It subsumes all of the other variables we code, including verbal, nonverbal and paralinguistic elements. The person with good social skill is easy to understand, responds smoothly (e.g., no lengthy pauses or talk overs), and does not engage in disconcerting behaviour. He or she seems to be comfortable or confident in the situation, even if it is difficult. Affective tone is appropriate and not excessive. The person is task oriented, but he or she appears to be sensitive to social cues emitted by the partner and is able to modify his or her behaviour when necessary.

OSS is scored on a 5 point scale:

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<thead>
<tr>
<th>OSS</th>
<th>Very poor social skill</th>
<th>Poor social skill</th>
<th>Neither good nor bad social skill</th>
<th>Good social skill</th>
<th>Very Good social skill</th>
</tr>
</thead>
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<tr>
<td>0</td>
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<td>/6</td>
<td>__X 1.5</td>
<td>__/6</td>
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<td>1</td>
<td>__+2</td>
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Overall Anxiety (Oanx) reflects the subject’s general level of anxiety, nervousness, tension, or discomfort in the situation. Anxiety is reflected in verbal content, paralinguistic aspects of communication (e.g. speech dysfluencies, stutters, tremulousness of voice, and nonverbal behaviour (motoric tension, “nervous gestures”, body sway or trembling, foot tapping). Non verbal manifestations of anxiety are often difficult to distinguish from akathisia (especially when the latter is reflected in foot tapping, leg bouncing or hand movement). Do not score such nonverbal response if they are not accompanied by verbal or paralinguistic cues. If in doubt, get confirmation from other sources (e.g. medical records).

Oanx is scored on a five point scale:

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<tr>
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<tbody>
<tr>
<td>Extreme Anxiety</td>
<td></td>
<td>Extreme</td>
<td>Much</td>
<td>Moderate</td>
<td>Minimal</td>
</tr>
<tr>
<td>Anxiety</td>
<td>anxiety</td>
<td>anxiety</td>
<td>anxiety</td>
<td>anxiety</td>
<td>anxiety</td>
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Calculation of: Global Social Skill Rating

Individual Ratings + Meshing + Gaze + Affect + Clarity + Specific Social Skills + OSS + OAnx

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\]

\[
= \frac{\_}{50} \text{ (GLOBAL SOCIAL SKILL RATING)}
\]
Role Play Test (for ‘facilitator’)

**Practice Scene 1**

**Scenario:** You and a friend have made plans to go out together on Friday night, and now the two of you are trying to decide what to do.

**Facilitator:** “I’m looking forward to getting together tomorrow night.”

- The facilitator should have the client make suggestions
- Disagree with first one or two suggestions, saying activity does not sound like fun or that you have done that recently.
- Question when and where you could do this activity as well as how you could get there, how much it will cost and so forth.
- Ask questions that are open-ended in order to encourage client to elaborate on answers. Prime aim of this practice scene is to encourage client to be comfortable with talking and pretending to be in certain situation

**Practice Scene 2:**

**Scenario:** You and your family member go to the video store to rent a movie to watch together and you are trying to decide which movie to rent.

**Facilitator:** “I’m really in the mood for a movie tonight”.

- Facilitator should have client suggest types of movies (e.g., comedy, drama, etc.) as well as specific titles of movies.
- Facilitator disagrees with first one or two suggestions, saying that you do not like that type of movie or you have already seen that move before. The Facilitator should question which video store to go to, as well as how you can get there and when you should go.
Scene 1: 3 minutes (Four 45-second Segments)—Request generation

Scenario: You have never lived away from home but feel that you are now ready to look for your own apartment. You have been thinking about this for about a year now. You have been working hard at your job and earn enough to pay the rent. Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry. You also have a good friend who is planning to move out on his own, and the two of you are thinking of sharing an apartment together. You decide to tell your family member about this.

Facilitator: “I really think that you should stay at home for a few more years.”

First Segment: Facilitator argues that he or she likes having the person living at home. Interaction time with client approximately 45 seconds. Some or all of the following lines can be used:

- “I really like having you live at home.”
- “I would really miss you if you moved out.”
- “It’s just that I like having you live here with me.”

Second Segment: Facilitator raises questions about the roommate/friend. Interaction time with client approximately 45 seconds. Some or all of the following lines can be used.

- “What about this friend you’re thinking of moving in with?”
- “Do you think he or she will be good to live with?”
- “How do you know you can trust him or her?”
- “I’m just worried that he or she won’t be very good to live with.”

