Introduction to Basic Helping Skills

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INTRODUCTION TO HELPING SKILLS

COU211

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LESSON ONE

"Helping Defined"

Interest in Helping

1) Great progress has been made in material technology; still in dark ages of human relations and exploration of human potentiality.
   a) Want improvements in relationships to be better parents, spouses, and more human.
   b) Now that basic survival needs are satisfied, people are searching for deeper meanings to their lives through service to others.
2) Laypersons vs. Helping Specialists.
   a) Cannot depend solely upon helping specialists.
   b) A helping commitment must be encouraged and helping skills be widely dispersed in the population.
   c) Still a need for specialists, but most human needs can be met by nonspecialist people-helpers.
      i) Group leadership.
      ii) Child care.
      iii) Youth work.
      iv) Teaching.
      v) Community relations.
      vi) Parent education.
      vii) Church work.
3) Increase in need for people skills in the workplace.
4) Two keys to the helping process.
   a) The helper as a person (need to become more aware and effective person)..
   b) Helper skills.
      i) Understanding.
      ii) Comfort.
      iii) Action.
5) People desire to be more helpful to one another.
   a) People help other people to grow toward their personal goals and to strengthen their capacities to cope with life.
   b) Few of us achieve our growth goals or solve our personal problems alone.

Definition of Helping

1) Help is a difficult process to put into descriptive words because it has such individualized meanings.
2) A helper must develop a style of help that is comfortable and effective for him.

3) Helping process: The helper's personality combined with specific skills produce growth conditions that lead to definite outcomes important to the person and society.
4) Definitions.
    a) Helper: The helping person. Helpee: the helped.
    b) Counselor-counselee, worker-client; therapist-patient, parent-child; teacher-pupil.

Personality of Helper	Helping Skills	Growth-facilitating conditions	Specific outcomes
traits	for understanding	trust	for the person
attitudes	for comfort	respect	for society
values	for action	freedom	

Helpee Growth

1) Help should be defined mainly by the helpee.
    a) Helpee selects the goals of his own growth.
    b) Determines whether he wants help at all.
    c) Helpees seldom admit directly that they want help.
2) Many people want to be helpful to others to meet their own unrecognized needs.
    a) Some helpers need "victims."
    b) Doing anything for another person without his initiative and consent frequently is manipulative.
    c) Person being helped often suffers from loss of self-esteem.
        i) May interpret help as meaning that he is incompetent.
        ii) Such feelings quickly turn to resentment or guilt.
3) Underlying issue: The amount of responsibility one should or can take for another person.
    a) Continuum from helper's deep sense of human obligation to meet the needs of others to a view that others are totally responsible for their own experience and need fulfillment.
        i) First, brother's keeper.
        ii) Second, giving help perpetuates dependency and immaturity in the helpee.
    b) Aim is to make the helpee self-sufficient.
4) Also, the principle that the helpee must initiate the help request is confusing.
    a) Must he always ask for help in words?
    b) We can read behavior.
    c) The only way we can know is to respond, and then be alert to his reaction.
    d) Similar situation is the attempted suicide.
5) The aim of all help is *self-help* and eventual self-sufficiency.
6) Assumption: Each of us behaves in a competent and trustworthy manner if given the freedom and encouragement to do so.
    a) Must communicate to the helpee our faith and trust in his ability to move toward goals best for him and for society.

b) We as helpers must assume some responsibility by creating conditions of trust whereby helpees can respond in a trusting manner and can help themselves.
   i) Accomplished through managing the environment.
   ii) Providing conditions for understanding and comfort.
   iii) Modeling trusting behaviors.

Helping by Agreement

1) When help is requested outside a friendship setting, it is important that the terms and conditions of the help be agreed upon early.
2) The nature of the agreement should be such that it implies a growth contract, that the helpee will try to change under his own initiative, but with minimal assistance of the helper.

Meeting Helpee Needs

1) The kind and amount of help to give depends on the helpee's needs at the time.
2) Help can vary from strong physical intervention, such as averting a suicide, to subtle emotional support, such as in a mild crisis.
3) Maslow identified five levels of needs:
  a) Physiological.
  b) Safety.
    i) Need for psychological safety or security.
    ii) We want to feel secure in our person.
    iii) We want to know our future is predictable.
  c) Love and belonging.
    i) We want to feel a part of a group where we are accepted, wanted, loved, and respected.
    ii) When these conditions are satisfied, we can give love and respect to others.
  d) Self-esteem.
    i) To feel good about ourselves we need to be liked and regarded as valuable and competent by others.
    ii) The helping process is to find ways for people to think well of themselves, to believe in their competence and worth, through relationships with us.
  e) Self-actualization.
    i) Functions best when four lower levels of need are in process of being satisfied.
    ii) It is a striving for self-development, integration, autonomy, stimulation, and challenge.
    iii) It involves reaching out to move to higher levels of satisfaction and growth.
    iv) Helps to make sense out of much behavior that is not explained by deficiencies in need satisfaction.
    v) First four levels of need "D" or deficiency needs; fifth level "B" or being needs.

4) The most helpful thing we can do for another person is to "help him help himself" by creating the conditions that release his powerful growth tendencies and abilities to use his own resources.
5) The helpee often has difficulty expressing what he wants, since all he experiences is a feeling of dissatisfaction with himself, uncomfortable feelings about his status, or awareness of meaninglessness in his behavior.
6) Helping can also be a process of achieving awareness of the conflict between the attractions of safety and comfort, on the one hand, and the risks and magnetism of growth on the other.
7) Helping is a function of all concerned human beings and is not limited to professional helpers.
   a) Encourage more widespread volunteer helping behaviors.
   b) Specialist helpers are far too few to make much of an impact.
   c) It is a severe indictment of our culture that people must purchase friendship (which is often what comes out of professional services).
8) Helping is both a science and an art.
   a) The science portion involves elaborate research and theory on helping.
   b) The artistic aspects of helping refer more to the intuitive and feeling elements of interpersonal relationships which are based largely in the humanities and creative arts.

Professionals and Paraprofessionals

1) A great amount of research shows that the effectiveness of professional helpers is much less than claimed or believed.
2) Helping-persons without the usual credentials sometimes are regarded as a threat to those with certificates and degrees in a helping specialty.
3) Usually the professional spends little time with a helpee compared to others significant in his life.
4) Our society needs a "third mental health revolution," an extensive early preventive effort coupled with an expanded human potential movement to help people move to higher levels of functioning.
5) Many people have natural capacities to be helpful because of their fortunate life experiences.
   a) Have the intellectual capacity to understand and nurture such natural helping characteristics so that they can be even more helpful to others.
   b) Have insight into the destructive potential of these natural helping processes if they are not used for the benefit of the helpee.
6) Limiting conditions for the nonprofessional helper.
   a) Subject to the same tendencies as the professional to distort his views of the helpee or to project his own problems to the helpee.

   b) Nonprofessional possesses a great potential for distortion because he is not as likely to be aware of this possibility as the professional who goes through extensive supervision and training.
   c) Also likely to pick up "contagious" feelings from the helpee, whereas the professional has learned a kind of professional "distance" to counter this tendency.

d) Possibly reduced if the helper seeks or is assigned a supervising type of person skilled in promoting a necessary kind of self-awareness.

e) Emotional over-involvement can also have the potential for strength. Tendency to immerse self deeply in the emotional life of the helpee can be more facilitative of helpee growth than the tendency of professionals to remain more detached.

Structured and Unstructured Helping

Structured	Unstructured
Professional helpers. Social workers, ministers, psychologists, teachers, school counselors, physicians, nurses, psychiatrists, legal counselors.	*Friendships*. Informal, mutual and unstructured helping relationships over time.
Paraprofessional helpers. Trained interviewers, receptionists, aides in mental health, persons in correctional, educational, employment, and social agency settings.	*Family*. Informal mutual helping system, interdependent in variable degrees.
Volunteers Non-paid persons with short-term training in basic helping skills and agency orientation.	*Community and general human concern.* Informal, unstructured, helping acts to alleviate danger, suffering, or deprivation.

Community, Peer, and Cross-age Helping

1) People of the same or similar age, or persons with similar problems, help others of comparable age or condition.
2) Alcoholics Anonymous where former problem drinkers help those wishing to reduce their drinking.
3) Numerous forms of youth drug therapy and unwed motherhood programs exist where peers who experienced and solved similar problems are the helping agents.
4) AIDS Resource Council.
5) In educational setting, practice of pupils helping other pupils of the same or younger age is increasing.
6) Perhaps children can be helped more by helping others than by following adult models or listening to others who are vastly superior to themselves.
   7)

Helpers Gain Too

1) Helpers change in the process, too.
2) Positive self-regard increases as a result of helping another person through giving rather than

taking.

   a) Increased confidence in one's own psychological well-being comes from the awareness that "I must be O.K. if I can help others in need."

   b) Helping process takes the person out of himself and into the perceptual world of the other, thus diminishing concern with his own problems.

   c) Sharing feelings is a behavior often resulting in strong mutual satisfactions for both.

   d) Placing persons who request help, such as drug users wanting to quit, in small helper roles starts a spiraling growth process whereby the helper's motivations for self-improvement and learning of helping skills gradually increase.

3) Helping is also a process of encouraging the helpee to learn how to learn.

   a) Learns more effective ways of coping with present feelings and environmental demands.

   b) Also learns techniques for solving personal problems, methods of planning, and techniques for discriminating among value choices.

   c) Not only to help meet present needs but to learn how to meet future needs as well.

   d) Most helpful services we can perform for another is to create conditions where he can learn how to solve problems with his own resources.

LESSON TWO

"Characteristics of Helpers"

Introduction

1) There is growing evidence that indicates that the person of the helper is as significant for positive growth of helpees as are the methods he uses.
   a) Distinguished by their techniques.
   b) But contrasted on their personal beliefs and traits.
2) Basic characteristics of helpers.
   a) Helpers perceived other people as able rather than unable to solve their own problems and manage their lives.
   b) Perceived as dependable, friendly, and worthy.
   c) Helpers had
      i) Self perceptions and traits distinct from nonhelpers such as identification with people rather than things.
      ii) Adequate capacity to cope with problems rather than lack of problem solving ability.
      iii) More self-revelation and willingness to be themselves than self-concealing.
3) Helper's attitudes more important than theory and methods.
   a) The helpee's perception of the helper's attitudes made a difference in effectiveness.
   b) Helpful persons need to be an attractive, friendly person, some one with whom you feel comfortable, and someone whose opinions you value (inspires confidence and trust).
4) Compatibility of helper and helpee personalities is a key factor in a successful relationship.

