

"Communication Y'all"

Demonstrating Highlights from
NAPSA's Core Competency

Professional Communication Training Module

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Training, Consulting, Speaking

*27th Annual NAPSA Conference
Philadelphia, PA*



PROFESSIONAL COMMUNICATION

Seeing the World through Different Lens

By: Carol Kubota

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Core APS Competencies Training



NATIONAL ADULT PROTECTIVE
SERVICES ASSOCIATION

**Training resources for the
Nation and your State.**

MASTER Core Curriculum

[http://theacademy.sdsu.edu/program
s/adult-services/master/core-
curriculum/](http://theacademy.sdsu.edu/programs/adult-services/master/core-curriculum/)

APS CORE COMPETENCIES

1. APS Overview
2. APS Values and Ethics
3. Agency Standards and Procedures
4. The Aging Process
5. Physical and Developmental Disabilities
6. Mental Health Issues
7. Substance Abuse
8. Dynamics of Abuse
9. Professional Communications
10. Self Neglect
11. Caregiver Neglect

APS CORE COMPETENCIES

12. Financial Exploitation
13. Physical Abuse
14. Sexual Abuse
15. Case Documentation/Report Writing
16. Intake Process
17. Investigation: Client Capacity
18. Investigation: Risk Assessment
19. Voluntary Case Planning and Intervention
20. Involuntary Case Planning and Intervention
21. Collaboration and Resources
22. Legal Issues and Law Enforcement
23. Case Closure

Learning Objectives

Trainees will be able to :

- ▣ Demonstrate their listening/reflection of content and feeling & the value of using Open-ended questioning
- ▣ Learn ways to value those who communicate differently than maybe we do.
- ▣ Learn the value of an interactive learning experience to help the Transfer Of Learning – TOL
- ▣ Access this training and all of the other NAPSA Core Modules



**NATIONAL ADULT PROTECTIVE
SERVICES ASSOCIATION**

"Professional Communication Y'all"

Oh no,
y'all just
read this
in my
voice.



Types of Interviews

Investigative

vs.

Clinical

- ❑ Fact-finding in nature
- ❑ Objective/Non-interpretive
- ❑ Conducted by APS or Law Enforcement
- ❑ Structured
- ❑ Time limited
- ❑ Competency of the client is questioned
- ❑ No leading
- ❑ Interested in objective reality of client
- ❑ Client may be lying

- ❑ Therapeutic in nature
- ❑ Subjective/Interpretive
- ❑ Conducted by mental health professional
- ❑ Unstructured
- ❑ Ongoing/engaging
- ❑ Competency is not a concern
- ❑ Some leading
- ❑ Interested in client's subjective experience
- ❑ Client is viewed as trustworthy

Types of Interviewees

- ▣ Victims
- ▣ Perpetrators
- ▣ Collateral contacts
- ▣ Family/ group interview



Interviewer Role: Use of Self

Presentation	Professional, non-threatening, warm, friendly
Stance	Open-minded, unbiased
Point of view	Strength-based
Strategies for eliciting information	Active listening, supportive, empathetic, reassuring
Strategies for reaching common understanding	Practice, clarify, recapitulate

Interview Preparation Activity

- ▣ Working in table groups, read your table's assigned vignette and determine what steps you would want to take and what information you might want to know before interviewing the victim.
- ▣ You have five minutes.

Affirmations

- ▣ Statements which demonstrate that you appreciate the victim's situation and are supportive of the victim as a person as he struggles with the situation.



“VALIDATION”

- U-tube Video “Validation”
- <https://www.youtube.com/watch?v=h5qAe77tnhk>

NOTE: This video is NOT a part of the NAPSA module but used in this workshop presentation only

Establishing Rapport

- ▣ Allows the victim to relax, diminishes fear.
- ▣ Establishes the victim's normal behavior vs. behavior under stress.
- ▣ Allows the victim to trust and therefore disclose.



How could you establish rapport with this client?



Identifying Emotions



To achieve empathy you need to:

- Accurately reflect the victim's emotions
- Match the emotional intensity of the victim (e.g. annoyed vs. infuriated).
- Avoid noncommittal (overused) words (bad, awful, terrible, frustrated, confused)
- Work to increase your emotional vocabulary.