Third Segment: Facilitator argues that he or she doesn’t think that things are stable enough at this point.

- “I’m also worried that things aren’t stable enough at this point.”
- “Are you sure things are stable enough at this point?”

Fourth Segment: Facilitator invites client to generate solutions. Interaction time with client approximately 45 seconds.

Facilitator: “Well, I’m still worried about your plans to move out. How do you think we could settle this?”

If the client offers a reasonable solution, Facilitator should question it but not reject it.

- If possible, the Facilitator should talk with the client on each of the topics for approximately the same amount of time (about 45 seconds).
- Can use all of the responses but not necessarily.
- Should have 45 seconds at end to generate solutions.
Variation on Scene 1:

It is possible to encounter a client who cannot imagine or pretend to be moving out on his or her own for the first time. If for example the client has a son or daughter whom they have named as the person they have most contact with, then it may be difficult for them to imagine a scene in which they are moving out. In this case, the situation can be changed by the Facilitator reading the following scenario:

Scenario: You haven’t lived on your own for a while, but you feel that you are now ready to look for your own apartment. You have been thinking about this for about a year now. You have been working hard at your job, and you earn enough to pay the rent. Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry. You also have a friend who is planning to move out on their own, and the two of you are thinking of sharing an apartment together. You decide to tell your family member about this.

Facilitator: “I really think that you should stay at the hostel for a few more years.”

First Segment: Facilitator argues that the person has been doing very well at living at the board-and care home.

Second Segment: Facilitator argues about trustworthiness of friend.

Third Segment: Facilitator argues that things aren’t stable enough at this point.

Fourth Segment: Facilitator: “Well I’m still worried about you getting your own place. How do you think we could settle this?”
Scene 2: 3 Minutes (Two 90-Second Segments) – Initiating Conversation

Scenario: When you left home this morning, you noticed a removal van in front of your apartment building. Your neighbour across the hall recently moved out, and you are wondering if the removal van means you will have a new neighbour. When you return home later in the afternoon, you notice that the door across the hall is open, and an unfamiliar person is standing near the door. You decide to meet your new neighbour. You speak first.

Facilitator: “Hi”

First 90-Second Segment: Throughout, Facilitator responds in a friendly but reserved manner, answers questions, and responds appropriately but keeps responses brief. The client is asked few, if any questions, and the Facilitator tolerates long silences. Following 15 second silence, the Facilitator asks a brief, open-ended question related to the client's last comment.

Second 90 second segment:

Facilitator asks general questions:

- “Have you lived here long”
- “What is the landlord like?”
- “Is there a supermarket/laundry facilities near here?”
- “I'm new to the area. I'm not very familiar with this area.”
- “How do you find living here?”
- “Do you work near here?”

Answers to questions that clients may ask:

- “Are you from around here?”
  - “NO, I’m new to the area.”
- “Where did you live before you came here?”
  - “I lived in Bunbury, so I’m pretty new to the area.”
- “Are you married/have children/have roommate?”
  - “No”
- “What kind of work do you do?”
  - I work in the hospital down the street (name an administrative kind of job-personnel department, secretary, etc.)."
Scene 3: 3 minutes (Four 45-Second Segments) – Request Compliance

Scenario: You’ve had your friend Joe come over to your house a couple of times in the past. But after his last visit, your mother said she didn’t like having him in the house because he smokes. Joe is the only friend that you feel comfortable with and can talk easily to. You ask your mother if Joe can come over this afternoon. You speak first.

Facilitator: “You know I don’t like having him in the house because he smokes.”

First Segment:
Facilitator argues that the furniture smells because of the smoke. Some or all of the following lines may be used:
- “The smoke really bothers me.”
- “The smoke gets in the furniture and smells up the whole house.”
- “The smell of the smoke stays in the house for days.”

Second Segment:
Facilitator argues that Joe is rude/not a good friend.
- “It’s not just the smoking. I thinking Joe is a rude guy.”
- “He was so impolite the last time he was here.”
- “I’m worried that Joe is not a good friend for you.”

Third Segment:
Facilitator argues that Joe is using the client.
- “It just seems that Joe only calls or comes by when he wants something from you.”
- “I’m just worried that Joe will take advantage of you.”
- “I just don’t want you to get hurt.”