Helper Personal Characteristics

If I want to become more effective I must begin with myself.

1) Our personalities are the principal tools of the helping process.
2) Our principal helping tool is ourselves acting spontaneously in response to the rapidly changing interpersonal demands of the helping relationship.
   a) Must react to new stimuli instantly with little or no thought ahead of time.
   b) We are behavior models for helpees no matter how we construe our helping role.
   c) They imitate our behaviors, identify with our views, and absorb our values.

Characteristics

1) Awareness of self and values.
   a) Should answer questions, "Who am I" and "What is important to me?"
   b) "This is where I'm at."
   c) This awareness assists the helper to be honest not only with himself but also with the

helpee--to avoid unwarranted or unethical use of the helpee for his own need satisfactions.
d) Effective helper tries to suspend judgments of others.
   i) May be helpful to confront helpees with our opinions, we should try to be descriptive of specific behaviors and to avoid labels mainly because so frequently they are projections of our own social values.
   ii) Can you maintain your own values as a helper and still accept the helpee?
2) The helper has feelings too.
   a) It is necessary to promote a feeling of confidence.
   b) Balance between "know-it-all" and a self-effacing attitude such as "I don't have any special talent or skill. I'm just little old me."
   c) As a helper, I must learn to deal effectively with my confusion and value conflicts.
      i) When are self-assertion and expression of freedom important, and when are conforming and adjusting the appropriate behavior?
      ii) Unless the helper is wary, he is trapped into a smug controlling feeling when the helpee expresses strong dependence on him, or when he indicates that the heper has influence over him.
   d) Professional helpers label unconscious feelings toward helpees as "countertransference effects," meaning that the helper's needs are expressed in behaviors such as dominating, overprotecting, loving, pleasing, seducing, or manipulating helpees. These feelings are "transferred" from the helper's own past relationships with significant people to the represent helpee relationship.
3) Helper as Model.
   a) The helper functions as a model to the helpee in the relationship whether he wants to or not
   b) The helper must have a fulfilling life himself, or he will tend to use the helping relationship too much for satisfaction of his own unmet needs.
   c) The helper's credibility may be questioned if he has a chaotic personal life.
   d) To have influence with helpees, the helper must consider how he is perceived by the helpee and what kind of model he is presenting.
4) Interest in people and social change.
   a) The effective helper is very interested in people.
   b) Identify with humanity rather than seeing themselves separated from people.
   c) Why do you help?
      i) Needs of self-worth, status, and intimacy met in counseling session.
      ii) Altruistic qualities in helping types.
      iii) The love motive (agape sense of non-erotic personal caring).
   d) The Hebraic-Christian tradition has contributed in a solid way to the helping climate of our civilization.

   e) Interpersonal attraction is a principle operating in some of the helping studies. Liking the person and being of similar background promoted altruism.
   f) We must have more people concerned about the welfare of others if our society is to survive.
5) Helper Ethics.

a) Personal beliefs about people and society serve as conscious guidelines for action.
b) When one values the helpee's welfare, he will do nothing to harm him.
   i) If someone asks for personal information confided in him, he will not divulge it. Would regard information as a symbol of trust.
   ii) Information will not be revealed unless there is clear and imminent danger to the helpee or other people.

6) Helper Responsibility.
   a) How much responsibility can the helper assume for his own and his helpee's behavior?
      i) He balances helpee welfare and social expectations.
      ii) He knows and respects his personal limitations so that he does not promise unrealistic outcomes.
      iii) He refers helpees to specialists when his limitations and their needs so dictate.
      iv) The helper maintains contact until the specialist takes responsibility for a new relationship.
   b) The helper defines his relationship to the helpee in a manner clear to the helpee.
      i) When helping relationship is agreed upon the helper will do all in his power to make it productive until such time as a transfer of responsibility is made to another helper
      ii) Or until either person voluntarily and formally terminates the relationship.
   c) Varying views of responsibility.
      i) Helpee is the only one responsible for the outcomes or consequences of the relationship.
      ii) Assumption that the helper is mainly responsible for what happens to the helpee as a result of the helping relationship.
      iii) The helpee is responsible for his own decisions, including how much of himself he is ready to reveal.
      iv) The helper is responsible for presenting ideas, reactions, or support as deemed appropriate or as requested by the helpee.
      v) Responsibility of helper to "cap off" self-revelations or expressions of feelings if helpee becomes too vulnerable, fearing that he has revealed too much.
      vi) We can't be helpful is the helpee is not open, yet the most helpful thing we might do is assist him in limiting his self-revelations.

The Helper as a Growth Facilitator

Models of Helping
1) The priest model.
   a) His help consists of supporting, prescribing rules for living, and providing outside intervention.
   b) His goals are to make one's lot in this life more effective, and to prepare for the next.
2) The Medical Model.
   a) Diagnosis of complaints and application of treatments are the key features.
   b) The helpful elements are being told what is wrong and being given treatment, surgery, or prescriptions for correcting the disease condition.
3) The Behavioral Engineer Model.

a) Stresses management of the environment.
b) His help consists of changing the physical and psychological environment to meet essential human needs.
4) The Growth Facilitator Model.
   a) Stress is placed on the personal characteristics of the helper reflected in behaviors that facilitate helpee psychological growth.
   b) This personal approach, coupled with the methods of behavior change technology, seem to offer the most effective approach to helping.

Six essential conditions for helpee development.

1) Helper empathy.
   a) Empathy is the principal route to understanding helpees and enabling them to feel understood.
   b) The helper sees the world as the helpee perceives it--from an internal frame of reference.
   c) The helper makes an active effort to put himself in this internal perceptual frame without losing his own identity or objectivity.
   d) The helper manifests empathy through his ability to perceive what is going on in the helpee's feelings and to communicate this perception clearly to the helpee.
      i) What is the helpee feeling right now?
      ii) How does he view this problem?
      iii) What does he see in his world?
      iv) Why is he so upset?
      v) What is causing the problem?
2) Helper warmth and caring.
   a) Warmth is the condition of friendliness and considerateness manifested by smiling, eye contact, and nonverbal attending behaviors.
      i) Showing concern and interest such as offering the helpee a chair, looking after his comfort.
      ii) Making him feel valued are also means by which to show warmth.
   b) Caring is a term closely related to warmth, but it is regarded as more enduring and intense emotionally.

      i) It means showing deep and genuine concern about the welfare of the helpee.
      ii) The act of caring has strong affectional overtones, meaning that it is a way of saying, "I like you."
      iii) Mild type of non-possessive love for the helpee which meet his needs for response and affection.
   c) How do you convey this feeling of closeness, affection, and caring concern to the helpee without emotional entanglements, offensive forwardness, or threat.
      i) Some helpees have been so hurt by life they can't respond effectively with warmth.
      ii) Helper should not be embarrassed or upset when the helpee response with cool detachment.
   d) How much warmth to exhibit at different stages in the helping process?

      i) Showing warmth and caring are especially helpful in the early stages when the relationship is being built

      ii) Helpful when the helper is going through a crisis, where the supportive value of helper warmth is especially desirable.

3) Helper Openness.

    a) Self-disclosure of helpee related to helper's openness, since he must be willing to reveal where he is in reference to the helpee in an honest way.

    b) The essential condition of trust is directly dependent on the extent to which helper and helpee are open to one another.

    c) Too much self-revelation on the part of the helper confuses the issue as to who is helpee and who is helper.

      i) Helper needs to be aware when his needs begin to supersede those of the helpee.

      ii) The helper should reveal only enough of himself to facilitate the helpee's self-disclosure at the level of functioning desired.

      iii) Too rapid disclosure on his part may overwhelm the helpee with unexpected behavior or threaten him with too much personal data.

    d) *Genuineness.*

      i) The state where the helper's words are congruent, or consistent with, his actions.

      ii) Two stages of genuineness.

        (1) First involves a low level of functioning in recognition of the natural way trusting relationships develop. The helper is in a responsive set, listening to the helpee.

        (2) In the second stage of genuineness, the helper is in an initiative set where he is more freely himself as a person, thus enabling the helpee to be more expressive.

    e) *Authentic.*

      i) The opposite of phoney.

      ii) The helper tries not to hide behind a professional role or facade.

      iii) The helper concentrates on listening and trying to understand what the helpee is feeling so that he can respond with appropriate and authentic feelings.

    f) *Congruence.*

      i) A term used to express the correspondence between the helper's behaviors, such as his words, and his basic attitudes.

      ii) Congruence refers to the helper's credibility; perceived as more believable when behavior and attitudes appear to "ring true" to the helpee.

4) Helper positive regard and respect.

    a) An attitude that expresses helper's deep concern for the helpee's welfare as well as respect for his individuality and worth as a person.

    b) Rogers called it unconditional positive regard, meaning a nonjudgmental, "no-reservations" attitude.

      i) It says to the helpee that he is free to be himself and that he will be respected for it.

      ii) In the first contacts, it is important to convey through acceptance and warmth the attitude that "I neither approve nor disapprove of what you are saying. I want you to express yourself freely, and I will respect your right to feel as you please and to act as you feel within the limits of our mutual welfare.

      iii) Later in the helping process, when the relationship is well established, the helper begins to experience a variety of feelings toward the helpee.

        (1) Then the regard becomes more conditional.

   (2) The helper's spontaneous and authentic behaviors become more apparent as the trust level deepens.

5) Helper concreteness and specificity.
 a) A key condition for clear communication is the helper's attempt to be specific rather than general or vague.
 b) He models concreteness, but he also confronts the helpee about specificity and clarity.
 c) When dealing with painful and unacceptable feelings there is a tendency to be abstract to avoid direct confrontation with those feelings.
 d) Painful feelings tend to be stated in vague and elusive language in the beginning.
  i) "You appear to be uneasy; most people seem to be uneasy in new situations."
  ii) "Please give me a specific example of what you feel right now."
 e) The strategy is to confront him with the request for his specific and present feelings stated in concrete terms.
 f) The helper assists the helpee to focus more on present, rather than past or future, concerns and feelings through questions and reflections.
 g) One problem in using and encouraging specific expressions is that they may tend to reduce the spontaneity and free association of helpees' expressions of feeling.
  i) Issue must be resolved by the helper according to his best judgment.
  ii) Typically, he might encourage and model specificity and concreteness of expression early in the process.
  iii) Then when the helpee becomes more involved, allow him more freedom to express himself in his natural verbal style.
  iv) When the process develops to the point of planning specific courses of action and when it demands a problem-solving approach, greater emphasis can then be placed on specificity and concreteness of expression and action.

