

THE UNIVERSITY OF SHEFFIELD

The Social Work Interview: Structure.
Content and Verbal Behaviour.

A model for understanding and teaching interview skills
based on an analysis of tape recorded interviews.

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Chapter 27

The Application of the Model

While researching this thesis, I had the opportunity to introduce some of my ideas to social work students on placement at Withington Hospital, Manchester. I met with 6 cohorts of students during the Autumn and Spring terms of 1984, 1985 and 1986. The groups were made up of 4 to 7 students from various courses together with their fieldwork supervisors.

Method

Each student was given about three weeks to record an interview with a client on audio-tape. The tapes were then sent to me for analysis on the understanding that they would be discussed and possibly played back at a group session a few weeks later.

For the first session, the analysis followed the pattern established in the research. Interviews were timed, divided into topic areas and the worker's speech was broken down into constituent verbal behaviours. The amount of client talk was timed and compared with the amount of worker talk.

At the group sessions the students were asked to introduce their own interviews, and to describe the context of the interview, the client's circumstances and the main subject

matter.

I then described how I had analysed the interviews into topic areas and distributed graphs showing the structure of the interviews. It was pointed out that some interviews followed a regular pattern of topics of roughly even length, proceeding in sequence while others jumped about from topic to topic returning to previous themes once, twice or more times during the course of the conversation.

Discussion centred around the reasons for variations in structure. The object of the exercise was not to promote a "Right" and "Wrong" way of doing things but to make the students more aware of their own methods and those of their colleagues. This was done through an examination of alternatives and a consideration of consequences with reference to client reactions on the tape.

The categories of verbal behaviours were presented to the student group either in the form of individual printed hand-outs or on a flip-chart for everyone to see. Students received copies of their own interviews analysed into their component behaviours - questioning; giving information, advice and practical help; making statements which reflected client themes; making statements which challenged or supported client's ideas.

It became apparent that some students asked a great many more questions than others; some students gave a great

deal of information and advice; some students just sat back and listened while others were more verbally responsive. These differences and the reasons surrounding them became the subject for discussion. In what circumstances is it necessary to ask a lot of questions? What effect does this have on the client? Did reflective comments in interview A induce the client to talk more? How did the client respond to advice in interview B?

Some of these questions were discussed amongst the group and some were answered with reference to the tapes themselves. No attempt was made to present a correct model of interview behaviour. The emphasis was on presenting alternative ways of doing things and the consequence of different course of action.

Development of the Sessions

The method of analysis and presentation described above is detailed and time consuming. The amount of data generated is too great to be presented effectively to a group of students in a two hour session.

Over the course of several sessions, ways were devised to focus on key issues and at the same time to cut down the work:

1. Length

Students were asked to record shorter interviews. Twenty

to twenty-five minutes was suggested as an appropriate length. This also helped to standardise interviews for the purpose of comparison. It was decided that longer interviews could be handled more appropriately in one-to-one teaching sessions.

2. Key Issues

After listening to all the interviews in the group it was possible to pick out one or two issues which were relevant to most of the students in the group. In some sessions, after a brief presentation of the whole model it was decided to focus on structure; other sessions focussed on different ways of asking questions or ways in which information was presented.

It was not possible to organise more than one session per term at Withington. Further issues could become the subject of a series of sessions over the course of the fieldwork placements if time were available and if students and supervisors were willing to accept the recording of interviews as a regular method of training.

Reactions to the Model

1. Students

Most students were intrigued to see their interviews drawn out on paper. They were often surprised at how long they had spent on one particular topic or how little time they had spent on an important theme. Some students said they

had difficulty keeping the client to the point, others admitted that they had no clear idea themselves where the interview was headed.

Students were usually surprised at how much they talked during the interviews. Many had preconceptions that it was "wrong" for the worker to talk too much. As with the research interviews, there was great variation in the amount workers talked and this proved a fruitful basis for discussion about the ratio of worker to client talk and why it should differ.

Most students had no difficulty in understanding the nature of the verbal behaviours presented in the model. They were familiar with concepts such as open and closed questions, interpretation and reflection of feeling, although they had not previously thought of analysing interviews in this way. Students had been taught how to make assessments, and about client-centred counselling techniques, but consideration of all the various aspects of interview behaviour on a comparative basis was a new idea. On the whole, the groups reported that they found it a helpful way of thinking about interviews.

2. Supervisors

Supervisors said they found the sessions interesting and helpful. For all of them, it was the first chance they had had of hearing how their students interacted with a

client, face to face. They also had a chance to compare their own student's work with that of others, and exchange ideas with other supervisors within the group. They expressed interest in the model of interview analysis and were keen to carry some of the ideas over into their own supervision sessions.

Problems

1. Hardware

Teaching units have to provide recorders and tapes. This can be costly. Some students had their own recorders or could borrow them, but tapes have to be bought [although they are re-usable].

Although most students were familiar with tape-recorders there were the usual difficulties in obtaining clear recordings due to the placement of microphones, the placement of electrical sockets and short leads. Some students experienced difficulty in finding a quiet location.

2. Software

The problems of playing back recordings in a large room to a group of up to ten people, are considerable. Some tapes were not usable in this setting. This led to the clearest recordings being used as a focus for discussion rather than the most interesting.

3. Confidentiality

Any recording of real clients involves gaining their written consent to the interview, informing them of the purpose of the recording and of the use to which it will be put. They should be told who is likely to listen to the interview and whether or not it will be destroyed.

There was no problem in this setting about the use of interviews for study purposes but I was made aware that some departments do not look favourably on this practice.

4. Anxiety

All students experienced a certain amount of anxiety about exposing their work in front of other students, their supervisors and the researcher or so-called "expert". A few found this an exceedingly difficult task but all except one succeeded in producing a recording in time for the session.

The Way Forward

Clearly, the model is useless as a tool for teaching if it has to rely for its administration on a researcher who happens to be interested in interview behaviours.

The way forward has to be through initiating fieldwork supervisors in the relatively simple techniques of interview analysis. Most are easily convinced of the benefits of working with audio-tape and if they are

prepared to employ this method, a training package could be prepared which would lead them through the various ways of working with taped interviews. This could involve timing the relative amount of worker and client speech, sketching out topic developments and noting down various forms of verbal behaviour such as giving information, challenging the client or asking questions.

It must be acknowledged that time is an important factor in supervision sessions and each supervisor would have to decide with the student which area or areas to work on during his/her placement. For example, a preliminary hearing of a tape may reveal that the student's interview is over-long and poorly structured, in which case the supervisor may suggest that they concentrate on this aspect for teaching purposes. Alternatively, the student may be asking so many direct questions that the interview sounds like an interrogation. In this case, questioning behaviours could become the subject for the term. Students may undertake to record interviews at the beginning, middle and end of their placements in order to show their progress or to compare and contrast work done under different circumstances with different clients.

The model can also be used for self-training. Listening to oneself on tape can be a salutary experience in itself but students should be helped to move beyond embarrassment at the sound of their own voices, towards a constructive analysis of the interview in terms of form and behaviour.

Self-awareness in the context of knowledge about alternative interview behaviours is the aim. As trained social workers, students will ultimately move out in the field with a means to monitor their own skills and development.

Chapter 28

Fourteen Exercises with Taped Interviews

Notes for Fieldwork Supervisors and Study Tutors

The 14 exercises that follow are intended primarily for students on placement. They should be asked to produce a taped interview with a client for the purpose of analysis.

The exercises are based on the assumption that interviews with real clients in real situations provide the best material for learning about interviewing skills. For the student, it is a chance to see how his/her practice relates directly to interview theory. For tutors and supervisors it provides an opportunity to hear how their students interact with clients face to face.

Working through the exercises is not meant to teach the student the Right and Wrong way to conduct an interview. This is not a prescriptive model. The aim is to provide students with a way of thinking about interviews and a vocabulary for talking about interviews so that they can become more aware of what they say when they meet a client. They are asked to consider what they do and the effect of what they do.

The questions in the exercises are designed to raise issues which may be new to the student. They are meant to provoke thought and discussion rather than to provide simple answers.

The exercises need not be completed in any special order. Any one or more may be taken out of context according to the needs and interests of individual students.

The student may choose to record a series of interviews during his/her placement, either to compare different types of interview or to test out progress on a given interview technique over time.

These exercises also work well in groups as the nature of the questions lend themselves to comparison across interviews. Groups tend to stimulate discussion and can give students a chance to extend their knowledge of interview skills by contact with their peers.

Before listening to the tapes, teachers are asked to familiarise themselves with the main points of the theoretical model which underpins the exercises. These are set out below.

The Theoretical Model

The model presented here is based on a study of 40 interviews by qualified social workers. The structure of interviews was examined along with the verbal behaviours of the social workers.

Structure

Exercises 1 to 4 refer to the structure and process of the interview. It is a good idea to start with exercise 1 as

this is a practical exercise involving timing worker and client speech with a stop-watch. By the end of the exercise, the student will have listened to the interview at least twice and should be familiar with its twists and turns.

The object of exercise 1 is to make the student aware of the relative contribution made by client and worker and to lead on to an appreciation of listening as an active skill in the social worker's repertoire. The way in which workers listen and how this is conveyed to the client forms the main focus of the questions for this exercise.

Exercise 2 is designed to make the student more aware of different ways of structuring the interview. They are asked to divide the interview into topics, noting down each time a new topic occurs and whether it is the worker or the client that raises it.

It is useful to divide interviews into topics as these seem to form discrete areas within interviews. The interview can be seen as a process of topic initiation, topic development and topic closure which is repeated throughout the interview until all the topics are exhausted.

Topics should be distinguished from content. For example, the content of an interview may concern the client's housing problem. Within this, several topics may be

discussed such as rent, the area the client would like to live, how many points she has on the waiting list etc.

Interviews are of three main structural types; they may proceed regularly from one topic to the next in roughly even steps; there may be a few minor topics arranged around a central theme; they may be irregular in structure with topics of different lengths which may be discussed more than once during the course of the interview.

Whether it is the worker or the client who raises each topic relates both to the issue of control of the interview process and to the structure. Are clients allowed to raise topics whenever they like or only when the social worker permits? How many of the topics are on the social worker's agenda and how many on the client's agenda?

Exercises 3 and 4 examine the way in which workers begin and end their interviews. Research findings indicate that beginnings and endings are generally rather informal. Students are invited to consider the advantages and disadvantages of different types of opening and closure.

Verbal Behaviours within the Interview

Exercises 5 to 14 guide the student through the main forms of verbal intervention used in social work interviews with specific reference to their own interviews. Eleven main verbal behaviours were identified from the research

interviews, with listening included as a twelfth. These are listed below. A definition of each category follows together with notes on its use.

It is intended that teachers familiarise themselves with this simple 12 category system together with the main points associated with its use before presenting it to students - either singly as discrete behaviours or as a total system.

Twelve Category Verbal Analysis System for Interviews

Closed Question

Open Question

Information

Direct Guidance

Offers of Practical Help

Reflection of Content

Reflection of Feeling

Challenging Statements

Supportive Statements

Worker Self-Revelation

Interpretation

Listening.

Most interviews consist largely of the first five behaviours in the list with the addition of reflective

behaviours and a quota of listening time.

Supervisors are advised to concentrate on these basic skills initially, unless a student has a particular problem with one of the other areas of verbal behaviour. These generally occur infrequently in interviews and are suitable for more advanced study.

1. Closed Questions [Exercise 5a]

Closed questions are usually simple and direct:

"When did you move into the area?"

"Who was your last social worker?".

The response to a closed question is typically limited and specific. There may be one "correct" answer or a choice between certain alternatives.

Closed questions dominated the research interviews. They were the most common form of verbal intervention, irrespective of subject matter.

They are a quick and efficient way of obtaining information but they leave the client little scope for the development of his/her own ideas.

Long sequences of closed questions can begin to sound more like an interrogation than an interview.

2. Open Questions [Exercise 5b]

Open questions do not limit the nature of the response. Sometimes they are very general:

"How are you feeling today?"

"What's been happening?".

Sometimes they define the subject matter more closely:

"How do you feel about taking on extra work?".

Sometimes statements may be substituted for the interrogatory form:

"Tell me something about your new job".

Open questions allow the client to respond to the question in his/her own way. Because of this, they are often thought of as being part of a more client-centred approach.

They are particularly appropriate when talking about feelings rather than factual matters.

They are used far less frequently than closed questions. This may be because they are capable of generating more information. Evidence from the research sample however, suggests that they were under-used by many workers.

3. Information [Exercise 6]

All social work interviews contain information in varying

amounts. It may be information about practical matters, statutory matters, feelings or relationships.

Information derives from different sources such as books, lectures, professional experience and personal experience. The accuracy of information is linked to its source. Social workers typically do not reveal the source of their knowledge to clients. This may make it difficult for them to assess the quality of the information they receive.

While information may be accurate, it is not necessarily presented in a clear and understandable way. Information needs to be sorted into a logical order; the most important points should be stressed; a summary at the end can be helpful and it is essential to check whether the client has followed and understood what has been said. Information, particularly explanations, should be delivered in a concise coherent style without undue hesitation or diversion.

4. Direct Guidance [Exercise 7]

Direct guidance refers to any statement by the social worker which contains a moral imperative - "ought", "should" or "must". It is sometimes expressed as a suggestion - "Why don't you....?" or "Would you consider....?". Sometimes workers are more direct - "What you ought to do is....".

The majority of social work interviews contain some direct

guidance, although amounts vary.

As with information, the source of direct guidance is important. Advice and suggestions may emanate from a well authenticated data base but very often it may be the opinion of the social worker based on his/her own limited experience. If the client does not know the source, he/she cannot assess the worth of the advice.

Clients tend to resist direct guidance at least initially. It is unlikely that many clients will take advice simply because it is offered by the social worker. Some people believe that advice is inappropriate because clients should be helped to find their own solutions. Others believe that giving advice helps the clients to make up their own minds in the end.

5. Offers of Practical Help [Exercise 8]

Although practical matters such as finance and housing are discussed in the majority of social work interviews, direct offers of practical help are rarer.

Offers of practical help typically include; writing letters, telephoning other agencies or accompanying clients on visits to the DHSS, the Electricity Board etc.

The main issue with regard to such offers is whether the social worker should automatically undertake this role with a client or whether the client should be helped to do more on his/her own.

6. Reflection of Content [Exercise 9]

This behaviour reflects back the content of the client's previous speech in the worker's own words. It is a common behaviour in social work interviews and is associated with asking direct questions.

The worker asks a question and then shows that he has followed and understood the response by paraphrasing [not parroting] the client's words. Because reflections of content leave the subject matter with the client, they encourage him/her to continue with the same theme.

Reflections of content may also be used to selectively reinforce certain aspects of the client's theme. In this way they can help to direct the interview.

If students use this behaviour a great deal it is worth examining whether they regard it as primarily a worker-centred or a client-centred skill.

7. Reflection of Feeling [Exercise 10]

Reflections of feeling mirror the underlying feelings implicit in the clients' statements rather than the words themselves. It is a skill strongly associated with empathy in the counselling literature and can help move the interview on to new levels of shared understanding.

Students may be shy of using this skill as it can take

considerable practice to get it right. Some people seem to be naturally empathetic. For others it may take time to develop the necessary sensitivity.

Supervisors and tutors may like to centre discussion on how students can become more sensitive to clients' feelings and how to convey this to clients within the interview.

8. Challenging Statements [Exercise 11]

Many interviews contain no challenging statements at all. Those that do may contain a high number. Some social workers adopt a more challenging style than others.

Challenging statements range from questioning the client's views to outright contradiction, and include confronting the client with discrepancies in his/her own ideas or actions.

They are used to correct clients' errors and misconceptions and also to promote rational debate by presenting an opposing viewpoint.

The following example of a challenging behaviour occurs just after the client has said that she would like to leave her husband:

Worker: "This is quite different from what you were saying last time. Last time you were saying how much you loved him".

Workers need considerable skill in using challenging behaviour. Although it may serve to promote discussion it may also threaten client confidence and self-esteem. The evidence from the research interviews suggested that workers may be rather afraid of the destructive potential of challenging behaviour and accordingly, tend to underestimate its potential usefulness.

9. Supportive Statements [Example 12]

Social workers verbalise support only rarely. This may be because supportive statements are seen as just one of a repertoire of verbal and non-verbal behaviours which are aimed at developing rapport between client and worker.