Fourth Segment:
Facilitator: “Well, I’m still worried about Joe coming over this afternoon. How do you think we could settle this?”

If the client offers reasonable solution, the Facilitator questions, but not rejects it. In this situation, the client can name solutions for each of three arguments. Thus, different responses required as solutions generated. Some common solutions / responses follows:

Client: “Joe will only smoke in one room/in my room/in the basement.”
Facilitator: “It’s just that the smoke gets in the furniture/travels from one room to the next…and it smells up the whole house.”
Client: “I’ll tell Joe not to smoke when he comes over.”
Facilitator: “Joe seemed like a pretty heavy smoker. I’m worried that he won’t be able to keep from smoking when he’s here.”
Client: “Joe can smoke outside.”
Facilitator: “Do you think Joe would agree to do that?”
Client: “If Joe was rude to you, I’ll talk to him about it.”
Facilitator: “I’m worried that he will get really mad at you if you talk to him about it.”
Client: “What did Joe say that was rude?”
Facilitator: “It’s just his manners in general. I don’t remember anything specifically.”
Client: “If Joe was rude to you, why don’t you talk to him about it?”
Facilitator: “I wouldn’t feel comfortable talking to Joe about it because he’s your friend.”
Client: “Well, I won’t talk to Joe anymore.”
Facilitator: “I wouldn’t want you to lose a friend.”
Scene 4: 3 minutes (Four 45-Second Segments) – Request Initiation

Scenario: You called your landlord last week about a slow leak in your ceiling. He said that he would be there in the next day or two to fix it. He has not fixed it yet, nor has he called to let you know when he will be over to fix it. By now the leak has become much worse. You decide to call your landlord again.

Facilitator: “Hi, _____. How are you?”

First Segment: Facilitator argues that he or she hasn’t had enough time to get over there to fix it.

Second Segment: Facilitator argues that he or she has other problems that require his or her attention.
- “I’ve been very busy.”
- “I have a lot of other tenants with a lot of other problems that are ahead of yours.”
- “I have a list and you’re on the list, but there are other problems that are more important.”

Third Segment: Facilitator argues that he or she is aware of the problem.
- “You don’t need to call anymore. I’m aware of the problem.”
- “You keep calling, but I’m aware of the problem. I’ll be there when I can.”

Fourth Segment: Facilitator argues that he or she can’t fix the situation at this time: “Well, I don’t know what I can do about it right now.” If the client offers a reasonable solution, the Facilitator should question it but not reject it. Some common solution and responses are as follows:

Client: “Just get up here to fix it.”
Facilitator: “I told you – I’m very busy and I have other things to do.”
Client: “Send up your assistant to fix it.”
Facilitator: “I don’t have an assistant. It’s just me doing all of the repairs.”
Client: “Call a repairman to fix it/I’ll call a repairman to fix it.”
Facilitator: “He or she won’t do it right. I know what to do, I just haven’t had the time to get up there to do it. He or she will cost too much /be too expensive.”
Scene 5: 3 minutes (Two 90-Second Segments) – Initiating Conversation

Scenario: You have been working at a new job for the past week. So far, none of your new co-workers has approached you or said anything to you. You would like to get to know your co-workers. This morning, as you are punching in at the time clock, one of your co-workers arrives to do the same thing.

Facilitator: “Hi, you’re new here, aren’t you?”

Throughout the interaction the Facilitator should respond in a friendly but reserved manner. The Facilitator should answer questions and respond appropriately but keep responses brief.

First 90-Second Segment:

Facilitator puts onus on client by asking few if any questions and tolerates long silences. Following 15 second silence, the Facilitator asks a brief open-ended question related to the client’s last comment.

Second 90-Second Segment:

Facilitator asks general questions.

Topics for Facilitator to discuss:

- “Do you live near here?”
- “How do you like the work you’re doing here?”
- “What did you do before you came here?”
- “Have you met your supervisor yet? What did you think?”
- “How did you get to work this morning?”

Answers to questions that clients may ask:

- “How long have you worked here?”
  - “About a year”
- “I haven’t met many people here. I feel like people are avoiding me.”
  - “Everybody is busy this time of year.”
  - “It’s hard to get to know people when you’re new to a job.”
- “Where does everybody eat lunch?”
  - “There’s a cafeteria down on the ground floor.”
**Scene 6: 3 Minutes (Four 45-Second Segments) – Conflict Resolution**

**Scenario:** You have been involved in a 10 week job training program for the past 2 weeks. You've had a number of problems there since you started. For example, you didn't realise that there was a dress code, and you wore shorts and a T-shirt one day. Then, you were late a couple of times. Now you've been asked to leave the program because you have violated too many rules. This job training program is very important to you, and you feel that you can do a lot better now because you've had a couple of weeks to get adjusted to the program. You decide to ask for another chance and go to your supervisor's office.