Conclusion

1) Also important is the need to be flexible as a people-helper.
2) At times one must be deeply personal, immersing himself in the relationship, and at other times must be an objective observer, studying the process carefully.

LESSON THREE

A Personal Theory of Helping

Theory as a Guide.

1) A theory of counseling becomes a set of useful guiding principles.
2) The helper builds his theory through three overlapping stages.
   a) He reflects on his own experience. He becomes aware of his values, needs, communication style, and their impact on others.
   b) He reads widely on the experience of other practitioners who have tried to make sense out of their observations by writing down their ideas into a systematic theory.
   c) The helper forges the first two items together into a unique theory of his own.

Constructing a Theory

1) A theory should include basic assumptions of how people learn and change their behavior.
2) It should have some element of how personality is put together, how it develops, and how activity is generated.
3) Theory has a structural dimension that provides a kind of cognitive map for looking at the person totally, and specifically at his current stage of growth.
4) A developmental dimension is important to help differentiate the helpee's various normal and deviant growth stages as he moves from dependence to independence, from incompetence to competence, and from simplicity to complexity.
5) Finally, there is a process dimension that helps to explain how the person learns and modifies his behavior.
6) As you think about your own theory of helpfulness, the following selected questions should be considered:
   a) Values and goals.
      i) What is my view of the "good life"?
      ii) What is my model of an effective, well-functioning, mature person for existing in our society at the present time?
      iii) What do I want for this life?
      iv) What is my responsibility to others?
   b) The nature of humanity.
      i) How is the human personality structured?
      ii) What motivates him to behave as he does?
      iii) How do thinking processes take place?
      iv) What are the relationships among thinking, feeling, and valuing?
      v) How does man make choices?

      vi) Does each person create his own life, or does each live out the history of the race in

an unique way?
  c) Behavior change.
      i) How do we learn?
      ii) Do we change the environment first, or our personality characteristics first, and then expect behavior to change?
      iii) Do we act first, then learn; or do we obtain understanding first, then act?
      iv) What does it mean to be helpful to another person?
7) Usefulness and limitations of theory.
  a) A theory of helpfulness is useful when it enables one to describe and explain what he is doing in a helping relationship and why he is doing it.
  b) The process helps us in making choices of technique.
      i) If our theory focuses on rational problem solving, we will utilize more rational methods, such as problem analysis, in our helping.
      ii) If our theory stresses the significance of feelings, we will tend to focus on clarification of feeling states as a means to help.
  c) Our theory may give us leads or informed hunches on why people resist choice or change.
  d) The basic limitation of all theories is that they are generalizations from observations of particular helping situations. When they are reapplied to an individual, one must be very careful not to oversimplify the situation or explain it away with a theoretical generalization.
  e) The principal value of the thinking process we have labeled theorizing is that the helper can systematize his observations so they make sense to him.
  f)

LESSON FOUR

"The Helping Process"

The helping process takes place in a relationship.

1) The helping relationship is dynamic, meaning that it is constantly changing at verbal and nonverbal levels.
2) The relationship is the principal process vehicle for both helper and helpee to express and fulfill their needs.
3) The relationship is the chief means for meshing helpee problems with helper expertise.
4) Relationship emphasizes the "affective" mode, because relationship is commonly defined as the inferred emotional quality of the interaction.

The Main Dimensions of a Helping Relationship

1) Uniqueness-commonality.
   a) Helping relationships generally are unique among human interactions.
   b) On the other hand, helping relationships have much in common with friendships, family interactions, and pastoral contacts.
2) Intellectual and emotional content.
   a) Relationship can be primarily an emotional encounter between two people where no words are spoken, or it can contain a heavy intellectual exchange about the helpee's eligibility for services from the helping agency.
   b) Helping relationships typically range over the full spectrum of feeling and thinking.
      i) The deepest level is characterized by full loving concern for the other's welfare.
      ii) The helper can be so detached and intellectual that he is perceived as distant, disinterested, or afraid of feelings.
      iii) Of helper allows himself to become too emotionally involved he may lose his objectivity and develop relationships such as those experienced by lovers or parents and children.
      iv) Need to maintain objectivity, so they remain in reasonable control of their own feelings, know what is going on in the relationship, and yet remain enough of an emotional participant to keep the helpee involved at an appropriate feeling level.
3) Ambiguity-clarity.
   a) Refers to the perception of the helping relationship as vague or structured.
      i) Initial ambiguity allows the helpee to project his own needs, concern, and feelings into the relationship without constraints.

      ii) If the relationship were structured initially as a precisely focused interview, the helpee would be inclined to respond to the narrowly perceived purposes of the helpee.
   b) If too ambiguous, helpee would react to considerable anxiety or drift into social

conversation.
4) Trust-distrust.
   a) The helpee must have confidence in the helper and must be able to believe what he says in order for trust to develop.
   b) Clear motives for helping can help to determine trust.
      i) Must not be a cover for helper to control, manipulate, or punish.
      ii) The helpee perceives himself as being accepted and valued as a person.
      iii) He feels warmly received.
      iv) He perceives the helper as sincere in his efforts to give of himself and his willingness to reveal his own feelings honestly.
   c) Distrust is inevitable when offers of help are resented or rejected.
      i) The case when the helpee thinks the reason for help is to change him.
      ii) The helpee may feel dependent, inferior, helpless, or depreciated; therefore, he resists the helper.
   d) The helper must attend more to the effects of nonverbal communication.
      i) What we tell with our bodies is related to our genuineness and honesty.
      ii) Trustworthiness is demonstrated when one
         (1) respects the needs and feelings of others,
         (2) offers information and opinions for the helpee's benefit,
         (3) generates feelings of comfort and willingness to confide,
         (4) and is open and honest about his motives.

A Typical Helping Process Sequence

1) Initial statement of a problem by the helpee.
2) A covert translation of that problem or concern into a broader awareness of the underlying message he is trying to give the helper.
3) A further translation of the problem into a goal he wants to reach.
4) An awareness of his need for a problem-solving process.
5) Experiencing the helper's strategy and method for reaching the goal or solving the problem.
6) Experiencing the outcomes themselves.

Parallel Process of Helper

1) Initial questioning.
2) Forming some preliminary inferences and hypotheses about what is going on.
3) Making agreements with the helpee.
4) The helper chooses a strategy of helping.
5) Experiences movement toward the outcomes.

Stages in the Helping Process

A model which incorporates problem-solving, skill-development, life-planning, and awareness models):

1) Entry: Preparing the helpee and opening the relationship.
2) Clarification: Stating the problem or concern and reasons for seeking help.
3) Structure: Formulating the contract and the structure.
4) Relationship: Building the helping relationship.
5) Exploration: Exploring problems, formulating goals, planning strategies, gathering facts, expressing deeper feelings, learning new skills.
6) Consolidation: Exploring alternatives, working through feelings, practicing new skills.
7) Planning: Developing a plan of action using strategies to resolve conflicts, reducing painful feelings, and consolidating and generalizing new skills or behaviors to continue self-directed activities.
8) Termination: Evaluating outcomes and terminating the relationship.

Stage 1: Preparing and Entry

1) The goals of this stage are to open the interview with a minimum of resistance, lay the groundwork of trust, and enable the helpee to state his request for help comfortably and clearly.
2) Resistance is a standard term in counseling used to denote the helpee's defensive reluctance to begin a helping relationship as well as his covert thwarting of the goals of the interview, once the process is underway. Several reasons for resistance:
   a) Cultural norms in certain segments of society construe seeking help as an expression of weakness or incompetence (expected to handle our own problems).
   b) Resistance from within due to tendencies to resist change.
   c) Fear of confronting one's feelings is a strong deterrent for seeking help.
3) Resistance may be faced throughout counseling.
   a) Helper must confront helpee with his behavior.
   b) The helpee may discuss matters at a high intellectual level to resist facing his feelings.
4) Helper frequently ignores the milder forms of resistance--means of protection for the helpee against intense feeling experiences.
5) The helper should realize some of the realities of a new relationship:
   a) It is not easy to receive help.
   b) It is difficult to commit one's self to change.
   c) It is difficult to submit to the influence of a helper; help is a threat to esteem, integrity, and independence.
   d) It is not easy to trust a stranger and to be open with him.
   e) It is not easy to see one's problem clearly at first.
   f) Sometimes problems seem too large, too overwhelming, or too unique to share them easily.
6) The following helpee conditions need to prevail before helping process can begin effectively:
   a) Awareness of feelings of distress.
   b) Desire for a change from the present situation or behavior (he wants help himself).
   c) Awareness of the potentials and limitations of a helping relationship.
   d) Voluntary desire to see a helper.
7) The Setting.
   a) Kinds of clothes, the appearance and decor of the room.
   b) Opening conversation (should reflect the helper's style).

    c) Distractions and interruptions should be eliminated.

    d) Distance of chairs (usually varies depending on the involvement and comfort felt by the participants.

8) The Opening.

    a) Assuming helpee initiates the process, a relaxed expectant attitude on the helper's part usually enables the helpee to state his reasons for coming.

    b) If he has difficulty expressing himself, simple leads are helpful.

       i) "Please tell me what's on your mind."

       ii) "What did you wish to discuss with me?"

       iii) "I'm interested in knowing where you're at; please fill me in."

    c) Do not imply that helpee has a "problem."

Stage 2: Clarification

1) The goals of this stage are to clarify the helpee's statements of why he wants help and to get a better feel for how the helpee sees his problem and general life situation.

2) Use of questions.

    a) Common error of helpers at this point to begin asking questions.

       i) Helpee feels interrogated and threatened.

       ii) Asking question reinforces the kind of "help set" that physicians model when we describe our symptoms and complaints to them.

       iii) Our goal in psychological help is to discourage the above passive-receptive set.

          (1) do this by resisting temptation to ask questions and by listening.

          (2) try to suspend judgments and to limit diagnostic thinking, especially in the early stages.

       iv) Diagnosis has little or no part in the process of helping, especially at lower levels (non-professional).

    b) The helper encourages the helpee to elaborate and clarify his statements about the nature and kind of help he seeks.

    c) Not fruitful to ask "why" questions.

    d) It is more productive to keep the helpee focused on both feeling and cognitive levels by dealing with "what" questions.

       i) What are you feeling right now?

       ii) What is going on in you?

       iii) What did you do?

