<table>
<thead>
<tr>
<th><strong>Topic Area(s)</strong></th>
<th><strong>Confrontation</strong></th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Generating questions related to Confrontation</td>
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<tr>
<td><strong>Last Revised</strong></td>
<td>3/12/2007</td>
</tr>
<tr>
<td><strong>Time Required</strong></td>
<td>55 minutes or more depending on length of role play</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>To review observational statements and follow-up questions. To practice generating questions related to major themes of Dr. Ford’s philosophy that can be used in positive confrontation. To role play one or more situations of positive confrontation with a client using some observational and question-asking skills.</td>
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<td><strong>Audience:</strong></td>
<td>Managers, staff, partners</td>
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<td><strong>Method:</strong></td>
<td>Instructor presentation, small group work, discussion, gallery tour, role play.</td>
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<td><strong>Materials</strong></td>
<td>Chart Pack Markers, Easels and Chart Pack Paper, Tape if chart pack paper is not post-it type 4 boxes of water color markers so each small group has 6 different colored pens for mind map Copies of Observation and Follow-up Questions Handout if not already handout out in prior session Copies of Observation &amp; Interpretation Handout if not already handout out in prior session Copies of Follow-up Handout --Strategies for positive confrontation.</td>
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<tr>
<td><strong>Special Considerations</strong></td>
<td>This guide works well after the Practice Session Guide on Chapter 10.</td>
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<tr>
<td><strong>References or Resources</strong></td>
<td>Chapter 10. Practice Session Guide on Chapter 10.</td>
</tr>
<tr>
<td><strong>Contact(s)</strong></td>
<td>Pam Prichard, Training, (503) 947-5159</td>
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Review Observational Statements: (10-15 min)
Review handout of Observational Statements and follow-up questions from handout from prior practice session on Chapter 10 (see Observation and Follow-up question strategies and Observation and Interpretation handouts at the end of this guide.) As a review, what is the importance of observational statements? (Why are they useful, why important to have them in our tool kit?) Look for answers such as they allow us to build rapport, allow us to offer information without judgment, allow us to confront without provoking defensiveness. Can ask, “What happens when we use interpretation and judgment instead?”

Point out that Dr. Ford suggests the use of lead-in phrases for observational statements and follow-up questions. What kind of language is this? (Gentle, tentative, inviting, checking out) Why important to have in our tool kit? ( Allows us to avoid taking authority role, the know it all. Allow us to invite a dialogue rather than “telling”.)

What’s the importance of questions that make a guess (based on observation of behavior) about how the client is feeling? (Rapport, allows the client to have insight, if we guess wrong they can tell us and still gain insight into how they are feeling…validation of feeling allows us to move into the logical realm) Can ask; what happens when someone is in an emotional space and we approach him or her logically? (It doesn’t work. Questions tend to not go anywhere until the feelings are addressed.)

Transition to today’s material: We are going to continue to look at other strategies for positive confrontation. Learning these strategies is like increasing tools in their toolbox or learning a foreign language and starting to chose different words to put together. We make our best guess at a strategy and if that doesn’t work have another to try. Even if some of these things seem unnatural to us, like her lead-ins, it’s important to get familiar with them as when what is familiar and comfortable to us doesn’t work, we can try these.

Some Context setting: We are practicing as if using confrontation with client one on one. We want to keep in mind that one on one positive confrontation isn’t what Dr Ford recommends the most. What is Dr Ford’s most recommended means of confrontation? (Group with other clients)
Mind Mapping: (5-7 min)

Post chart pack paper on the four corners of the room. In each corner, post
Paper titled 1. Nature of Change (forwards, backwards, stuck) plus
separate blank sheet
Paper titled 2. Misery as motivator and separate blank sheet
Paper titled 3. Drawing on Strengths and separate blank sheet
Paper titled 4. Focus on client as decision maker, planner, person
responsible, taking action, etc and separate blank sheet.

5th possible area: client goals (or can combine with 4.)

Intro to Mind Mapping Activity: We are going to do some brainstorming
regarding 4 principles of Dr. Fords work and how they relate to positive
confrontation. Do an example on a chart pack in front of the class of what
a mind map is. You can use a topic such as planning the staff retreat, etc.

Number off room 1 to 4 and ask to go to numbered chart pack and
brainstorm ideas using a mind map that come up around the topic.

After 5 minutes or so, ask them to brainstorm at least 3 observational
statements and/or questions that illustrate their topic as a strategy for
positive confrontation on the other piece of chart pack paper.
Instructor can do an example: What might observational statement/follow
up question around “Focus on the client” that could be used in positive
confrontation: “What do you think the first steps are?”

When all groups have finished brainstorming, have the groups move in the
same direction around the room for a gallery tour.

Topic: Mind Map on 4 different topics (groups of 3 or 4-one topic each,
some topics may be repeated-all use different colored pen)

How might this part of Dr. Ford’s philosophy relate or be useful in
confrontation?
1. Nature of change (moving ahead, moving backwards, and being stuck) and feelings of anxiety/discomfort involved.

2. Misery as motivator

3. Drawing on strengths

4. Keeping focus on client as decision maker, planner, person taking action

Generating Questions related to their topic that could be used for positive confrontation: (5-7 min) When done with mind map ask each small group to brainstorm at least 3 statements that relate to their principle that might be used in positive confrontation and write them so they can be seen by the entire room with markers on chart pack paper.

