

CPASS

# Personal Assistance Services

for Individuals with Serious Psychiatric Disabilities

## Skill Training Curriculum: Connecting Trainer Guide

Louisiana CPASS Program  
Louisiana Department of Health and Hospitals  
Office of Mental Health

Prepared by  
Center for Psychiatric Rehabilitation, Boston University  
Rehabilitation Research and Training Center  
National Institute of Disability Rehabilitation Research  
Center for Mental Health Services/SAMHSA

## Acknowledgments

The curriculum to train Personal Assistants has two elements: a competency or skill development component and a didactic or knowledge development component. The skill development components include Connecting, Coaching, Collaborating, and Managing Crises. The knowledge development component is a web-based curriculum entitled *Personal Assistance Services for Individuals with Serious Psychiatric Disabilities*.

This Connecting module is based on the work of colleagues at the Center for Psychiatric Rehabilitation, Boston University. The material is derived and based upon the following:

- Cohen, M. R., Farkas, M. D., & Cohen, B. F. (1986). Coaching the client. *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.
- Cohen, M. R., Nemec, P. B., & Farkas, M. D. (2000). Connecting for rehabilitation. *Psychiatric rehabilitation training technology: Rehabilitation readiness*. Boston: Boston University, Center for Psychiatric Rehabilitation.
- Cohen, M. R., Nemec, P. B., Farkas, M. D., & Forbess, R. (1988). Connecting with clients. *Psychiatric rehabilitation training technology: Case management*. Boston: Boston University, Center for Psychiatric Rehabilitation.

The writing team included: Cheryl Gagne, Christine Gayler, Donna Wilbur, the Steering Committee of Louisiana Department of Health and Hospitals, PAS Project, Ann Darling Kenyon, and Marianne Farkas.

The Community-Integrated Personal Assistance Services and Supports Project (CPASS), Louisiana Department of Health and Hospitals, Office of Mental Health, was funded by the 2003 Grant #11-P-92099/6-01 from the Center for Mental Health Services with a state match of funds.

Evaluation of the curriculum was supported in part by the National Institute on Disability and Rehabilitation Research and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

The writing team also wishes to acknowledge the trainers of BRIDGES, Louisiana, for being willing to invest their time and energy into pioneering this training; the students of the Recovery Center, Services Division, Center for Psychiatric Rehabilitation, Boston University for providing feedback and valuable insights into the development of the curriculum; Linda Getgen for the design and layout of the materials; Sue McNamara for proofreading the final version of the curriculum; and William A. Anthony, Executive Director of the Center for Psychiatric Rehabilitation, for his vision of recovery, research, and development that guides all of our efforts.

**Introduction to Training**  
 Trainer Guide Introduction .....4  
 Training Evaluation .....5  
 Connecting Session—Sample Schedule .....6  
 Personal Assistant Services Training Introduction .....7

**Connecting Introduction**  
 Connecting Review .....11  
 Connecting Overview .....12

**Listening**  
 Connecting Presentation 1: Listening .....16  
 Listening: Preparing to Listen .....19  
 Listening: Attending .....20  
 Listening: Recalling Statements .....21  
 Listening Exercise #1 .....23  
 Listening Exercise #2 .....24

**Demonstrating Understanding**  
 Connecting Presentation 2: Demonstrating Understanding .....25  
 Demonstrating Understanding: Paraphrasing .....29  
 Demonstrating Understanding: Responding to Feeling .....37

**Practice and Summary**  
 Connecting Exercise .....44  
 Connecting Summary .....46

**Training Pretest/Postest** .....47

## Trainer Guide Introduction

The Trainer Guide is a resource for trainers who are teaching skills to those who are or who will be providing Personal Assistant Services to persons with a psychiatric disability.

The Trainer Guide is a lesson plan for a specific skill set. The four skill sets that comprise the Personal Assistant Services Curriculum include:

- Connecting
- Coaching
- Collaborating
- Managing Crises

Each lesson plan is divided into five sections:

- Review— Skill set is introduced.
- Overview—Key information about the skill set is presented.
- Presentation—Specific skills are taught.
- Exercise—Trainees’ learning is consolidated.
- Summary—Learning experience is reviewed.

The approach to skill training is Direct Skills Teaching. In a classroom setting, trainees learn how to perform new skills from:

- The information that the trainer imparts to them about the skill.
- Observing examples of the skills being performed.
- Having opportunities to practice the skill.

In the lesson plan the knowledge presented is written as a “Tell,” the examples as a “Show,” and the practice opportunities as a “Do.”

Preparation is key in training. Trainers are encouraged to read relevant literature about Personal Assistant Services as well as recovery and rehabilitation prior to the training. Trainers are encouraged to learn about the people they will be training, their background, their experiences, and their settings.

While there is a sample schedule provided with each lesson plan, this is intended as a guide only, and the trainer will need to give thought to the parameters of the particular training experience as they plan their training schedule and prepare for the training session.

Training is a process and a trainer’s ability to engage and respond to the trainees in the moment and to modify the lesson plan as needed is key to a successful training experience.

## Training Evaluation

It is helpful for the trainer to get feedback on how much the participants have learned in the course of the training program you have conducted. Feedback allows you to modify the lessons for the next time you teach. A copy of the Training Pretest/Posttest is included at the end of each Trainee Workbook and Trainer Guide. Trainees should be asked to complete the test at the beginning of the training, and again at the very end of training. These tests have been constructed to evaluate training that is done for all four of the modules in the PAS Skill Training Curriculum. If you are not conducting training in all four modules, you can modify the tests to eliminate those questions that relate to the modules you are not teaching.

You will need to adapt the sample session schedules as needed to allow time for this testing. Given the range of participants likely to take this type of training, it is useful to allocate between 20 to 45 minutes to allow the participants to read the questions, write the answers, and shift their focus back to the overview you will be providing next. Often it is useful to schedule a small break of about 5 to 10 minutes after the testing to allow for a positive transition.

### Pretest Evaluations

After you have given your introduction to the training and before you provide an overview of the materials, ask trainees to complete the test as a pretest, or evaluation of the trainees' current level of knowledge. If your participants already know a lot of the material you can modify your curriculum to shorten the explanations or descriptions. If they know very little, then the curriculum can be taught just as is.

### Posttest Evaluations

After you finish summarizing the modules you have taught, ask trainees to complete the tests again as a posttest, or evaluation of the knowledge and skills developed.

If you find that your participants in different trainings consistently are not learning a certain aspect of a skill, you can spend more time on that aspect or add more examples as needed, either as a follow up to this training, or for the next time you teach this material to another group.

On the other hand, if you move through the material quickly and your participants still can acquire the skills you have been teaching, perhaps you can modify some parts of the lesson to shorten the overall time spent doing that part of the training.

## Connecting Session—Sample Schedule

### Day 1

9:00AM	–	9:30AM	Welcome and Introductions
9:30AM	–	10:15AM	Personal Assistance Services: Skills Training Curriculum
10:15AM	–	10:30AM	Break
10:30AM	–	11:15AM	Connecting Overview
11:15AM	–	12:00PM	Listening Overview
12:00PM	–	1:00PM	Lunch
1:00PM	–	2:15PM	Listening Presentation
2:15PM	–	2:30PM	Break
2:30PM	–	4:00PM	Listening Presentation continued
4:00PM	–	4:30PM	Review of Day

### Day 2

9:00AM	–	9:15AM	Review of Day 1
9:15AM	–	9:45AM	Demonstrating Understanding Overview
9:45AM	–	10:15AM	Paraphrasing Overview
10:15AM	–	10:30AM	Break
10:30AM	–	12:00PM	Paraphrasing Presentation
12:00PM	–	1:00PM	Lunch
1:00PM	–	1:30PM	Responding to Feeling Overview
1:30PM	–	2:15PM	Responding to Feeling Presentation
2:15PM	–	2:30PM	Break
2:30PM	–	4:00PM	Responding to Feeling Presentation continued
4:00PM	–	4:30PM	Review of Day

### Day 3

9:00AM	–	9:30AM	Review of Connecting
9:30AM	–	10:15AM	Connecting Exercise
10:15AM	–	10:30AM	Break
10:30AM	–	11:30AM	Connecting Exercise continued
11:30AM	–	12:00AM	Connecting Summary

## Personal Assistance Services Training Introduction

**Tell:** The focus of our skill training is Personal Assistance Services.

**Ask:** What are Personal Assistance Services?

**Discuss:** Personal Assistance Services.

**Ask:** What is the role of a Personal Assistant?

**Discuss:** Role of a Personal Assistant.

**Ask:** Who do Personal Assistants work with?

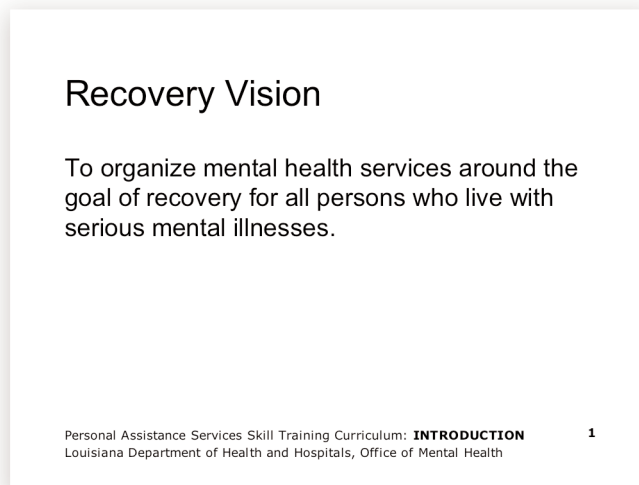
**Discuss:** Target population: People with psychiatric disabilities.