Supportive statements are one way of actively encouraging the client's ideas or actions. In this sense they may be seen as client-centred.

They may also be used as a form of verbal reinforcement when the client takes up one of the worker's ideas. In this sense they may be seen as worker-centred.

An example of a supportive statement which reinforces the client's actions occurs in the following exchange:

Client: "Did I tell you that I was looking for a job?"

Worker: "You did tell me and I was very pleased to hear it!".

Supportive statements may also be aimed at the client's self-image:

Client: "I think I'm doing something wrong round here".

Worker: "I don't think you are, I think you are doing very, very well".

10. Worker's Self-Revelation [Exercise 13]

These are comments relating to the workers' personal life and experiences such as whether they are married and how long they have worked for the department. Workers may also choose to mention life events which are relevant to the client's problem such as a recent divorce or bereavement.

How much to reveal can be a problem. Clients are often curious about the worker's personal life and students may find this difficult to handle. On the other hand, students may be too eager to show identification with the client's problems by talking about their own experiences.

Most workers reveal very little about their personal lives. If students do so frequently it may be useful to examine their motivation.

11. Interpretation [Exercise 14]

Interpretative statements are rare in social work interviews as a more direct problem solving approach has superseded work that is primarily insight-oriented.

Where it occurs it attempts to draw together themes and events from the client's life in a new way so as to promote fresh insights. It is designed to help the client understand him/herself more fully.

For example, in the case of a client who is describing the humiliating way his girlfriend is treating him, the worker comments:

"That sounds very much like the way your mother treated you as a child".

The purpose of the interpretation is to help the client to see how he acts out the relationship he had with his mother in his current relationships.

Interpretations are usually based on a psychotherapeutic model [e.g. Freudian] and it is worth discussing with students the theoretical basis of their interpretations if this is a common form of intervention in their work.

Interpretations should always be tentative as they relate to theories not facts. The presentation of interpretations therefore, is also an important issue.

12. Listening [Exercise 1]

Listening can be examined as a separate skill but it is suggested here that it is considered along with talk times as part of a composite exercise.

Fourteen Exercises with Taped Interviews

Exercise 1

Aim: To discover more about talking and listening.

1a Talking

Method: As you listen to your interview, time each of your speeches with a stop-watch. Start the watch when you begin to speak and stop it when you stop. Do not include pauses in between speeches. Note down your talk time in minutes. Now listen to the interview again and do the same for each of the client's speeches. Make an assessment of the ratio of worker to client talk.

Questions:

1. Who speaks more, you or the client?
2. If you talk more or about the same, is this what you intended?
3. Do you feel you were able to include all the points you wanted to make?
4. Do you think the client had enough space to say what he/she wanted to say?
5. Can you think of an interview situation in which you might have wanted to talk more than in this interview? Less than in this interview?

6. Can you think of factors which might affect how much you talk in an interview?

1b Listening

Method: Using the same interview as in Exercise 1a, note the length of time the client is speaking.

For the purpose of analysis, assume that all the time the client is talking you are listening.

Questions:

1. What proportion of total interview time did you spend listening?

2. How did you convey to the client that you were listening?

a] by murmuring - "Mm, mm" or "Yes, yes", as he/she talked?

b] by repeating the occasional word or phrase?

c] by verbalising your reactions; surprise, sympathy, amusement?

d] through the use of non-verbal cues [not available on tape]; facial expression, posture, gestures etc.

3. What do you consider to be the most important functions of listening?

a] to gain information?

b] to encourage the client to talk?

c] to show that you are interested in the client's concerns?

4. Do you consider that you spent enough time listening in the interview?

Exercise 2

Aim: To learn more about the structure of the interview.

Method: Listen to the interview and note down all the topics that are discussed in the order they occur. If topics arise more than once note them down each time. Underline any lengthy topics or main themes. At the same time, note whether it is the client or the worker that initiates each topic.

Questions:

1. How many topics are there?
2. How many topics occur more than once?
3. Can you say why these topics need to be repeated?
 - a] because the discussion was not fully concluded the first time?
 - b] because the topic concerned an important theme needing emphasis?
 - c] because the client was not satisfied with the outcome of the discussion?

d] because the topic was originally introduced too early?

4. Did you introduce the topics in any special order? If so, give reasons.

5. How was your interview organised?

a] around a central theme with a few peripheral topics?

b] step by step with topics of roughly the same length?

c] irregularly with many topics returned to a second or third time?

6. How many topics did the client initiate?

How many did you initiate?

Do you consider that the client was given enough opportunity to raise topics?

What effect does allowing clients to raise topics have on the structure of the interview?

7. Listening to your interview, did you think it sounded well organised or rather disorganised?

8. How could its organisation have been improved?

Exercise 3

Aim: To consider the beginnings of interviews.

Method: Listen to the first 3 minutes of your interview and note down what you say.

Questions:

1. Did you start off by giving the client any idea about the purpose of the interview?
2. Did you give the client any idea of how long the interview is likely to last?
3. Did you start off with a very general open question, e.g. "How's things?"
Did you start off with a more focused open question, e.g. "How's your mother?"
Did you start off with a direct closed question, e.g. "Did you get a letter from your mother last week?"
What are the advantages and disadvantages of each type of opening?
4. You are likely to have opened the interview, but who introduced the first topic - you or the client?
What implications does this have for the way the interview might continue?
5. Who speaks more in the first 3 minutes - you or the client? What implications does this have for the

way the interview might continue?

Exercise 4

Aim: To consider the endings of interviews.

Method: Listen to the last 3 minutes of your interview and note down what you say.

Questions:

1. How did you let the client know that the interview was coming to an end?
2. Did you check that the client had said everything he/she wanted to say?
3. Did you summarise the main points of the interview at the end?
4. Did you check that any plans for action were clearly understood by both parties?
5. Did you check that all information had been clearly understood?

Exercise 5

Aim: To compare the use of open and closed questions.

The exercise is split into 5a, 5b and 5c.

Exercise 5a

Aim: To examine the use of closed questions.

Method: Listen to your interview and note down every time you ask a closed question.

Questions:

1. How many closed questions did you ask?
2. Approximately how many were about:
 - a] practical matters, finance, accommodation?
 - b] job, school, other activity?
 - c] relationships?
 - d] feelings?
 - e] health?
3. How did the client respond to closed questions?
 - a] with a word or two?
 - b] with a few short sentences?
 - c] with a speech lasting around 15 to 30 seconds?
 - d] with a lengthy account?
4. What do you think would have happened if you had addressed the same issues using open questions?
5. Practice asking some of the questions using a more open format.

Exercise 5b

Aim: To consider the use of open questions.

Method: Listen to the interview and note down every time you ask an open question.

Questions:

1. How many open questions did you ask?
2. Approximately how many were about:
 - a] practical matters?
 - b] job, school, other activities?
 - c] relationships?
 - d] feelings?
 - e] health?
3. How did the client respond?
 - a] with a word or two?
 - b] with a few short sentences?
 - c] with an answer lasting 15 to 30 seconds?
 - d] with a more lengthy account?
4. What do you think would have happened if you had addressed the same issues using closed questions?

Exercise 5c

Aim: To compare the use of open and closed questions.

Method: Examine your responses to Exercises 6 and 7 above.

Questions:

1. Did you ask more closed or more open questions in your interview?
2. In talking about practical matters, did you ask more open or more closed questions? In talking about feelings and relationships, did you ask more open or more closed questions?
3. Do you consider open questions to be more suitable for certain kinds of topics than others? If so, which topics and why?
4. Did the client talk more following an open question or a closed one?
5. What do you think are the relative advantages and disadvantages of open and closed questions?
6. If you could do the interview over again, would you ask more open questions? More closed questions?

Exercise 6

Aim: To examine ways of giving information.

Method: Listen to the interview and note down any pieces of information you gave to the client and what they were about.

Questions:

1. What was the information about?
 - a] practical matters? e.g. DHSS, Housing.
 - b] handling relationships/feelings?
 - c] your role or that of the department?
 - d] fixing the next meeting?
 - e] statutory matters?
 - f] other general information?
2. Did you plan the information you gave or did it just crop up in the interview?
3. Did you repeat any of the information or come back to it later in the interview?
4. Did you summarise any of the information at the end?
5. Did you check that the information had been understood and remembered by the client?
6. Did you write anything down for him/her?
7. What was the source of your knowledge on which you

based the information?

- a] books or other written material?
- b] practice wisdom and experience?
- c] personal fund of knowledge?
- d] colleagues?

8. Do you consider that the information you gave was clearly presented? How could it have been improved?

Exercise 7

Aim: To consider the use of direct guidance; e.g. advice, suggestions.

Method: Listen to the interview and note down each time you say something to the client that implies he/she "should" or "ought" or "must" do something.

Questions:

1. How many pieces of direct guidance did you give in this interview?
2. What were they about?
 - a] practical matters?
 - b] relationships?
 - c] feelings?
 - d] health related matters?
 - e] activities, e.g. job, groups, leisure?
 - f] other?

3. How did the client react? Did you think he/she would take the advice or act on your suggestion? Did it lead to a discussion or was it accepted straight away? Did he/she challenge your opinion? Did he/she reject it?
4. Consider each piece of advice in turn.
What qualifications do you have to give this piece of advice?
 - a] professional knowledge?
 - b] personal experience?
 - c] one concerned adult to another?
 - d] representative of your department?
5. Do you expect the client to take up your advice/suggestion?
6. Consider the advantages and disadvantages of direct guidance in the interview. In what circumstances is it appropriate to give it? In what circumstances is it inappropriate?

Exercise 8

Aim: To examine the role of practical help within the interview.

Method: Listen to the interview and note down any offers you make to help the client in a practical way, e.g. by writing a letter, making a telephone call, arranging transport or liaising with another agency.

Questions:

1. Did the client request this form of help?
2. Would the client be capable of carrying out the action him/herself?
3. If yes, why did you offer to do it?
 - a] because it is easier for you as you have access to telephones, secretarial assistance etc?
 - b] because you are able to use your authority as a social worker with other agencies - Housing departments or DHSS?
 - c] because you will perform the task more competently?
 - d] because you wish to be helpful and demonstrate your concern?
4. Consider the advantages and disadvantages of offering to help clients in a practical way - do

they find it reassuring? Does it increase their sense of dependency? Is it practical to expect them to deal with the bureaucracy in many modern departments? Is it quicker to do it yourself?

Exercise 9

Aim: To understand the use of reflections of content in the interview.

Method: Count the number of times in the interview you respond to the client by reflecting back the content of his/her speech rather than by adding a comment of your own or by asking a fresh question. Do not include mere repetition of client words or phrases. True reflections paraphrase the client's meaning in the worker's own words.

Questions:

1. Were your reflections accurate? Did they faithfully reflect the meaning of the client's words?
2. How selective were you in what you chose to reflect? Did you reflect the whole of the client's speech or select only certain themes?
3. What were you trying to convey by each of your reflections of content?

a] that you have understood what the client is saying?

- b] that you wish to hear more on the same general theme?
 - c] that you wish to pick out certain aspects of the client's theme for further discussion?
 - d] that you wish to acknowledge the client's theme before moving on to a fresh theme of your own?
 - e] more than one of these?
4. How did the client respond to a reflection of content in each case?
- a] by continuing with his/her theme?
 - b] by waiting for you to continue?
 - c] by moving on to something else?
5. Do you consider that your use of reflection of content is a worker-centred or a client-centred behaviour? Does it encourage the client to pursue his/her own ideas or does it subtly "lead from behind" by only reinforcing those themes of most interest to the worker?
6. Can you find places in the interview where you could have used reflection of content to encourage the client to say more rather than asking another question?

Exercise 10

Aim: To understand the use of reflection of feeling in the interview.

Method: Note the number of times in the interview that you respond to the client's speech by reflecting back the underlying feelings implicit in his/her words. E.g.
Client - "He died very suddenly last week"
Worker - "That must have been a great shock".

Questions:

1. How many times did you use reflection of feeling in the interview?
2. In each case, consider whether you were responding to the client's overtly expressed emotion or to the emotion underlying the words?
3. What cues did you use to judge the client's emotions in each case:
 - a] facial expression?
 - b] direction of gaze [downcast eyes]?
 - c] posture?
 - d] body movements, gestures?
 - e] tone of voice?
 - f] speed of talk - rapid or slow?
 - g] content of client's speech?

4. In what ways did your client respond to reflections of feeling?
 - a] did he/she acknowledge the feeling?
 - b] did he/she continue to talk about the feeling?
 - c] did he/she correct you if you had misunderstood?

5. What do you consider to be the main value of reflections of feeling within the interview?
 - a] to encourage the client to talk about feelings?
 - b] to let the client know that you understand his/her feelings?

6. Can you think of any other ways of encouraging the client to talk about feelings?

7. Can you think of any other ways of demonstrating empathy?

Exercise 11

Aim: To understand the use of challenging behaviour.

Method: Listen to the interview and note down any phrases that challenge the content of the client's previous statement.

Questions:

1. In what way did you challenge the client's statements?
 - a] did you question the client's views?
 - b] did you openly contradict what he/she said?
 - c] did you produce a counter-argument?
 - d] did you confront the client with discrepancies in his/her statements or behaviour?

2. Why did you choose to use a challenging behaviour?
 - a] to promote further discussion?
 - b] to correct the client's errors or misconceptions?
 - c] to try to influence maladaptive thinking or behaviours in the client?

3. Can you think of other ways of achieving any of the aims in 2. [above]?

4. How did your client respond to challenging

statements?

- a] did he/she take up the challenge?
- b] did he/she enter into debate?
- c] did he/she reject your ideas?

5. Could you have used challenging behaviours more in your interview?
6. What effect do you think this would have had on the interview as a whole?

Exercise 12

Aim: To understand the use of supportive behaviours in the interview.

Method: Listen to the interview and note any statements that clearly support the client's previous speech, actions or behaviour. Much of what workers say is intended to be supportive in function but only note those responses in which you overtly support the client in words.

Questions:

1. How many of your supportive interventions were simply sustaining in the sense of conveying a sense of caring concern?
2. How many were also designed to reinforce the actions or ideas of the client to show that these were valued and appreciated?

3. How many supportive statements were designed to reward the client for following your own ideas or suggestions?
4. What do you consider to be the main function of supportive statements?
5. Can you think of other ways of conveying support for the client in the interview?
6. What was the client's reaction to supportive statements? Do you think the client was actively seeking support?
7. Would you consider using more supportive statements in future interviews? Less?

Exercise 13

Aim: To examine the use of self-revelation in the interview.

Method: Listen to the interview and note down any comments you make relating to your personal life, e.g. whether you are married or not, where you are from, or an account of a personal experience.

Questions:

1. In what circumstances did you reveal aspects of your personal life or experiences?

- a] spontaneously?
 - b] in response to a client question?
2. What was the main purpose of the revelation?
- a] to help establish rapport, break down professional barriers?
 - b] to illustrate your understanding by indicating that you have had similar experiences to those of the client?
 - c] to allow the client to draw on your fund of personal experience or to act as a role model?
 - d] to satisfy the client's curiosity?
 - d] to encourage the client to reveal more of his/her personal feelings?
3. Did the revelation have the desired effect? [see 2. above].
4. How did you feel about revealing aspects of your personal life? Did you feel exposed or embarrassed?
5. Consider the advantages and disadvantages of workers revealing aspects of their personal lives to clients?

Exercise 14

Aim: To examine the use of interpretive statements in the interview.

Method: Listen to the interview and note down all the statements that are aimed at helping the client understand him/herself more fully. Interpretations go beyond what has been overtly recognised to point up themes, patterns and causal relationships.

Questions:

1. How did you present each interpretation?
 - a] as a fact?
 - b] as a probable explanation?
 - c] as a possibility?

2. On what were your interpretation based?
 - a] on factual data presented during the interview?
 - b] on previous knowledge of the client and his/her life?
 - c] knowledge of similar cases?
 - d] theoretical knowledge of human behaviour?

3. How did the client receive the interpretation? Did he/she accept its validity? Did he/she find it useful?

4. Do you see any dangers in offering interpretations to clients?
5. What are the benefits?

Conclusion

In this final section it is my intention to review what has been accomplished and to suggest what remains to be done.