Stage 3: Structure

1) The goal for Stage 3 is to decide whether to proceed with the relationship and on what terms.

2) Most helping relationships in life take place at a very *ad hoc*, informal level where either person may withdraw easily at any time.

3) Structuring Procedure.

    a) Structuring defines the nature, limits, and goals of the prospective helping relationship.

    b) The roles, responsibilities, and possible commitments of both helpee and helper are outlined.

    c) The helpee should know

      i)   Where he is (type of agency and type of help offered).
      ii) Who the helper is (qualifications, limitations).
      iii) Why he is there (purpose of the interview).
d) Attention must be paid to the understanding of why this particular helping relationship exists.
e) Advantages of structure:
      i)   Time to be spent made clear.
      ii) Any fees involved should be frankly discussed.
      iii) Action limits are often discussed when an incident takes place.
      iv) Role limits discussed.

4) Process Structure.
a) Feelings are important data to bring out.
b) Talking about one's self freely and honestly here is expected and accepted.
c) Taking responsibility for any choices and actions is necessary.
d) Although the interview may start on a vague and ragged note, things become more specific and clear as the interview progresses.

5) Formal Contracts.
a) This is an agreement between the helper and helpee that they will work toward certain goals, that each will carry out specific responsibilities to achieve the goals, and that certain specific outcomes will be taken as evidence that the help was successful.

Stage 4: Relationship

1) Introduction.
a) The goal of Stage 4 is to increase the depth of the relationship and the intensity of helpee commitment.
b) Understood that either the helper or the helpee may bring up the possibility of terminating the relationship by mutual agreement.
c) Stages 1 through 3 should take place in first contact so helpee knows what to expect.
d) The relationship should be firmly established by the end of Stage 4.

2) Silence.
a) The function of the pause, or silence, is of particular significance in the relationship and exploratory stages.
      i)   The helpee may stop talking as a resistive act because he doesn't feel comfortable about revealing himself further.
      ii) A pause may mean the helpee is temporarily stopped in his ongoing exploration.
          (1) Appears preoccupied with his thoughts and sometimes distressed.
          (2) May need some quiet time alone to pull his feelings together before he goes on with his verbal exploration.
      iii) A pause may mean he has come to the end of a thought or discussion unit.
          (1) The helpee may mention several things on his mind, and the helper responds with silence or attention to one item, thus starting a new topic.
          (2) The helper's attention has a rewarding effect that encourages the helpee to go exploring that new topic further.

Stage 5: Exploration

1) This is the working stage when the helper becomes more active and assertive.
    a) In earlier stages, helper is attempting to understand where the helpee is right now and how he sees his world.
    b) This task involves listening, clarifying, and structuring methods.
2) There are two key questions at this exploration stage.
    a) What changes in helpee behavior are appropriate and needed to achieve his goals?
    b) What strategies for intervention will most likely produce these outcomes?
3) The specific process goals for the helper at this stage are as follows:
    a) Maintain and enhance the relationship (trust, ease, safety).
    b) Deal with feelings in helper and helpee that interfere with progress toward their goals.
    c) Encourage the helpee to explore his problem or feelings further (clarify, amplify, illustrate, specify), so helpee's self-awareness is expanded).

Stage 6: Consolidation

1) The bulk of the helping time usually is spent in the work of Stage 5; however, the task of settling on alternative choices and plans or of practicing the new skills is an important part of the helping process.
2) Comes where the helpee must decide or act and stop talking about himself, his problems, or his possible plans.
3) The consolidation stage flows from the exploratory and blends into a planning stage to follow.
4) Goals are to further clarify feelings, pin down alternative actions, and practice new skills.

Stage 7: Planning

1) This stage is characterized by rational planning processes where plans for termination and continuing alone are formulated.
2) The process goals for this stage are to crystallize discussions of earlier stages into a specific plan of action and to decide that growth has proceeded to the point where termination of the relationship is indicated.
3) Any tag ends of feelings are worked through, and bringing up new topics with feelings is discouraged.
4) If helping processes are heavily cognitive, this stage becomes quite lengthy since many action steps to accomplish the plan need to be formulated.

Stage 8: Termination

1) In this stage the accomplishments are summarized.
2) If goals not achieved, this fact is discussed in terms of hypotheses as to why they were not realized.
3) Methods of terminating a relationship.
    a) Summarizing the process as indicated above is one effective method.

     i) Ask the helpee to summarize.
     ii) Keeping the conversation at an intellectual level tends to discourage further exploration of feeling.
  b) Reference to the agreed time limits along with the summary facilitates termination.
     i) Referral may be indicated if the helpee feels a sense of incompleteness and the helper is reluctant to continue the relationship.
     ii) Leaving the door open for possible follow-ups may make the termination less abrupt.
4) There is a natural awareness that "this is the end."
  a) Helpee eager to leave since he usually feels good about his new autonomy and problem solutions.
  b) May even harbor some feelings of resentment that he needed help in the first place.
  c) Feelings of gratitude are expressed sometimes, but helper should be wary of these since the goal was to have the helpee feel that he solved his own problem and that he really did not need the help after all.

Summary

Two extremes how helping process evolves:

1) You do what comes naturally as in developing a friendship. You trust your feelings since there are no specific cognitive guidelines.
2) Those helpers who view the process as a highly structured enterprise that can be described in terms of precise objective, steps, methodologies, and outcomes.

LESSON FIVE

"Helping Skills for Understanding"

This lesson will focus on techniques that promote understanding of self and others.

Skill Clusters

1) Listening.
2) Leading.
3) Reflecting.
4) Summarizing.
5) Confronting.
6) Interpreting.
7) Informing.

Skill Cluster 1: Listening Skills

Not just passive listening; involves a very active process of responding to total message.
   a) Includes not only listening with the ears to his words and with the eyes to his body language; but a total kind of perceptiveness which is best described by the term "listening with the third ear."
   b) Also means we are silent much of the time and that the helpees talk.
   c) Listening skills are basic to all interviewing whether the purpose be for gaining information, conducting structured depth interviews, or open informal helping.
1) **Attending.**
   a) Has several subcomponents.
      i) Contact.
         (1) Principally through the eye.
         (2) A way of indicating intense interest in the other person.
         (3) Not a fixed gaze; if helper is honestly interested and at ease himself, he will naturally look at the helpee while he is talking.
         (4) Distance between helper and helpee needs experimentation before the most comfortable distance for the two is discovered.
      ii) Posture. Usually the helper leans toward the helpee in a relaxed manner.
      iii) Gesture. Helper communicates with body movements.
      iv) Verbal behavior.
         (1) Relates to what the helpee has said.
         (2) The helper does not ask questions, take the topic in new direction.
            (a) "I see what you mean," or
            (b) "I can appreciate what you went through."
   b) The effect on the helpee of attending behavior is to encourage him to go on verbalizing his ideas or feelings freely.
      i) Has a powerful reinforcing effect.

    ii) Allows the helpee to explore in his own way and tends to build a sense of responsibility for the interview.

    iii) Selective inattention by the helper can serve to discourage further exploration of the topic.

c) If the helper is relaxed, the helpee will tend to be more at ease also.

d) One of the most difficult tasks for the beginning helper is to let the helpee tell his story without profuse questioning and jumping from topic to topic in a tense manner.

e) The following list is a summary of guidelines for effective attending behavior.

    i) Establish contact through looking at the helpee when he talks.

    ii) Maintain a natural relaxed posture which indicates your interest.

    iii) Use natural gestures which communicate your intended messages.

    iv) Use verbal statements which relate to his statements without interruptions, questions, or new topics.

2) Paraphrasing.

a) The method of restating the helpee's basic message in similar, but usually fewer words.

b) Main purpose is to test helper's understanding of what the helpee has said.

c) Second purpose is to communicate to the helpee that you are trying to understand his basic message.

d) The helper translates his raw perceptions of what the helpee is saying into more simple, precise, and culturally relevant wording.

    i) The helper repeats, or feeds back only the helpee's message and avoids adding his own ideas.

    ii) Usually paraphrase has heavy cognitive content, although it includes feelings.

e) A problem of paraphrasing is that helper could develop a highly stylized way of responding which may be annoying to the helpee. "I hear you saying…"

f) Summary of guidelines for paraphrasing.

    i) Listen for the basic message of the helpee.

    ii) Restate to the helpee a concise and simple summary of his basic message.

    iii) Observe a cue, or ask for a response, from the helpee which confirms or disconfirms the accuracy and helpfulness of the paraphrase for promoting his understanding.

3) Clarifying.

a) Clarifying brings vague material into sharper focus.

b) Goes beyond simple paraphrasing; helper makes a guess regarding the helpee's basic message and offers it to the helpee.

c) May also ask for clarification when he cannot make sense out of the helpee's responses.

    i) "I'm confused, let me try to state what I think you were saying."

    ii) "I lost you there; I'm not clear how you feel about your job; could you give me a brief repeat and an illustration?"

    iii) "I'm not sure I understand; could you tell me more?"

d) General guidelines for clarifying are:

    i) Admit confusion about helpee's meaning.

    ii) Try a restatement or ask for clarification, repetition, or illustration.

4) Perception Checking.

a) Perception checking asks the helpee for verification of your perceptions of what he said, usually over several statements.

b) Ask for feedback about the accuracy of your listening.

c) Valuable because a method of giving and receiving feedback on the accuracy of the communication.
d) Assumptions that understanding is taking place are checked out with the helpee; way ordinary social conversation differs from a helping interview.
e) In social conversation, rarely check with one another about what we really are trying to say.
f) Examples of helper perception checks are:
   i) "You seem to be very irritated with me; is that right?"
   ii) "I was wondering if the plan you chose is the one you really want. You expressed some doubt; did I hear correctly?"
   iii) "I want to check with you what I'm hearing. You said that you love your wife, yet in the last few minutes, you said that you can't stand to be with her. I detected strong contradictory feelings toward her; is that the way it appears to you, too?"
g) Summary of guidelines for perception checking:
   i) Paraphrase what you think you heard.
   ii) Ask for confirmation directly from the helpee about the accuracy of your perception of what he said.
   iii) Allow the helpee to correct your perception if it was inaccurate.

Skill Cluster 2: Leading

The purpose of leading is to invite or encourage the helpee to respond to open communication. Used mainly in the opening stages of a relationship to invite verbal expression.

Sometimes described as the helper's degree of impact upon, or thinking ahead, of the helpee. More specific objectives are: (1) to encourage the helpee to explore his feelings and to elaborate on those he has discussed already; (2) to allow the helpee freedom to explore in a variety of directions and to respond freely to what is going on; and (3) to encourage the helpee to be active in the process and to retain primary responsibility.

