<table>
<thead>
<tr>
<th>Topic Area(s)</th>
<th>Active Listening</th>
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<tbody>
<tr>
<td>Title</td>
<td>Listening and Responding to Feelings</td>
</tr>
<tr>
<td>Last Revised</td>
<td>3/21/07</td>
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<tr>
<td>Time Required</td>
<td>50-60 minutes</td>
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<td>Purpose</td>
<td>To provide practice in generating open questions that validates feelings. Specifically allows a discussion of what purpose validating feelings serves and what it gains us in our interaction with clients. Also allows the practice of the use of Dr. Ford’s lead-in phrases to validate feelings and a discussion of why they are an important skill to add to our tool set.</td>
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<tr>
<td>Audience:</td>
<td>staff, partners</td>
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<tr>
<td>Method:</td>
<td>Demonstration, Discussion, Small Group Activity, Large Group Report Out</td>
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<tr>
<td>Materials</td>
<td>Sticky chart pack paper or chart pack paper and tape Chart pack/water color markers of different colors. Copies of Listening for Feelings Handout at the end of this guide if needed.</td>
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<td>Pre-Class Preparation:</td>
<td>Participants will need their copies of the workbook, Making Case Management Work or facilitator will need to make copies of Chapter 8. Write Statements A-D on chart pack paper but do not allow them to be visible to the class until after you have read the statements during the activity. Make copies of Listening for Feelings Handout at end of this guide if needed.</td>
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<td>Special Considerations</td>
<td>Note to Facilitator: This activity is a good lead-in to working on open questions as one of Dr. Ford’s models on open questions and combining questions with feeling statements (Making Case Management Work, page 135)</td>
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<td>References or Resources</td>
<td>Dr. Ford’s workbook, Chapter 8, Active Listening. DHS T&amp;D classes, Dealing with Hostile Situations and Personal Styles, provide more information on some topics related to diffusing feelings and understanding individual communication preferences.</td>
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<tr>
<td>Contact(s)</td>
<td>Pam Prichard (503) 947-5159 Training</td>
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Transition (5 min.)
Most of Dr. Ford’s Chapter on Listening has to do with hearing and responding to feelings. Why is hearing and responding to feelings so important?
Questions to guide discussion if necessary:

What happens if someone is upset or frustrated and we respond only in a logical way?
How well is a person able to process rationally when they are having strong feelings? (not very)
How does acknowledging the feeling benefit our interaction? (allows the person to feel acknowledged, acknowledge their own feeling and move on. Often they are more able to process in a more logical way after feelings have been acknowledged.)

Demonstration & Related Discussion (15-20 minutes)
Ask the group to imagine that they are having some strong feelings about a difficulty with services they are receiving and that you, the facilitator, are a person associated with providing the services who they don’t know well. They are to listen to the three statements silently and write down any reactions they have…thoughts or physical responses. You will read the statements as if you are speaking to them. (Use the same tone of voice when reading each) Allow 15-30 seconds of silence after reading each for participants to jot down their notes regarding their reactions.

Statement A: How are you feeling?

Statement B: Are you feeling angry?

Statement C: You sound frustrated. What assistance would you like from us?

Statement D: Sometimes it can be frustrating to apply for services. What assistance would you like?

After the group has had time to listen to and respond to all the statements, post the written statements. Ask the group if they liked one better than another and what caused them to prefer the ones they did. Write their comments next to the various statements. They may develop a statement that they like even better in their discussion of these four.
If not already covered, draw out the following points in the discussion.

- In many of Dr. Ford’s examples, the case manager is guessing at the person's feelings, e.g., It must be very frustrating/disappointing..., etc. What is the advantage of guessing rather than asking directly?
- What is the disadvantage of the case manager asking “How are you feeling?” (Most people don’t know and will feel put on the spot. Also, it isn’t our role to explore their feelings in depth)
- What is the disadvantage of the case manager asking directly if they are feeling a certain way, i.e., “Are you feeling angry?” or “Are you feeling frustrated?” (This is a very direct way of asking and may seem invasive to some. It also is a closed question that may cause a client to feel put on the spot, as it would seem to be requiring them to divulge whether they are or are not feeling a certain way with a Yes or No answer.)