**Ask:** What experience have you had in assisting others? Who did you work with? What did you do?

**Discuss:** Trainees' experiences.

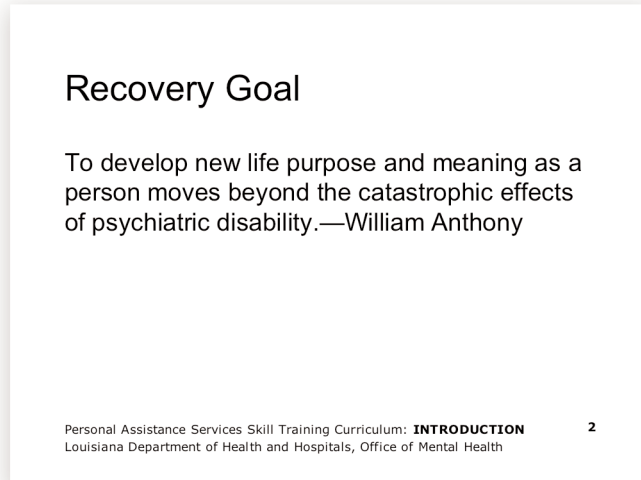
**Tell:** Recovery is the vision for people with psychiatric disabilities.

**Show:** Introduction Slide 1: *Recovery Vision*



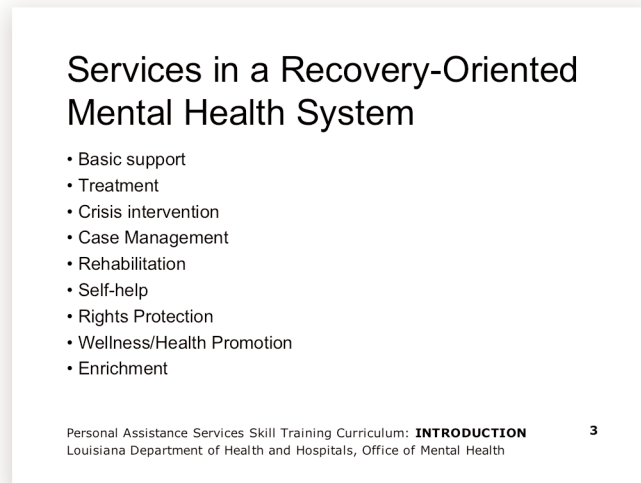
**Discuss:** The recovery vision.

**Show:** Introduction Slide 2: *Recovery Goal*



- Discuss:**
- The goal of recovery.
  - Important services in a recovery-focused system (basic support, treatment, crisis intervention, rehabilitation, self-help, advocacy, wellness/health promotion, and case management).
  - Distinguish the services—in particular, *treatment vs rehabilitation*.

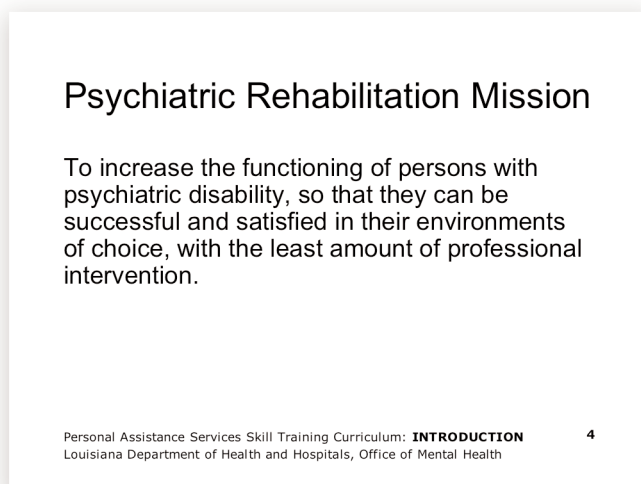
**Show:** Introduction Slide 3: *Services in a Recovery-Oriented Mental Health System*



**Tell:** Psychiatric rehabilitation is an important service to people recovering from a psychiatric disability. In rehabilitation, the primary interventions are developing skills and supports. Providing support is the focus of the work of Personal Assistants.



**Show:** Introduction Slide 4: *Psychiatric Rehabilitation Mission*



**Psychiatric Rehabilitation Mission**

To increase the functioning of persons with psychiatric disability, so that they can be successful and satisfied in their environments of choice, with the least amount of professional intervention.

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION** 4  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Discuss:** Role of support in the recovery of people with psychiatric disabilities.

**Show:** Introduction Slide 5: *Psychiatric Rehabilitation Interventions*



**Psychiatric Rehabilitation Interventions**

- Developing Skills
- Developing Supports

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION** 5  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Ask:** How might a Personal Assistant support people with psychiatric disabilities?

**Tell:** Either by providing the support themselves or by gathering instruments of support for the person.

**Ask:** What are some examples of when a Personal Assistant would provide the support themselves? What are some examples of instruments of support; the types of support that a Personal Assistant may help a person acquire?

**Discuss:** The training format.

**Tell:** There are four skill sets that you will be learning during the Personal Assistance Services Skill Training.

**Review:** Curriculum Outline (page 2 in the Trainee Workbook).

**Connecting**

- Listening
- Demonstrating Understanding

**Coaching**

- Giving Directions
- Encouraging
- Giving Feedback

**Collaborating**

- Defining Goals
- Disagreeing
- Resolving Conflict

**Managing Crises**

- Developing a Crisis Plan
- Assessing Critical Information
- Implementing an Action Plan

**Show:** Introduction Slide 6: *Personal Assistance Services Skill Training Curriculum*

## Personal Assistance Services Skill Training Curriculum

- Connecting
- Coaching
- Collaborating
- Managing Crises

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION**  
Louisiana Department of Health and Hospitals, Office of Mental Health

6

- Tell:**
- The first set of skills, *Connecting Skills*, relates to forming a relationship with the person the Personal Assistant intends to support.
  - The second set of skills, *Coaching Skills*, is what the Personal Assistant uses to help a person through an activity; the skills involved in assisting the person to do something.
  - The third set of skills, *Collaborating Skills*, relates to the working relationship between the person and the Personal Assistant.
  - The fourth set of skills, *Managing Crises Skills*, involves handling a difficult or dangerous situation that threatens the health and/or safety of the person the Personal Assistant is supporting.

## Connecting Review

**Tell:** The skills that we will be focusing on during the training are Connecting Skills.

**Ask:** What comes to mind when I say “Connecting”?

**Discuss:** Learners’ images and understanding of the term Connecting.

- Tell:**
- Connecting is developing a relationship with another person.
  - Let’s talk about your experiences with forming helping relationships. In some relationships you may have been the helper, in others you may have been the person receiving support.

- Ask:**
- What enhanced the development of your helping relationships?
  - What got in the way of the development of your helping relationships?

**Discuss:** What strengthens and hinders the development of helping relationships.

**Ask:** What are the skills that a helper needs to use in developing relationships with the people they are helping?

**Discuss:** Relevant skills.

**Ask:** What other opportunities have you had to learn about developing relationships?

**Discuss:** Explore trainee’s prior learning experiences.

## Connecting Overview

**Tell:** The first skills that we will focus on are the Connecting Skills.

**Review:** Connecting Introduction (page 3 in the Trainee Workbook).

**What is Connecting?**

Connecting is developing a relationship with another person.

**Why do Personal Assistants need to learn to Connect?**

Connecting strengthens the bond between the Personal Assistant and the person he or she is working with.

**How do Personal Assistants Connect?**

Connecting skills include:

- Listening
- Demonstrating Understanding

**When do Personal Assistants use Connecting skills?**

Personal Assistants use Connecting skills each and every time they meet with a person they are assisting.

**Ask:** What comes to mind when I say “Connecting”?

**Discuss:** Learners’ images and understanding of the term Connecting.

**Tell:** (*What*) Connecting is developing a relationship with another person.

**Show:** Connecting Slide 1: *Definition of Connecting*

### Definition of Connecting

Connecting is developing a relationship with another person.

Personal Assistance Services Skill Training Curriculum: **CONNECTING**  
Louisiana Department of Health and Hospitals, Office of Mental Health

1

**Tell:** A major responsibility of the Personal Assistant is to develop a relationship with the person they intend to assist. It is through the relationship that the Personal Assistant supports a person. Sometimes it is easy to form a relationship, sometimes there are challenges. The skills of Connecting are designed to help Personal Assistants form and strengthen relationships with the people they are working with.