Developing a Category System of Verbal Behaviours

A primary objective of the research was to develop an analytical model of verbal behaviours in the social work interview. Existing taxonomies, based largely on American non-directive counselling models were considered to be inadequate in the British context in which giving information, advice and practical help play a large part. The intention was to set aside pre-conceived notions and to build a model using only data generated from the sample. This method yielded a seemingly infinite quantity of data and it was found necessary to consult the literature once more, to find a sense of emphasis and direction in the work. The constant checking of the verbal behaviour categories which emerged from the data against the relevant literature resulted in a taxonomy which was expressed in the language of social work and which could be shown to be valid and relevant in social work terms.

Using the Category System

Apart from having intrinsic validity, an analytical tool should also be relatively easy to use, especially, as in

this case, when it is intended to have an application other than pure research. A number of trials with trained raters eventually resulted in the reduction of the category system from over 70 categories to a simple list of only 12, which could be easily mastered by those with an understanding of social work terminology.

The Descriptive Model

A further aim of the research was to build a descriptive model of the social work interview. As part of this process the structure and content of interviews were examined; graphs were devised to illustrate the development of topics, enabling the pattern of interviews to be comprehended at a glance. Topics were linked to wider categories of content such as discussions about practical matters or relationships, and these, in turn, were linked to verbal behaviours, in order to provide an overview of all aspects of the interview. The descriptive model was amplified by quotations from social workers and clients which served both to illuminate points which emerged from the data and also to give the reader a feel for the texture of the interview process.

Data Analysis

The data revealed a rich diversity of structure, form and content in the interviews. It was possible, nevertheless, to discern certain patterns linked to the development of topics and also to the use of certain verbal behaviours

which were used to open and close the interviews, and to initiate topics and themes within interviews. These results are discussed in part III.

The 12 category system for verbal behaviours was successfully used to analyse the 40 interviews in the sample, and this yielded a great deal of information, some of which was new and some of which echoed the results of previous studies. For example, it was found, as expected, that a discussion of practical problems played a large part in social work interactions and that insight oriented casework played only a minor role; more surprisingly, it was found that closed questions and, sometimes, rapid sequences of closed questions, dominated worker speech in nearly all interviews. It was suggested that closed questions, backed up by reflections of content by the social worker, served not only to keep the client talking but also to keep the social worker firmly in control. Even when clients raised topics, the worker, typically, regained control by asking a closed question. Behaviours associated with non-directive counselling techniques such as asking open questions and reflecting back clients' feelings were within the repertoire of most social workers but, given the prominence of such techniques in the literature, they were considered to be relatively underused. There was also little evidence of genuinely participative discussion between clients and workers; the interviews in most cases conformed to a pattern consisting

of the worker prompting the client to disgorge large amounts of personal information. These, and other findings, are discussed in part IV of this thesis.

The Application of the Model

A key objective of this work was to move from an analytical model to one which would have a practical application in the field. Following a period of experimental work with students on placement, a series of exercises were devised, intended for use by practice teachers with their students.

Following the publication of CCETSW paper 26.2 [1988] the issue of practice teaching is currently being debated. CCETSW proposes a national award for, and national register of, accredited practice teachers; new practice teachers will have to meet certain criteria to demonstrate their competence. There will be a need for simple, practical tools which can be used with some degree of standardisation across placements. With regard to the teaching of interview skills, the fourteen exercises with taped interviews could provide one such tool.

Although the exercises have been designed for use in supervision sessions, they also carry the potential for continued self-monitoring by social workers. Students who learn how to listen to their interviews carry with them the ability to criticise their own work and to become more

aware of their strengths and weaknesses.

Further Research

A work such as this can never be completely finished. When one set of objectives are met, further goals are presented and there is, inevitably, much left to be done.

The study has taken an overview. It was my intention to collect interviews from a variety of sources and settings and to identify recurrent behaviours and common themes. A further step could be to identify particular behaviours which are appropriate to certain types of client or particular sets of circumstances. For example, in my own authority, there is currently much discussion about the best way to handle "disclosure" interviews with children who may have been sexually abused; at the other end of the scale, MacPherson et al. [1988] consider the problem of interviewing elderly people who may be confused or forgetful.

The model presented in this thesis is a category system of interview behaviours, any of which may be used to a greater or lesser degree in different situations. Precisely how to use these behaviours most effectively will vary according to circumstances and remains to be defined.

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Appendix 1

Consent Form to be Signed by Clients

The University of Sheffield
Department of Sociological Studies.

Consent Form

I agree to my interview with my social worker being taped as part of a project to help us understand better how social workers and their clients talk together.

I understand that the interview will be anonymous and that all material will be treated in the strictest confidence.

I also understand that any subsequent quotation or publication of extracts from the interview will be in a strictly professional context.

Signed.....

Appendix 2

Details to be Completed by Social Worker

The University of Sheffield
Department of Sociological Studies.

Interview Project

Thank you for agreeing to participate.

Would you remember that only one-to-one interviews are required with a previously known client or a relative of a known client?

When the interview is complete, please telephone me on xxx.

In addition, I would be grateful if you would fill in the details below:

Name of social worker:

No. of years post-qualification experience:

Type of agency:

Home or office interview:

How long have you been involved with the case?

About how frequently do you have contact?

Sex of client:

Age of client:

Marital status of client:

Brief description of type of interview and main aims.....

Appendix 3

Characteristics of the Sample : The Social Workers

<u>Interview No</u>	<u>Sex</u>	<u>Years Qualified</u>	<u>Agency Base</u>
1	F	32	Hospital
2	M	3	Area Team
3,4,5	F	3	Area Team
6	F	6	Area Team
7	F	10	Area Team
8,9	M	18	Area Team
10,11	M	2	Area Team
12	M	3	Hospital
13,14,15	F	10	Child Guidance Clinic
16,17	M	7	Area Team
18	F	2	Area Team
19,20,21	F	16	Hospital
22,23,24	M	2	Area Team
25,26,27	F	17	Hospital
28,29,30	M	12	Hospital
31	M	2	Hospital
32,33,34	M	5	Child Guidance Clinic
35,36	M	13	Area Team
37	M	5	Hospital
38	F	4	Area Team
39,40	F	15	Hospital

Appendix 4

Characteristics of the Sample : The Clients

<u>Interview</u>	<u>Client Group*</u>	<u>Age</u>	<u>Sex</u>	<u>Marital Status</u>
1	Elderly	40's	F	Married
2	Mental Handicap	18	M	Single
3	Mental Handicap	40's	F	Married
4	Mental Handicap	30's	F	Divorced
5	Mental Handicap	30's	F	Married
6	Adoption	20	M	Single
7	Deaf	20's	F	Married
8	Elderly	73	F	Widow
9	Mental Illness	52	F	Married
10	Elderly	60's	M	Single
11	Elderly	50's	M	Single
12	Alcoholism	40's	M	Divorced
13[34]	Children	13	M	Single
14	Children	35	F	Married
15	Children	14	M	Single
16	Homeless	19	F	Separated
17	Homeless	25	M	Married
18	Mental Illness	20's	M	Single
19	Physically Ill	47	F	Divorced
20	Physically Ill	28	F	Married
21	Physically Ill	56	F	Single
22	Children	30's	M	Separated
23	Children	17	M	Single

Appendix 4 [Continued]

<u>Interview</u>	<u>Client Group*</u>	<u>Age</u>	<u>Sex</u>	<u>Marital Status</u>
24	Children	45	M	Divorced
25	Mental Illness	44	F	Divorced
26	Mental Illness	69	F	Widow
27	Mental Illness	24	F	Married
28	Mental Illness	37	M	Single
29	Mental Illness	45	M	Divorced
30	Mental Illness	41	F	Divorced
31	Mental Illness	40's	F	Married
32	Children	20's	F	Single
33	Children	40's	F	Widow
34[13]	Children	13	M	Single
35	Children	33	M	Separated
36	Children	33	F	Divorced
37	Children	36	F	Married
38	Children	13	M	Single
39	Alcoholism	38	F	Divorced
40	Alcoholism	59	M	Married

*The client group is defined by the nature of the problem and does not necessarily reflect the status of the client him/herself who may be a parent or some other relative.

N.B. The client in interview 13 and the client in interview 34 is the same person.

Appendix 5

Characteristic of the Sample : Period of Involvement
and Frequency of Contact with Client

<u>Interview</u> <u>[N = 30]</u>	<u>Period of</u> <u>Involvement</u>	<u>Frequency of</u> <u>Contact</u>
6	1 week	-
8	20 weeks	weekly
9	10 weeks	weekly
10	1 month	weekly
14	9 months	every 3 weeks
15	6 weeks	weekly
16	2 months	weekly
17	8 months	every 4 weeks
18	8 months	every 2 weeks
19	5 years	infrequent
21	3 months	every 4 weeks
22	18 months	-
23	6 months	weekly
24	18 months	weekly
25	4 years	infrequent
26	2 years	infrequent
27	5 years	infrequent
28	2 weeks	3 contacts
29	1 year	every 6 weeks
30	4 months	weekly
31	1 month	weekly
32	2 months	weekly

Appendix 5 [Continued]

<u>Interview</u> <u>[N = 30]</u>	<u>Period of</u> <u>Involvement</u>	<u>Frequency of</u> <u>Contact</u>
33	6 weeks	weekly
34	1 month	every 2 weeks
35	19 months	every 6-8 weeks
36	18 months	weekly
37	4 months	weekly
38	2 years	weekly
39	3 years	monthly
40	4 years	every 2 weeks

Appendix 6

The Location of Interviews

<u>Office</u>	<u>Home</u>	<u>Other</u>
Interview 1	Interview 3	Interview 34 [school]
Interview 2	Interview 4	Interview 38 [childrens home]
Interview 6	Interview 5	_____
Interview 9	Interview 7	Total = 2
Interview 12	Interview 8	
Interview 15	Interview 10	
Interview 23	Interview 11	
Interview 25	Interview 13	
Interview 26	Interview 14	
Interview 27	Interview 16	
Interview 28	Interview 17	
Interview 29	Interview 18	
Interview 30	Interview 19	
Interview 35	Interview 20	
Interview 36	Interview 21	
Interview 37	Interview 22	
Interview 39	Interview 24	
Interview 40	Interview 31	
-----	Interview 32	
Total = 18	Interview 33	

	Total = 20	

Appendix 7

Length of Interview in Minutes [Ascending Order]

<u>Interview No.</u>	<u>Length in Minutes</u>
18	8 mins.
15	8 mins.
16	9 mins.
7	9 mins.
39	12 mins.
27	15 mins.
17	15 mins.
40	22 mins.
12	22 mins.
6	23 mins.
34	23 mins.
22	25 mins.
33	25 mins.
25	26 mins.
32	26 mins.
38	28 mins.
21	34 mins.
11	34 mins.
23	35 mins.
10	35 mins.
2	35 mins.
31	35 mins.
19	36 mins.

Appendix 7 [Continued]

<u>Interview No.</u>	<u>Length in Minutes</u>
20	36 mins.
26	40 mins.
5	41 mins.
1	43 mins.
13	45 mins.
36	45 mins.
8	46 mins.
14	47 mins.
29	48 mins.
35	53 mins.
30	54 mins.
4	59 mins.
28	59 mins.
3	61 mins.
37	68 mins.
9	68 mins.
24	69 mins.

N = 40

Appendix 8

Main Aims of Interviews as Stated by Workers, and Length of Interviews

<u>Assessment</u>	<u>Support</u>	<u>Counselling</u>	<u>Practical help/advice</u>
8 mins [Int. 15]	9 mins [Int. 16]	23 mins [Int. 6]	8 mins [Int. 18]
9 mins [Int. 16]	22 mins [Int. 40]	25 mins [Int. 33]	9 mins [Int. 16]
9 mins [Int. 7]	22 mins [Int. 12]	26 mins [Int. 32]	9 mins [Int. 7]
12 mins [Int. 39]	34 mins [Int. 21]	28 mins [Int. 38]	15 mins [Int. 17]
15 mins [Int. 27]	36 mins [Int. 19]	45 mins [Int. 13]	22 mins [Int. 12]
15 mins [Int. 17]	43 mins [Int. 1]	46 mins [Int. 8]	23 mins [Int. 6]
22 mins [Int. 12]	61 mins [Int. 3]	47 mins [Int. 14]	23 mins [Int. 34]
23 mins [Int. 34]		48 mins [Int. 29]	26 mins [Int. 32]
25 mins [Int. 22]		54 mins [Int. 30]	34 mins [Int. 11]
26 mins [Int. 25]		51 mins [Int. 28]	35 mins [Int. 10]
34 mins [Int. 21]		68 mins [Int. 37]	35 mins [Int. 31]
34 mins [Int. 11]		69 mins [Int. 24]	36 mins [Int. 20]
35 mins [Int. 23]			41 mins [Int. 5]
35 mins [Int. 10]			59 mins [Int. 4]

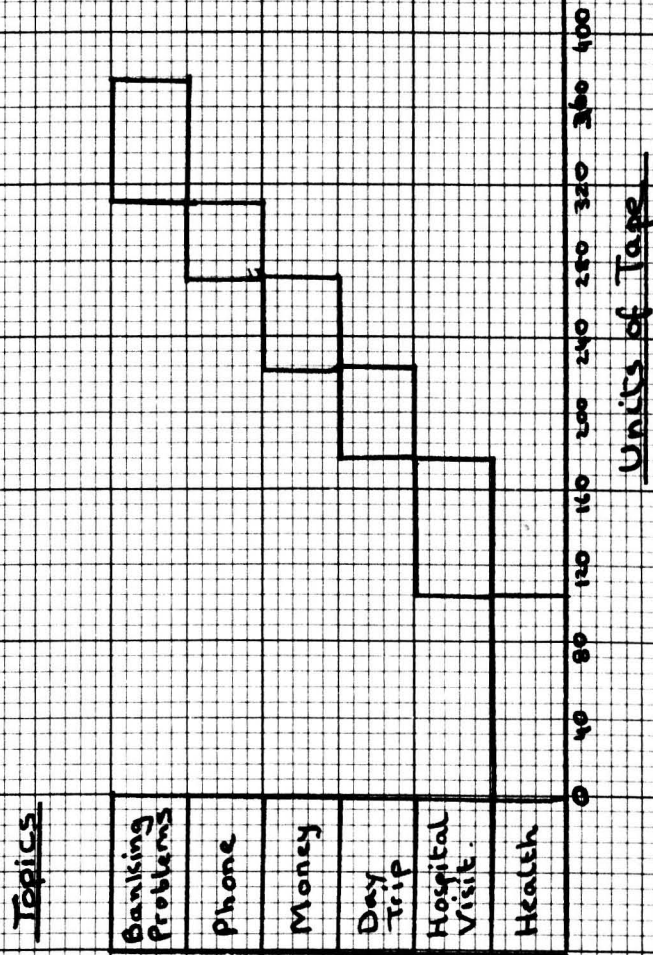
Appendix 8 [Continued]

<u>Assessment</u>	<u>Support</u>	<u>Counselling</u>	<u>Practical help/advice</u>
35 mins [Int. 2]			
35 mins [Int. 31]			
36 mins [Int. 19]			
40 mins [Int. 26]			
41 mins [Int. 5]			
45 mins [Int. 36]			
53 mins [Int. 35]			
59 mins [Int. 4]			
61 mins [Int. 3]			
68 mins [Int. 9]			
69 mins [Int. 24]			
-----	-----	-----	-----
25 interviews	7 interviews	12 interviews	14 interviews

Social workers stated more than one aim in 16 of the 40 interviews.

