### Practice Session Guide

**Assessment: Addressing Barriers with Strengths**

<table>
<thead>
<tr>
<th>Topic Area(s)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Addressing Barriers with Strengths</td>
</tr>
<tr>
<td><strong>Last Revised</strong></td>
<td>4/2/07</td>
</tr>
<tr>
<td><strong>Time Required</strong></td>
<td>45 – 55 min</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To allow participants to give examples of how clients can address their barriers with their strengths and resources. To allow for demonstration and practice in using open questions to identify strengths and barriers and explore how clients can address barriers with their strengths and resources.</td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td>Staff, partners</td>
</tr>
<tr>
<td><strong>Method:</strong></td>
<td>Small group, Role play, Large Group discussion</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Reference Handout: Types of Open Questions and Open Question Strategies</td>
</tr>
<tr>
<td></td>
<td>Listening for Feelings</td>
</tr>
<tr>
<td></td>
<td>Mock up of Page 8 &amp; 9 of 7823 (Questions 6. My Strengths and 7a Problems I have to Solve)</td>
</tr>
<tr>
<td><strong>Pre-Class Preparation:</strong></td>
<td>Make copies of “Types of Open Questions and Open Question Strategies” handout if needed.</td>
</tr>
<tr>
<td></td>
<td>Create mock up of Page 8 &amp; 9 of the 7823 (Section 6 My Strengths and Section 7a Problems I have to Solve) and a brief client description. Information for a sample mock-up as well as a sample role play script is included at the end of this guide as an example.</td>
</tr>
<tr>
<td></td>
<td>Make copies of mock 7823 for class.</td>
</tr>
<tr>
<td></td>
<td>Find two volunteers to role play and do a run through of the role play that illustrates a case manager asking open questions to draw out the client’s strengths that may address some of their barriers.</td>
</tr>
<tr>
<td><strong>Special Considerations</strong></td>
<td>This guide also relates to the skill of asking open questions.</td>
</tr>
<tr>
<td><strong>References or Resources</strong></td>
<td>Chapter 3 Assessment, page 45 &amp; 46.</td>
</tr>
<tr>
<td></td>
<td>Chapter 9, Asking Questions.</td>
</tr>
<tr>
<td></td>
<td>Tip Sheet for Facilitating Role Plays</td>
</tr>
<tr>
<td><strong>Contact(s)</strong></td>
<td>Victoria Zeable, D5, (541) 686-7878 x214</td>
</tr>
<tr>
<td></td>
<td>Bob Proctor, D5 (541) 686.7373 x306</td>
</tr>
</tbody>
</table>
Brief Review Dr. Ford’s Definition of Open Ended Questions page 131 & 132 and Reference Handout (5-10 min)

Note: Dr. Ford’s examples of closed ended questions entail a one word answer or Yes or No. Her open ended questions may have just one answer, but are open to more possibilities, e.g., “Who do you think could help you with the children?”

What are the most common difficulties in asking open ended questions? (Dr. Ford mentions two main ones: One is that the asker does not allow enough time for thinking and response. The second is that the question is too broad and needs a follow up question. She also mentions that too many questions in a row can sound like an interrogation and that combining them with feeling statements can help balance them.)

Pass out Reference Handout on Open Ended Questions provided at the end of this guide. This reference handout is a summary of types of open questions Dr. Ford presents in Chapter 9, Asking Questions. Briefly review the types of open questions and question strategies she suggests that haven’t been already mentioned in the discussion.

Transition to Using Strengths to Address Barriers: (10 min) Dr. Ford as part of her chapter on Assessment suggests exploring how strengths can be used to compensate for other things the participant lacks.

Ask the group and capture on the chart pack: “What are examples of how clients can address barriers with their strengths and resources?” (Write this question at the top of the chart pack and capture the participants’ ideas below.) Option: Have participants jot down notes individually/silently and then come up with 2 or 3 ideas in pairs before gathering ideas from the group.

Briefly review page 45 & 46 in Dr. Ford’s Manual. Mention any ideas she lists under #2 on page 46 that haven’t already been mentioned in the discussion. Dr. Ford also offers suggestions regarding making sure barriers are directly related to employment and prioritizing barriers.
Role Play Demonstration (5 minutes)
Give participants a copy of the mock 7823. Ask participants to notice how the case manager is asking open questions to apply strengths to barriers. You can suggest that participants individually jot down notes to themselves as to how they see the case manager doing this.