Reflecting Emotions and Content Activity

- ▣ As you listen to the victim, write a statement that reflects both his emotion and the content of his statement.



Video Clip #1

(:47) "So the first thing I knew, I got cracked. I got a black eye. He knocked me on the floor. (From Norman Jr.?) From Norman Jr. I could have signed a complaint then but the thing was, if I signed a complaint I was afraid that when I go home, they are gonna beat me up." (1:06)

Video Clip #2

(2:48) *“I don’t want to run over here all the time and tell ’em that I got beat up. I should never get beat-up to be honest with you. I shouldn’t wanta.”*
(2:57)

Video Clip #4

(5:17) “Well, I haven’t got any friends or relations or anything. You know, it’s not very easy to answer. I’m 77, or will be in a few weeks and actually, where can you go? When you haven’t got no friends. You can’t walk the streets.” (5:37)

Question Typologies



Adapted with permission from Donna
Pence

Preferred Question Types

- ▣ Open-ended general questions
- ▣ Open abuse-related questions
- ▣ Invitational questions (Tell me more)
- ▣ Narrative cue (I see)
- ▣ Focused questions
- ▣ Disclosure clarification



Less Preferred Questions

- ❑ Multiple choice
- ❑ Options (either/or)
- ❑ Force choice (yes/no)
- ❑ Direct/specific questions



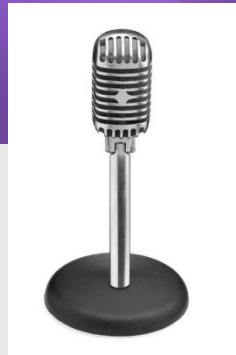
Least Preferred Questions



- ▣ Leading questions
- ▣ Tag questions
“isn’t it true?”, “didn’t he?”
- ▣ Coercive questions

Open-Ended Questions

Head to Head Challenge



Use of Silence

- ▣ Allow the victim to be silent to:
 - Think and get emotions under control
 - Communicate confusion
 - Feel you are listening
- ▣ Use your own silence to:
 - Give yourself time to think
 - Stop yourself from giving speeches
 - Create a calm mood
 - Keep from interrupting
- ▣ But, don't let it become hostile



Leading Questions

- ❑ Suggest the answer.
- ❑ Contains tag elements.
- ❑ Contains information that was not disclosed by the victim.
- ❑ Seriously compromises the credibility of the victim's statement.



Leading Questions Activity

Complete the “Transforming Leading into Non-leading Questions” worksheet by yourself.



Investigative Interviewing Activity

For this activity, you are being asked to identify both the question content type (*general, focused* or *disclosure clarification*) and question content style (*open-ended, multiple choice, yes/no, leading, or coercive*). When making a decision about the question style, you may find that a question is *open-ended, multiple choice, or yes/no* **AND** also either *leading* or *coercive*. If this is the case, please only select *leading* or *coercive*, and not the other relevant style type (so, if the worker's statement is both multiple choice and coercive, choose only coercive).

Special Considerations

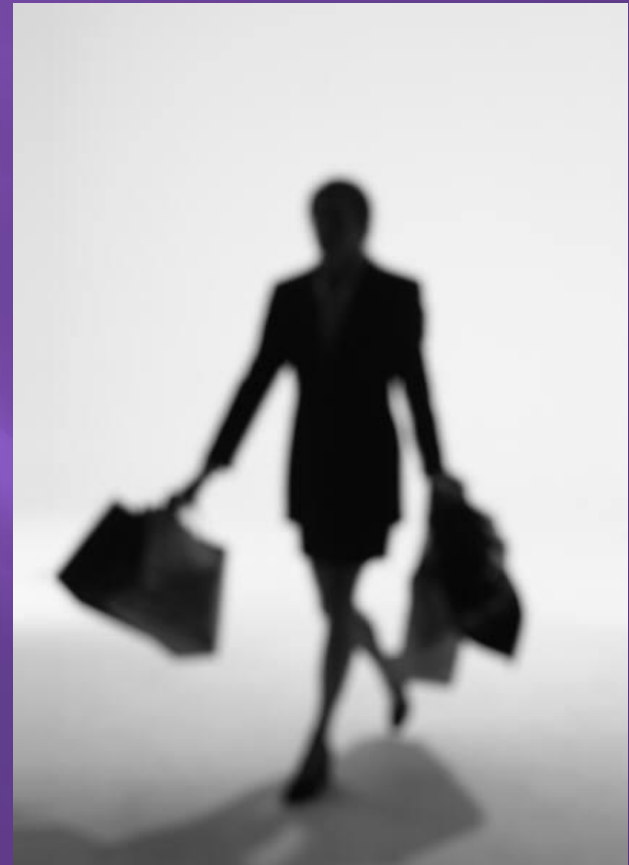
Interviewing victims:

- ▣ With sensory disabilities
- ▣ With communication barriers
- ▣ With cognitive disabilities
- ▣ Unwilling to accept help
- ▣ Who are hostile



Sensory Disabilities

- ▣ Can the victim:
 - See you?
 - Hear you?
- ▣ Is the victim:
 - In pain?
 - Tired, hungry, thirsty?
 - Traumatized?
 - Afraid?



Types of Communication Barriers

- ▣ Stuttering
- ▣ Echolalia
- ▣ Aphasia
- ▣ Unintelligible Speech
- ▣ No speech
- ▣ Delusions and Hallucinations
- ▣ Deafness
- ▣ Idiosyncratic communication
- ▣ Language/Cultural Barriers



Dealing with “Resistant” Clients



Stages of Change

1. Pre-contemplation (*Not even considering change/denial.*)
2. Contemplation (*Ambivalent about change*)
3. Preparation (*Preparing or making small changes*)
4. Action (*Making changes*)
5. Maintenance (*Incorporating new behavior into lifestyle*)

Scaling Readiness

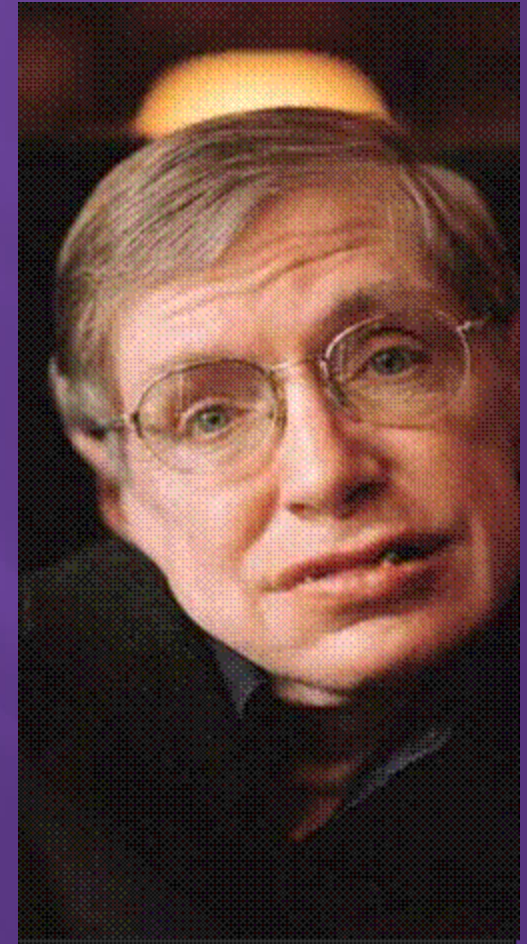
- ▣ Ask your client how ready they are to make a change
 - How important is it to change?
 - How confident are you that you can change?



Communication Barriers

(related to physical disabilities)

- ❑ Impaired communication does not indicate impaired intelligence.
- ❑ Everybody communicates. You just need to find the right strategy.
- ❑ Employ assistive devices when available.
- ❑ Remember that the care provider may be the abuser.
- ❑ Be patient.



Communication Barriers

(related to language/culture)

- ▣ Always use a translator
- ▣ Broken English may lead to misunderstandings/inaccurate information.
- ▣ Body language and personal space is different in different cultures.
- ▣ Different cultures have different communication styles.
- ▣ Group Harmony may be more important than Individuality.

Thank you!



Questions?

▣ **Steve Field**

Contact info: _____

Paul Needham

▣ **Contact info:** _____

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