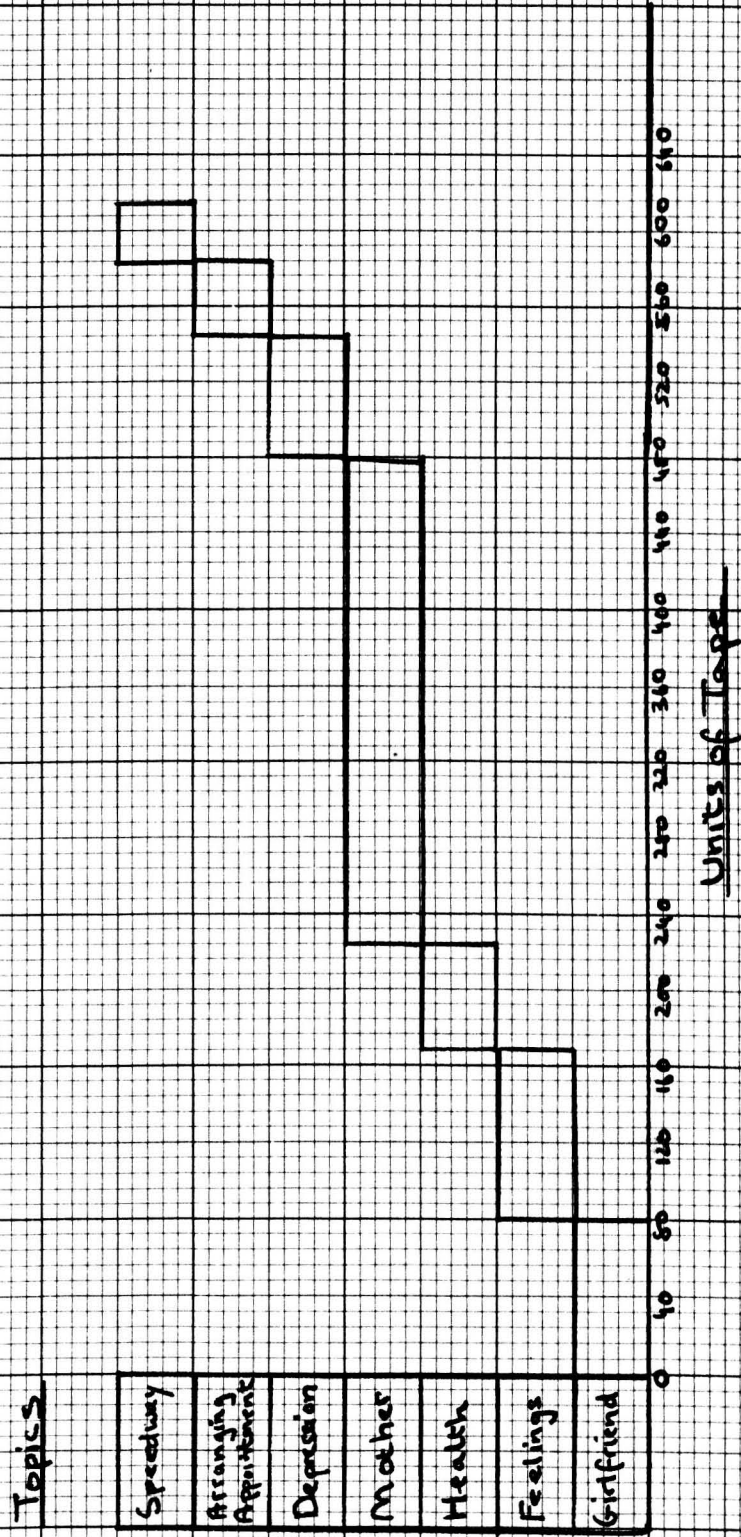
Appendix 9

Graph Representing an Interview with Unbroken Step Pattern



Appendix 10

Graph Representing an Interview with Step and Plateau Pattern



Appendix II

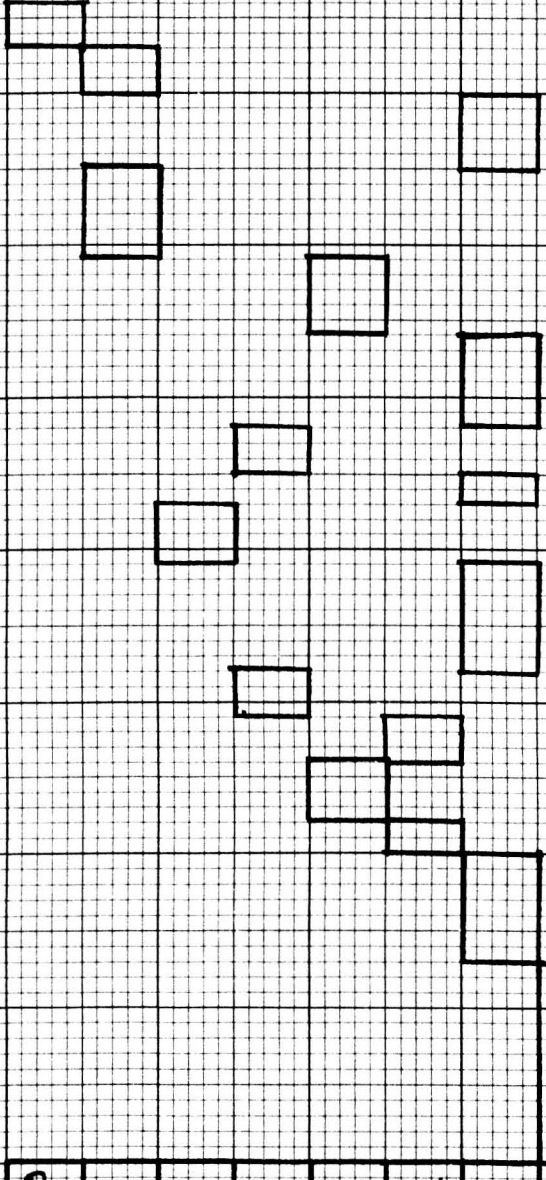
Graph Representing an Interview with Broken Step Pattern

Topics

- Arranging Meeting
- Future Action
- Health
- Activities
- Son
- Agro-Praxis
- move to home
- Housing Benefit

0 40 80 120 160 200 240 280 320 360 400 440 480 520 560 600 640

Units of Time



Appendix 12

Grouping Topics into Categories of Content:

Two Interviews

Interview 24

This interview is with the step-father of three girls who are shortly to return home after several years in Care.

<u>Topic</u>	<u>Category of Content</u>
Review of week	Events
The children	Relationships
Housing problems	Practical problems
Closure of Children's Home	Other
Statutory review	Statutory matters
Physical attack on client	Events

Interview 25

This interview is with a psychiatric out-patient who is considering a separation from her husband.

<u>Topic</u>	<u>Category of Content</u>
Relationship with social worker	Role of worker
Relationship with present husband	Relationships
Relationship with ex-husband	Relationships
Husband to see social worker	Role of worker
Accommodation	Practical problems
The children	Relationships
Wanting another baby	Client feelings
Getting a job	Activities
Bingo	Activities

Appendix 13

Transcript of Interview, divided into Topics
and Scored for Verbal Behaviours

Interview 18 [Worker Speech]

1. GENERAL

I haven't seen you for a long time. **OPEN QUESTION**
I wondered how you are and what
you've been doing?

Just sitting around Uh-huh. **REFLECTION OF
CONTENT**

2. GOING HOME

Last time when I saw you, you were **OPEN QUESTION**
going to the library and you wanted **[enquiring tone]**
to find the group that would help
you get in touch with your family
in your country, so that you could
go back and join them.

You couldn't? **CLOSED QUESTION**

So the Afro-Caribbean Society was of **CLOSED QUESTION**
no use?

Why? Have you contacted them? **CLOSED QUESTION**

Mm. Are you still thinking about the **CLOSED QUESTION**
same problem of how to go back to

your country?

You would like to?

CLOSED QUESTION

Mm. Is this because you are rather lonely here?

CLOSED QUESTION

3. LONELINESS

Can you tell me something about your life here. How you feel about it?

OPEN QUESTION

Do you meet other people during the day?

CLOSED QUESTION

Not at all?

CLOSED QUESTION

Do you go any places for walks?

CLOSED QUESTION

Mm. So your little dog is your only companion is she?

REFLECTION OF CONTENT

4. THE GROUP

Mm. Well, what we have noticed is that you have not been coming to our group for quite some time and we were wondering whether, you know, you don't like coming or whether there is something that would help you with coming in regularly?

OPEN QUESTION

Do you? Is it because it's
Friday afternoon and you are
waiting for the weekend?

CLOSED QUESTION

Do you like going there?

CLOSED QUESTION

What do you like most about the
groups?

OPEN QUESTION

Mm. Mm. That is the main aim of
the group, isn't it, to have
conversation, to be relaxed and
just to feel there are some other
people around.

INFORMATION

So you feel that there are some other
people around you and you are not
as lonely as you are in the house
living on your own.

INFORMATION

So would you be interested in
joining the group again?

CLOSED QUESTION

Do you know when is the next meeting?

CLOSED QUESTION

No, it's today.

INFORMATION

At quarter past one in the afternoon
and C., I don't know if you have met
C., she is running the group today,
very nice lady and there will be some

INFORMATION

psychiatric nurses as well, who you met, social workers and there will be some students and people from all over central Manchester.

Mm. So you probably know most of them anyway.

INFORMATION

What kind of activity do you like most in the group?

OPEN QUESTION

2a GOING HOME

So in a way the group can, sort of, be very meaningful for you and break the loneliness. Because I think that is the feeling that makes you feel that you want to go back to your country, but you haven't been there for such a long time that you really don't know what kind of life you would have there, do you?

INTERPRETATION

Tell me something about who you have got back home. Who lives there?

OPEN QUESTION

Oh. So it is a big family. And who have you got in England?

OPEN QUESTION

Mm. And that's all? Mm.

CLOSED QUESTION

So life for you here is not very easy and you think having the family around would make it a little bit easier. Mm.

REFLECTION OF FEELING

4a THE GROUP

But in the meantime if there is anything you could get from going to groups, I think you should do that rather than stay at home on your own.

DIRECT GUIDANCE

Am I right?

CLOSED QUESTION

Mm. Because it's not that you don't enjoy the group. I think that the distance and your recent problem with your foot probably has caused the difficulties with walking there and getting there.

REFLECTION OF FEELING

5. HEALTH

When did you last see the doctor?

CLOSED QUESTION

What did he say?

CLOSED QUESTION

Mm. Mm. Mm. Do you go to the out-patient clinic at all now?

CLOSED QUESTION

No. Mm.

Did you?

Did you discuss this with them
at some stage?

CLOSED QUESTION

Mm. So you decided not to go and
see them or.....?

OPEN QUESTION

6. BENEFITS

Oh, yes, yes. We must see what can
be done about that.

PRACTICAL HELP

Mm. Have you heard anything about
your Benefits?

CLOSED QUESTION

Have you got your bus pass?

CLOSED QUESTION

Yes. Right. And they haven't
sorted out the Benefits yet?

CLOSED QUESTION

Do you remember when we were talking
about the long term Supplementary
Benefits rather than.....

INFORMATION

No, no, well, I may have to contact
them to see if anything can be done
about it. Mm. Because you could do
with a grant for clothing if you have
put on weight. Mm.

PRACTICAL HELP

Oh, goodness, Mm.

No, good. Mm.

Yes. So that was, you know, quite an expenditure and it proved to be useless because of the weight.

REFLECTION OF CONTENT

Yes, you know, we can see whether the Department of Health and Social Security can help you with that.

PRACTICAL HELP

4b THE GROUP

Have you got any plans for this afternoon?

CLOSED QUESTION

How would you feel about getting to see the group this afternoon?

OPEN QUESTION

How would you get there?

CLOSED QUESTION

Is that OK?

CLOSED QUESTION

Mm. So I would call in and I would see you at the group about half past one.

INFORMATION

Yes, OK. And we'll see what else we can do in terms of organising day time and helping out during the day so that you don't have to stay at home all the time.

PRACTICAL HELP

Is that what you would enjoy, doing things and meeting people?

CLOSED QUESTION

Yes, that's the impression I have had for some time.

INFORMATION

OK. I'll see you today, this afternoon, in the group and we'll talk to people and play dominoes and do all the usual things. OK?

INFORMATION

Appendix 14

List of Verbal Behaviours - Jan/March 1984

Questions

broad opening questions
open, to elicit opinion
open, to elicit facts
open, to elicit feeling
closed, to elicit opinion
closed, to elicit facts
closed, to elicit feeling
extension probe
clarification probe
"why" questions
multiple choice
leading question
to check client's understanding
to seek client's agreement
interrogatory statement

Responses

minimal encouragers to talk
verbal encouragers
rapid sequence of encouragers
indicating approval
indicating disapproval
indicating surprise

indicating understanding
indicating agreement
indicating termination
sympathetic utterance
interrogatory response
selective repetition
finishes sentence for client
adds own contribution
laughter
silence

Statements/Questions

suggesting
offering
persuading
convincing

Statements

advising
agreeing
apologising
arranging
challenging
confronting
declining to discuss
doubting
endorsing
explaining

humorous statements
information, worker initiates
information, in response to request
intention
interpretation
observation, abstract
observation, personal
observation, third party
opinion
point, made by social worker
permission
praising
polite dissent
purpose
reasons
reassurance
reference to past meetings
reference to conversations with others
reflection of feeling
reflection of content
reflection to check accuracy
summarising
summing up
supportive statement
telling [what to do]
terminating statement
thanking

use of self, factual

use of self, personal point of view

use of self, feelings

warning

Miscellaneous

unfinished sentences

polite noises

interruptions to interview

conversation with others in the room

words covering actions

references to the time

references to the tape recorder

repetition

chit-chat.

Appendix 15

Revised List of Verbal Behaviours - Jan/March 1984

Questions

broad opening question
open question
closed question
clarification probe
"why" question
sequence of questions
seeking client's agreement

Responses

minimal encouragers to talk
verbal encouragers
rapid sequence of encouragers
indicates approval
indicates surprise
indicates understanding
indicates agreement
indicates termination
sympathetic utterance
interrogatory response
repeats key word or phrase
finishes sentence for client
adds own contribution
laughter

silence

Statements

advising

agreeing

apologising

arranging

challenging

checking client's understanding

chit-chat

confronting

conversation with others in the room

convincing

declining to discuss

doubting

explaining

endorsing

humorous statements

information, worker initiates

information, in response to request

intention

interpretation

observation

offering

opinion

permission

persuading

point, made by social worker

polite noises
praising
purpose
reasons
reassurance
reference to conversation with others
reference to past meeting
reference to the tape
reference to the time
reflection of feeling
reflection of content
repetition
suggesting
summarising
summing up
supportive statements
telling [what to do]
thanking
terminating statement
unfinished sentences
use of self
warning
words covering actions

No. of interruptions to interview.....

Appendix 16

Groups of Verbal Behaviours - April/May 1984

Information Seeking Behaviour

closed questions

open questions

"why" questions

non-questions also inviting answers

Responses

minimal encouragers to talk

verbal encouragers

indicates approval

indicates surprise

indicates understanding

indicates agreement

sympathetic utterance

interrogatory response

repeats key words or phrases

finishes sentence for client

adds own contribution

rapid sequence of encouragers

indicates termination

laughter

silence

Use of Professional Knowledge

advising
explaining, how to go about things
explaining, giving reasons
giving information
answering queries
stating intention, to do something
offering to do something
giving professional opinion
suggesting a course of action
telling client what to do
giving instructions
warning

Supportive Behaviours

endorsing or backing up client ideas or actions
reflecting back feelings
reflecting back content
praising
giving encouragement
giving permission
agreeing to do something for client
reassuring statement
any other generally supportive remarks

Discussion Behaviours

putting a point

agreeing with client
disagreeing with client
challenging client's ideas and actions
confronting client with discrepancies in ideas or
behaviour
persuading
expressing doubt
defending [self or agency]
seeking client agreement
seeking client opinion
direct use of self
declining to discuss

Behaviours to do with the Interview Process

stating purpose of interview
checking clients understanding
summarising, one section
summing up, at end
reference to past meetings/conversations
arranging future meeting

Social Behaviours

thanking
apologising
broad opening question or remark
humourous remarks
general observations
conventional terminating statement

polite noises

chit-chat

Other

repetitions

unfinished sentences

conversation with others in the room

reference to the time

reference to the tape

words covering actions, eg. when filling out a form

inaudible

unable to classify

No. of interruptions.....

Appendix 17

Notes on the Verbal Behaviours - May 1984

Unit of Analysis

The categories represent a unit of social worker behaviour. They answer the question "what is the social worker doing?". They do not refer to the aim of the interaction. For example, a number of statements may have a reassuring effect [an explanation or a piece of information] but only a statement such as "Don't worry, it will all work out", would be classified as Reassurance.

A unit of behaviour has no fixed length. It is not one sentence, one phrase or even one complete utterance. An explanation might be a few phrases or a lengthy speech with many subordinate clauses; it is codified when the behaviour is complete.

Definitions

Closed Question

This type of question limits the responses available. There may be a "correct" answer as in "How many children do you have?" or a limited range of responses.

Open Question

This type of question does not limit the nature of the response. For example, "Can you tell me a bit about your

job?" as opposed to "Do you like your job?".

Why Questions

These may be posed as "Why did you do that?", or "What did you do that for?" or "What were your reasons?".