1) Indirect Leading.
   a) The main purposes of indirect leading are to get the helpee started and to keep responsibility on him for keeping the interview going.
      i) "What would you like to talk about?"
      ii) "Perhaps we could start by your telling me where you're at now."
      iii) "Please tell me why you are here."
      iv) "Tell me more about that."
      v) "You were saying…"
      vi) "What do you think that means?"
      vii) "How did you feel?"
      viii) "Is there anything more you would like to discuss?"
   b) The helpee's response to indirect leads is to realize he has an invitation to tell his story or elaborate on what he has said.
   c) The following are guidelines for indirect leading:
      i) Determine the purpose of the lead clearly.
      ii) Keep the lead general and deliberately vague.

iii) Pause long enough for the helpee to pick up the lead.

2) Direct Leading.
  a) Direct leading is a method of focusing the topic more specifically.
  b) Encourages the helpee to elaborate, clarify, or illustrate what he has been saying.
  c) Sometimes a strong element of suggestion is included.
    i) "Tell me more about your mother."
    ii) "Suppose we explore your ideas about teaching a little more."
    iii) "How do you mean—funky?"
    iv) "Can you think of an illustration which happened recently?"
  d) The guidelines for direct leading are:
    i) Determine the purpose of the lead.
    ii) Express the purpose in words which elicit specific elaboration.
    iii) Allow the helpee freedom to follow your lead.

3) Focusing.
  a) Focusing serves to pinpoint the talk on something that the helper thinks would be fruitful to explore.
  b) Used when the helpee is rambling vaguely and seemingly without focus.
  c) When the helper thinks that the helpee has explored the main topics of his concern, the helper deliberately focuses on one aspect of the helpee's talk which he feels could be elaborated productively.
  d) Some illustrations of focusing leads are:
    i) "Please elaborate more specifically on those feelings about your mother."
    ii) "You have been discussing many topics the last few minutes; could you pick the most important one to you and tell me more about it?"
    iii) "How would you choose one word to describe the last five minutes talk?"
    iv) "What were your feelings as we've been talking?"
  e) The effect of focusing on helpees is that the method tends to reduce confusion, diffusion, and vagueness.
  f) In summary, guidelines for focusing are:
    i) Use your own feelings of confusion and sense of helpee direction as a guide to decide when to focus.
    ii) Be alert to feedback from the helpee about priority of topics.
    iii) Assist the helpee to focus on feelings which may be hidden in the discussion.

4) Questioning.
  a) Most of leads described previously were in the form of open questions which lead the helpee to further exploration.
    i) Not questions which can be answered "yes" or "no."
    ii) Not question just to obtain information.
    iii) They are open-ended questions that leave the helpee free to explore and to take the interview where he wishes, rather than into areas of helper interest.
  b) An example of an open question is "Could you explain more about your relationships with your parents?", not, "Do you get along well with your parents?"
  c) "What do you mean by 'failure'?"
  d) Summarization of guidelines for question types of leads:
    i) Ask open-ended questions which cannot be answered with "yes" or "no."
    ii) Ask questions that elicit feelings from what the helpee just said rather than

information.

      iii) Ask questions that lead to clarification for the helpee rather than information for the helper.

Skill Cluster 3: Reflecting

The main purpose of using reflection from the helper's viewpoint is to understand the helpee's experience, and to tell him that he is trying to experience the world the way the helpee is viewing it.

1) **Reflecting Feelings.**
   a) Involves expressing in fresh words the essential feelings, stated or strongly implied, of the helpee.
   b) The purpose of reflecting feelings are to focus on feeling rather than content, to bring vaguely expressed feelings into clearer awareness, and to assist the helpee to "own" his feelings.
      i) So often helpees talk about their feelings as "it" or "them," as if feelings were not part of themselves.
      ii) Helper can respond with "you feel…" to help helpee to own the feeling.
   c) Skillful use of reflecting depends on the helper's ability to identify feelings and cues for feelings.
      i) Must experience feelings himself and be in touch with those feelings.
      ii) Feelings are more subtle than emotions (anger, love, disgust, fear, or aggression).
      iii) Examples of feelings would be affection, pleasure, hostility, guilt or anxiety.
      iv) When helpee is expressing strong emotion it is so obvious to both that reflecting is unnecessary.
      v) The helper looks for hidden feelings and brings them out in the open for the helpee to recognize more clearly.
      vi) "In other words, you hate his guts."
      vii) "You've always wanted to be a doctor."
      viii)   "he makes you feel guilty all the time."
      ix) "It really hurts to be rejected by someone you love."
2) **Reflecting Experience.**
   a) Reflecting experience goes beyond reflecting verbalized feelings in that the helper reads the body language that is expressing implied feeling nonverbally.
   b) Responds to total experience he observes in the helpee.
   c) Notes rapidity of speech, the heavy breathing, sighing, flushing, changing postures, and darting glances as cues to the helpee's feeling.
      i) "You are smiling, but I sense you are really hurting inside."
      ii) "You say you really care about her, but almost every time you talk about her you clench your fists; it seems you strongly resent her."
3) **Reflecting Content.**
   a) Reflecting content is repeating in fewer and fresher words the essential ideas of the helpee, and is like paraphrasing.
   b) Used to clarify ideas that the helpee is expressing with difficulty and resulting confusion.
   c) Reflecting content is a skill to give helpee words for expressing himself.

d) The helper is paying attention to what the helpee is saying, but also how he is saying it.
e) The helper usually responds with a mix of feeling and content to suit his process goals at that moment.
f) The helpee experiences the reflecting helper as a person who understands what he, the helpee, is experiencing.

4) Common errors in Reflecting.
   a) First, getting into a rut, or stereotyping your responses.
      i) Helper tends to begin their reflections in the same monotonous way, such as, "you feel…", "you think…", "it seems to you…", "I gather that…"
      ii) Gives impression of insincerity or an impoverished word supply.
   b) Error in timing.
      i) Beginning helpers sometimes get into a pattern of reflecting after almost every statement the helpee makes, or they wait for a long monologue to finish and then try heroically to capture the complex feelings in one statement.
      ii) Usually, it helps to nod acceptance or give a slight "uh huh" or "I see," to encourage continuation until a reflection seems appropriate.
   c) Overshooting with too much depth of feeling for which the helpee is unprepared may retard the interview.
   d) The language must be appropriate to the cultural experience and educational level of the helpee.
5) As helpers, we can be wide of the mark in reflecting, but if our sincerity and interest shines through, helpees are amazingly tolerant of bungling efforts.
6) A summary of guidelines for reflecting is as follows:
   a) Read the total message—stated feelings, nonverbal body feelings, and content.
   b) Select the best mix of content and feelings to fulfill the goals for understanding at this stage of the helping process.
   c) Reflect the experience just perceived.
   d) Wait for helpee's confirming or disconfirming responses to your reflection as a cue about what to do next.

LESSON SIX

"Helping Skills for Understanding (Continued)"

Skill Cluster 4: Summarizing

1) Summarizing skills include attention to what the helpee says, how he says it, and the purpose, timing, and effect of his statement.
2) It is commonplace in most helping interviews to wander widely over many ideas and feelings.
   a) May be part of the helpee's manner of showing his discomfort by resisting direct discussion.
   b) Keeping the helper at a safe emotional distance for awhile.
   c) May reflect also the helpee's unwillingness to terminate the interview.
3) Summarizing still involves a process of tying together into one statement several ideas and feelings at the end of a discussion unit or the end of an interview.
   a) It is much broader than paraphrasing a basic message.
   b) Summaries of an interview, or series of contacts, may include a paragraph, but the idea is to pick out the highlights and general themes of the content and feelings.
   c) Summaries of process include statements of where the helping process has been going and where it is now.
4) The main purpose of summarizing is to give the helpee a feeling of movement in exploring ideas and feelings, as well as awareness of progress in learning and problem solving.
5) Summarizing also helps to finish an interview on a natural note, to clarify and focus a series of scattered ideas, and to clear the way to go on to a new idea.
6) It permits the helpee to put the pieces together.
7) Has the effect of reassuring the helpee that you have been tuned in to his messages all along.
8) For the helper it serves as an effective check on his accuracy of perceiving the full spectrum of helpee messages.
9) Summarizing the previous sessions at the beginning of an interview often provides needed continuity.
10) The helper tries to get the helpee to do the summarizing.
    a) This is a test of his understanding as well as a method of keeping responsibility on him.
    b) "how does our work look to you at this point? Try to pull it together briefly.

    c) "Let's take a look at what we've accomplished in this interview; how does it appear to you?"

Guidelines for summarizing are:

1) Attend to the various themes and emotional overtones as the helpee speaks.
2) Put together the key ideas and feelings into broad statements of his basic meanings.
3) Do not add new ideas to the summary.
4) Decide if it would be more helpful to state your summary or ask him to summarize the basic

themes, agreements, or plans.
5) In deciding how to do four above consider your purpose:
    a) Was it to warm up the helpee at the beginning of the interview?
    b) Was it to focus his scattered thoughts and feelings?
    c) Was it to close discussion on this theme?
    d) Was it to check your understanding of the interview progress?
    e) Was it to encourage him to explore the theme more completely?
    f) Was it to terminate the relationship with a progress summary?
    g) Was it to assure him that the interview was moving along well?

Skill Cluster 5: Confronting

The idea of confronting is to honestly and directly recognize and point out to the helpees what is going on or what you infer is going on. The effects are challenge, exposure, or threat.

Confronting is a complex cluster of helping skills consisting of:

1) Recognizing feelings in oneself as a helper.
2) Describing feelings in oneself and sharing them with the helpee.
3) Feeding back reactions in the form of opinions about his behavior.
4) Meditating as a form of self-confrontation.
5) Repeating as a form of emphasizing and clarifying.
6) Associating as a method of getting in touch with feelings.

Confronting skills involve risk—resulting either in unwanted resistance from helpees or in desired openness of communication. It is a kind of "telling it like it is" method which may threaten or thrill, depending on the timing and readiness of the helpee to be confronted with feedback honestly offered.