Note: if we have a good rapport with a client and know they like very direct communication, asking directly may work; however we often assume others will like communication in the way we prefer it, either direct or indirect, and this may not be the case.

- Why is guessing in a more indirect way helpful? (It allows them to agree and be acknowledged or clarify how they are feeling which another form of acknowledgement is.) Dr Ford’s lead-ins...It sounds..., Could it be... It’s sometimes... offer a more gentle way to approach validating feelings. They are exploratory statements and more tentative but still allow the validation of feelings and are an important tool for us to have in our tool kit.

Note: Validating feelings is not the same as agreeing with the client or their perceptions/opinions. We can not necessarily agree, but still validate their feelings.

**Feeling Words (5 min.)**
Note list of feeling words on Making Case Management Workbook page 123. Many of us have a limited vocabulary when it comes to putting names to ours or others feelings. Are there other feeling words that might describe what clients are feeling that they would like to add to the list?
Response to Feeling Examples: (5-min)
Read Scenario 1 on Page 123-124 and have audience imagine they are the client. Read the 4 responses as A, B, C, and D, and give them a few seconds to jot down their response. Ask for brief reactions to each of A-D. Do the same for Scenario II

Feeling identification small group exercise I (5 min activity and 5 minute debrief)
Assign one or two questions from pages 125-126 to small groups. Ask them to do individually. Then ask them to compare answers as small group. Note: they may feel the best response isn’t something they would say. In the next exercise we’ll have a chance to put a listening for feeling response in their words.

Dr. Ford’s Introductory Phrases: In the chapter examples, again emphasize the skill of using the introductory phrases that Dr. Ford suggests such as “It must be…, You sound…, You must be feeling…, Perhaps you’re feeling, Sometimes, It can be…You sound …. Some of us might like more direct communication than this, e.g., “You’re really angry…,” “I can see you’re frustrated.” Again, emphasize, what is the purpose/usefulness of being able to use Dr. Ford’s introductory phrases as part of our tool set in working with clients? (Allows us to show we’re guessing/not sure, avoids taking a role of stating we know what they are feeling, avoids the use of closed questions such as “Are you angry” that may put people on the spot and invite less response, etc.)

Pass out the Listening for Feelings Handout that summarizes some of Dr. Fords Listening for Feelings statements as well as the ones to avoid.

Feeling identification small group exercise II (15 min)
Have small groups Do exercises 1-7 on pages 127 -129. Assign one or more questions to small groups depending on time. Ask them to do individually first. Then ask them to compare answers as small group and come up with their best response for their question(s). Have small groups write their response in large print on chart pack paper and post and report out or write it as they say it on the white board. When they report out, ask the rest of the group if they have any comments/suggestions. Can the large group come up with a variation they like even better?
Listening for Feelings

Feeling Statements

Generalized Feeling Statements

Sometimes, it can be a little (scary, overwhelming, etc.) to …
It must be very (disappointing, frustrating, etc.)…
It can be (exciting/lonely, etc.) ….

OR

Personalized Feeling Statements

You sound (angry, anxious, etc.)...
You seem (concerned, worried, etc) that…
You seem pretty (upset, frustrated etc.) that…
It may be that when you…
It seems that you have a difficult time with..

Feeling statements/questions to avoid

How are you feeling?
Are you feeling (angry, anxious, etc.)?
You’re feeling (upset, frustrated, etc).

Questioning and Feeling Statements

Questioning is a useful tool. When used too frequently or to the exclusion of reflecting feeling statements, constant questions can sound like an interrogation and hinder the establishment of rapport. Combining questions with reflecting feeling statements makes the interview sound more conversational. It is more conducive to both relationship building and effective data gathering. – From Making Case Management Work, Ch 9.