**Tell/Do:** I'd like to show you an example of Connecting. Turn to Connecting Example on page 4 in the Trainee Workbook. This is a roleplay example. Read the introduction. We need two volunteers; someone to play Joe and someone to play Barry.

#### Connecting Example (page 4 in the Trainee Workbook).

Barry, a Personal Assistant, is working with Joe to help him prepare for a trip to the grocery store. Joe is feeling nervous about going to the store.

Joe: I don't think we should go out today. It's supposed to be cold. I don't think it's a good idea to go out.

Barry: You feel worried that it's too cold to go shopping today. I just came from outdoors, and it's quite comfortable.

Joe: I just don't like to go to the Publix Market. My brother used to work there, and the guys there sometimes look at me funny. I have a bad feeling when I walk into that store. But I really need groceries. Maybe you could pick up a few things for me, and I could stay here.

Barry: You really don't want to go into the Publix but you really need groceries, so you'd like me to go.

Joe: The guys there used to make fun of me. They would call me names and push me, and my brother would just stand there and let them do it.

Barry: You feel bad when you think about those times.

Joe: Yes I do. I don't want to go! When I lived in the group home, we used to go to a different market every Friday night. It was okay going in a big group and going to a place where nobody knew me.

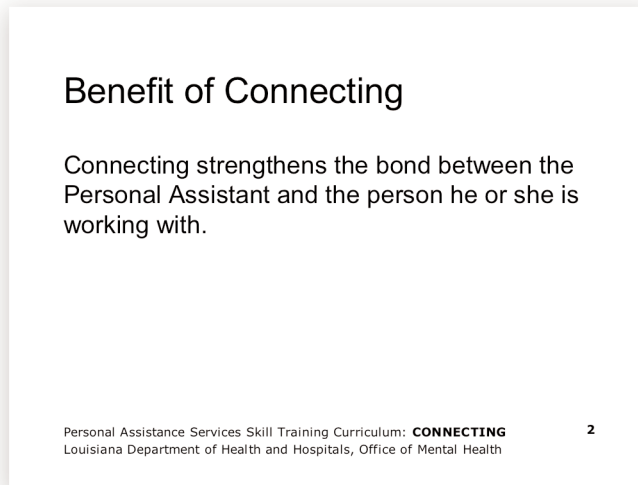
Barry: So for you, the problem is going to this specific market because the people there may know you. You may not mind going to another grocery store where you don't know anyone.

Joe: Right.

- Ask:**
- What do you notice in this example? How did Barry connect with Joe?
  - Why is it so important to connect with the person you're working with?

**Tell:** (*Why*) Connecting helps the Personal Assistant to strengthen the bond with the person they are working with.

**Show:** Connecting Slide 2: *Benefit of Connecting*



**Tell:** The skills of Connecting are designed to help Personal Assistants begin and strengthen relationships with the people they are working with, as well as to overcome difficulties that may arise in their relationships. Connecting can increase closeness and the enjoyment of working with people. Connecting can prevent misunderstandings and overcome difficulties.

**Discuss:** Invite learners to share examples of how Connecting strengthens the bond between the person and the Personal Assistant.

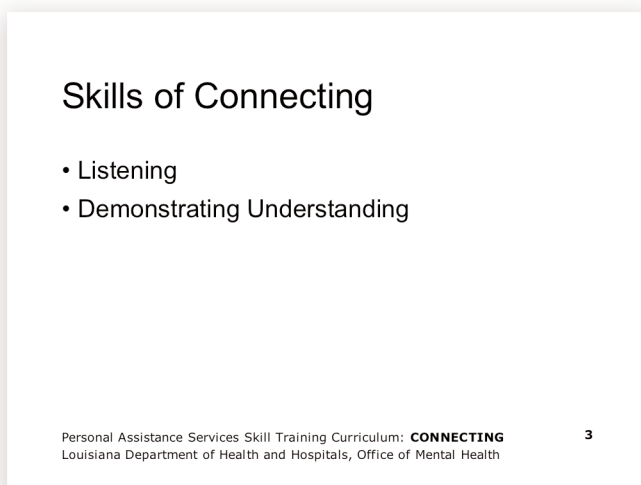
**Tell:** There is a specific set of skills that help you to connect.

**Write:** The skills on a flipchart or board.

**Tell:** (*How*) Connecting skills include:

- Listening
- Demonstrating Understanding.

**Show:** Connecting Slide 3: *Skills of Connecting*

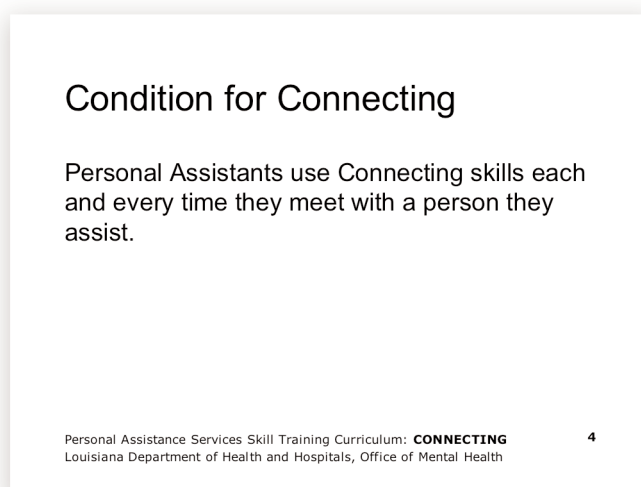


- Tell:**
- *Listening* is detailing all of the cues presented by the other person.
  - *Demonstrating Understanding* is capturing in words what another person is thinking or feeling.

**Ask:** When would a Personal Assistant use Connecting skills?

**Tell:** (*When*) Each and every time they meet with a person they are assisting.

**Show:** Connecting Slide 4: *Condition for Connecting*



**Discuss:** The importance of Connecting with the person each and every time.

## Connecting Presentation I: Listening

**Tell:** We will now look at the specific skills of Connecting. The following skills are intended to build upon and to strengthen your interpersonal skills. The first Connecting skill is Listening.

**Review:** Listening Introduction (page 5 in the Trainee Workbook)

### What is Listening?

Listening is grasping all the cues conveyed by another person.

### Why do Personal Assistants need to learn to Listen?

Listening helps the Personal Assistant to hear the other person's point of view.

### How do Personal Assistants Listen?

Listening skills include:

- Preparing
- Attending
- Recalling

### When do Personal Assistants Listen?

Personal Assistants Listen when they want to understand the message that another person is conveying.

**Ask:** What is involved in Listening to another person?

**Tell:** (*What*) Listening is grasping all the cues conveyed by another person.

**Show:** Connecting Slide 5: *Definition of Listening*

### Definition of Listening

Listening is grasping all the cues conveyed by another person.

Personal Assistance Services Skill Training Curriculum: **CONNECTING**  
Louisiana Department of Health and Hospitals, Office of Mental Health

5



- Tell:**
- A cue is a signal. Cues are found within someone’s speech and body language. Effective listening requires that we focus on the person’s spoken words and on their unspoken messages; listen to all levels of their communication.
  - The Chinese Mandarin character for listening is a combination of the characters for eyes, ears, and heart—combining all three. This perfectly illustrates all that listening is.

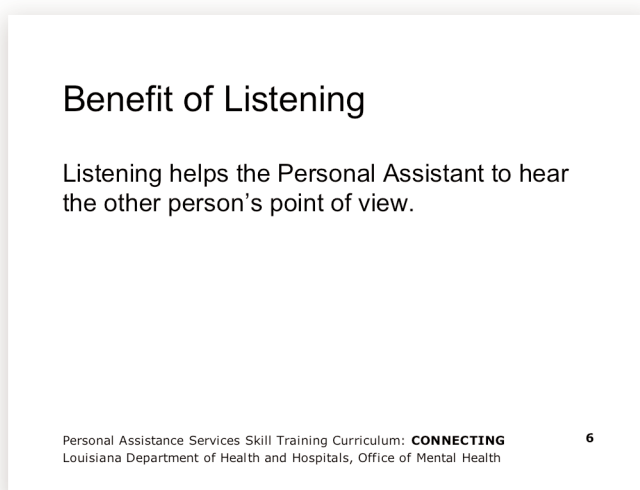
- Ask:**
- Describe what it is like when you feel that have not been heard by someone you are speaking to. What feeling emerges?
  - Describe what it is like when you have been genuinely heard by the person who is listening to you. What feeling emerges?
  - How often are you genuinely heard by others? Always, mostly, sometimes, seldom, never?