**Facilitator:** “Hi. Can I help you?”

**First Segment:** Facilitator argues that person has violated too many rules.
- “Well, you’ve violated a lot of rules.”
- “We have our rules for a reason and we like our employees to follow them.”

**Second Segment:** Facilitator argues that the person hasn’t been trying hard enough.
- “It seems that you're not trying very hard in the program.”
- “It seems that the program isn't very important to you.”
- “You broke so many rules it just seems that the program isn’t all that important to you.”

**Third Segment:** Facilitator argues that people in the past have not changed.
- “We’ve seen in the past that people whom we have given a second chance haven’t changed.”
- “I'm just worried that I'll give you a second chance, and you won’t change.”
- “How do I know you will try harder?”

**Fourth Segment:**

Facilitator: “Well I’m still worried about giving you a second chance in the program. How do you think we could settle this?”

**After 3 minutes:** The scene should end positively. The Facilitator should agree with the client’s solution or offer an alternative one, for example, “What if I give you a 2 week probation?”

If the client offers a reasonable solution, the Facilitator should question it but not reject it. Some common solutions and responses are as follows:

**Client:** “We could give it a trial period of _____”
**Facilitator:** “Well, that is a pretty long time, especially if you continue to break the rules.”
**Client:** “You could watch me carefully and tell me when I'm breaking the rules.”
**Facilitator:** “I don’t have the extra time to watch you when you work.”
**Client:** “Just give me a chance, and I’ll prove myself to you.”
**Facilitator:** “I’m just very worried about giving you a second chance.”
Scene 7 – Terminating conversations

Two 90-Second Segments

Scenario

You are at work during a tea break and have been chatting with a new staff member. You are only allowed 15 minutes for a tea break and you’ve been talking with this new person for about 20 minutes. as you have been really enjoying the conversation. However, during the conversation you notice your boss walk by twice, and look in your direction. You think he’s noticed how long you’ve been on your break, and you feel that you should get back to work before he walks by again. This job is important to you, so you decide that you have to end the conversation with this new staff member.

Facilitator says: So how long have you worked here?

First 90-Second segment

Throughout the interaction, the facilitator continues to ask more questions to the client. The facilitator ought to appear enthusiastic and interested in the conversation. Questions should be open ended and prompt an lengthy reply from the client.

So what do you do in your spare time?
Have you ever taken a vacation away from Perth? Where did you go?
What type sport do you enjoy? What makes it so enjoyable?
Where have you worked before this? Tell me a little about this job.

If the client responds to the questions and does not try to end the conversation, then the facilitator ought to ask more questions along similar lines.

If the client says that they have to go and get back to work, then the facilitator ought to let the conversation end.

Second 90-Second segment

Same scenario as above but this time if the client says that they have to go, the facilitator prompts once more by asking relevant questions, such as:

Client: “I really need to get back to work”
Facilitator: “What things will you be working on later today?”
Client: “I have to go”
Facilitator: “So what are you doing for your lunch break / after work?”
Client: “I’ve been on this break too long”
Facilitator: “Do people watch how long you take? In my last job we could take as long as we wanted. How long do you get for breaks here anyway….?”

If the client replies to the question and does not add that they have to go, then the facilitator should ask more questions. If the client repeats that they have to go, or replies to the question and adds that they have to go and would like to talk with the facilitator later, then the facilitator should let the conversation end.

For example:

Facilitator: “What type of work do you do here?”
Client: “Customer service, but I really have to go and so hopefully we can catch up later and I’ll talk to you some more then”
Facilitator: “OK. I hope so. See you later”
Scene 8: Praise / Appreciation

First 90-second segment

Scenario

On the telephone your friend invites you and some others over for dinner. You really like this friend and really want to go but you don’t have any way of getting there as you don’t have a car and there is a public transport strike. They live too far away for a cab-ride. You tell your friend, you might not be able to get there but you’ll try. You finish talking and hang up the phone. A little while later, the phone rings, and it’s one of the other people who has been invited for dinner with you and your friend. You trust them. They offer to pick you up in their car.