Non-Questions Also Inviting Answers

Some information seeking behaviour is not phrased in interrogatory form, e.g. "Tell me a bit about....".

Responses

Minimal Encouragers to Talk

These are the "mm"s and "hm"s which indicate that the social worker is attending and wishes the client to continue talking.

Verbal Encouragers

"Yes" and "No" and other words which serve the same function as minimal encouragers but possibly constitute more positive reinforcement [although it may simply be a function of personal style].

Indicating Approval

"Good", "excellent", "that's marvellous".

Indicating Surprise

"Really", "oh", "good heavens".

Indicating Understanding

"I see", "yes, I understand".

Indicating Agreement

"Oh quite", "of course".

Indicating Termination

Words such as "fine, OK, right", used to cut short the speaker and to indicate the social worker has something to say.

Sympathetic Utterance

"Oh dear", "how awful", when these are not a reflection of feeling but stem from the social workers own frame of reference.

Interrogatory Response

"Is it?", "will she?", "did he?", used to indicate close following rather than a request for further information.

Selective Repetition

The client might say "we thought it would be nice" and the social worker responds "be nice, yes". Again it indicates that the social worker is following.

Finishes Sentence for Client

The client might say "so I just take my sleeping

tablets..." and the social worker responds "and off you go to sleep".

Adds Own Contribution

The client says "we went for a picnic yesterday" and the social worker responds with "yes it was a lovely day".

Rapid Sequence of Encouragers

This may be "mm, mm, mm", or "yes, mm, yes" or any combination. It seems to be a signal of impatience.

Laughter

A self evidence category. It is of course "with" and not "at" the client.

Silence

Silence is difficult to codify from audio-tape because it is not possible to know what is going on during it. However, in this classification, the silence referred to is an awkward pause that interrupts the free flow of the interview.

Use of Professional Knowledge

Advising

Giving an opinion as to what "should" or "ought to" happen, based on professional expertise.

Explaining - How to go about things

Linking several pieces of information in such a way as to make it intelligible to the client.

Explaining - Giving reasons

Telling the client how or why something has come about.

Giving Information

This refers to something that the social worker thinks the client should know, or it may be a statement that helps to round out a topic or add interest to the discussion.

Answering Queries

Information given specifically in response to a client's request.

Intention

This tells the client what the social worker is going to do.

Offering to do Something

The client is given the option of accepting or rejecting the worker's offer.

Giving an Opinion

These statements might be prefaced by "I think" or "I feel", but derive from professional expertise.

Suggesting

This is not as strong as giving advice. The client is given the option of refusing to accept the suggestion.

Telling

This is the strongest form of direct guidance. The client is not given the option of refusing.

Instructing

This is telling the client what to do in a practical context. E.g. "you have to sign this form here".

Warning

Telling clients about the likely [negative] consequences of their actions.

Supportive Behaviour

Endorsing

Backing up what the client has said. E.g. "that seems like a good plan to me".

Reflecting back Feelings

A statement which mirrors the clients feelings. It is commonly held to indicate empathy and the degree to which the worker is "with" the client.

Reflecting back Content

This indicates the client has been understood but refers to the factual component of the client's statement rather than to the feeling component.

Praising

Indicating to the client how well he/she has done and that the social worker is pleased about it.

Giving Encouragement

Positively endorsing the client's ideas or actions.

Giving Permission

The worker may give the client permission to telephone him/her at the office or to visit a child who is in Care.

Agreeing to do Something

This is in response to a request from the client.

Reassuring Statement

"Don't worry". "Things will work out".

Discussion Behaviour

Putting a Point

These statements carry information but also convey a strong message about the worker's own feelings, e.g. "with Xmas coming it is going to be more difficult for you to

manage financially".

Agreeing

This may be agreeing with the client's opinion or agreeing to do something for the client.

Disagreeing

Self-explanatory.

Challenging

This indicates that the worker does not accept the client's ideas or actions. It leaves the client with the choice of backing down or defending his/her ground.

Confronting

This brings the client face to face with discrepancies in his/her ideas or behaviours.

Persuading

The worker tries to win over the client to his/her own point of view.

Doubting

This is a gentler form of challenge as it makes some provision for the client being in the right.

Defending

Standing up for the worker's own ideas or actions, when these have been challenged by the client.

Seeking Client Agreement

Asking the client to support the social worker's ideas or actions.

Seeking Client Opinion

Asking the client what he/she thinks about a certain idea or a given course of action.

Direct Use of Self

The worker brings his/her personal feelings and experiences to the interview rather than taking a purely professional stance. E.g. "I felt very low when I lost my mother too" or "I prefer to take my holidays in the Spring".

Declining to Discuss

Sometimes the worker refuses to take up a point raised by the client, either because it is inappropriate at that time or because it is felt that the client is not keeping to the task in hand.

Behaviours to do with the Interview Process

These are self-explanatory.

Social Behaviours

Thanking

This may be in response to some action that the client has completed or it may be general thanks for agreeing to the interview.

Apologising

This could be for being late or for interruptions to the interview.

Broad Opening Question

E.g. "Well, how are you?". "How are things?".

Humourous Remarks

These may occur spontaneously or in response to some light-hearted comment of the client.

General Observations

These could refer to the weather or to some event such as Christmas or to a world event that happens to be in the news at the time.

Terminating Statements

E.g. "Well, I'd better be going". "My goodness, is that the time?".

Polite Noises

E.g. the client apologises for the house being such a mess to which the social worker replies "No, really, it looks fine".

Chit-Chat

This is characterised by the subject matter which is outside the main business of the interview, and by a lighter tone which is more reminiscent of ordinary conversation.

Appendix 18

Further Re-Grouping of Verbal Behaviours - Summer 1984

Information Seeking Behaviours

closed questions

open questions

"why" questions

sequence of questions

non-questions inviting answers

Responses

minimal encouragers to talk

verbal encouragers

simple interrogatory response

repeats key word or phrase

finishes sentence

adds own contribution

indicates approval

indicates surprise

indicates understanding

indicates agreement

sympathetic utterance

rapid sequence of encouragers

indicates termination

laughter

silence

reflection of content

reflection of feeling

Interventions

1. Verbal

advice

explaining, how to go about things

explaining, giving reasons

giving information

answering queries

giving opinion

2. Practical

suggesting a course of action

offering to do something

stating intention to do something

agreeing to do something

telling client what to do

Supportive Behaviour

showing approval

endorsing client ideas or actions

praising

giving encouragement other than by praise

giving permission

reassuring statements

any other supportive remarks

Discussion Behaviours

1. Feedback

agreeing with client
disagreeing with client
expressing doubts
challenging
confronting
interpreting

2. Assertive Behaviours

putting a point
trying to persuade
trying to convince
defending self or agency
seeking client agreement
seeking client opinion
direct use of self

Behaviours which Help to Structure the Interview

opening question or remark
stating purpose of interview
reference to past meeting or conversation
checking understanding, client's
checking understanding, own
summarising, one section
summing up at end
stating context of question or statement
declining to discuss

arranging future meeting
reference to time
terminating statement or remark

General Social Behaviours

thanking
apologising
polite noises
general observations
chit-chat
humourous remarks

Other

unfinished sentences
repetitions
conversation with others in the room
words covering actions
reference to the tape
inaudible
unable to classify

No. of interruptions....

Appendix 19

Some New Groups

Information Seeking

general invitation to talk

open question

closed question

request for feedback

Giving Information/Opinion

general information

personal/specific

info. about self: factual

feelings

Prescriptive Behaviours

advice

suggestion

directing/telling

request

Practical Help

offering to act

stating intention to act

Insight Oriented Behaviours

interpretive hypothesis

pointing out links

Listening/following

minimal encouragers
interrogatory response
repetition
finishes sentence
indicates understanding
silence
indicates pleased
indicates agreement
indicates surprise
sympathetic utterance
laughter

Feedback

simple acknowledgement
confirming
reflection of content
reflection of feeling
summarising
adds own contribution
endorsing
challenging
confronting
humour
direct expression of feeling

Information about the Interview

stop/go
change direction

indicates interview purpose

indicates worker role

format/order

content

setting in context

Social Behaviours

greeting

general comments

apologising

thanking

pardon?

offering or acknowledging comforts

words or silence covering actions

conversation with others in the room

conversation on telephone

terminating remarks, farewell

reference to the tape

Other

repetition due to hearing problem

inaudible

unclassifiable

Appendix 20

Definitions of Interview Behaviours - Summer 1984

Task Behaviours

I Information Seeking

i General invitation to talk: This most often occurs at the beginnings of interviews and leaves the subject as well as the content of talk open for the client to decide.

Examples: "Well, how can I help?"

"What would you like to discuss?".

ii Open question: This also leaves the client free to answer how he/she chooses but the subject matter is pre-defined.

Examples: "How is the new job going?"

"Would you like to tell me a bit about your son?".

iii Closed questions: In these, the answer is limited to a range of alternatives.

Examples: "Do you like the new job?"

"How many children do you have?".

There are degrees of closed questions. "What do you like for breakfast?" offers a wider choice of response than "Did you have eggs for breakfast?" but these are not distinguished for the purpose of this analysis.

iv Request for feedback: These questions do not really ask for new information, they are designed to check

out the client's response to something already stated.

Examples: "Is that O.K. with you?"

"Shall we leave it like that then?".

II Information Giving

i General information: These are facts or theories which are not specific to the person or problem under discussion. Often, they form the background against which more personally relevant material may be discussed.

Examples: "All parents have an aspect of them which is an authority and tell children to do things or not to do them".

"The sense of grief and loss is very important because if people don't go through that it stays around inside".

ii Personal/Specific information: This covers a very wide range of information from statements about family members and accounts of incidents that have occurred to direct statements about the client.

Examples: "Tony seems a very sensitive child"

"The date for the court hearing is next Tuesday"

"You are looking much better today".

iii Information about self: These are self-references statements, sometimes containing the pronoun "I" or "We", "My" or "Our".

Examples: "We've lived here a long time now"

"I am not getting on very well with my son".

'Yes' and 'No' answers may also be information about self. E.g. "Do you like music?". The answer "Yes" also reveals information about the respondent.

III Prescriptive Behaviours

These may also be described as behaviours of direct influence. They are statements containing moral imperatives of varying degrees of force.

i Advice: This is sometimes expressed as an opinion, sometimes its force is derived from assumed knowledge or expertise.

Examples: "I'll be honest with you, I think you would be foolish to turn it down".

"If you are feeling down, don't try to fill your days with too much strain, they are the times you should take care of yourself".

ii Suggestion: This is not as strong as advice. It allows the other more choice. It is often expressed as a question.

Examples: "I know you have been thinking about a job and I just wondered if you had more to occupy yourself with, whether you would feel better"

"I wonder if it's worth your while asking the children whether there is anything he could do to make them want to see him more?".

iii Directing/Telling: This leaves the client with the least room for manoeuvre. It contains an element of "must".

Examples: "You must make sure he takes his medication each night"

"Don't lend money or cigarettes and don't borrow them".

iv Requesting: This is asking the client to do something but carries with it the expectation that it will be done.

Examples: "If you could give me a ring when you come back again after Xmas"

"Better give me your sister's address as that's your address at the moment".

IV Practical Behaviours

Sometimes in the interview, offers are made to speak to others or to write letters or to telephone on the other's behalf. Sometimes there is a firm

commitment to act and this is stated as an intention.

i Offering to act:

Examples: "Would you like me to write to the Cancer Fund for you?"

"Would you like me to ring up and see if there are any vacancies?".

ii Stating intention to act:

Examples: "I'll suggest that someone from Social Services calls in now and again"

"I'll ring them and see if I can get any more information".

v Insight oriented behaviours

These are aimed at helping the clients to understand themselves or their situations better. They are to do with the process of self-exploration and understanding.

i Interpretive Hypothesis: The social worker may suggest a hypothesis on the basis of information from the client. It derives from the social worker's frame of reference; it is his/her way of putting information together so that it may be seen in a new way.

Examples: "I wonder if Tony might seem in some ways

like a big brother rather than a step-father?"

"Is that one of the reasons you have not taken up the option of moving out? Moving to your own flat would land you with all that stuff again, wouldn't it?".

ii Pointing out Links: This does not go quite as far as an interpretation. It puts the facts side by side but leaves it to the client to make the final interpretation.

Examples: "That sounds very much like the way you said your mother treated you as a child"

"You say your son is very difficult to manage but you say you were quite a tear-away yourself in your teens".

VI Listening/Following Behaviours

These are responsive behaviours which do not interrupt the flow of the client's conversation but encourage him/her to go on talking. They indicate to the client that the worker is attending to what is being said. It is sometimes called active listening.

i Minimal encourages to talk: mm, yes, mm hmm.

ii Interrogatory response: is it? did he?

iii Repetition: sometimes the listener, repeats the last

word or phrase.

- iv Finishes sentence: this may be either with or for the other.
- v Silence: this is not talking in response to client silence.
- vi Indicates is pleased: "Oh, good".
- vii Indicates agreement: "That's right:", "Quite".
- viii Indicates understanding: "I see".
- ix Indicates surprise: "Oh, no". "Really!".
- x Sympathetic utterance: "Oh dear".
- xi Laughter.

VII Feedback Behaviour

Giving feedback is a responsive behaviour like active listening, but in this case the response does not interrupt the speaker but occurs at the end of the other's speech. Its key characteristic is that it does not introduce a new idea but indicates the response of the listener to a previously expressed idea. This may range from a simple acknowledgement to a challenging or even a confronting statement.

- 1 Simple acknowledgement: This looks like a minimal encourager to talk, "Mm", "Yes", "I see", but the

tone of voice is usually distinguishable and it is always followed by a further utterance.

Examples: Client, "I feel really lonely"

Social Worker, "I see. Have you thought of a day centre?"

"Mm. Does your sister still come?".

ii Confirmation: This is in response to an interrogatory comment, or serves to confirm the previous comment.

Examples: "You don't intend going to court then?"

"No, I don't"

"That's right".

The latter example has to be distinguished from giving information. The difference is that the speaker already knows the answer before he/she asks the question and is just checking this. It is a request for feedback to confirm his own knowledge.

iii Reflection of content: This behaviour picks up on what the other has said and reflects it back in the form of a paraphrase. It would seem to indicate to the speaker that the listener has followed what has been said and has "got it right".

Examples: "I see, so you have discussed this with your solicitor and you have also discussed the idea

of access"

"You feel that every time he has a meal he opens his bowels".

iv Reflection of feeling: This is a more subtle behaviour than reflection of content because it picks up on the underlying feeling behind the previous words and reflects this back.

Examples: "You sound a bit disappointed that you and Tony don't chat"

"It must be an awful worry to you".

v Summarising: This behaviour is similar to a reflection of content but it involves drawing together more than one item.

Examples: "So the plan is that your mother goes home for a week and your dad is leaving us tomorrow and he is going into an E.P.H. for a week".

"So, the next step is that after Xmas you are going to see the D.R.O. and find out what jobs he has got and then you go for an interview and after that you come back to see me and we talk about it".

vi Adds own contribution: Speaker adds words or phrases of his/her own.

vii Endorsing: Much of what the social worker says in the interview may be construed as giving support to

the client in various ways but sometimes comments are made which overtly back up or endorse or encourage certain ideas or actions.

Examples: "You did tell me and I was very pleased to hear it".

Sometimes the support is more grudging, "Well, alright, you've made the arrangement and that will probably help quite a lot if he's willing to do it".

viii Challenging: Challenges to the other's ideas or actions can be strong or weak.

Examples: To a 13 year old boy complaining he couldn't understand, "But you do understand. You understand a lot".

To an old lady complaining that she couldn't talk to a male worker, "Can't you? I don't know, some people can".

ix Confronting: This behaviour goes further than challenging because it points out the discrepancies in the other's ideas or actions and makes them a subject for discussion.

Examples: To a child complaining that his teacher was not sorry for the way she had treated him, "But you are not sorry for any part of it so you also are not feeling like saying sorry".

To a youth who was protesting he had given up wearing offensive badges which were getting him into trouble, "But you are wearing them now. I can see them under your coat".

x Humour: This seems to fit most easily as a feedback behaviour although it can serve many different purposes within the interview such as breaking the tension of a difficult moment, the avoidance of key issues or just helping to create a pleasant relaxed atmosphere. In this analysis it seems to occur chiefly as a response to a comment by the client and indicate something of how the listener is regarding the content.