**Tell:** You give a person a gift when you genuinely listen to them.

**Ask:** What is it that Personal Assistants are listening for?

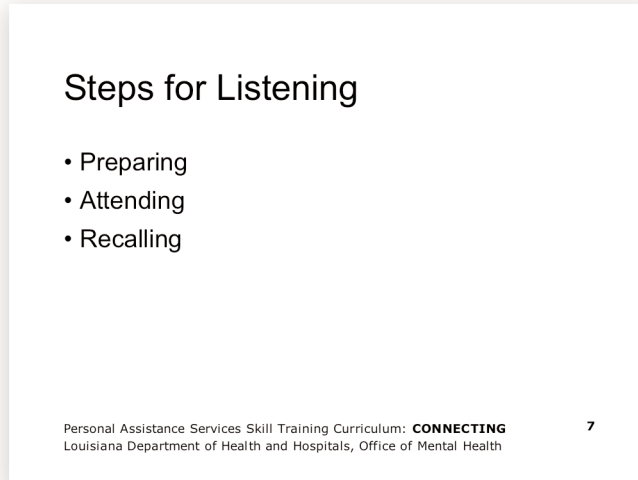
- Tell:**
- (*Why*) Listening helps the Personal Assistant to hear the other person’s point of view.
  - Listening helps the Personal Assistant to make sense of the information that the person is presenting. As a Personal Assistant, you will need to listen to learn about the person’s needs and wishes, as well as the way the person wants his or her needs and wishes to be met.

**Show:** Connecting Slide 6: *Benefit of Listening*



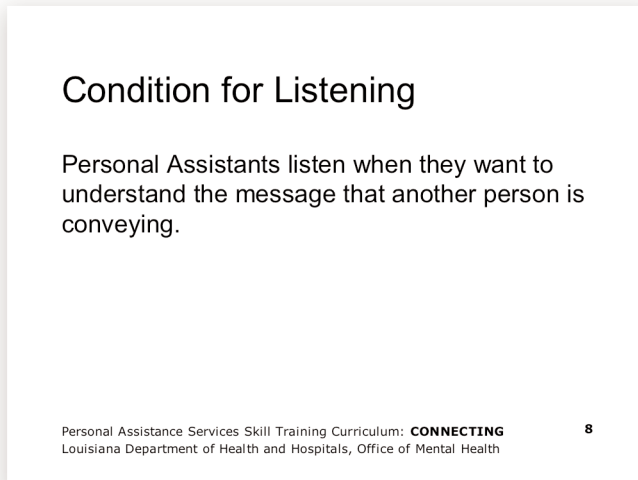
- Tell:**
- (How) Listening involves three steps: 1) Preparing, 2) Attending, and 3) Recalling.
  - *Preparing* means readying yourself to listen to another person.
  - *Attending* is positioning yourself physically in order to listen to another person.
  - *Recalling* is remembering what the person has expressed.

**Show:** Connecting Slide 7: *Steps for Listening*



**Ask:** When do Personal Assistants listen?

**Show:** Connecting Slide 8: *Condition for Listening*



**Tell:** Personal Assistants listen when they want to understand the message that another person is conveying.

## Listening: Preparing to Listen

**Review:** Listening involves three behaviors:

- Preparing to Listen
- Attending
- Recalling Statements

**Tell:** Preparing means readying yourself to listen to another person.

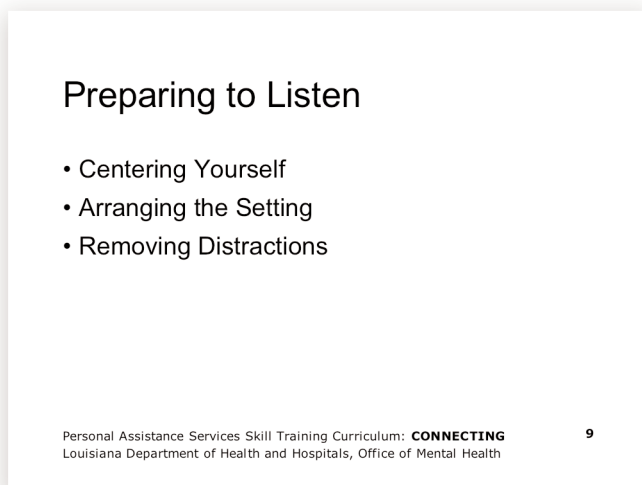
- Ask:**
- What kinds of things enable you to listen to another person?
  - What kinds of things get in the way of you listening to a person?

**Discuss:** Examples such as distractions, your thoughts, your emotions, and your agenda.

**Tell:** (Steps) Preparing to Listen involves:

- Centering Yourself
- Arranging the Setting
- Removing Distractions

**Show:** Connecting Slide 9: *Preparing to Listen*



- Tell:**
- *Centering Yourself* is composing yourself and drawing your focus inward.
  - It is important to prepare yourself mentally when you are about to listen. It is important to set your intention to listen to another person.

**Ask:** What are some of the ways that you center yourself?

**Discuss:** Strategies for centering yourself. Examples: pausing, breathing, and focusing on intention.

**Tell:** *Arranging the Setting* is preparing the physical meeting space so that it better supports your listening.

**Ask:** What are some of the ways that you might Arrange the Setting?

**Discuss:** Seating arrangement, clearing space, temperature.

**Ask:** You will most often be meeting the person outside of an office setting. How can you Arrange the Setting when you are meeting in places that aren't yours, for example in the person's home, elsewhere in the community?

**Discuss:** Taking the initiative, asking permission to Arrange the Setting.

**Tell:** *Removing Distractions* is taking away or reducing anything that might prevent you from concentrating on the other person and what they are expressing.

**Ask:** What kinds of things might cause distractions?

**Discuss:** Temperature, sound, lighting, potential interruptions, such as telephone calls and other people in the setting.

### **Listening: Attending**

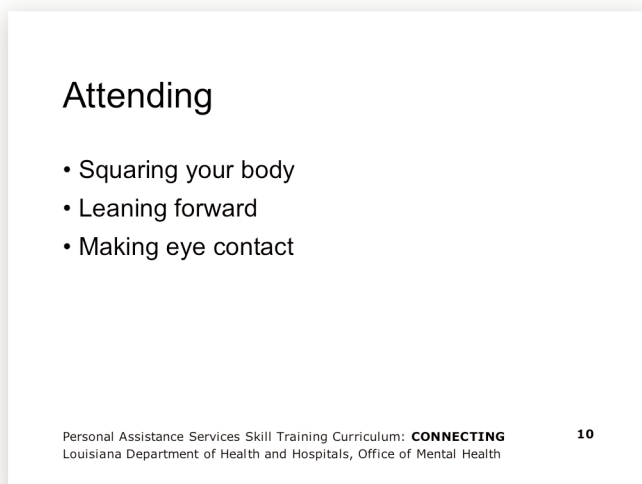
**Review:** Listening involves three behaviors:

- Preparing to Listen
- Attending
- Recalling Statements

- Tell:**
- The second Listening behavior is *Attending*.
  - Attending means positioning yourself physically in order to listen carefully to another person.
  - Positioning yourself means you assume a particular posture. When our intention is to listen, we position ourselves so that we can better pay attention to the other person.
  - Attending involves:
    1. Squaring your Body
    2. Leaning Forward
    3. Making Eye Contact

- Tell:**
- *Squaring your Body* is facing someone fully when you are sitting or standing together.
  - *Leaning Forward* is angling yourself so that you move slightly into the person rather than away from the person.
  - *Making Eye Contact* is looking someone in the eye; maintaining your gaze without staring at them.

**Show:** Connecting Slide 10: *Attending*



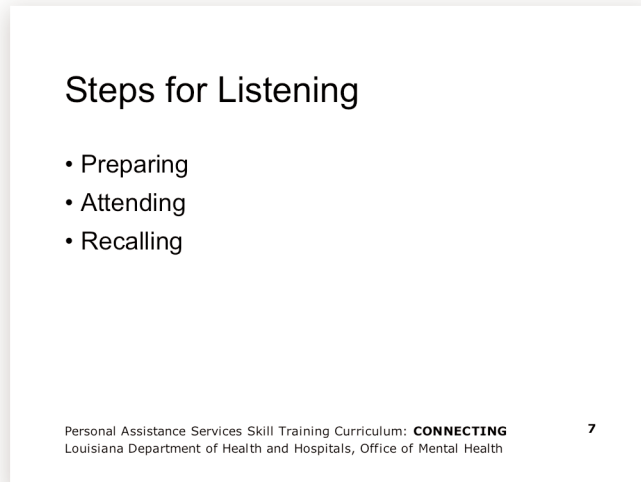
## Listening: Recalling Statements

**Review:** Listening involves three behaviors:

- Preparing to Listen
- Attending
- Recalling Statements

- Tell:**
- *Recalling Statements* is remembering what the other person has expressed.
  - Recalling Statements involves:
    1. Remembering the words
    2. Identifying the message
    3. Noting non-verbal behavior

**Show:** Connecting Slide 7: *Steps for Listening*



- Tell:**
- Remembering the words is taking an interest what the person is actually saying.
  - Recalling the message is noting the meaning related to the words that the person is sharing.
  - Noting non-verbal behavior is paying attention to what person is conveying through body language, facial expression, and tone of voice.

**Tell/Do:** I am going to give you an opportunity to practice Listening. I am going to read a statement. I want you to Prepare to Listen, Attend, and Recall the Statement. Turn to Listening Exercise #1 on page 6 in the Trainee Workbook.

Listening Exercise #1 (page 6 in the Trainee Workbook)

Listen carefully to the statement read by the trainer. Focus on the trainer’s words and his or her verbal and non-verbal cues.

- Prepare
- Attend
- Recall

In the space below, jot down some notes as you Listen.