1) **Recognizing Feeling.**
    a) One's ability to recognize feelings in others based on ability to recognize feelings in oneself.
    b) What do his tenseness, sweating palms, twitching muscles, and fluttering eyelids tell him about his own anxiety, guilt, anger, pleasure, or pain?
    c) Helper's feelings often reactions to what the helpee is saying and can serve as guides to responses.
    d) Is feeling indicative of problems I have as a person, or is it a reasonable reaction to what the helpee is saying?
2) **Describing and Sharing Feeling.**
    a) Can serve as a model for the helpee to recognize and express his feelings.
    b) Helpees frequently do not understand the idea of expressing feeling, especially to near strangers.
    c) The condition of trust is dependent on an open sharing of feelings.
    d) The value for the helpee of sharing feelings are considerable.
        i) Experiences relief from the tension.
        ii) Release of new creative energy.

e) Guidelines for knowing how far to let helpees ventilate and some cautions to observe follow. Be cautious about free expression of feeling if:
   i) He is known to have severe emotional disorders—hysterical tendencies, delusional thinking, extreme anger, for example.
   ii) His life is fraught with crises and emotionally demanding pressures such that discussing them mobilizes more feeling than he can handle.
   iii) His past history in dealing with emotional crises is known to be shaky.
   iv) Strong resistance to exploration of feelings is noted.
   v) Adequacy of your own experience as a helper of disturbed people is doubtful.
   vi) Your own emotional life is in turmoil.
   vii) Time available for working through the feelings all the way is not adequate.
   viii) Specialist support services are not available or adequate.
   ix) Policies of your agency for exploring intense emotional life of clients is discouraged.
   x) Attitudes and expectations of parents or guardians of young helpees are not explored.
f) In summary, guidelines for describing and sharing feelings are:
   i) Share your own feelings as a model.
   ii) Ask the helpee to share his feelings.
   iii) Be cautious about the depth and extent of sharing.

3) Feedback and Opinion.
   a) One of the most confrontative skills is honest reaction to the helpee on how he affects you.
   b) *The main guidelines for giving feedback are:*
      i) Give opinions in the form of feedback only when the helpee is ready. Giving opinions without helpee readiness to make use of them is only likely to arouse resistance, resentment toward the helper, or outright denial since it would not fit the helpee's current opinion of himself.
      ii) Describe the behavior before giving your reaction to it.
         (1) Keeps responsibility for opinions on yourself.
         (2) Keeping your reactions descriptive rather than evaluative leaves the helper free to use them as he sees fit.
      iii) Give feedback in the form of opinions about his behavior rather than judgments about him.
      iv) Give feedback about things that the helpee has the capacity to change.
      v) Feedback should be given in small amounts so that the helpee can experience the full impact of the helper's reaction.
         (1) Too many items may overload him and create confusion and possible resentment.
         (2) "I didn't like the way you spoke to me; I felt put down."
      vi) Feedback should be a prompt response to current and specific behavior, not unfinished emotional business from the past.
      vii) Ask the helpee for reactions to your feedback.
         (1) Was it helpful or not?
         (2) Did it enhance the relationship or diminish it?

4) Meditating.
   a) A form of self-confrontation.
   b) Stops the active flow of ideas and actions.
   c) A kind of "stop time" where the helpee can get in touch with himself.

d) Opens the possibilities of awareness of self in relation to the world.
e) Value for helpee is that it should open new doors to his feelings and awareness of himself in relation to others and his physical environment.
 i) Helps him to calm down and prepare him for a new approach to his problems.
 ii) Should practice in everyday life.
f) Summary of guidelines for using meditational forms of self-confrontation:
 i) Be familiar with one or more styles through personal experience.
 ii) Explain the value of the method to the helpee.
 iii) Ask him to assume a relaxed comfortable position with eyes closed.
 iv) Ask him to be quiet and to let his thoughts fade away.
 v) Ask him to focus on his breathing as a means of getting in touch with his body processes and feelings.
 vi) After a few minutes ask him to open his eyes and describe the experience using leads from feeling statements to encourage further exploration.
 vii) Ask him to practice this confrontational form at home if he finds it productive and satisfying.

5) Repeating.
a) Another method of self-confrontation, prompted by the helper.
b) He asks the helpee to merely repeat a word, phrase, or short sentence one or more times.
c) The helper suggests that the helpee focus on one of his statements that appears to have intense meaning for him.
d) Guidelines for the repeating method are:
 i) Note statements or gestures with feeling implications.
 ii) Ask the helpee to repeat the key word, phrase, or short sentence one or more times until feelings are evoked.
 iii) Encourage the helpee to keep the repetition in the present active verb tense.
 iv) Allow sufficient time for the emotional impact to be felt and sorte dout meaningfully by the helpee before going on to another topic.

Skill Cluster 6: Interpreting

1) Interpreting is an active helper process of explaining the meaning of events to helpees so that they are able to see their problems in new ways.
2) The main goal is to teach helpees to interpret events in their lives by themselves.
 a) In paraphrasing, the helpee's internal frame of reference is maintained.
 b) Through interpretation, the helper offers a new frame of reference.
3) Interpretation used more in formal psychotherapy.
 a) Must be formulating hunches all the time about what is going on and what might be a logical explanation for this helpee's behavior.
 b) Not always shared; helps helper to understand what is going on in the helpee.
 c) Could get in the way; helper too preoccupied with thinking about or ahead of the helpee rather than with him.
4) Interpreting is closely related to reflecting, the main difference being that interpreting adds the helper's meanings to the helpee's basic message.
5) When you decide that an interpretation might be helpful, look for the basic message of the helpee (reflecting and paraphrasing).

a) Restate in capsule form.
b) Then add your understanding of what the helpee has said.
c) "It is possible for a person to both love and hate his father at the same time?"
d) "I wonder if you see that your feelings of hostility toward men might be at the root of your marital difficulties?"

6) Interpretative Questions.
   a) Some interpreting is done in the form of questions such as, "Do you think then that yu distrust women because your mother treated you so badly?"
   b) Implies a more tentative quality than the more declarative statements and makes interpreting less risky for the helper.

7) *Guidelines for interpreting are:*
   a) Look for the basic message(s) of the helpee.
   b) Paraphrase these to him.
   c) Add your understanding of what his message means in terms of your theory or your general explanation of motives, defenses, needs, styles, etc.
   d) Keep the language simple and the level close to his message. Avoid wild speculation and statements in esoteric words.
   e) Introduce your ideas with some kind of statement indicating that you are offering your ideas tentatively on what his words or behavior means. Examples are:
      i) "Is this a fair statement…?"
      ii) "the way I see it is…"
      iii) "I wonder if…"
      iv) "Try this one on for size."
   f) Solicit the helpee's reactions to your interpretations.
   g) Your main goal is to teach the helpee to do his own interpreting. Remember, you can't give insight to others.

Skill Cluster 7: Informing

This skill of information-giving is so commonplace that it needs no elaboration.

1) There are some kinds of information in the expertise category such as information about test instruments.
2) There is another category of information about services to solve the myriads of human problems from financial planning, to career planning, to family planning which need to be handled by specially informed people through referral skills.

1) Advice.
   a) A common experience of beginning helpers is to perceive their function as giving "common sense" advice.
   b) A common occurrence between persons who know and trust one another.
   c) Helpees without serious emotional disabilities often do not want psychotherapy or counseling, but seek advice mainly on a particular problem.
   d) Giving advice in the traditional manner is a controversial topic in helping literature.
      i) Advising reflects some arrogance of the helper who assumes he is so all-knowing that he can advise another person on a course of action.

ii) Fosters dependency.
e) Advising can be helpful if it is given by trusted persons with expert opinions based on solid knowledge of a supporting field such as law, medicine, or childrearing, ministry (theological issues).
f) There is no place for suggestions which leave their evaluation and the final decision about courses of action completely open to the helpee.
g) Can suggest ways of approaching problems.
h) Advice is often appropriate in crisis situations where several people must cooperate to prepare helpees for major readjustments of their life circumstances, such as family reorganization after hospitalization, divorce, imprisonment, unemployment, or financial loss.
i) Advice is wholly inappropriate for dealing with major individual choice questions.
j) The principal limitation of advice giving is that helpees usually don't follow it.
k) Some other limitations of giving advice are that they reinforce dependency on experts which shifts responsibility to the helper for solutions.
   i) The helper who takes the "If I were you…" approach is projecting his own needs, problems, or values into the advice rather than keeping the helpee's needs foremost.
   ii) They are really speaking to themselves.
   iii) Helpee may take the helper's advice and later find that it was invalid. The helper then is blamed when things don't turn out right in the helpee's life.
l) A summary of guidelines for informing skills is as follows:
   i) Be informed, or know the sources of information, in your area of advertised expertise.
   ii) Do not use educational or psychological test instruments without thorough training in their uses and limitations.
   iii) Don'
   iv) T use advice unless it is in the form of tentative suggestions based upon solid expertise.

LESSON SEVEN

"Helping Skills for Comfort and Crisis Utilization"

Although there are some special skills available for providing comfort and managing crises, the personhood, or the "self as instrument," of the helper is a more important consideration. His values, life style, and personality traits have a profound impact on the helpee's ability to face stress and crises. Helper must draw upon a variety of sources for his values, ideas, and skills. Some of these resources fall in religion, philosophy, behavioral science, and the helping professions.

Human Conditions of Concern

1) Loss.
2) Internal Distress.
3) Transitional States.

Loss	Internal Distress	Transitional States
1) Bereavement.	1) Hopelessness.	1) Job change.
2) Unemployment.	2) Despair.	2) Relocation.
3) Disaster.	3) Depression.	3) New family member.
4) Divorce.	4) Battle Fatigue.	4) Family conflict.
5) Imprisonment.	5) Bad drug trips.	5) Impending threat.
	6) Suicide attempts.	6) Illness.

Definition of Trust

1) Stress. A condition characterized by physiological tension and persistent choice conflict.
   a) Helpee feels under pressure to reduce the tension and achieve comfort or equilibrium.
   b) Resolution takes a maladaptive form, such as illness, without awareness in the helpee.
   c) Stress is a more pervasive and less intense condition than crisis; may continue for unlimited time.
2) Crisis. A state of disorganization in which the helpee faces frustration of important life goals or profound disruption of his life cycle and methods of coping with stress.
   a) Crisis usually refers to the helpee's feelings about the disruption, not the disruption itself.
   b) Crises are limited in time, usually lasting not more than a few weeks.
   c) Types of crises.
      i) Developmental crises. Such as birth or child going off to school, marriage.
      ii) Situational crises. Associated with severe loss of status, possessions, or loved ones, accident.
      iii) Existential crises. Refer to the conflicts and anxious feelings experienced when

facing the significant human issues of purpose, responsibility, freedom, and commitment.

d) Four phases of a crisis period.
    i) Initial tension is experienced, which arouses habitual adaptive responses.
    ii) Tension increases under continuous stimulation, and lack of success is experienced in coping and tension reduction.
    iii) Tension increases until emergency resources, internal and external, are mobilized.
    iv) An acute phase follows if the crisis is not eased in stage 3, or averted by denial or resignation.