Give an example from the follow-up handout that you will hand out after the activity and gallery tour.

Gallery tour: (5 min)
Arrange gallery tour so chart packs on same topic are together. Allow others to add statements as part of gallery tour.

Follow-up Handout (5 min): Pass out follow up handout and review any additional ideas to what they had. Note trainers can add their ideas to the handout. This handout and the one from last class is a reference to try out new strategies in positive confrontation.

Option: Look at Chapter 10 and identify strategies in examples: (10 min) If time, take some of her examples not yet looked at in Chapter 10 and ask, “What strategies is the caseworker using here for their positive confrontation. You can list a bunch of strategies on the chart pack such as (Strengths, Goals, Misery, Change-forward/backwards/stuck, Focus on client, Empathy, Observation, victim, perpetrator, rescuer) Trainer can assign one example each to small groups and have them report out.
**Role Play: (15-20 min or more)** If you don’t already have a list of situations where it would be useful for a case manager to positively confront a client, ask the class to brainstorm some situations.

Model in front of group a role play facilitator, observer, client and case manager.

Persons playing client and case manager make up the scenario. It is important to do a scenario creation first to come up with the person’s strengths, miseries, and goals that would have come out of an earlier assessment.

Persons doing role play can call a time out at any time. Persons playing client or case manager can ask for help at any time. Facilitator can check in to see if they need help or ask larger group for what they think. Facilitator can also call time out to ask group what strategy they think the caseworker is using. (Can have some strategies listed on a posted chart pack as in analysis exercise above.)

You may need to remind client to not be too easy a client but also not the most impossible client in the world. Ideally the client is a challenge in the role play but eventually allows the case worker to be successful.

Facilitator can check in with large group whether they think the client is too hard or too easy...also can encourage others in audience to take a turn being client or caseworker.

**Option:** Caseworker can role play how to do it wrong if they want.

**Option:** Ask the person who volunteered the scenario or has the most energy on it if they would be willing to volunteer to be the client.

**Option:** If role plays are done in a small group, give the small group a certain time for their scenario creation and role play (5 minutes) and then a minute or two to debrief, e.g., talk about what went well and what they might do differently. After small groups do role plays, reserve time in large group for each small group to talk about what they learned....what went well, what they would do differently, etc.
Observational Statement

Generalized Observational Statement

Sometimes…
It seems to me…
It can be….

OR

Personalized Observational Statement

Maybe when you…
This morning, you…
It may be that when you…
It seems that you have a difficult time with..

Follow up Question

Is it possible that….?
Could it be that….?
Perhaps you feel…?
How would you feel about…?
Have you considered…?
Perhaps there’s some truth to…?
I wonder if we can talk about what you may be doing that …
Observation Versus Interpretation

Observational statements are what you hear and see and are objective and specific.

Interpretation: You were angry with me.
Observation: You spoke to me in a louder tone of voice than usual.

Observational statements are not subjective, i.e., they do not lend themselves to multiple interpretations.

Interpretation: You were in my space.
Observation: You were within a foot of me.

Interpretation: You stormed in.
Observation: You walked in more quickly than usual.

Observational statements are not judgmental or opinionated

Interpretation: You accused me of not having the report done.
Observation: You said, “Where is the report?”

Observational statements do not make assumptions.

Interpretation: You tried to intimidate me.
Observation: You slapped your hand on the table.

Observational statements do not include words with connotations or hidden meaning.

Interpretation: You stomped in.
Observation: You walked in more quickly than usual.
Making Case Management Work
Chapter 10
Strategies for Positive Confrontation

1. Questions related to the nature of change (moving ahead, moving backwards, being stuck) and the feelings of anxiety/discomfort involved.

It seems to me that it’s normal in the process of change to go back and forth between moving ahead, moving backwards, and being stuck. Have you considered where you are in the process?

Could it be that you feeling some anxiety around this change?

Could it be that you are feeling stuck right now? Could we talk about getting unstuck or starting to move forward?

2. Questions related to misery as a motivator.

It seems to me that change is uncomfortable and we sometimes chose to stay with what makes us miserable rather than change. Could it be that there are things in your life that are making you miserable enough to change?

What in you life is making you miserable enough to change?

What don’t you like about…?

What bothers you about …?

What bothers you about (you/you’re kids) not having…?

Here’s what you said you didn’t like… How long are you willing to wait?

How’s it going with ..... (source of misery)?
3. **Questions related to strengths.**

Looking for work can seem like a huge task. Could it be that you’re feeling overwhelmed?

You mentioned how you…..and that’s a huge task. How did you manage to do that?

You mentioned that you… and that is a huge change. How did you manage to do that?

How did you do .....?
How did you do it before?
You were able to ….? How did you manage to do that?
Looking at what you’ve done, it seems to me that many people would have given up. Could it be that you have the strength/determination/etc. to….?

4. **Questions related to keeping the focus on the client as the decision maker, planner, person taking action, goal setter, etc.**

You’ve mentioned that you want… How do you see yourself being able to do those things if you remain unemployed?

If you decide not to…, what happens to the goals you’ve set for you and your family?

I know that ….is important to you. How do you see yourself doing these if you stay where you are now?

You said your goal is....
What do you think you need to do to ….?
What do you think you need to do first?
When do you want to do that?
What help do you need from me?
What can you do?
What are you going to do about it?

After 5 years, people receiving cash assistance lose their grant. When the 5 years are up, how would you feel about still living with…/still not being able to … (source of misery)?