Words:

Cues:

- Verbal

- Non-Verbal

**Read:** Listening Exercise #1 Statement:

“I’ve learned that you really have to look for support to recover, you can’t just go to the doctor and get a magic pill and be better. You have to be prepared to go halfway and meet the people who are trying to help you. Whether it is medical help, friends and family, counseling, whatever, you have to be prepared to make the first step yourself and be prepared to work from then onwards. Other people can’t cure you, and you can’t cure yourself, but the two sides working together can help.”

“The House the Recovery Built” in *Journeys of Recovery: Stories of Hope and Recovery from Long-Term Mental Health Problems*. Scottish Recovery Network, 2006.”

- Discuss:**
- How participants “Prepared to Listen” and “Attended.”
  - What they noted down on the worksheet: words, verbal, and nonverbal cues.
  - Their experience of doing the practice. What they would do differently next time.

**Tell/Do:** I am going to give you a second opportunity to practice Listening. I am going to read a second statement, and I want you to recall the words and meaning of the sentences I read. Complete Listening Exercise #2 on page 7 after I read you the statement.

### Listening Exercise #2 (page 7 in the Trainee Workbook)

**Listen carefully to the statement read by the trainer. Focus on the trainer’s words and his or her verbal and non-verbal cues.**

- Prepare
- Attend
- Recall

**In the space below, jot down some notes as you Listen.**

Words:

Cues:

- Verbal

- Non-Verbal



**Read:** Listening Exercise #2 – Statement:

“I’m tired of my life. It’s the same thing day after day. I sleep until noon, get up, smoke a few cigarettes, watch TV, and eat. Some days I don’t even get dressed! If I go out, it’s just to the corner store and back. Nobody comes by anymore, nobody calls. I know that I should get moving, that I should be getting on with my life, but I don’t have the energy and I don’t know where to begin.”

- Discuss:**
- How participants “Prepared to Listen” and “Attended.”
  - What they noted down on the worksheet: words, verbal, and nonverbal cues.
  - Their experience of doing the practice. What they would do differently next time.

## Connecting Presentation 2: Demonstrating Understanding Overview

**Tell:** We have discussed the first skill of Connecting, Listening, and you have had an opportunity to practice the skill. Next, we will focus on the second Connecting skill, Demonstrating Understanding.

**Review:** Demonstrating Understanding Introduction (page 8 in Trainee Workbook)

### **What is Demonstrating Understanding?**

Demonstrating Understanding is capturing in words what another person is thinking or feeling.

### **Why do Personal Assistants need to learn how to Demonstrate Understanding?**

Demonstrating Understanding communicates that the Personal Assistant is Listening to the person’s point of view.

### **How do Personal Assistants Demonstrate Understanding?**

Demonstrating Understanding skills include:

- Paraphrasing
- Responding to Feeling

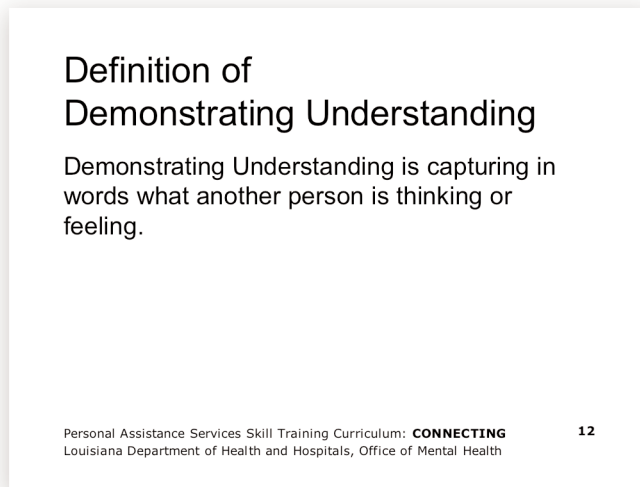
### **When do Personal Assistants Demonstrate Understanding?**

Personal Assistants Demonstrate Understanding when they want to convey that they comprehend another person’s point of view.

**Ask:** What comes to mind when I say “Demonstrating Understanding”?

**Tell:** (*What*) Demonstrating Understanding is capturing in words what another person is thinking or feeling.

**Show:** Connecting Slide 12: *Definition of Demonstrating Understanding*



**Tell:** When you Demonstrate Understanding you share your impressions of the intended meaning of what the person has expressed.

**Tell/Do:** I'd like to show you an example of Demonstrating Understanding. Turn to the Demonstrating Understanding Example on page 9 in the Trainee Workbook. This is a roleplay example, and we need two volunteers—someone to play Mary the client and someone else to play Julie, Mary's Personal Assistant. Read the introduction.

**Review:** Demonstrating Understanding Example (page 9 in the Trainee Workbook)

Mary had been living with her sister for over 20 years. Since her sister died three years ago, she has become more and more disorganized in her home and is having trouble finding things. Julie is Mary's personal assistant. They're meeting for the first time to discuss how Julie may best support Mary with managing at home.

Mary: I never knew they'd give me someone like you to help me with stuff at home. I didn't let my doctor or nurse know how bad things have gotten around here since my sister died because I thought they'd make me go to a home.

Julie: You felt afraid to ask for help because you didn't want to be forced to go to a nursing home.

Mary: Right. But since Claire died, it's been hard for me to manage. She was the one who did most of the organizing around her. I did a lot of cleaning and stuff. Don't get me wrong. I wasn't lazy or anything. Claire was just kind of the boss, and she told me where stuff belonged and how to fix things.

Julie: It sounds like your sister did a lot of the management while you did a lot of the work.

Mary: Yeah. That's it! I didn't mind. Claire was kind of bossy. I sure do miss her though. She always knew how to do things.

Julie: You really miss having her guidance.

Mary: I sure do. You can see what a mess this place is. It just got away from me. I plan to pick up, put things away but now it's so bad I don't know where to begin.

Julie: You feel overwhelmed because there is so much to do it's hard to know where to start.

Mary: I know that's right. I lost my medication bottle the other day, and I couldn't call the pharmacy for a refill because I didn't have the number. It was so frustrating not being able to find the darn thing. And I need my heart medication. My doctor was very clear about that. So that's when I called Sara (her nurse) and told her about the problem.

Julie: You asked for the help you needed when you saw that it could affect your health.

**Ask:** How did Julie Demonstrate Understanding?

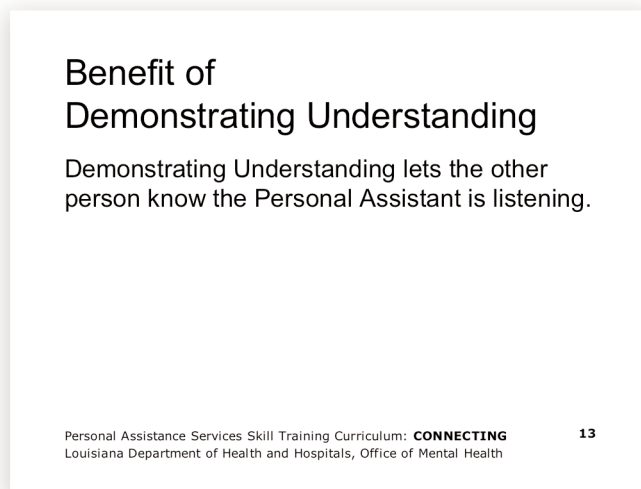
**Discuss:** Impressions. Participants may question Demonstrating Understanding after every statement; sharing their discomfort in frequency that Julie demonstrated understanding; expressing concern that it may seem artificial or frustrate the person.

**Tell:** Remember that the intention is to build a relationship with the person you are assisting. Demonstrating Understanding is one interpersonal skill. We have a toolbox of skills that we use in providing assistance to people. We use Demonstrating Understanding alongside other interpersonal skills, such as Asking Questions. So it's not the only skill that we are using. Also, when you become skilled at Demonstrating Understanding, the person doesn't notice it being used; it becomes genuine.

**Ask:** Why is it important to Demonstrate Understanding?

**Tell:** (*Why*) Demonstrating Understanding lets the other person know that the Personal Assistant is listening.

**Show:** Connecting Slide 13: *Benefit of Demonstrating Understanding*



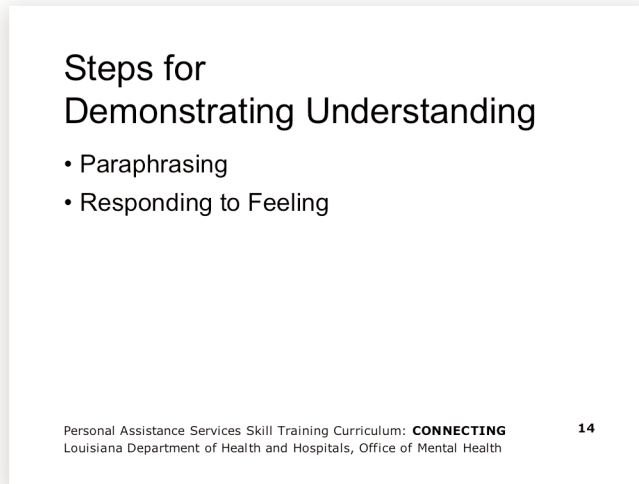
**Tell:**

- Demonstrating Understanding helps the other person feel recognized and appreciated and lets them know that you believe that what they are saying is important.
- Demonstrating Understanding does not necessarily mean you agree with the other person's point of view, but does communicate that you understand.

