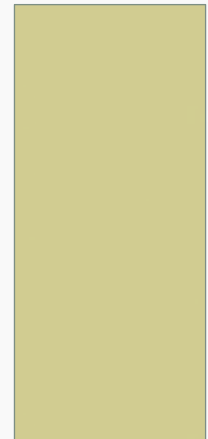


ENGAGEMENT  
BOOT CAMP  
LUNA CALDERON

9/3/14

OR "WHAT DO I DO NOW THAT I'M SITTING IN FRONT  
OF THE PERSON I'M SUPPOSED TO WORK WITH?"



# ENGAGEMENT

Competency 10.1-Engagement:

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- b. Use empathy and other interpersonal skills.
- c. Develop a mutually agreed-on focus of work and desired outcomes.

# GOALS

- Students will learn strength-based micro-skills and behaviors derived from Motivational Interviewing and Brief Solution Focused Therapy, in order to engage clients (individuals, groups, agencies and other stakeholders) at their field placements.
- Please note that throughout this presentation **clients** refers to individuals, groups, organizations and communities.

## Agenda

### **Welcome and Overview**

#### **Part I**

#### **Engagement**

- Ice Breaker
- Defined
- Demonstration (clip) and Observation
- Demonstration Analysis
- Practice
- Debrief

**10:30-10:45**

10:45-11:45

Break

11:45-12:00

#### **Part II**

#### **Critical Listening Skills**

- Open and Closed Questions
- Affirmations
- Demonstration (live) and observation
- Demonstration Analysis
- Practice
- Debrief

**11:45-12:45**

### **Lunch**

#### **Part II**

#### **Continued**

- Reflective Listening
- Demonstration (live) and observation
- Demonstration Analysis
- Practice
- Debrief

**12:45-2:00**

**2:00-2:55**

### **Part III Break Out Sessions**

#### **Closing**

- Large group debrief
- Evaluation

**3:00-4:15**

**4:15-5:00**

# ICEBREAKER

- Ask your neighbor, someone you don't know
- What they love to do? Why do they love to do it? How do they do it? Get at least five details about how this happens.

# HOW WAS THAT?

.

- You just engaged in a very effective engagement technique

# SFBT TECHNIQUE: PROBLEM-FREE TALK

- Approach harmless issues, such as hobbies, interests, passions;
- Non-threatening;
- Gain insight into:
  - areas in a client's life where he or she is experiencing success;
  - client's strengths, weaknesses, beliefs, and values;
- Can be revisited to demonstrate examples of achievements;
- Can be transferred to "problem" areas of the client's life to demonstrate strengths, resources and success.

--Developed by Steve Deshazer (co-developer of Brief Solution Focused Therapy)

# ENGAGEMENT

- Establishing rapport- creating a harmonious connection
- Empowering
- Respectful
- Mutually participatory
- Beginning of a constructive and/or therapeutic dialogue
- Goal- to make client comfortable in a complex, strange, uncomfortable and/or uncertain process.



# A RWANDAN TALKS TO A WESTERN WRITER, ABOUT HIS EXPERIENCE WITH WESTERN MENTAL HEALTH AND DEPRESSION.



- "We had a lot of trouble with western mental health workers who came here immediately after the genocide and we had to ask some of them to leave.

... their practice did not involve being outside in the sun where you begin to feel better. There was no music or drumming to get your blood flowing again. There was no sense that everyone had taken the day off so that the entire community could come together to try to lift you up and bring you back to joy. There was no acknowledgement of the depression as something invasive and external that could actually be cast out again.

Instead they would take people one at a time into these dingy little rooms and have them sit around for an hour or so and talk about bad things that had happened to them. We had to ask them to leave."

From The Moth podcast, 'Notes on an Exorcism'.  
With thanks to [Films For Action](https://www.facebook.com/filmsforaction)

- <https://www.facebook.com/filmsforaction>

## OTHER EXAMPLES:

- What happens when you don't engage?
- Has anyone recently had a recent experience of leaving or not getting a service because you weren't properly engaged?
- What happened? How did you (as the client or customer) feel? What did you do?

# THE INTERVENTION CYCLE

TRANSITION

INTERVENTION

ASSESSMENT

ENGAGEMENT

Why is this step important?

# WHAT'S GOING ON HERE

Clip: YOGAGIRLSF

- <http://www.yogagirlsf.com/node/33>
- How does this relate to engagement?

# THE DIALOGUE PHASE: FORMING PARTNERSHIPS

- Qualities necessary for building professional partnerships
  - Genuineness
  - Acceptance and respect
  - Trustworthiness
  - Empathy
  - Cultural sensitivity and humility

# GREETING TIPS

- Warm, professional, caring culturally appropriate greeting
- Sensitive, flexible
- Address person in a way that is culturally appropriate (Mr, Senora, nick name); ask how he/she would like to be referred to
- Hand shake, other culturally appropriate gesture/phrase
- Offer something to drink (or other gesture to increase comfort)
- Ice breaker- Problem-free talk

# ESTABLISH PARTNERSHIP

- Encourage client to view you as partner:
  - *Looking forward to working or meeting with you today.*
  - *I hope you'll feel free to ask me any questions that come up for you.*