3) Support.
  a) Support is a condition in which the helpee feels secure and comfortable psychologically.
  b) Includes awareness of well-being and satisfaction of "affect hunger."
  c) Support comes from three sources.
    i) The relationship itself where the helpee experiences the helper's acceptance and warmth.
    ii) Experiencing direct help in the form of stress reducing reassurance or environmental support.
    iii) Experiencing the helper's assumption of major responsibility in the relationship as a temporary expedience to reduce stress.
  d) The value of providing direct support is reduction of debilitating anxiety, and consequent psychological comfort.
    i) The grief stricken person in a supportive relationship feels that he is not alone, that someone understands, and that he is free to share his hurt.
    ii) A supportive relationship assures the helpee that he does not need to take impulsive action that might increase his difficulties. He can take sufficient time to get his feelings sorted out and to explore alternatives before acting.
  e) Limitations of supportive relationships.
    i) Creation of dependence on the helper as a source of support.
    ii) Sometimes helpees feel resentful, or even guilty, when they are recipients of support.
    iii) Supportive efforts come across occasionally as sympathy, which implies feeling sorry for the helpee.

4) Hope and Despair.
  a) Despair implies that the persona has given up, that he has stopped trying to change the cause, that he feels dejected, and that he accepts the inevitability of the feared outcome.
  b) Hope induces a feeling of assumed certainty that the dreaded event will not happen, that despair will not occur.
  c) Hope is an assumption that is clung to because it is of fundamental importance to the life of the individual.
  d) While hope remains primarily an emotional experience for the helpee, he can think and talk about it also.
  e) Some of the values of hoping are momentary comfort and relief from suffering.
    i) Hope mobilizes a reservoir of energy to meet present and future sources of stress.
    ii) Hope facilitates recovery of the "incurably" ill.
  f) A limitation of hope is the tendency for hope to become an escape from unpleasant realities.
    i) Easy for hopes to be transformed into more superficial, unrealistic wishes.

ii) The consequences of giving up wishes are not as great as losing hope.

iii) If the former happens, the helpee may be disappointed, but if hope diminishes, the person is vulnerable to doubt, or at worst, despair, insecurity, helplessness, and immobility.

5) Grief and Loss.
   a) Grief is a normal emotional reaction to severe loss, usually of a significant person.
      i) An acute grief reaction may come considerably after the loss or traumatic event, or it may not come at all in the manner expected of normal people.
      ii) Grief following bereavement may take a normal predictable course, called "grief work," or it may be expressed in distorted and dysfunctional behaviors.
   b) Normal grief is characterized by
      i) Physical reactions: body distress, tightness and choking, sleeplessness, digestive disturbances, loss of appetite, sighing and shortness of breath, and weakness.
      ii) Feelings of emptiness, tension, exhaustion, loss of warmth, and awareness of distance from people.
      iii) Occasional preoccupation with images of the deceased.
      iv) Occasional feelings of guilt over failure to do something, or exaggerations of self-accusations over small incidents.
      v) Change in activity patterns, restlessness, aimlessness, and searching for activity.
   c) Morbid grief reactions are exaggerations of normal grief behaviors and may take the form of under reaction or delayed grief which may come years after the loss.
      i) Prolonged isolation.
      ii) Flights into expansiveness and well-being.
      iii) Unusually strong irritability or hostility toward friends and relatives.
      iv) Prolonged depression.
   d) The normal course of grief work consists of
      i) Accepting the grief work process.
      ii) Expressing the feelings of grief.
      iii) Dealing with the memory of the deceased.
      iv) Readjusting to the new environment without the deceased.
      v) Building new relationships.

Strategies for Helping in Crises

1) Multiple Impact Strategy.
   a) Involves an intensive, as well as extensive, support effort, usually combined with an active behavior change program.
   b) Teams of agencies and specialists generally are involved, each making his impact at the appropriate time and sequence.
2) Building and Maintaining Hope.
   a) Hope is the main antidote to despair as well as the source of relief from tension and frustration of unmet goals.
   b) Grants some satisfaction to the person to feel that the future may bring this relief.
   c) Loosening the helpee from his lethargy and helpless feelings by encouraging activity aids his physical and mental well-being.
   d) Helper should watch for opportunities for reinforcing renewed hope.

3) Strategy of Renewal and Growth.
   a) Renewal and growth strategy is aimed primarily at identification of strengths in the person, helping him to bring these to awareness, and then helping him develop a plan for releasing these growth potentials.
   b) Encounter groups.
      i) The feedback under conditions of trust and safety is an invaluable contribution to personal growth.
      ii) The renewal groups offer opportunities to reflect on values and purposes as well as to explore alternative life styles and to discover hidden potentials.
      iii) For the helpee who has weathered a crisis and is at the stage of rebuilding, such renewal groups reinforce his hopes and strengths.
      iv) He experiences the warmth and support which come about from trusting others who are themselves on the personal growth quest.
4) The Crisis Center.
   a) Helpee who is faced with continuing stress expressed as suicide attempts, drug abuse, or assault.
   b) Usually combine medical, psychological, and case work resources with peer helpers and volunteers.
5) The Halfway House.
   a) Facilitates transition from the crisis center or treatment facility to real life.
   b) The goal is to provide a semi-protected residential atmosphere where coping mechanisms and personality strengths can be developed prior to facing the demands of the real world.

Skills for Comfort and Crisis Utilization

1) Contacting Skills.
   a) Eye contact.
   b) Physical touch.
      i) 3ffective, but controversial.
      ii) Touching is more permissible in the informal helping situation because it is more akin to friendship where touching is encouraged.
      iii) Touch should be used with discretion, depending on agency policy, age and sex of helpee.
      iv) When using physical contact it is important that the helper have a high degree of awareness of his own needs for contact and should be sufficiently in touch with his own feelings so he can be perceptive about the helpee's needs and reactions to his contacting skills.
      v) Contact issue must be decided on the basis of:
         (1) The good judgment of the helper about the needs of this helpee.
         (2) The helper's awareness of his own needs and ethics.
         (3) What is likely to be most helpful within the helper's rationale of helping.
         (4) What risks the helper is willing to take.
2) Reassuring Skills.
   a) Reassurance is a method of verbally assuring the helpee about the consequences of his actions or feelings.
   b) Acts as a kind of reward since it reduces stress and builds confidence.

c) One reassuring skill is expressing approval of a helpee's statement. "That sounds to me like a good idea."
d) Second skills is predicting outcomes.
   i) "You have been exploring your feelings pretty intensively today. You really have been spilling it out the last few minutes and now we have to go. You'll probably find yourself a bit moody the next couple of days; but this happens frequently, so don't worry about it."
   ii) "you have had a tough adjustment to face with your father's death, and it will probably continue to be rough for awhile, but you will be able to handle it all right."
e) Third skill: factual assurance.
   i) Telling the helpee that his problem has a solution, that people with his kind of difficulty make it."
   ii) There are known steps to formulate sound career plans or of improving study performance.
f) Limitations and cautions in using reassurance.
   i) It is easy to use, so don't overuse it.
   ii) It may cause hostility in the helpee who may feel the true nature of some serious condition was concealed or minimized. May feel the helper is minimizing the seriousness of his feelings by remarks that indicate the "everything will come out all right," or "it isn't as bad as you think it is."
   iii) Reassurance efforts come across so often as insincere sympathy, which may jeopardize the whole helping relationship.
   iv) Dependency is often encouraged by use of reassurance because the person needs periodic doses, which then act as a mechanism for avoiding change in his behavior.
   v) If the reassurance is interpreted as agreement, the helpee may feel trapped in his present thinking and action.
3) Relaxing Skills.
   a) One of most inducing forms of comfort is to work directly on muscle tension.
   b) Progressive Relaxation. Systematically induces relaxation in large muscle groups by alternating the tensing and releasing of these muscles.
   c) Focusing on breathing, even counting slowly in inhaling and slowly on exhaling.
   d) Guidelines for relaxing skills are:
      i) Learn a verbally-induced relaxation method that is comfortable for you.
      ii) Learn the importance of focusing on breathing as a quick relaxation method.
4) Crisis-Intervention Skills.
   a) These skills induce comfort through support and understanding, or through altering the helpee's response by a change in his environment.
   b) The presence of a warm and understanding person, not involved with the crisis himself, is very supportive in crises.
5) Referring Skills. Some of the principles of referral are:
   a) Know community resources for different kinds of services.
   b) Explore the helpee's readiness for referral. Has he expressed interest in specialized help? Is he afraid of seeing a "shrink?" Do we frighten him with implications of the severity of his problem, such as the inflection we give to, "You had better see a psychiatrist!"
   c) Be direct and honest about your observations of his behavior which led to your suggested referral. Be honest also about your own limitations. If after working with him for a

while, you feel that it would be in his best interest to receive more intensive help from a specialist, you might say something like, "Let's explore what other possible resources would be available for help with this question."

d) It is usually desirable to discuss the possibility of referral with the referral agency before the problem becomes urgent.

e) Determine what other persons have had contact with this helpee and confer with them before suggesting further steps.

f) If the helpee is a minor it is wise to inform the parents of your recommendations and obtain their consent and cooperation.

g) Be fair in explaining the services of a referral agency by citing the possibilities and the limitations of that agency. Do not imply that miracles can be performed there.

h) Let the helpee or his parent make their own appointments for the new service, although sometimes supportive services like offering transportation would be facilitative.

i) Do not release information to any referral source without written permission from the helpee or his parents in the form of a signed release.

j) If you have been having the primary helping relationship with him, it is only ethical to maintain that relationship until the referral is complete and a new relationship is begun.

LESSON EIGHT

"Helping Skills for Positive Action"

Introduction

Essentially, all helping is aimed toward action outcomes of some kind. If specific actions are involved, the process is described usually as behavior modification. Examples are how the person thinks of himself, how he feels about another person, or how he views his world. These are determined from self-reports of the person himself, but we look for specific actions to verify his verbal statements about his internal state.

A positive action approach gives the helper specific evidence that he has been helpful to the extent that the helpee has reached his goals.

Positive action refers to two types of processes.