**Review:**

- (*How*) There are two skills in Demonstrating Understanding:  
1) Paraphrasing and 2) Responding to Feeling
- *Paraphrasing* is summarizing the essence of what the person is expressing.
- *Responding to Feeling* is naming the emotions expressed by another person.

**Show:** Connecting Slide 14: *Steps for Demonstrating Understanding*



- Tell:**
- There are suggested ways of composing a Paraphrase and a Response to Feeling. Discuss formats for Demonstrating Understanding. Look back to the example and note the format in Julie’s statements.
  - I am going to teach each of the skills of Demonstrating Understanding separately.

### **Demonstrating Understanding: Paraphrasing**

**Review:** There are two skills in Demonstrating Understanding

- Paraphrasing
- Responding to Feeling

- Tell:**
- *Paraphrasing* is summarizing the essence of what the person is expressing.
  - Highlight the paraphrases in the example:

“It sounds like your sister did a lot of the management while you did a lot of the work,” “You really miss having her guidance,” “You asked for the help you needed when you saw that it could affect your health.”

**Review:** Paraphrasing Description (page 10 in the Trainee Workbook)**What is Paraphrasing?**

Paraphrasing is summarizing the content of a person's message.

**Characteristics of a Paraphrase**

- Fresh
- Brief
- Accurate

**Common formats for Paraphrasing**

- "Sounds like \_\_\_\_\_"
- "Seems as if \_\_\_\_\_"
- "You're saying that \_\_\_\_\_"

**Ask:** Why is it important for Personal Assistants to paraphrase?

**Tell:** Paraphrasing encourages us to focus on what the person is saying—to listen with our "best ear."

**Ask:** When might we choose not to paraphrase?

**Tell:** When we do not want more information.

**Discuss:** The characteristics of a good paraphrase.

**Tell/Do:** Turn to the Paraphrase Examples on page 11 in the Trainee Workbook. I'll read each of the statements and I'll need a volunteer to paraphrase my statements.

### Paraphrase Examples (page 11 in the Trainee Workbook)

**Example 1**

**Statement:** I wasn't thinking about how hard it was going to be to work, go to school, and take care of my family. I didn't realize how much time I would need for studying. I'm taking three courses, and I have so much reading to do each week that I am up every night until after midnight just trying to stay on top of it. It's only the fourth week of classes, and I don't know how I can make it.

**Paraphrase:** School is much more demanding than you had ever anticipated.

**Example 2**

**Statement:** I'm going home for Thanksgiving. I look forward to seeing everyone, but I worry about getting drawn into old conflicts with my sister.

**Paraphrase:** You have mixed feelings about going home for the holiday.

**Example 3**

**Statement:** My boss is watching me like a hawk. She is so ready to catch me making a mistake. She doesn't like me, and I'm sure that she wants to fire me.

**Paraphrase:** You're really worried about losing your job.

**Discuss:** How each of the Paraphrases reflect the characteristics: fresh, brief, and accurate.

**Tell/Do:** Turn to the Paraphrase Exercise #1 on pages 12 & 13 in the Trainee Workbook. Do this exercise on your own. There are 5 statements, each with 3 paraphrases. I want you to select the best paraphrase for each statement.

### Paraphrase Exercise #1 (pages 12 & 13 in the Trainee Workbook)

**Directions:** Read each statement and paraphrase A, B, and C. Select the best paraphrase for each statement.

**Statement 1—Friend talking to another friend:**

I'm tired of my sister. She never wants to do anything with me. She only calls me if she wants me to watch her kids.

Paraphrase A: You should just say "no" next time she calls you.

Paraphrase B: You think she uses you for babysitting.

Paraphrase C: My sister is just the same. She never calls me or invites me to dinner, even when she is having a lot of people over for a dinner party.

**Statement 2—Boss speaking to worker:**

You need to check in with me before you print the final document. You just wasted a lot of time printing and copying a document that had some errors on it.

Paraphrase A: It's no big deal. The document is all printed now, and it's perfect.

Paraphrase B: You want me to check in with you before printing the final document. I just wasted a lot of time printing and copying a document that had some errors on it.

Paraphrase C: So in the future you want me to check with you before I print the final document. It should save time in the long run.

**Statement 3—Mother speaking to adult son**

You should call your grandmother. She loves to hear from you. She talks about you all the time, and she always mentions that she hasn't heard from you for a long time.

Paraphrase A: You think I should call Nana more often because she likes it when I call.

Paraphrase B: I think you should mind your own business. My relationship with Nana is my business.

Paraphrase C: What's Nana's phone number?



**Statement 4—Friend talking to another friend**

I've been worried about you. You haven't returned any of my phone calls in weeks. I haven't seen you. You're acting strange lately, like not showing up at Nelson's party when you said you were going to go.

Paraphrase A: You've been worried. I haven't returned any phone calls in weeks. I've been acting strange, and I didn't show up at Nelson's party when I said I would be going.

Paraphrase B: You've been concerned because I've been out of touch lately.

Paraphrase C: I'm so sorry I worried you. I haven't been feeling well. I haven't felt like talking to anybody lately. I'm really sorry.

**Statement 5—Strangers talking at a party**

I've known Roger for years. We were in the same fraternity in college. He's a really great guy, and we've just stayed in touch over the years.

Paraphrase A: You don't look like someone who's been in a fraternity.

Paraphrase B: So you guys go back to your college days.

Paraphrase C: Yeah, well I've known Roger since high school.

- Discuss:**
- Best Paraphrases: B, C, A, B, B
  - Discuss how other options do not meet the characteristics.

**Tell/Do:** I'd like to give you an opportunity to compose your own paraphrase. Turn to Paraphrase Exercise #2 on page 14 of the Trainee Workbook. There are 4 statements. Read each statement and write a paraphrase. (*Another option is to ask a trainee to read the statements out loud*). Take your time. Once you have composed your paraphrase, compare what you have written to the characteristics. Is your statement brief, fresh, and accurate?

### Paraphrase Exercise #2 (page 14 in the Trainee Workbook)

Directions: Read each statement and write a paraphrase. Ensure that your paraphrases are:

- Brief
- Fresh
- Accurate

#### **Statement 1—Friend talking to you**

I'm worried about my son. He never has any money. Every time I see him, he asks me for money, and he works! I don't know what he's doing with his money. I don't like his new friends very much. He never sees his friends from school anymore, just a new group from his work who are older and wilder, I think. He's nineteen, so there's not much I can do, but I don't like it at all.

Paraphrase:

#### **Statement 2—Acquaintance at a social gathering**

My cousin is running to serve on the school committee. He's always been active in politics, even when we were in school, he was involved. I was more in the shadows, kind of a behind-the-scenes sort of person. I'm going to work for his election, but I can't imagine speaking to a crowd.

Paraphrase:

#### **Statement 3—Acquaintance at a social gathering**

You never know. My sister was healthy one day and struck dead of a heart attack the next. She had no health problems that we knew of. She took great care of herself too, ate well, and exercised. Pity, she left a big family who miss her so much.

Paraphrase:

#### **Statement 4—Close friend**

I'm so depressed. Here I am 35 years old, and I've never held a real job. I thought I would be married with kids and a house by now, and I can't even get a job that pays above minimum wage.

Paraphrase:

**Discuss:** Invite participants to share their paraphrases. Highlight how each reflects the characteristics. Discuss what makes one paraphrase seem “good,” another “better,” and another “best.”

**Tell/Do:** Turn to Paraphrase Exercise # 3 on page 15 in the Trainee Workbook (and Paraphrase Exercise # 4 on page 16 if time permits and the need for further practice seems warranted). These are examples of statements that might be made by someone that you are helping. Pair off with the person next to you. One person will read the statement out loud, and then the other person will respond with a paraphrase.

Paraphrase Exercise # 3 (page 15 in the Trainee Workbook)



Directions: Read each statement made to you by someone you are helping. Write a paraphrased response to each.

**Statement 1**

My doctor doesn't listen to me. I've told him that the medication isn't working well. I am having a lot of trouble with voices and frustration. He says I have to help myself, because the medication won't do everything.

Paraphrase:

**Statement 2**

I don't know what to do. I have so much to do, and I have no energy. I just want to sleep for a month.

Paraphrase:

**Statement 3**

My mother is on my back. She's angry with me. She says I'm an alcoholic just like my father just because I got really drunk Friday night.

Paraphrase:

**Paraphrase Exercise # 4 (page 16 in the Trainee Workbook)**

Directions: Read each statement made to you by someone you are assisting. Write a paraphrase in response to each statement.

**Statement 1**

I don't have anyone. I was alone all weekend. I can't stand to spend so much time alone. My sister never returned my phone calls all weekend. She says she's tired of me calling and complaining about my life, but my life is awful.