Examples: To an old man claiming that his allowance was not enough to buy himself a drink, "So you won't be offering me one then!".

To a client worried about her father smoking in bed, "Can't wrap him in asbestos can we?".

xi Direct expression of feeling: This is when the worker shares with the client his feelings or emotions at that time. E.g. "I find it very irritating the way you keep looking out of the window when I'm talking to you".

Non-Task Behaviours

I Information about the Interview

These help to structure the interview and define its boundaries.

i Indicates ready to start: "Right". "O.K". "Well now". "Let's begin".

ii Indicates stop: "Right". "O.K". "Fine". "Smashing".

iii Indicates change of direction: "Can I ask you about that?" "Could we go back over that?" "I wanted to talk to you about....." "I just have one more question".

iv States purpose of the interview: "One of the reasons I wanted to talk to you is because you have reached a point where you have to take an important decision".

"All I wanted to do today was to find out how things are going at home".

v Clarifies role of self or department: "I am the social worker who has taken over from Mr Smith and I will be seeing you from now on".

"I work with Dr Brown and I will be discussing this problem with him".

vi Controlling the content of the interview: "For our conversation today we have to leave Mrs A out of it".

"That's something we need to talk about at greater length after Christmas".

vii Introducing questions/statements: [setting them in context] "Earlier in the interview you were saying that you felt a little better today. I wonder if.....".

"Last week we were talking about feeling lonely".

II Social Behaviours

Both worker and client indulge in these. They help to set the tone or create a social milieu in which the work can take place.

i Greetings and Farewells: Hello and Goodbye. Also such comments as "Have a good Christmas" or "See you next week".

ii General Comments: These might include remarks about the weather or the bus journey or the garden looking nice. "Terrible weather" - "Got here alright, did you?".

iii Apologising: This might be in the context of arriving late or not being able to make a certain

meeting.

iv Thanking: This may be thanks for coming, thanks for doing the interview or thanks for some item or task performed.

v Offering or Acknowledging comforts: Sometimes in an interview, a cup of tea or cigarettes may be offered. This category is meant to cover the words spoken during these sorts of social exchanges.

vi Terminating Remarks: These do not indicate "stop" but do mean that the speaker wishes to draw the interview to a close.

Examples: "So we've had quite a long chat really but looking at my watch time has gone on quite quickly....".

"Well, I think that's all I needed to say to you.....".

vii Words or silence covering actions: This category is designed to cover those occasions when the worker or client is writing something down, looking something up in his/her diary or dialling a number. These actions are often accompanied by mumbled words or phrases to signal what is going on.

viii Conversation with others in the room: Originally these were excluded from the analysis on the basis

that they were not part of the interview but, they occurred so often that dealing with them was included as part of social behaviour in the interview. [Telephone conversations were also included].

ix References to the tape: These would not, of course, be part of a normal interview as they are a result of the research process. Insofar as the recording presented a problem it was handled through the use of social skills on both sides. Individual behaviours, whether questions or pieces of information were not scored as such. It was felt that it was important to know only how often the recording was mentioned and how many utterances were devoted to it.

III Other

i Repetition due to hearing problem: It was decided to remove this category from the classification as a social worker who had to repeat a great deal because his/her client could not hear would score abnormally high on the whole range of behaviours. Other types of repetition such as, for emphasis or clarification, are separated out for the purpose of analysis.

- ii Inaudible:]] self-explanatory
- iii Unclassifiable:]]

*Individual behaviours, questions, listening etc. were not scored as such. It was felt that it was important to know how often conversations with others occurred and how much time it took up in terms of the total number of utterances but that it was not a behaviour relating to the main task of the interview.

Appendix 21

Verbal Behaviours Associated with the Structuring of
Interviews - June 1984

Beginning the Interview/First Topic

Greeting

indicating ready to begin

open invitation to talk

closed question

giving information

establishing purpose of the interview

linking with previous meetings.

Topic Induction by Worker

Indicating ready to begin

open invitation to talk

closed question

giving information

announcement of topic change

picking up on something client has said

linking statements

placing topic in context

gradual lead up to main point.

Response to Topic Induction by Client

Seeking further information

giving information

information containing moral imperatives

listening
giving feedback
declining to discuss
interrupting.

Behaviour within Topics/Topic Development

Information seeking
giving information
listening
prescriptive information
giving feedback.

Social Worker Digressions within Topics

Signals digression
developing something said by client
introduction of new idea through question
introduction of new idea through information

Worker response to Topic Digression by Client

Information seeking
information giving
prescriptive information
listening
feedback.

Return to Topic

Signals return

return through question
return through statement.

Topic Conclusion

Signals closure
announcement that topic is concluded
summarising
pause
checking understanding/agreement.

Moving towards Closure

Direct indication that interview is concluding
summing up
checking for "anything else"
checking understanding/agreement
last minute thoughts
reference to the time
reference to future meeting
signalling "end"
farewells.

Other

Reference to the tape
repetitions
general etiquette
conversational remarks
giving and receiving comforts.

Appendix 22

Task Behaviours and Structuring Behaviours - July 1984

Task

Information Seeking

General invitation to talk
open question
closed question
request for feedback.

Giving Information/Opinion

General information
personal/specific information
information about self - facts
feelings.

Prescriptive Behaviours

Advice
suggestions
directing/telling
requesting.

Practical

Offering to act
stating intention to act.

Insight Oriented Behaviours

Interpretive hypothesis
pointing out links.

Listening/Following Behaviour

Minimal encouragers to talk
interrogatory response
repetition
indicates understanding
finishes sentence
silence
indicates is pleased
indicates agreement
indicates surprise
sympathetic utterance
laughter.

Feedback

Simple acknowledgement
confirmation
reflection of content
reflection of feeling
summarising
adds own contribution
endorsing
challenging
confronting

humour

direct expression of feeling.

Structure

Stop/go

change direction

purpose of the interview

role of worker

format/order

content

setting in context.

Social Behaviours

Greeting

general comments

apologising

thanking

pardon?

offering or acknowledging comforts

terminating remarks

farewells

words or silence covering actions

conversation with others in the room

conversations on the telephone

reference to the tape.

Other

Repetitions due to hearing problems

inaudible

unclassifiable.

Appendix 23

Categories of Verbal Behaviour - Feb/March 1985

A. Initiating Behaviours

Seeking Data

1. Closed question
2. Open question

Providing Data

3. Gives Information
4. Direct Guidance
5. Practical Help
6. Interpretation
7. Self-disclosure [worker]

B. Responding Behaviour

Reinforcement

8. Minimal Encourager
9. Positive Reinforcer
10. Negative Reinforcement

Indicates Understanding

11. Restatement
12. Reflection
13. Silence
14. Other.

Appendix 24

Categories of Verbal Behaviour - April 1985

Open Question
Closed Question
Gives Information
Direct Guidance
Offers Practical Help
Interpretation
Worker Self-Revelation
Supportive Behaviour
Challenging Behaviour
Reflection of Content
Reflection of Feeling
Listening.

Appendix 25

Notes on the Categories of Verbal Behaviour - April 1985

1. Open Questions

This type of question does not limit the nature of the response. Open questions are often associated with encouraging the client to talk about feelings or ideas. It may be a completely open invitation to talk:

"Now, how have things been?".

It may define the subject matter but still leave the response open ended:

"How do you feel about taking on extra work?".

General requests for the client to talk are also classed as open questions:

"Tell me about your job".

2. Closed Questions

Closed questions limit the nature of the response. There may be one correct answer or a limited choice of answers. Closed questions are often associated with gathering factual data:

"What is your name?"

"How many children have you got?"

"Do you prefer tea or coffee?".

Questions which seek confirmation from the client are also scored as closed questions:

"Is that O.K.?"

"Alright?"

"Shall we begin now?".

Phrases such as "Isn't it?" or "Doesn't he?" are often used for emphasis or to indicate that the worker is attending and following the client's speech. They should not be scored as separate questions.

Similarly, rhetorical questions are not scored under this heading. They are there to emphasise a point; the speaker usually goes on to answer his/her own question:

"That is a good thing isn't it? Because when you consider...."

Some phrases which have the grammatical form of questions constitute challenging behaviours:

"Are you absolutely sure?"

"Do you really mean that?".

The worker's tone of voice is the best guide in these cases.

3. Giving Information

Information is classed as any statement of fact, feeling or opinion by the social worker.

The information consists of 8 main types:

- i] Practical - "You need to pick up a form at the Post Office".
- ii] Informal - "I've never visited that part of the country myself".
- iii] Theoretical - "Children as they grow up need a consistent mother figure".
- iv] Feedback - "We certainly feel it's the right direction you are heading in".
- v] Reporting - "I telephoned your mother last week and she is much better".
- vi] Information about the role of the worker - "I shall not continue to visit after you move from the area".
- vii] Information about the interview - "What I should like to discuss today is.....".
- viii] Making arrangements - "I shall call again next week to see how you are".

One word answers, "Yes", "No", "O.K.", are rated as information if they are responses to questions but they must be distinguished from minimal encouragers to talk which merely denote listening or following responses. [The latter are not classified under this category

system].

4. Direct Guidance

Direct guidance is a recommendation designed to influence the client's behaviour or decisions in specific directions. It contains a moral injunction implying the client "should" or "ought" to comply.

There are 5 main types:

- i] Requests - "Could you please telephone me tomorrow at the office?".
- ii] Directives - "Fill in this form and sign it at the bottom".
- iii] Advice - "Don't speak to her just yet. Wait until tomorrow".
- iv] Suggestions - "Why don't you try looking in the newspaper for a job?".
- v] Reassurance - "There's no need to worry".

5. Offering Practical Help

Practical help is most often concerned with finance and accommodation problems and the provision of material goods and services. Offers of practical help include writing letters, telephoning or offering to speak to a third party on the client's behalf.

Some workers offer help in the form of a suggestion:

"What do you feel is the next step for us to take? I could find out if you are getting the Benefit you are entitled to....".

Other workers may state exactly what they mean to do:

"I'll pick you up and I'll take you along and we'll get that sorted out".

6. Interpretation

Interpretations are statements designed to increase the client's self-understanding and insight. The worker presents a new frame of reference through which the client can view his/her problems and so gain a deeper understanding of them. Some interpretations offer explanations that seek to draw together patterns of behaviour over a period of time. For example, in interview 28 the worker offers an interpretation after the client has described how he has walked out of one job after another:

"Is that typical of you? When things get difficult and unpleasant, you don't like staying around. You'd sooner say thanks very much and move on rather than find your way round it?".

Some interpretations offer "here and now" explanations. For example, in interview 32, the client describes how her

toddler son has become extremely boisterous and attention seeking. The worker offers a possible interpretation:

"One of the things could be that he is missing his elder brother. That's probably why he wants a lot more attention. He's wanting some comfort and reassurance isn't he? Because he's missing his brother".

7. Worker Self-Revelation

Although workers may reveal a great deal about themselves by their speech and dress and the manner in which they conduct the interview, this category of behaviour refers only to those verbal self-disclosures in which the worker chooses to convey a specific piece of information about him/herself. Self-revelations are deliberate and personal in nature:

"I felt just like that when my own marriage broke up"

"I have a little girl that age too".

Sometimes the worker decides to reveal how he/she is feeling about the interview:

"What I'm conscious of is that I'm not being helpful, in the sense that I'm groping in the dark. I'm not quite sure what there is that I can do".

8. Supportive Behaviours

Although much of what the social worker says may be

construed as supporting the client in that it is designed to help rather than hinder, this category of verbal behaviour refers only to overt verbal statements of support such as:

"Well done"

"I think you did really well"

"You did tell me and I was very pleased to hear it".

Some statements are designed to support the client emotionally:

"Want a tissue? It's O.K.".

Other statements endorse the clients' ideas or actions:

"I think your plan is a very good one".

As many statements are likely to sound supportive, only those statements which do not fit into any other category should be scored under this heading.

9. Challenging Behaviour

Challenging behaviours refer to any statements which question or cast doubt on the validity of the client's statement or which express open disagreement. This category also includes verbal confrontation with clients or statements pointing out discrepancies in their ideas or actions.

In interview 13, the worker challenges the client's view

that everything has gone wrong for him at school:

"How do you explain how well you've done all term? This is the only one bad thing that has happened the whole of this term".

In interview 10, the worker challenges the client's view that he does not get up early enough to arrive at the day centre on time:

"You can't get up and get breakfast and be out in half an hour!".

In interview 20, the worker disagrees with the client who believes that everyone but herself can obtain a place in a day nursery with comparative ease:

"Well, I don't know whether that is so really. I don't think anyone can get a child in a nursery without good reason".

10. Reflection of Content

Reflection of content consists of picking up on the client's response and reflecting back the content of the speech in the worker's own words. As opposed to reflection of feeling [see 11 below], reflection of content focusses on the factual or cognitive elements rather than on the emotional import of the statement.

Reflection of content is not a repetition or mere "parroting" of the client's remarks. By the use of their

own words, workers show that they have understood what the client has said and that they are following or "tracking" the discourse.

Some examples of reflection of content are given below:

Client: "We took a flask of coffee and some scones and pulled up and it was lovely".

Worker: "Gorgeous views".

Client: "He told me last night on the 'phone".

Worker: "Oh, I see. You have spoken to him".

Sometimes, the reflection of content summarises several previous client statements:

"So the plan is that your mother goes home just to be with her son for a week and then your dad is leaving us tomorrow and he is going in to care for a week, isn't he?".

More rarely, a reflection of content is used to draw together past events:

"So it was nearly a year ago that you and I had a conversation about whether you wanted to go to a home for the elderly.....".

11. Reflection of Feeling

Reflection of feeling involves the worker in mirroring back the feeling component of the client's statement using

the worker's own words. Reflections may be based on the client's statement or on non-verbal behaviour which conveys a message about the client's feelings. Reflections of feeling not only demonstrate that the worker is attending and following the client's speech but also convey empathy and concern:

"That must really have upset you"

"You sound a bit disappointed that you can't talk to him anymore"

"You seem pretty sore at the way the police handled all that".

12. Listening

It is not possible to score listening behaviour in the same way as the other worker behaviours. Much listening behaviour is expressed non-verbally. Vocal expressions include "Mm", "Yes" and "I see" but even these utterances may be inaudible on the tape.

Appendix 26

Instructions for Raters - Sept/Oct 1985

1. Write your name at the top of the rating sheet.
2. Write the name of the social worker.
3. Listen to the tape in conjunction with the transcript. Separate worker and client transcripts are provided.
4. Stop and start the tape as often as you like. There is no time limit.
5. Rate the interviews by putting a single mark in the appropriate category. These will be added up at the end.
6. The unit you are rating is the "floorholding" or total unit of worker speech occurring between two units of client speech.
7. More than one category of speech can occur in a floorholding. Rate each category separately.
8. Do not rate the same category twice within the same floorholding, e.g. advice may occur at the beginning of an intervention followed by a piece of information, followed by a further piece of advice. Rate advice only once for this floorholding. Similarly, information would only be rated once regardless of how many pieces of information were

given.

9. You should have a list of the interviews to be rated together with the time each takes and the approximate position on the tape.
10. Please study the notes on the use of the categories before beginning.