## READ CLIENT CUES FOR DISCOMFORT :

- Acknowledge and address these. Provide support and reassurance;
  - *Lots of people find this strange at first. . .*
  - *A lot of the people I work with have concerns similar to yours and they find this helpful. . .*
  - *This can feel awkward or weird at first, but hopefully it will feel a little more comfortable as we continue talking. . .*
  - *Since this is our first meeting, let's figure out how we want to structure the meeting. . .*



# EDUCATE CLIENT

- Describe interview and/or interaction process.
  - *I'm here on Tuesdays and when I'm here I like to check in and see how everything is going. Since this is our first meeting, I might ask more questions than I normally do.*

*Explain your role:*

- *I'm a xxxx social worker. I work with a lot of the kids here to make sure they're getting support to stay in school. Some of the things I do include:*
- *As your supervisor, here are some of the things I like to cover in each meeting. . .*

# CONFIDENTIALITY

Be honest and straight forward about the purpose of the interview, and your role, agency role.

- *Because I'm just getting to know you I may ask more questions than I normally do.*

You all watched the 1<sup>st</sup> NASW  
Video

# TIME FOR A PRACTICE EXERCISE:

## Put together a manageable “Confidentiality Blurb”

- *The information you share with me will not be shared with any one outside my team. My team consists of. . .*
- *The information you share with me at this community meeting is confidential, let's set up some agreements about how we can work together to make that work. .*

# LET'S TALK ABOUT LISTENING!

- Listening for Engagement
- Watch the Clip
- Scott and John
- Use your practice behaviors checklist to ground your observations
- Debrief



# SUCCESSFUL LISTENING

Creates positive atmosphere

Facilitates getting to know the client:  
Individual, family, employee, community member, etc

Facilitates understanding (more details and in-depth knowledge of situation)

Expresses support (appropriately)

Conveys appropriate boundaries

Offers feedback

Identify feelings and invite further discussion

Provides basis for making data driven decisions B

Be ok with silence

# LISTENING TECHNIQUES

- Open Questions
- Closed Questions
- Affirmations
- Reflective Listening

# OPEN QUESTIONS

- Invites client to to “tell their story” in their own words.
- Be willing to listen to the person’s response.

# OPEN QUESTIONS

- How can I help you with \_\_\_?
- Help me understand \_\_\_?
- How would you like things to be different?
- What are the good things about \_\_\_ and what are the less good things about it?
- When would you be most likely to \_\_\_?
- What do you think you will lose if you give up \_\_\_?
- What have you tried before to make a change?
- What do you want to do next?



# CLOSED QUESTIONS

- Elicit a limited response such as “yes” or “no.”
- Intersperse open and closed questions to vary intensity.

*Did you have a good relationship with your parents?*

*What can you tell me about your relationship with your parents?*

# AFFIRMATIONS

Statements and gestures that recognize strengths and acknowledge behaviors that lead in the direction of positive change, no matter how big or small.

Build confidence their ability to change.

Must be genuine and congruent.

# AFFIRMING RESPONSES

- *I appreciate that you are willing to meet with me today.*
- *You are clearly a very resourceful person.*
- *Given the conditions, you have done an amazing job.*
- *You handled yourself really well in that situation.*
- *That's a good suggestion.*
- *If I were in your shoes, I don't know if I could have managed nearly so well.*
- *I've enjoyed talking with you today.*

# ENGAGEMENT USING BASIC LISTENING TECHNIQUES

- Demonstration (live) and observation: Therapist, TAY Youth, Observer
- Analysis/Debrief

# REFLECTIVE LISTENING

A primary skill in outreach to individuals, families, groups, communities, and other stakeholders;  
Engages clients in relationship, builds trust, and fosters motivation to change.

# *THINKING REFLECTIVELY*

- Basis for good reflective listening.
- It includes:
  - interest in what the person has to say
  - respect for the person's inner wisdom.

# REFLECTIVE LISTENING

- Greater exploration of client's situation
- Open and closed questions can interrupt the client's flow.
- Acknowledge the emotional aspects of communication through feeling statements. This is the deepest form of listening.

# REFLECTIVE LISTENING

- **Repeating or rephrasing:** Listener repeats or substitutes synonyms or phrases, and stays close to what the speaker has said
- **Paraphrasing:** Listener makes a restatement in which the speaker's meaning is inferred
- **Reflection of feeling:** Listener emphasizes emotional aspects of communication through feeling statements. This is the deepest form of listening.
- Examples of reflective listening phrases:
  - So you feel...
  - It sounds like you...
  - You're wondering if...
- The listener's voice turns down at the end of a reflective listening statement. This may feel presumptuous, yet it leads to clarification yet questions can interrupt flow.



# REFLECTIVE LISTENING

- Demonstration (live)
- Earline, Therapist, Observer
- Observation Check-list
- Debrief

# EARLINE RAMSAY DEROSIA



# BREAK OUT SESSION

- Practice welcoming the client and setting the stage for an assessment using the engagement and listening skills you've practiced so far.
- Attend the break out session corresponding to the age group that your internship placement serves. If your agency serves multiple age groups, choose the one you need the most practice with.

# BREAK OUT ASSIGNMENTS

Adults

Youth 5-16

TAY 17-25

Parents and youth 0-5

MAP

Jennifer

Robert

Luna

Christina

Greg