Paraphrase:

**Statement 2**

My psychiatrist won't listen to me. I tried telling him that I can't stand this medication. It makes me drool, and I've gained 40 pounds. He says that those are minor problems compared to psychosis.

Paraphrase:

**Statement 3**

I've been dating my girlfriend for 3 years. She would like to get married, but I am feeling really unsure about it. I don't know if I am ready to get married. I've been thinking about traveling across the United States with my friend from high school. She thinks I should keep my job and save my money toward buying a house, but I don't know.

Paraphrase:

## Demonstrating Understanding: Responding to Feeling

**Review:** There are two skills in Demonstrating Understanding:

- Paraphrasing
- Responding to Feeling

**Tell:** (*What*) Responding to Feeling is naming the emotions expressed by the other person.

**Review:** Responding to Feeling Description (page 17 in the Trainee Workbook)

### What is Responding to Feeling?

Responding to feeling is naming the emotion expressed by another person.

### Naming the Emotion

Naming the Emotion is labeling the category and intensity of the person's feeling.

- Category is the type of feeling.
- Intensity is the strength of the feeling.

### Common formats for Responding to Feeling

- “You feel \_\_\_\_\_”
- “You feel \_\_\_\_\_ because \_\_\_\_\_”

**Tell:** Responding to Feeling helps you and the other person develop an understanding of the person's reactions to his/her experiences.

- Tell/Do:**
- Turn to the Demonstrating Understanding Example on page 9 again. Highlight the statements that are Responses to Feeling: “You felt afraid to ask for help because you didn’t want to be forced to go to a nursing home.” and “You feel overwhelmed because there is so much to do and it’s hard to know where to start.”
  - Format for Responding to Feeling:  
 “You feel \_\_\_\_\_”  
 “You feel \_\_\_\_\_ because \_\_\_\_\_.”

### Demonstrating Understanding Example (page 9 in the Trainee Workbook)

Mary had been living with her sister for over 20 years. Since her sister died three years ago, she has become more and more disorganized in her home and is having trouble finding things. Julie is Mary’s personal assistant. They’re meeting for the first time to discuss how Julie may best support Mary with managing at home.

Mary: I never knew they’d give me someone like you to help me with stuff at home. I didn’t let my doctor or nurse know how bad things have gotten around here since my sister died because I thought they’d make me go to a home.

Julie: You felt afraid to ask for help because you didn’t want to be forced to go to a nursing home.

Mary: Right. But since Claire died, it’s been hard for me to manage. She was the one who did most of the organizing around her. I did a lot of cleaning and stuff. Don’t get me wrong. I wasn’t lazy or anything. Claire was just kind of the boss, and she told me where stuff belonged and how to fix things.

Julie: It sounds like your sister did a lot of the management while you did a lot of the work.

Mary: Yeah. That’s it! I didn’t mind. Claire was kind of bossy. I sure do miss her though. She always knew how to do things.

Julie: You really miss having her guidance.

Mary: I sure do. You can see what a mess this place is. It just got away from me. I plan to pick up, put things away but now it’s so bad I don’t know where to begin.

Julie: You feel overwhelmed because there is so much to do it’s hard to know where to start.

Mary: I know that’s right. I lost my medication bottle the other day, and I couldn’t call the pharmacy for a refill because I didn’t have the number. It was so frustrating not being able to find the darn thing. And I need my heart medication. My doctor was very clear about that. So that’s when I called Sara (her nurse) and told her about the problem.

Julie: You asked for the help you needed when you saw that it could affect your health.

**Ask:** While we want to capture and respond to the feelings that a person is expressing, we don't want to respond to feeling as frequently as we do paraphrasing. Why?

**Tell:** We don't want to sound like therapists!

- Review:**
- (How) There are two steps involved in Responding to Feeling: 1) Labeling the emotion and 2) Describing the reason.
  - *Labeling the emotion* is naming the category and intensity of the person's feeling.
  - *Describing the reason* means explaining why the person feels a particular way.

**Show:** Look at the Feeling Word Chart on page 18 in the Trainee Workbook. You will notice that there are categories of feelings: happy, sad, angry, scared, confused, strong, and weak. The category refers to the type of feeling. There are also different levels of feeling Intensity: high, medium, and low. The intensity refers to the strength of the feeling.

Feeling Word Chart (page 18 in the Trainee Workbook)

Intensity	Happy	Sad	Angry	Scared	Confused	Strong	Weak
<b>High</b>	Excited Elated Overjoyed • • •	Hopeless Depressed Devastated • • •	Furious Seething Enraged • • •	Terrified Threatened Afraid • • •	Bewildered Trapped Troubled • • •	Potent Powerful Super • • •	Vulnerable Impotent Overwhelmed • • •
<b>Medium</b>	Cheerful Up Good • • •	Upset Distressed Sorry • • •	Agitated Frustrated Irritated • • •	Edgy Insecure Uneasy • • •	Disorganized Mixed-up Awkward • • •	Energetic Confident Capable • • •	Incapable Helpless Insecure • • •
<b>Low</b>	Glad Content Satisfied • • •	Down Low Bad • • •	Uptight Dismayed Annoyed • • •	Timid Unsure Nervous • • •	Bothered Uncomfortable Undecided • • •	Sure Secure Solid • • •	Shaky Unsure Bored • • •

From: Carkhuff, R. (2000). *The art of helping, VIII*. Amherst, MA: Human Resource Development Press.

**Tell/Do:** Turn to the Demonstrating Understanding Example again. Where does each of the feeling words in the example belong in the Feeling Word Chart?

### Demonstrating Understanding Example (page 9 in the Trainee Workbook)

Mary had been living with her sister for over 20 years. Since her sister died three years ago, she has become more and more disorganized in her home and is having trouble finding things. Julie is Mary's personal assistant. They're meeting for the first time to discuss how Julie may best support Mary with managing at home.

**Mary:** I never knew they'd give me someone like you to help me with stuff at home. I didn't let my doctor or nurse know how bad things have gotten around here since my sister died because I thought they'd make me go to a home.

**Julie:** You felt afraid to ask for help because you didn't want to be forced to go to a nursing home.

**Mary:** Right. But since Claire died, it's been hard for me to manage. She was the one who did most of the organizing around her. I did a lot of cleaning and stuff. Don't get me wrong. I wasn't lazy or anything. Claire was just kind of the boss, and she told me where stuff belonged and how to fix things.

**Julie:** It sounds like your sister did a lot of the management while you did a lot of the work.

**Mary:** Yeah. That's it! I didn't mind. Claire was kind of bossy. I sure do miss her though. She always knew how to do things.

**Julie:** You really miss having her guidance.

**Mary:** I sure do. You can see what a mess this place is. It just got away from me. I plan to pick up, put things away but now it's so bad I don't know where to begin.

**Julie:** You feel overwhelmed because there is so much to do it's hard to know where to start.

**Mary:** I know that's right. I lost my medication bottle the other day, and I couldn't call the pharmacy for a refill because I didn't have the number. It was so frustrating not being able to find the darn thing. And I need my heart medication. My doctor was very clear about that. So that's when I called Sara (her nurse) and told her about the problem.

**Julie:** You asked for the help you needed when you saw that it could affect your health.

**Tell:** There are a number of blank spaces on the Feeling Word Chart. Together let's add feeling words for each category as well as each level of intensity.

**Ask:** Are there some feeling words in your culture that are culturally unique?



- Tell:**
- The second step in Responding to Feeling is *Describing the Reason*.
  - Describing the Reason means explaining why the person feels a particular way.
  - In Describing the Reason, you capture in words and the explanation for a particular feeling. It is important that the feeling and the reason match.

**Discuss:** How the feeling and the reason match in the Demonstrating Understanding example.

**Tell/Do:** Turn to Responding to Feeling Exercise # 1 on page 19 in the Trainee Workbook. There are two statements. Read each statement and each of the responses. Select the response that best captures the person's feeling.

1. You feel overwhelmed because you have to manage so many things on your own these days.
2. You feel worried because your health is at risk.

### Responding to Feeling Exercise # 1 (page 19 in the Trainee Workbook)

Directions: Read the statement and each of the responses. Select the response that best captures the person's feeling.

1. Ever since Claire died I am so unsure of the right thing to do. I don't know whether to cook a meal or eat out, stock up on can goods, or get by with what I have. Each decision feels so difficult.
  - You feel so sad because your sister died and now you're all alone.
  - You feel overwhelmed because you have to manage so many things on your own these days.
  - You feel stupid because you don't know how to decide what to do.
2. I don't know what to do. I've tried to lose weight all my life. Now I'm over 300 pounds, and I have diabetes. My mother died of a heart attack when she was 45 years old.
  - You feel fat.
  - You feel worried because your health is at risk.
  - You feel hopeless.

**Discuss:** The reasons why the other options don't match and how the person might react if the inaccurate responses were shared with them.