Facilitator: “Don’t worry that you can’t get to dinner because I could drive by and pick you up.”

Wait for the client’s response. If they refuse then the facilitator persists:

Client: “No I wouldn’t want to put you out / or its too much bother.”
Facilitator: “No really, I only live down the road from you so it’s on my way”.

If they refuse a second time the first segment of the role play is terminated, with the facilitator replying, “Well, its no trouble really but OK, I hope to see you there”.

If the client accepts the offer, attention should be paid to the quality of the reply. Note if the client thanks the facilitator. How do they phrase it and how genuine does it sound? Compare:

Client: “What time will you come over?”
Client: “Cool [or] Thanks.”
“Oh gee. If its no bother then it would be really great if you could…”

Second 90 minute segment

Then the facilitator goes on to arrange a time to meet. Allow the client to suggest the time that they want to be picked up.

Facilitator: “The dinner is at 7:30, when is a good time for me to pick you up at?”
Client: “Whenever”
Facilitator: “Well I only live down the road so whenever you want is fine by me”.

Once the client has arranged a time (and place?) to meet then the second segment is terminated. If the client has difficulty making an arrangement for meeting then the facilitator should persist up to three times, at which time the facilitator offers the meeting time and the role play is wound up.

Third 45-second segment

You and the others are at your friend’s house for dinner. They have just cooked the most fabulous meal which you really enjoyed. You and everyone else has just finished eating and nobody has spoken yet and you want to let your friend know that the dinner was a great success. You look at your friend as they also look at you. What do you do?

If the client waits for the facilitator to speak first (10 seconds) then the facilitator says “so what did people think / how was that?”. If the client compliments the facilitator for the dinner then, the quality of the praise is noted. The facilitator goes on to accept the compliment and return one when finished.
Client: “Thanks for the dinner”  
Facilitator: “Oh you’re welcome. It was my pleasure and its so nice to see you again”

Client: “Thanks for the amazing dinner it was great”  
Facilitator: “You’re welcome. And you’re a good cook too so that is saying something”.

Wait for the client’s responses. How does the client accept the praise in return. Do they refuse it or accept it?. Do they build on it?

Client: “No not really that good”  
Client: “Thanks”  
Client: “Well I like to cook but I haven’t tried anything like this before”

The facilitator should keep the conversation going with praises.

Facilitator: “Oh yes you are. You’re a great cook”  
Facilitator: “Oh you’re welcome. The last time I came for dinner at your house you cooked a sensational meal.”  
Facilitator: “But you have cooked some amazing meals. I love coming to your house for dinner / I often tell people that you’ve taught me a lot about cooking.”

Wait to see how the client responds then terminate the role play. If they return the praise then respond appropriately then terminate the role play.
Scene 9: Conversation Initiation

Scenario

You are out walking your dog in the park when someone with another dog walks over towards you. Your dog likes the other dog and the other dog looks friendly. The dog looks like it is fit, most likely due to frequent walks with its owner quite often. You have never seen this type of dog before, and have not seen this person walking their dog in the park before either.

Facilitator: “Hi”

Other suggestions for facilitator:

“It looks like the two dogs like each other.”
“Do you come walking your dog here often?”
“What breed of dog is yours?”
“How old is the dog?”
“How long have you had your dog?”
“What is your name?”
“What is the dogs name?”

If the client gives short answers the facilitator should try to ask open ended questions to draw the client out. The facilitator should tolerate long silences before asking questions. When the client asks questions the facilitator should keep their responses brief.
**Scene 10: Ending conversation / Negative assertion / saying “no”**

*Possible Practice Scene substituted for Practice Scene 2*

**Scenario**

You are about to leave the house to go to see a friend. You haven’t seen this person for a while and have been looking forward to it all day. However, you’ve taken a little too long to get ready and you are already running a little late. You don’t want to keep your friend waiting and you know that they will be worried if you turn up too late. They are not on the phone, so you have no way of contacting them to tell them you’ll be late. Just as you’re about to walk out the door, the phone rings. You answer it.

**Facilitator:** “Hello, this is a Survey Company and we are doing a telephone survey of your area about what types of food you like to buy. The survey takes about 30 minutes of your time. Would you like to participate in this survey?”