Appendix 27

Number of Topic Areas per Interview

New Topics and Returns to Topics

<u>Interview No.</u>	<u>Total No. of Topics</u>	<u>New Topics</u>	<u>Topic Returns</u>
1	8	6	2
2	13	8	5
3	16	11	5
4	16	12	4
5	8	7	1
6	8	6	2
7	5	4	1
8	15	6	9
9	13	9	4
10	8	7	1
11	19	14	5
12	13	13	0
13	13	6	7
14	9	5	4
15	9	9	0
16	6	6	0
17	9	9	0
18	9	6	3
19	17	12	5
20	23	12	11
21	6	6	0

Appendix 27 [Continued]

<u>Interview No.</u>	<u>Total No. of Topics</u>	<u>New Topics</u>	<u>Topic Returns</u>
22	20	4	16
23	10	8	2
24	13	6	7
25	10	9	1
26	16	8	8
27	15	8	7
28	7	6	1
29	7	7	-
30	12	8	4
31	12	8	4
32	7	4	3
33	12	8	4
34	12	9	3
35	16	10	6
36	18	13	5
37	5	4	1
38	7	3	4
39	6	6	0
40	8	8	0

Appendix 28

Number of Topics Initiated by Workers and Clients
Respectively, Excluding Opening Topics

<u>Interview</u> <u>No.</u>	<u>Total No. of</u> <u>Topics</u>	<u>Worker</u> <u>Initiated</u>	<u>Client</u> <u>Initiated</u>
1	7	4	3
2	12	9	3
3	15	7	8
4	14	13	1
5	7	3	4
6	7	7	0
7	4	3	1
8	14	2	12
9	12	11	1
10	7	7	0
11	18	13	5
12	12	9	3
13	12	9	3
14	8	6	2
15	8	8	0
16	5	5	0
17	8	8	0
18	8	7	1
19	16	9	7
20	22	14	8
21	6	4	2
22	19	6	13

Appendix 28 [Continued]

<u>Interview No.</u>	<u>Total No. of Topics</u>	<u>Worker Initiated</u>	<u>Client Initiated</u>
23	9	7	2
24	12	1	11
25	9	2	7
26	15	12	3
27	14	3	11
28	6	5	1
29	6	5	1
30	11	8	3
31	11	8	3
32	6	1	5
33	11	7	4
34	11	7	4
35	15	6	9
36	17	9	8
37	4	1	3
38	6	3	3
39	5	1	4
40	7	3	4

Totals	416	253	163

Appendix 29

Numbers and Types of Verbal Behaviours per Interview

Interview No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Open Question	8	8	13	16	4	3	2	-	6	10	4	12	28	4	12
Closed Question	44	61	22	78	44	17	17	23	109	48	51	12	83	22	23
Information	50	18	30	32	24	17	7	37	24	13	35	11	9	36	8
Direct Guidance	5	18	-	6	1	-	-	19	10	3	20	3	11	15	3
Interpretation	-	-	-	-	-	-	-	-	1	-	2	1	3	2	2
Practical Help	14	2	3	3	3	2	1	-	-	-	-	1	-	-	-
Self-Revelation	1	-	-	-	-	-	-	1	3	1	4	1	-	1	-
Supportive	9	6	10	6	5	-	1	11	3	5	2	2	-	14	3
Challenging	3	13	-	-	-	-	1	10	8	9	38	-	9	-	-
Reflection of Content	9	8	17	25	12	4	7	2	47	9	11	6	27	2	8
Reflection of Feeling	0	-	-	3	-	4	1	2	5	5	2	6	27	2	3
Process Behaviours	5	5	-	7	5	4	3	1	2	-	2	-	2	3	2

Appendix 29[Cont'd]

	<u>Number and Type of Verbal Behaviour per Interview</u>														
<u>Interview No.</u>	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Open Question	5	7	11	13	15	6	3	6	12	13	34	2	6	4	20
Closed Question	34	21	24	55	65	26	7	35	10	24	73	31	28	21	19
Information	13	27	9	13	18	3	16	39	69	11	17	13	10	19	6
Direct Guidance	8	11	1	11	27	1	-	10	18	3	8	8	12	5	19
Interpretation	-	-	1	-	-	-	-	-	-	4	-	-	2	7	1
Practical Help	5	1	4	2	4	1	-	-	-	3	6	6	2	-	1
Self-Revelation	-	-	-	1	2	-	-	5	4	-	-	-	-	4	-
Supportive	4	3	-	11	12	6	2	4	15	9	3	1	-	5	1
Challenging	4	-	-	-	3	-	14	23	42	-	-	5	-	1	4
Reflection of Content	-	-	3	42	27	28	5	1	4	8	12	6	8	8	6
Reflection of Feeling	-	-	2	22	10	14	-	2	1	1-	4	5	2	5	2
Process Behaviours	-	7	-	1	-	-	2	4	-	3	4	1	4	1	-

Appendix 29[Cont'd]

Interview No.	<u>Number and Type of Verbal Behaviour per Interview</u>										Totals for 40 interviews
	31	32	33	34	35	36	37	38	39	40	
Open Question	10	10	6	7	1	3	36	6	6	1	373
Closed Question	48	15	12	20	18	12	12	16	5	19	1304
Information	7	10	20	7	33	38	10	26	7	7	799
Direct Guidance	4	18	1	2	7	16	12	-	-	1	340
Interpretation	-	5	-	-	-	2	19	-	3	1	55
Practical Help	-	-	1	-	-	2	1	-	-	-	68
Self-Revelation	-	1	-	1	-	-	-	-	-	-	30
Supportive	-	8	11	1	5	1	8	-	2	5	194
Challenging	-	5	-	3	-	-	38	-	1	-	234
Reflection of Content	6	15	11	8	15	13	11	9	7	26	473
Reflection of Feeling	6	3	-	2	4	2	10	9	3	12	190
Process Behaviours	1	-	-	-	-	-	1	2	-	-	69

Appendix 30

Most Common Verbal Behaviours in Each Interview

a. Interviews in which closed questions were the most common behaviours. [N = 22]

<u>Interview No.</u>	<u>Closed Questions as a Proportion of all Behaviours</u>	
2	61/136	[45%]
4	79/175	[45%]
5	44/96	[46%]
6*	16/49	[33%]
7	17/40	[42/5%]
9	109/207	[53%]
10	48/103	[47%]
11	52/103	[50%]
12*	12/55	[22%]
13	83/198	[42%]
15	23/64	[36%]
16	34/73	[47%]
18	24/54	[44%]
19	52/170	[31%]
20	63/184	[34%]
25	24/88	[27%]
26	73/160	[46%]
27	31/78	[40%]
28	28/73	[38%]
29	21/80	[26%]
31	48/82	[58%]
34	20/53	[38%]

Appendix 30 [Continued]

b. Interviews in which information giving was the most common behaviour. [N = 14]

<u>Interview No.</u>	<u>Information as a Proportion of all Behaviours</u>	
1	50/151	[33%]
3	28/94	[30%]
6*	16/49	[33%]
8	37/106	[35%]
14	36/103	[35%]
17	21/62	[34%]
22	16/47	[34%]
23	39/133	[29%]
24	69/177	[39%]
33	20/62	[32%]
35	33/83	[40%]
36	38/90	[42%]
38	26/67	[39%]
39*	7/34	[21%]

Appendix 30 [Continued]

Interviews in which other behaviours predominated [N = 5]

Interview 12 - open questions	12/55 [22%]
Interview 30 - open questions	20/79 [25%]
Interview 21 - reflections of content	28/85 [33%]
Interview 39 - reflections of content	7/34 [21%]
Interview 40 - reflections of content	25/73 [34%]

* Interview 12 - there were the same number of open questions as closed questions.

* Interview 6 - there were the same number of closed questions as informative statements.

* Interview 39 - there were the same number of reflections of content as informative statements.

Appendix 31

Questions [Open and Closed] as a Proportion of all Verbal
Behaviours in Each Interview

<u>Interview No.</u>	<u>Total Behaviours</u>	<u>All Questions</u>
1	151	52 [34%]
2	136	69 [51%]
3	94	35 [37%]
4	175	94 [54%]
5	96	48 [50%]
6	49	20 [39%]
7	40	19 [47%]
8	106	23 [22%]
9	207	115 [55%]
10	103	58 [56%]
11	160	55 [36%]
12	55	24 [44%]
13	198	111 [55%]
14	103	26 [25%]
15	64	35 [55%]
16	73	39 [53%]
17	62	29 [34%]
18	54	35 [64%]
19	170	65 [38%]
20	184	80 [42%]
21	85	32 [38%]
22	47	10 [19%]
23	133	41 [31%]

Appendix 31 [Continued]

<u>Interview No.</u>	<u>Total Behaviours</u>	<u>All Questions</u>
24	177	22 [13%]
25	88	37 [42%]
26	160	107 [67%]
27	78	33 [42%]
28	73	34 [46%]
29	80	25 [31%]
30	79	39 [49%]
31	82	58 [71%]
32	90	25 [28%]
33	53	27 [55%]
34	83	19 [23%]
35	90	15 [17%]
36	62	15 [29%]
37	157	48 [31%]
38	67	22 [33%]
39	34	11 [32%]
40	73	20 [29%]
<hr/>	<hr/>	<hr/>
N = 40	4129	1677 [41% of all verbal behaviours]

Appendix 32

A Comparison of Questions [Open and Closed] and Giving Information as a Proportion of All Verbal Behaviours

<u>Interview</u>	<u>All Behaviours</u>	<u>No. of Questions</u>	<u>No. of Statements Giving Information</u>
1	151	52	50
2	136	69	18
3	94	35	30
4	175	94	32
5	96	48	24
6	49	20	17
7	40	19	7
8	106	23	37
9	207	115	24
10	103	58	13
11	160	55	35
12	55	24	11
13	198	111	9
14	103	26	36
15	64	35	8
16	73	39	13
17	62	29	27
18	54	35	9
19	170	68	13
20	184	80	18
21	85	32	3
22	47	10	16

Appendix 32 [Continued]

<u>Interview</u>	<u>All Behaviours</u>	<u>No. of Questions</u>	<u>No. of Statements Giving Information</u>
23	133	41	39
24	177	22	69
25	88	37	11
26	160	107	17
27	78	33	13
28	73	34	10
29	80	25	19
30	79	39	6
31	82	58	7
32	90	25	10
33	53	18	20
34	83	27	7
35	90	19	33
36	15	62	38
37	157	48	10
38	67	22	26
39	34	11	7
40	73	20	7
	<hr/> 4129	<hr/> 1677 [41% of all verbal behaviours]	<hr/> 799 [19% of all verbal behaviours]

Appendix 33

The Ratio of Client to Worker Talk

Interviews in which Worker Talks More Than Client

Interview 33	Ratio = 1.2 : 1
Interview 36	Ratio = 1.3 : 1
Interview 1	Ratio = 1.3 : 1
Interview 38	Ratio = 1.8 : 1
Interview 18	Ratio = 2.8 : 1
Interview 15	Ratio = 3.5 : 1
Interview 16	Ratio = 4.4 : 1
Interview 6	Ratio = 12 : 1

[N = 8]

Interviews in which Worker and Client Talk Times are Equal

Interview 11	Ratio = 1 : 1
Interview 12	Ratio = 1 : 1
Interview 32	Ratio = 1 : 1

[N = 3]

Interviews in which Client Talks More than Worker

Interview 26	Ratio = 1 : 1.1
Interview 30	Ratio = 1 : 1.1
Interview 35	Ratio = 1 : 1.1
Interview 27	Ratio = 1 : 1.2
Interview 14	Ratio = 1 : 1.2
Interview 9	Ratio = 1 : 1.2
Interview 7	Ratio = 1 : 1.5

Appendix 33 [Continued]

Interview 23	Ratio = 1 : 1.5
Interview 17	Ratio = 1 : 1.6
Interview 37	Ratio = 1 : 1.6
Interview 13	Ratio = 1 : 1.7
Interview 2	Ratio = 1 : 1.8
Interview 20	Ratio = 1 : 1.8
Interview 24	Ratio = 1 : 1.8
Interview 5	Ratio = 1 : 2.0
Interview 8	Ratio = 1 : 2.0
Interview 29	Ratio = 1 : 2.0
Interview 31	Ratio = 1 : 2.0
Interview 4	Ratio = 1 : 2.1
Interview 22	Ratio = 1 : 2.2
Interview 19	Ratio = 1 : 2.3
Interview 25	Ratio = 1 : 2.3
Interview 39	Ratio = 1 : 2.4
Interview 34	Ratio = 1 : 2.5
Interview 28	Ratio = 1 : 3.6
Interview 10	Ratio = 1 : 3.8
Interview 21	Ratio = 1 : 6.2
Interview 40	Ratio = 1 : 7.0
Interview 3	Ratio = 1 : 8.3

[N = 29]

Appendix 34

Verbal Behaviours used by Workers to Initiate Topics

Interview No.	1	2	3	4	5	6	7	8
Open Questions	2	-	2	6	1	-	-	-
Closed Questions	1	7	3	5	2	2	1	-
Information	-	-	-	-	-	4	1	-
Direct Guidance	1	1	-	1	-	-	1	1
Reflections	-	1	1	1	-	1	-	-
Other	-	-	1	-	-	-	-	1
No. of Topics	4	9	7	13	3	7	3	2

Interview No.	9	10	11	12	13	14	15	16
Open Questions	-	1	1	-	2	1	2	2
Closed Questions	7	6	5	-	3	-	2	1
Information	2	-	2	5	-	4	3	2
Direct Guidance	1	-	1	-	2	1	1	-
Reflections	1	-	1	4	2	-	-	-
Other	-	-	-	-	3	-	-	-
No. of Topics	11	7	10	9	12	6	8	5

Appendix 34 [Continued]

Interview No.	17	18	19	20	21	22	23	24
Open Questions	2	4	1	3	4	1	1	-
Closed Questions	3	2	6	4	-	-	4	1
Information	3	-	1	3	-	3	2	-
Direct Guidance	-	1	1	2	-	-	-	-
Reflections	-	-	-	2	-	1	-	-
Other	-	1	-	-	-	1	-	-
No. of Topics	8	8	9	14	4	6	7	1

Interview No.	25	26	27	28	29	30	31	32
Open Questions	-	7	-	1	-	2	-	1
Closed Questions	-	3	1	-	2	2	6	-
Information	-	-	1	1	1	1	2	-
Direct Guidance	1	1	-	2	1	1	-	-
Reflections	1	1	-	-	1	1	-	-
Other	-	-	1	1	-	1	-	-
No. of Topics	2	12	3	5	5	8	8	1

Appendix 34 [Continued]

Interview No.	33	34	35	36	37	38	39	40
Open Questions	2	2	-	-	-	-	1	-
Closed Questions	-	1	2	4	-	1	-	2
Information	4	2	4	2	-	2	-	-
Direct Guidance	-	2	-	2	-	-	-	-
Reflections	-	-	-	1	-	-	-	1
Other	1	-	-	-	1	-	-	-
<hr/>								
No. of Topics	7	7	6	9	1	3	1	3
<u>Totals</u>	Information				55	[22%]		
	Closed Questions				89	[35%]		
	Open Questions				52	[20%]		
	Direct Guidance				25	[10%]		
	Other				11	[4%]		

No. of Topics initiated by workers					254			

Appendix 35

Verbal Responses of Social Workers to Topics Initiated
by Clients

Interview No.	1	2	3	4	5	6	7	8	9	10
Open Questions	1	-	-	-	1	-	-	-	-	-
Closed Questions	-	2	1	1	1	-	-	4	-	-
Information	1	1	4	-	-	-	-	3	-	-
Direct Guidance	1	-	-	-	-	-	-	2	-	-
Reflections	-	-	1	-	-	-	-	-	1	-
Support	-	-	2	-	2	-	-	1	-	-
Challenge	-	-	-	-	-	-	1	1	-	-
Listening	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	1	-	-

Total No. of Topics	3	3	8	1	4	0	1	12	1	0

Appendix 35 [Continued]

Interview No.	21	22	23	24	25	26	27	28	29	30
Open Questions	-	-	-	3	1	1	-	-	-	-
Closed Questions	-	1	1	1	2	-	5	-	-	2
Information	-	4	1	2	2	-	2	-	1	-
Direct Guidance	-	-	-	3	-	1	2	-	-	1
Reflections	1	-	-	-	2	-	1	1	-	-
Support	-	-	-	-	-	1	-	-	-	-
Challenge	-	4	-	1	-	-	-	-	-	-
Listening	1	4	-	-	-	-	1	-	-	-
Other	-	-	-	1	-	-	-	-	-	-
Total No. of Topics	2	13	2	11	7	3	11	1	1	3

Appendix 35 [Continued]

Interview No.	31	32	33	34	35	36	37	38	39	40
Open Questions	1	-	-	-	-	-	1	-	-	-
Closed Questions	2	1	-	2	2	1	-	-	1	-
Information	-	2	-	-	2	4	-	2	-	1
Direct Guidance	-	1	-	-	3	1	1	-	-	-
Reflections	-	-	3	1	2	-	1	1	3	4
Support	-	1	1	-	-	-	-	-	-	-
Challenge	-	-	-	1	-	-	-	-	-	-
Listening	-	-	-	-	-	2	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total No. of Topics	3	5	4	4	9	8	3	3	4	5
<u>Totals</u>										
	Open Questions						11	[7%]		
	Closed Questions						43	[27%]		
	Information						35	[22%]		
	Direct Guidance						17	[11%]		
	Reflections						25	[16%]		
	Support						11	[7%]		
	Challenge						6	[4%]		
	Listening						7	[4%]		
	Other						3	[2%]		

	Total No. of Topics =						158			

Appendix 36

The Correlation of Verbal Behaviours
[Number per Interview]

A correlation is taken to mean a correlation co-efficient of at least .01 and a strong correlation [*] is taken to mean a correlation co-efficient of at least .001.