**Tell/Do:** Turn to Responding to Feeling Exercise # 2 on page 20 in the Trainee Workbook. Read each statement. Write the response that captures the emotional content of the statement. *(Alternatively, read the statement out loud with feeling! Ask participants to write a response to the feeling.)*

### Responding to Feeling Exercise # 2 (page 20 of the Trainee Workbook)

Directions: Read the statement. Write a response that captures the person's feeling. Use the format:

- "You feel \_\_\_\_\_"
- "You feel \_\_\_\_\_ because \_\_\_\_\_"

1. I don't have anyone. I was alone all weekend. I can't stand to spend so much time alone. My sister never returned my phone calls all weekend. She says she's tired of me calling and complaining about my life, but my life is awful.

2. My psychiatrist won't listen to me. I tried telling him that I can't stand this medication. It makes me drool, and I've gained 40 pounds. He says that those are minor problems compared to psychosis."

3. I've been dating my girlfriend for 3 years. She would like to get married, but I am feeling really unsure about it. I don't know if I am ready to get married. I've been thinking about traveling across the United States with my friend from high school. She thinks I should keep my job and save my money toward buying a house, but I don't know.

**Discuss:** Participants' responses and what makes particular responses good, better, best.

**Tell/Do:** Turn to Demonstrating Understanding Exercise on page 21 in the Trainee Workbook. You will have an opportunity to practice Demonstrating Understanding. Read each of the four statements. Write a response that captures the meaning of the statement, either a paraphrase or response to feeling. *(Again, you may choose to read each of the statements out loud.)*

### Demonstrating Understanding Exercise (page 21 in the Trainee Workbook)

Directions: Read each statement. Write a response that captures the meaning of what the person is saying, either a paraphrase or response to feeling.

**Statement 1**

I hate my boss! He's so mean to me. He always wants me to do something like yesterday, you know what I mean? Man, I'm thinking about quitting!

**Statement 2**

My mother is on my back. She's angry with me. She says I'm an alcoholic just like my father just because I got really drunk Friday night.

**Statement 3**

I never lived on my own before. I am not sure how it will be to wake up in the middle of the night and know that there is no one else in the house.

**Statement 4**

My sister doesn't want me to visit on the holidays. She has her other family come to her house on Christmas and Thanksgiving. She says that it's too much for her to take care of me and everyone else at the same time.

**Discuss:** Participants' responses.

## Connecting Exercise

**Tell/Do:** Turn to Connecting Exercise on page 22 in the Trainee Workbook. You are going to have the opportunity to practice Connecting during an actual conversation with someone else. This is an interactive practice.

### Connecting Exercise (page 22 in the Trainee Workbook)

In this exercise, you will practice the skills of Listening and Demonstrating Understanding. Each person will have the opportunity to play the role of the “interviewer” before switching with his/her partner to play the role of the “interviewee.” It is the “interviewer” who is practicing these interpersonal skills. The interviewee can just talk and talk and talk!

Directions:

1. Meet with a partner to discuss a future goal (career, family, health, fun, etc.).
2. One person will be the “interviewer” and the other will be the “interviewee.”
3. The interviewer will ask an open-ended question to start the dialogue, and then demonstrate understanding to what the interviewee says.
4. The interviewer tries to use as many paraphrases and responses to feeling as possible. The interviewer should ask no more than one question during the interview.
5. The interviewer uses the checklist on the next page to assess how he or she did during the interview.
6. When told, partners will switch roles and the interviewer becomes the interviewee.

**Tell/Do:** Turn to the Connecting Checklist on page 23 in the Trainee Workbook. Read the directions and rate your use of Connecting skills using the Connecting Checklist.

Connecting Checklist (page 23 in the Trainee Workbook)

Directions: Read the description of each Connecting skill. Using the scale provided, rate your current use of each skill. Add comments where you wish.

Scale

- 1 = I use the skill as well and as often as needed
- 2 = I use the skill, but maybe not as often or as well as I need to use it.
- 3 = I am uncertain about how or when to use the skill

Skill Description	Rating	Comments
Listening		
• Preparing		
• Attending		
• Recalling		
Paraphrasing		
• Fresh		
• Brief		
• Accurate		
Responding to Feeling		
• Labeling the category		
• Labeling the intensity		

**Discuss:** Participants' experience of the practice. What were their overall impressions? What were their strengths? What would they do differently next time?

## Connecting Summary

**Review:** During the training we focused on the Connecting skill set. Let's review the key information about Connecting.

**Ask:** What is Connecting?

**Tell:** (*What*) Connecting is developing a relationship with another person.

**Ask:** What are the benefits of Connecting?

**Tell:** (*Why*) Connecting strengthens the bond between the Personal Assistant and the person he or she is working with.

**Ask:** How do Personal Assistants Connect?

**Tell:** (*How*) The two Connecting skills are:

1. Listening
2. Demonstrating Understanding.

**Ask:** When would a Personal Assistant use Connecting skills?

**Tell:** (*When*) Personal Assistants use Connecting skills each and every time they meet with a person they assist.

**Discuss:** Practice following the training, the training experience, and the next training session.

**Personal Assistant Services**

1. What is a Personal Assistance Service?

---

---

---

---

---

2. What is the role of a Personal Assistant?

---

---

---

---

---

3. What are the tasks of a Personal Assistant?

---

---

---

---

---

---

---

4. What are the critical skills that a Personal Assistant performs?

---

---

---

---

---

---

---

**Recovery and Rehabilitation**

1. What is the recovery vision?

---

---

---

---

2. What is the goal of recovery?

---

---

---

---

3. What is the mission of psychiatric rehabilitation?

---

---

---

---

---

4. What are the primary rehabilitation interventions?

---

---

---

---

---

---

---

---

---

---



**Connecting**

1. What is Connecting?

---

---

---

---

---

2. Why is it important for a Personal Assistant to connect with the person that they are working with?

---

---

---

---

---

3. Two Connecting skills are Listening and Demonstrating Understanding:

- Listening—Listening involves three steps: 1) Preparing, 2) Attending, and 3) Recalling. Briefly describe what a Personal Assistant would do when they are Preparing, Attending, and Recalling:

---

---

---

---

---

---

---

---

---

---

---

## Training Pretest/Posttest

- Demonstrating Understanding—There are two skills in Demonstrating Understanding: 1) Paraphrasing and 2) Responding to Feelings

Assume that you the person's Personal Assistant. Read the following statement:

*I never new they'd give me someone like you to help me with stuff at home. I didn't let my doctor or nurse know how bad things have gotten around here since my sister died because I thought they'd make be go to a home.*

Write down how you would paraphrase what they have shared with you:

---

---

---

---

---

---

---

*You can see what a mess this place is. It just got away from me. I plan to pick up and put things away, but now it's so bad I don't know where to begin.*

Write down your response to the feelings the person has expressed:

---

---

---

---

---

---

---

4. When do Personal Assistants use Connecting skills?

---

---

---

---

---

---

---

## Coaching

1. What is Coaching?

---

---

---

---

2. What are the benefits of Coaching?

---

---

---

---

3. There are three Coaching skills: 1) Giving Directions, 2) Encouraging, and 3) Giving Feedback:

- Giving Directions—Two types of directions are: 1) Orientations and 2) Instructions  
What is the difference between the two?

---

---

---

---

- Encouraging—There are three techniques for encouraging: 1) Praising Efforts, 2) Praising Accomplishments, and 3) Modifying Directions

Create a brief example of one of the techniques for the skill of washing clothes.

---

---

---

---

---

---

## Training Pretest/Posttest

- Giving Feedback

What are the characteristics of good feedback?

---

---

---

---

---

---

---

---

---

---

4. When do Personal Assistants coach a person?

---

---

---

---

### **Collaborating**

1. What is Collaborating?

---

---

---

---

2. Why is it important that Personal Assistants collaborate with the person that they are working with?

---

---

---

---

3. Collaborating skills include Defining Common Goals, Disagreeing, and Resolving Conflict:

- Defining Common Goals—Briefly describe how to define common goals?

---

---

---

---

- Disagreeing—Write down what you might say in Disagreeing with the following statement:  
*My case manager said that you had to clean my kitchen when you're here today. She told me that it was your job to do the housework and that we shouldn't be spending time goofing around. She wants you to do your work when you're here.*

---

---

---

---

- Resolving Conflict—What is the difference between a disagreement and a conflict?

---

---

---

---

---

---

4. When do Personal Assistants use Collaborating skills?

---

---

---

---

---

**Managing Crises**

1. What is Managing Crises?

---

---

---

---

---

---

---

---

---

---

2. Why is it important for Personal Assistants to be able to manage crises?

---

---

---

---

---

---

---

---

---

---

3. The skills of Managing Crises include:

- Developing a Crisis Plan—Briefly describe how a Personal Assistant would develop a crisis plan with a person they are working with:

---

---

---

---

---

---

---

---

---

---

## Training Pretest/Posttest

- Assessing Critical Situations—What are some examples of critical situations a Personal Assistant may need to assess?

---

---

---

---

---

---

---

---

---

---

- Implementing an Emergency Response—As well as the actions laid out in a person’s crisis plan, what else influences how a Personal Assistant responds during an emergency?

---

---

---

---

---

---

---

---

---

---

4. When does a Personal Assistant begin to manage crises?

---

---

---

---

---

---

---

---

---

---