1) Problem-solving and decision-making cluster of processes and skills.
2) The other cluster of skills is aimed at changing specific kinds of behaviors usually expressed as the acquisition of a skill rather than the removal of a deficiency.
   a) Improving study skills.
   b) Acquiring social skills.
   c) Developing more assertive behaviors.
   d) Diminishing unnecessary fears.
   e) Helper is position of a teacher of skills for solving problems, changing behavior, and achieving higher levels of functioning.

Problems and Goals

1) Important to identify specific problems and translate those problems into precise goals.
   a) Helpees seldom come with neatly stated problems.
   b) Usually expressed in vague feelings of confusion, dissatisfaction, or distress.
   c) Often complaints are focused on another person or institution.
   d) Helper begins with listening for understanding. He tries to communicate this understanding, and often this is enough for the helpee to feel understood and comforted.
2) Goals must meet three criteria.
   a) The goals are desired by the helpee and tailored to him.
   b) The helper is willing to help him work toward the goal.
   c) Attainment of the goal is observable and assessable.
3) Difficulties in Stating Goals.
   a) Important to decide who the helpee is.
      i) Parent or child?
      ii) Helpee defined as the person who brings the problem to the helper, since for the time being, he "owns" the problem

iii) May be necessary to see a second person.
   b) The helpee expresses his problem as a feeling such as, "I am miserable…I am lonely…I am frustrated.
      i) What can you do to make yourself wanted, attractive, or loved by other persons?"
      ii) Helpee assumes his feelings of incompetence or loneliness are unique to him because we seldom share these feelings and have little basis for judging the realism of our feelings.
      iii) Help in this situation consists mainly of receiving accurate information about others' feelings, making realistic plans for achievement, and accepting the reality of the frustration and disillusionment.
   c) Lack of a goal and not knowing his own desires can be a source of difficulty for the helpee.
      i) Encourage them to construct goals for their lives or to adopt goals of other groups—religious, political, social, service—to give purpose to their existence.
      ii) Engage them in an active, exploratory process where they try on different goals and organizational identities until they find some that match their vaguely defined desires.
   d) Desired goals may be inappropriate.
      i) Helpee may want to do something that is against his best interests.
      ii) Best we can do is to offer our opinion (hopefully solicited).
   e) Choice conflict is another situation difficult to translate into behavioral goals.
      i) All the choices are unacceptable or unattainable.
      ii) The couple who want separation to resolve their conflict, yet do not want the financial problems associated with a divorce.
      iii) The general helping strategy is to decide whether the helpee needs to learn problem-solving skills or to explore the full range of alternatives.
      iv) Helper must confront the helpee to pin down a goal such as exploring all the possible consequences of each choice facing him.
   f) Sometimes helpees have no real problem, but just want to talk.
      i) Do not want an action goal to work toward.
      ii) Helper must decide if he wants to spend his time in this manner or suggest that the helpee find someone else to "rap" with.
4) Summary of key characteristics of helping for action.
   a) The helper uses listening and reflecting skills to discover central problems and assesses his situation.
   b) The helper assists the helpee to state his problem(s) in behavioral terms as a goal(s) to be achieved.
   c) The helper and helpee agree on the priority of problems to be solved and acceptable levels of success.
   d) The helper utilizes his full range of skills to work toward helpee goals.
   e) The helpee gives evidence that he is aware of the consequences of each action alternative.
   f) The process is monitored continuously. The helper and helpee agree on evaluation of progress and any changes in strategy to be instituted.
   g) The helper and helpee plan the transition from learning coping skills to maintaining new behaviors in their natural setting without the helping relationship.
   h) The helper and helpee decide if the primary goal and subgoals have been reached and if

the helpee has learned the personal problem-solving process.
  i) The entire helping process is evaluated and examined for learnings to be applied in future helping relationships.

Problem-Solving and Decision-Making

The Problem-Solving Process

1) Establish a relationship and get the helpee involved. Helpee must be interested in the process and have hope that they have the power to make decisions that will influence their lives profoundly.
2) State and clarify the problem and determine goals. This step is a special application of the goal-setting process described in the preceding section.
3) Determine and explore alternatives to the mere apparent solutions.
4) Gather relevant information. This may take the form of active seeking and reading by the helpee, statements of fact by the helper, simulation games, films, or tests.
5) Explore implications of information and consequences of the alternatives.
6) Clarify values that underlie personal choices.
   a) Helpees must know what they desire and the order in which they value those desires.
   b) The helper leads the helpee into exploration of his interests, competencies, family circumstances, social expectations, and realities.
7) Re-examine the goals, alternative choices, risks, and consequences. A final check on understanding the information and implications is made before the final decision.
8) Decide on one of the alternatives and formulate a plan for or course of action implementing that decision.
9) Generalize the process to new life situations.
10) Try out the plan for implementing the decision with periodic re-evaluation in light of new information and changing circumstances.

Behavior Changing Skills

Modeling

1) Modeling is a method of learning by vicarious experience or imitation, such as watching the performance of others.
   a) Helpees tend to do what the helper does.
   b) If the helper uses colorful street language to express himself, so will the helpee.
   c) If the helper discloses personal data about himself, the helpee will be more inclined to do so.
   d) If the helper models expression of feeling, this gives the helpee a clearer picture of what behavior is expected.
2) Role playing is another example of vicarious behavior where the helpee can see, through roles performed by others, what is expected.

a) If the helpee is fearful of approaching an employer about a job, the helper can perform the role of an applicant, as the helpee acts as the employer.
   b) The helpee tries on the new behavior himself through reversing roles and having them critiqued repeatedly until he learns the new behavior to his satisfaction.
3) A third example of modeling effectiveness is the removal of fears by observing fearless behavior in a model, acquiring information about the feared object, and finally having a direct experience with the threatening object with no ill effects.
4) Modeling can be done by live, filmed, or taped methods.
5) General principles of using modeling are:
   a) Determine which features of a model would be most attractive to the helpee.
   b) Decide upon the objectives of the modeling.
   c) Choose believable models similar to the helpees in age, sex, and race.
   d) Decide if live or simulated modeling would be more appropriate and practical.
   e) Design a modeling format, script, or role playing sequence.
   f) Conduct the modeling exercise.
   g) Discuss the helpee's reactions in terms of feelings, learnings, and suggestions.
   h) Recognize that informally we are modeling behaviors constantly for helpees.

Rewarding Skills

1) Praise words, such as "good job" are used commonly, but soon lose their effect because of overuse.
2) Some general principles in using reinforcement as a skill are.
   a) The reward, or incentive system, must be capable of maintaining a high level of action over a long period.
   b) We want the reward to be dependent on the appearance of the behavior we want.
   c) We want the desired behavior rewarded.
   d) The reward must be strong enough and given often enough for the desired behavior to be repeated.
   e) We want the behavior to generalize to similar situations when the rewards are not present.
3) The general strategy for using rewards is to plan them selectively in a pattern so that the desired behavior is emitted in the form and sequence desired. This is called a reinforcement schedule or contingency.
4) Tangible reinforcers have a place if they are not used:
   a) To control others.
   b) To reward an act required in daily living.
   c) To stop undesirable behavior such as giving ice cream to stop crying.
   d) To replace intrinsic rewards such as self-satisfaction.
   e) To affect others adversely such as favoritism with rewards.
5) Praise the action, not the person. "I liked the way you helped Bob this morning, Jim," rather than, "you are a good boy, Jim, the way you help others."
6) If you want the helpee to focus on feeling expression, our attention to these expressions, as well as overt praise, will tend to increase this behavior.

Contracting Skills

1) Characteristics of contracts are:
   a) Specificity. The helpee knows what is expected of him and the consequences for doing or not doing the agreed tasks.
   b) Impersonality. The helpee is not emotionally obligated to do the agreed task, nor is the helper emotionally involved in his doing the task.
   c) Feasibility.
      i) The specified task must be in the behavioral repertoire of the helpee.
      ii) If a helper expects the helpee to listen more accurately, the helpee must be able to attend for a sufficient time.
2) Formal contracts usually include statements of:
   a) Privileges extended.
   b) Responsibilities incurred.
   c) Bonuses and sanctions for completing or not completing agreed responsibilities.
   d) How and by whom the contract is to be monitored.
3) Some of the conditions to be determined before constructing the contract include:
   a) Identify the specific behavior that is inappropriate.
   b) Identify the specific desired behavior.
   c) Identify the conditions which arouse and maintain the inappropriate behavior.
      i)   What sets off the behavior.
      ii) What is he doing at the time.
      iii) What rewards does he get for doing it.
   d) Collect baseline data about how often the inappropriate behavior occurs.
      i)   How often?
      ii) Who are significant persons to him?
      iii) Their influence?
   e) Identify the conditions that arouse the appropriate behavior.
      i)   What do the other persons do, or could do, to arouse and reinforce this behavior?
   f) Determine reinforcers and establish a schedule of reinforcement.
   g) Negotiate a contract with all persons concerned and secure commitment to it for a specified time.

Extinguishing Skills

1) Behavior gradually subsides and eventually disappears when it is not reinforced.
   a) Behavior can be changed by discontinuing the rewards.
   b) If the helpee wants to change an undesirable behavior, the helper assists him to identify the conditions that are reinforcing it and then removing or weakening them.
2) Characteristics of extinction are that:
   a) Rates of extinction are variable and depend upon the regularity of reinforcement, the effort required to perform, perceived changes in the reinforcement pattern, and the availability of alternate responses.
   b) Avoidance behaviors can be extinguished by prevention of punishing consequences.
   c) Behavior is displaced rather than lost since it can be reinstated quickly through reestablishing the reward schedule.

d) Using extinction does not guarantee that more desirable behavior patterns will emerge.
3) Methods of extinction include:
   a) Simple removal of reinforcing conditions (as in not attending to an overly talkative helpee).
   b) Gradually changing the external stimulus for an undesirable behavior, for example, by exposing the person in small increments to a fearsome situation, where the fear is minimally elicited and the fear response is blocked. Gradually, the fear will be neutralized.

Aversive Control Skill

1) This skill involves a process of removing undesired behaviors through use of "punishing" or "aversive" stimuli.
2) Elements of aversive control are:
   a) Introduce an aversive stimulus at the time the person is engaging in the unwanted behavior. Standard efforts for problem drinkers have been to put an emetic with the drink so he gets nauseous and vomits when he drinks.
   b) Develop a positive reinforcing schedule for new behaviors when the noxious behavior has ceased.
   c) Be alert to undesirable side effects such as excessive fear arousal or unwanted negative attitudes toward the helper who suggested or administered the aversive stimulus.