As the role play facilitator, either interrupt the role play periodically to ask the group what they notice or ask the group at the end of the role play. Allow for the group discussion. Ask how they saw the case manager asking questions to apply strengths to barriers. Ask if they think the case manager’s questions were working.

Continuation of Role Play in Small Groups (3-5 minutes)
Mix the large group into groups of 4 so that each group has at least two persons willing to role play, one who will role play the case manager and the other the client. Ask the other two persons in the group to be observers.

Ask the small groups to continue to role playing the same scenario, moving on to other strengths and barriers indicated in the 7823. Emphasize that they are free to make things up as they go. Ask the observers to actively observe and take notes to themselves about what they notice. Briefly review some of the tips for role play from the Tip sheet, e.g., anyone can stop the role play at any time to ask for help, the client shouldn’t play too easy or too difficult a role, etc.

Small Group Role Play Debrief (5 -7 min)
Give the small groups time to debrief. Ask each small group to make sure to give each person in the group time to talk as they want to hear from the person role playing the case manager, the client and the two observers about what they noticed and what they may have learned from the experience.

Large Group Debrief (7-10 min)
Ask each small group to share what they learned with the big group.

Closing (5 min)
What situations can case managers identify where using this strategy would be useful or be worth trying?
Making Case Management Work, Chapter 9
Types of Open Questions & Open Question Strategies

Statement Questions
Tell me about…
Tell me how you feel about…

Indirect Questions
Who  Where  How
What  When
Avoid Why questions as they tend to make people defensive

Example Questions
Give me an example…
Name three things that…

Plus/Minus Questions
What do you think the advantages and disadvantages of…are?
What would be the pros and cons of…be?

Problem Solving Questions rather than Why Questions
What can you do to…

Strategy: When Open Questions Do Not Work

• Pause and give her some time to think and respond

• Ask a more specific follow up question

• Prompt the participant with an idea from you, e.g., “What about…”

Strategy: Combine Feeling Statements with Open Ended Questions

• Too many open questions in a row may seem like an interrogation.

• Combining questions with feeling statements makes the interview seem more conversational. It allows for relationship building and effective gathering of data.
Information for Sample 7823 (Sections 6 and 7a) for
Rosella (40) 5 children- 5, 6, 7, 8, 9

6. My Strengths

Check all the strengths you have.

- [X] I have worked
- ___ I have or done volunteer work at school, Church, or in my community
- [X] I have helped friends, family and neighbors
- ___ I have someone to watch my children while I look for work
- ___ I finished high school or got my GED
- ___ I have or can get a ride to look for work
- ___ I have worked for myself
- ___ I make a good employee

- [X] I have been able to keep myself and my children safe

Other strengths: ___________________ Can’t think of any other
Another Strength:
One more Strength:

Notes:

7a Problems I have to Solve
Problems you have to solve. Check all the problems you have to work on in order to reach your goals. (Include yourself and family)

- ___ drug and alcohol abuse
- ___ an abusive or unsafe situation
- [X] unstable housing
- [X] depression or emotional problems
- ___ lack of work experience
- [X] bad work record
- ___ fear of partner or household member
- ___ health problems
- ___ child care
- [X] transportation
- [X] trouble with reading or math
- [X] lack of education
- ___ criminal record or other legal problems
- ___ other: _______________________

Notes: Rosella’s rent is $500 a month.
Sample Dialogue for Role Play:

Case manager: What do you see as the biggest problem?

Rosella: housing

Case manager: What’s been your thinking so far?

Rosella: I don’t know.

Case manager: What have you done so far?

Rosella: Nothing

Case manager: How have you found a place before?

Rosella: I’ve found places before by driving around, but I don’t have a car.

Case manager: You note your family and friends will encourage you. What if anything will they do to help you?

Rosella: I could ask them if they’d give me a ride.

Case manager: What other ideas do you have?

Rosella: I could sign up for public housing.

Case manager: What steps would you need to take to do that?

Rosella: I don’t know how people get on the list.

Case manager: How have you found out about other agency services in the past?