The facilitator should allow the client time to refuse to participate. After a refusal the facilitator should again ask the client to participate, stressing that the survey only takes about 30 – 45 minutes of their time. If the client refuses again the facilitator should accept the refusal. If at any time the client agrees to participate then the facilitator should ask what sex the client is. What ever the response is from the client they are not suitable for the survey as the survey is only for the opposite sex.
Scene 11: Listening to negative experiences.

Two 90-Second Segments

First 90-Second Segment

Scenario:

After work you go to a restaurant. When you get there you see someone you haven’t seen for a long time. You walk over and say “Hello, I haven’t seen you for a long time”. The acquaintance asks if you would like a tea or coffee. You accept and they go and get it. They come back to where you are sitting. You speak first.

The [facilitator] says (regardless of initial response): “Well I haven’t been that well. Things have been really hard as I have been out of work for the last 6 months.”

Wait for the client’s reply. If there is no suitable reply the facilitator repeats how they have been

Facilitator: “Yeah, it came a shock and I don’t know what to do now”.

If a suitable reply is provided, then the facilitator continues with the idea of being down-and-out.

Examine for listening skills, accurate empathy, tone of voice, pitch, volume, paraphrasing skills etc.

Second 90-Second Segment:

The facilitator then offers to buy the client another drink. Examine if the client has listened to the facilitator tell their previous story and refuses to let them buy another drink.

Facilitator: “I see you’ve finished your drink? It’s good to talk to someone about my problems. Let me buy you another drink”?
Client: “No its my turn as you bought the last one. Besides you don’t have any work at the moment and I do”
Facilitator: “Thank you”

Facilitator: “We’ve finished our drinks. Let me buy us another”
Client: “Yeah thanks”
Facilitator: “OK. I only have a little bit of money so we’ll have to have a soft drink this time”.
Client: “Yeah that’s OK”.
“Oh then let me buy the next round”
Facilitator: “but I haven’t seen you in such a long time..."
Scene 12: Accepting Praise and Expressing Positive feelings

Scenario

First 90-Second Segment

You have just come home from being out all day at an art course. Before you left to come home the course instructor pulled you to one side and told you that, you’re doing really well in the course!! They tell you they need some help with running the course next month and they would like you to consider helping out with running the course next month as they think you would be really good.

Facilitator: “It’s so good to have you as part of this course"
Facilitator: “You’ve been working really hard and its all paying off”
Facilitator: “I really like the work that you’re doing and I think that the other people in the course are really benefiting from it”

Examine praise acceptance. Appropriate responses from the client.

Second 90-Second Segment

On your way home you can’t stop thinking about what the course instructor said. You liked hearing it and you now feel really excited. When you walk in the house you go to your room and put your things down. When you come out, the person you live with asks you…

Facilitator: “So how was your day?”

If the client responds bluntly the facilitator tries again to find out about the client’s day. If the client says “not bad or OK” then the facilitator should ask them what was not bad or OK about their day. Use open ended questions. If the client expresses that they have had a great day then the facilitator should inquire about it using open ended questions.

If the client reports what the course instructor said then the facilitator might say something like:

“Wow that sounds interesting. What did it feel like being told that?”

If the client tells what happened that day and expresses their feelings about it then the facilitator should follow-up with praise, accurate empathy, and suitable questions like:

Facilitator: “Wow! That must feel great to hear that after all your hard work. So are you going to do it?”
Facilitator: “That is fantastic. You seem really excited…”

Be ready for negative affect from the client.

Client: “I’m not sure if I want to do it”
Facilitator: “But still being told you were really good at your course. What did that feel like?”
Practice Scene 1

Scenario:
You and a friend have made plans to go out together on Friday night, and now the two of you are trying to decide what to do.
Practice Scene 2:

Scenario:
You and your family member go to the video store to rent a movie to watch together and you are trying to decide which movie to rent.
Scene 1:

Scenario:
You have never lived away from home but feel that you are now ready to look for your own apartment. You have been thinking about this for about a year now. You have been working hard at your job and earn enough to pay the rent. Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry. You also have a good friend who is planning to move out on their own, and the two of you are thinking of sharing a flat together. You decide to tell your family member about this.
Scene 1: (B)

Scenario:
You haven’t lived on your own for a while, but you feel that you are now ready to look for your own apartment. You have been thinking about this for about a year now. You have been working hard at your job, and you earn enough to pay the rent. Also, you have learned a lot about cooking, house-cleaning, grocery shopping and doing your own laundry. You also have a friend who is planning to move out on their own, and the two of you are thinking of sharing an apartment together. You decide to tell your family member about this.
Scene 2:

Scenario:

When you left home this morning, you noticed a removal van in front of your apartment building. Your neighbour across the hall recently moved out, and you are wondering if the removal van means you will have a new neighbour. When you return home later in the afternoon, you notice that the door across the hall is open, and an unfamiliar person is standing near the door. You decide to meet your new neighbour. You speak first.
Scene 3:

Scenario:
You’ve had your friend Joe come over to your house a couple of times in the past. But after his last visit, your mother said she didn’t like having him in the house because he smokes. Joe is the only friend that you feel comfortable with and can talk easily to. You ask your mother if Joe can come over this afternoon. You speak first.
Scene 4:

Scenario:
You called your landlord last week about a slow leak in your ceiling. He said that he would be there in the next day or two to fix it. He has not fixed it yet, nor has he called to let you know when he will be over to fix it. By now the leak has become much worse. You decide to call your landlord again.
Scene 5:

Scenario:
You have been working at a new job for the past week. So far, none of your new co-workers has approached you or said anything to you. You would like to get to know your co-workers. This morning, as you are punching in at the time clock, one of your co-workers arrives to do the same thing.
Scene 6:

Scenario:
You have been involved in a 10 week job training program for the past 2 weeks. You’ve had a number of problems there since you started. For example, you didn’t realise that there was a dress code, and you wore shorts and a T-shirt one day. Then, you were late a couple of times. Now you’ve been asked to leave the program because you have violated too many rules. This job training program is very important to you, and you feel that you can do a lot better now because you’ve had a couple of weeks to get adjusted to the program. You decide to ask for another chance and go to your supervisor’s office.
Scene 7

Scenario
You are at work during a tea break and have been chatting with a new staff member. You are only allowed 15 minutes for a tea break and you’ve been talking with this new person for about 20 minutes. as you have been really enjoying the conversation. However, during the conversation you notice your boss walk by twice, and look in your direction. You think he’s noticed how long you’ve been on your break, and you feel that you should get back to work before he walks by again. This job is important to you, so you decide that you have to end the conversation with this new staff member.
Scene 8:

Scenario

On the telephone your friend invites you and some others over for dinner. You really like this friend and really want to go but you don’t have any way of getting there as you don’t have a car and there is a public transport strike. They live too far away for a cab-ride. You tell your friend, you might not be able to get there but you’ll try. You finish talking and hang up the phone. A little while later, the phone rings, and its one of the other people who has been invited for dinner with you and your friend. You trust them. They offer to pick you up in their car.
Scene 8: 2nd Part

Scenario

You and the others are at your friends house for dinner. They have just cooked the most fabulous meal which you really enjoyed. You and everyone else has just finished eating and nobody has spoken yet and you want to let your friend know that the dinner was a great success. You look at your friend as they also look at you. What do you do?
Scene 9:

Scenario

You are out walking your dog in the park when someone with another dog walks over towards you. Your dog likes the other dog and the other dog looks friendly. The dog looks like it is fit, most likely due to frequent walks with its owner quite often. You have never seen this type of dog before, and have not seen this person walking their dog in the park before either.
Scene 10:

Scenario

You are about to leave the house to go to see a friend. You haven’t seen this person for a while and have been looking forward to it all day. However, you’ve taken a little too long to get ready and you are already running a little late. You don’t want to keep your friend waiting and you know that they will be worried if you turn up too late. They are not on the phone, so you have no way of contacting them to tell them you’ll be late. Just as you’re about to walk out the door, the phone rings. You answer it.
Scene 11:

Scenario:
After work you go to a restaurant. When you get there you see someone you haven’t seen for a long time. You walk over and say “Hello, I haven’t seen you for a long time”. The acquaintance asks if you would like a tea or coffee. You accept and they go and get it. They come back to where you are sitting. You speak first.
Scene 12:

Scenario
You have just come home from being out all day at an art course. Before you left to come home the course instructor pulled you to one side and told you that, you’re doing really well in the course!! They tell you they need some help with running the course next month and they would like you to consider helping out with running the course next month as they think you would be really good.
Scene 12: -2nd part

Scenario

On your way home you can’t stop thinking about what the course instructor said. You liked hearing it and you now feel really excited. When you walk in the house you go to your room and put your things down. When you come out, the person you live with asks you...