Positive Correlations were found between:

Open Questions and Interpretations*

Open Questions and Reflections of Feeling

Closed Questions and Reflections of Content*

Information and Worker Self-Revelation*

Information and Supportive Behaviour

Information and Challenging Behaviour

Direct Guidance and Use of Self*

Direct Guidance and Supportive Behaviour*

Direct Guidance and Challenging Behaviour

Interpretations and Challenging Behaviour

Worker Self-Revelation and Challenging Behaviour*

Reflection of Content and Reflection of Feeling

Appendix 37

Correlation of Verbal Behaviours
[Percentage Use per Interview]

A correlation indicates a correlation co-efficient of at least .01 and a strong correlation [*] is taken to indicate a correlation co-efficient of at least .001.

Correlations were found between:

Open Questions and Information [negative]

Open Questions and Interpretations [positive]

Closed Questions and Information [negative]*

Closed Questions and Interpretations [negative]

Closed Questions and Supportive Behaviours [negative]

Information and Reflection of Feeling [negative]

Direct Guidance and Reflection of Content [negative]

Reflection of Content and Reflection of Feeling

Appendix 38

Verbal Behaviours within Topics and Categories of Content:

Interview 2, an Example

<u>Topic</u>	<u>Category of Content</u>	<u>Behaviours</u>
1. Money	Practical Matters	Open questions [1] Closed questions[17] Information [1] Direct guidance [1] Reflection of content [1]
2. Relationships in hostel	Relationships	Open questions [1] Closed questions[10] Information [1] Support [1] Challenge [2] Reflection of content [1]
3. Playing pool	Activities	Closed question [1] Support [1]
4. Family	Relationships	Closed questions[11] Information [2] Reflection of content [3]

Appendix 38 [Continued]

5. Day Centre	Activities	Closed questions [2] Direct guidance [1] Reflection of content [1]
6. Christmas	Activities	Open questions [1] Closed questions [6] Practical help [1] Challenge [1]

Appendix 39

The Use of Verbal Behaviours within One Category of
Content : Practical and Material Issues

Interview No.	1	2	3	4	5	6	7	8	9	10
Open Questions	8	5	-	3	-	1	2	-	-	-
Closed Questions	44	20	5	39	32	6	17	5	9	-
Information	50	8	3	15	18	13	7	18	5	-
Direct Guidance	5	9	-	-	1	-	-	4	-	-
Practical Help	11	1	-	-	2	2	1	-	-	-
Interpretation	-	-	-	-	-	-	-	-	-	-
Self-Revelation	1	-	-	-	-	-	-	-	-	-
Supportive Behaviour	9	-	1	2	-	-	1	1	-	-
Challenging Behaviour	3	7	-	-	-	-	-	3	-	-
Reflection of Content	9	2	-	11	-	2	7	2	4	-
Reflection of Feeling	-	-	-	1	-	-	1	-	-	-
Process Behaviours	4	-	-	6	5	4	3	1	-	-

Appendix 39 [Continued]

Interview No.	11	12	13	14	15	16	17	18	19	20
Open Questions	1	2	-	-	-	3	4	-	9	4
Closed Questions	25	2	-	-	-	25	8	3	27	38
Information	15	-	-	-	-	12	1	1	11	11
Direct Guidance	13	-	-	-	-	6	2	-	3	12
Practical Help	-	1	-	-	-	5	-	3	2	2
Interpretation	2	-	-	-	-	-	-	-	-	-
Self-Revelation	4	-	-	-	-	-	-	-	-	2
Supportive Behaviour	1	-	-	-	-	2	1	-	2	9
Challenging Behaviour	30	-	-	-	-	4	-	-	-	1
Reflection of Content	5	-	-	-	-	-	-	1	16	12
Reflection of Feeling	-	1	-	-	-	-	-	-	5	3
Process Behaviours	-	-	-	-	-	-	2	-	1	-

Appendix 39 [Continued]

Interview No.	21	22	23	24	25	26	27	28	29	30
Open Questions	2	-	-	1	1	2	-	1	-	-
Closed Questions	11	-	-	-	2	20	4	8	-	1
Information	1	-	-	16	2	3	-	8	-	-
Direct Guidance	1	-	-	9	-	-	1	7	-	-
Practical Help	1	-	-	-	-	-	1	1	-	1
Interpretation	-	-	-	-	-	-	-	-	-	-
Self-Revelation	-	-	-	-	-	-	-	-	-	-
Supportive Behaviour	3	-	-	3	-	-	-	-	-	-
Challenging Behaviour	-	-	-	6	-	-	-	-	-	-
Reflection of Content	13	-	-	-	1	2	1	3	-	-
Reflection of Feeling	3	-	-	-	-	-	-	2	-	-
Process Behaviour	-	-	-	-	-	-	-	4	-	-

Appendix 39 [Continued]

Interview No.	31	32	33	34	35	36	37	38	39	40
Open Questions	-	-	-	-	1	-	-	-	2	-
Closed Questions	-	-	-	-	10	3	-	-	2	-
Information	-	-	-	-	6	2	-	-	1	-
Direct Guidance	-	-	-	-	3	-	-	-	-	-
Practical Help	-	-	-	-	-	1	-	-	-	-
Interpretation	-	-	-	-	-	-	-	-	-	-
Self-Revelation	-	-	-	-	-	-	-	-	-	-
Supportive Behaviour	-	-	-	-	-	-	-	-	-	-
Challenging Behaviour	-	-	-	-	-	-	-	-	-	-
Reflection of Content	-	-	-	-	6	3	-	-	1	-
Reflection of Feeling	-	-	-	-	-	1	-	-	1	-
Process Behaviour	-	-	-	-	-	-	-	-	-	-

Appendix 40

Percentage Use of Verbal Behaviours by Category of Content
[Figures are rounded up to the nearest decimal point]

1. Events

Open Questions	-	10.3%
Closed Questions	-	35.7%
Information	-	15.7%
Direct Guidance	-	0.3%
Practical Help	-	1.4%
Interpretation	-	0.1%
Self-revelation	-	--
Supportive Behaviour	-	6.4%
Challenging Behaviour	-	3.8%
Reflection of Content	-	17.9%
Reflection of Feeling	-	4.8%
Process Behaviours	-	0.7%

		100%

2. Client's Feelings

Open Questions	-	10.7%
Closed Questions	-	29.2%
Information	-	12.6%
Direct Guidance	-	5.1%
Practical Help	-	0.3%
Interpretation	-	2.1%
Self-revelation	-	0.2%
Supportive Behaviour	-	5.9%

Appendix 40 [Continued]

Challenging Behaviour	-	7.2%
Reflection of Content	-	13.7%
Reflection of Feeling	-	10.8%
Process Behaviour	-	1.9%

		100%

3. Relationships

Open Questions	-	0.8%
Closed Questions	-	34.5%
Information	-	20.3%
Direct Guidance	-	6.6%
Practical Help	-	0.5%
Interpretation	-	2.3%
Self-revelation	-	0.3%
Supportive Behaviour	-	4.9%
Challenging Behaviour	-	8.4%
Reflection of Content	-	10.1%
Reflection of Feeling	-	3.5%
Process Behaviour	-	0.5%

		100%

4. Practical and Material Issues

Open Questions	-	6.7%
Closed Questions	-	38.1%
Information	-	20.7%

Appendix 40 [Continued]

Direct Guidance	-	6.2%
Practical Help	-	6.6%
Interpretation	-	0.1%
Self-revelation	-	0.3%
Supportive Behaviour	-	3.5%
Challenging Behaviour	-	6.2%
Reflection of Content	-	11.9%
Reflection of Feeling	-	3.6%
Process Behaviour	-	2.6%

		100%

5. Activities

Open Questions	-	13.7%
Closed Questions	-	38.3%
Information	-	15.8%
Direct Guidance	-	6.8%
Practical Help	-	0.8%
Interpretation	-	--
Self-revelation	-	1.0%
Supportive Behaviour	-	4.1%
Challenging Behaviour	-	2.1%
Reflection of Content	-	11.7%
Reflection of Feeling	-	3.3%
Process Behaviour	-	2.8%

		100%

Appendix 40 [Continued]

6. The Clients' Health

Open Questions	-	15.7%
Closed Questions	-	35.9%
Information	-	13.7%
Direct Guidance	-	0.9%
Practical Help	-	--
Interpretation	-	--
Self-revelation	-	2.1%
Supportive Behaviour	-	3.8%
Challenging Behaviour	-	0.9%
Reflection of Content	-	20.8%
Reflection of Feeling	-	6.1%
Process Behaviour	-	--

		100%

7. The Role of the Social Worker/Department

Open Questions	-	13.6%
Closed Questions	-	15.4%
Information	-	35.1%
Direct Guidance	-	3.0%
Practical Help	-	1.1%
Interpretation	-	--
Self-revelation	-	2.8%
Supportive Behaviour	-	3.6%
Challenging Behaviour	-	10.3%

Appendix 40 [Continued]

Reflection of Content	-	4.6%
Reflection of Feeling	-	4.7%
Process Behaviour	-	5.8%

		100%

8. Statutory Matters

Open Questions	-	--
Closed Questions	-	36.6%
Information	-	38.8%
Direct Guidance	-	6.2%
Practical Help	-	5.0%
Interpretation	-	--
Self-revelation	-	--
Supportive Behaviour	-	8.5%
Challenging Behaviour	-	--
Reflection of Content	-	2.3%
Reflection of Feeling	-	--
Process Behaviour	-	2.5%

		100%

9. Arranging Appointments

Open Questions	-	1.5%
Closed Questions	-	23.2%
Information	-	31.6%
Direct Guidance	-	7.7%

Appendix 40 [Continued]

Practical Help	-	8.7%
Interpretation	-	--
Self-revelation	-	--
Supportive Behaviour	-	2.0%
Challenging Behaviour	-	--
Reflection of Content	-	5.3%
Reflection of Feeling	-	1.7%
Process Behaviour	-	18.2%

		100%

Appendix 41

Analysis of the Sub-types of Supportive Behaviour in Ten Interviews : Sustaining Behaviour and Reinforcing Behaviour

List of Supportive Statements

Interview 1

Well they only have you don't they?	SUSTAINING
No, it's difficult for daughters and fathers, isn't it?	SUSTAINING
He's been a handful for her. For you all.	SUSTAINING
Well, it's nice that you see it that way.	REINFORCING
I think you are very wise there!	REINFORCING
That's right because that is the day he leaves.	REINFORCING
No, of course they don't. No, no. But of course it is a very big danger.	SUSTAINING
Well, maybe he is.	REINFORCING
It's a difficult situation when things are good but when they have not been good all these years it makes it harder.	SUSTAINING

Interview 2

[Referring to one ear being bigger than the other] Is it?	
I never really noticed.	SUSTAINING
Well, that's not so bad then, if you are not playing for money.	REINFORCING

Appendix 41 [Continued]

They will greet you like a long lost friend then, won't they? **SUSTAINING**

You could go Friday, yes. **REINFORCING**

Well, that's fine. **REINFORCING**

That's right. That's right. **REINFORCING**

Interview 3

It's a good job you were there. **SUSTAINING**

It would be a terrible shame, yes. **REINFORCING**

It's a good idea really. **REINFORCING**

She wasn't very well at the weekend, was she? I was pleased you hung on to her and had the doctor in.

REINFORCING

I was pleased about that because it's almost like your own child really, that's what you'd have done. **REINFORCING**

Oh, that's nice. It's nice for him to be in everything.

REINFORCING

That's right, yes. 'Cos other things will come up, won't they? **REINFORCING**

Yes, that's worrying. **SUSTAINING**

Yes, you've got lots of time haven't you? **SUSTAINING**

Interview 4

She is very slight, isn't she! **SUSTAINING**

I know, it's difficult. **SUSTAINING**

Yes, that's the answer - make sure she has got enough.

REINFORCING

Appendix 41 [Continued]

I mean, thinking in the long term of promotion.

REINFORCING

No, you don't want them to have too many injections.

REINFORCING

Yes, the only way she is going to develop is through exercise of some form, isn't it?

REINFORCING

Interview 5

[You write it down] - Because otherwise you forget.

REINFORCING

You can't expect Louise to cope.

REINFORCING

I think so, it's got to be you or Eddy.

REINFORCING

It's nice that they are friendly actually.

SUSTAINING

He should have asked you.

REINFORCING

Interview 6

None.

Interview 7

And certainly for the family being split, that's terrible.

SUSTAINING

Interview 8

It will work out OK in the long run.

SUSTAINING

Oh, that's very good, isn't it?

SUSTAINING

That's a big improvement, isn't it?

SUSTAINING

Appendix 41 [Continued]

Oh, well that's very good. **SUSTAINING**
That's a big step forward isn't it? **SUSTAINING**
[The television] At least you had it on you see. **REINFORCING**
It's a sign you are getting things in balance. **SUSTAINING**
[A break-in] It is less and less likely to happen. **SUSTAINING**
They seem to be a bit better, don't they? **SUSTAINING**

Interview 9

It's a well known way of getting over something difficult,
in making a joke about it. **REINFORCING**
Right, to get a more secure position. Right, right. **REINFORCING**

Interview 10

[Staying with brother] It might be nice to have a bit of a
change. **REINFORCING**
[Divorces] They seem to be on the increase, as well. **REINFORCING**
[The recipe] Sounds alright! **SUSTAINING**
[The recipe] And a couple of Oxo cubes! **SUSTAINING**
[The day centre] - Only tomorrow left now isn't there? **REINFORCING**

Appendix 42

Verbal Behaviours Following Open Questions in all Interviews

Interview No:	1 [N=8]	2 [N=8]	3 [N=13]	4 [N=14]	5 [N=4]	6 [N=3]
Closed Question	2	1	2	9	2	1
Reflection of Feeling	-	-	1	-	-	-
Reflection of Content	1	-	3	6	1	1
Open Question	-	1	5	1	-	-
Other	5	6	2	-	1	1

Interview No:	7 [N=2]	8 [N=0]	9 [N=6]	10 [N=10]	11 [N=4]	12 [N=12]
Closed Question	-	-	4	2	1	4
Reflection of Feeling	-	-	-	-	1	1
Reflection of Content	1	-	2	1	-	1
Open Question	-	-	-	1	-	2
Other	1	-	-	6	2	4

Interview No:	13 [N=28]	14 [N=4]	15 [N=12]	16 [N=5]	17 [N=7]	18 [N=11]
Closed Question	10	-	4	2	1	6
Reflection of Feeling	7	-	1	-	-	-
Reflection of Content	5	-	1	-	-	1
Open Question	5	-	2	-	2	1
Other	1	4	4	3	4	3

Appendix 42 [Continued]

Interview No:	19 [N=13]	20 [N=15]	21 [N=6]	22 [N=3]	23 [N=6]	24 [N=12]
Closed Question	4	7	2	-	1	4
Reflection of Feeling	1	-	2	-	-	-
Reflection of Content	3	3	1	-	-	-
Open Question	-	1	-	-	-	2
Other	5	4	1	3	5	6

Interview No:	25 [N=13]	26 [N=34]	27 [N=2]	28 [N=6]	29 [N=4]	30 [N=20]
Closed Question	2	16	1	4	-	5
Reflection of Feeling	4	1	-	-	1	-
Reflection of Content	2	5	-	1	-	1
Open Question	1	5	-	-	1	10
Other	4	7	1	1	2	4

Interview No:	31 [N=10]	32 [N=10]	33 [N=6]	34 [N=7]	35 [N=1]	36 [N=3]
Closed Question	4	2	-	4	-	1
Reflection of Feeling	1	1	-	1	-	-
Reflection of Content	-	1	3	1	-	-
Open Question	2	3	1	1	-	1
Other	3	3	2	-	1	1

Appendix 42 [Continued]

Interview No:	37 [N=36]	38 [N=6]	39 [N=6]	40 [N=1]
Closed Question	3	1	1	-
Reflection of Feeling	2	1	1	-
Reflection of Content	1	2	1	1
Open Question	14	-	2	-
Other	16	2	2	-

Totals

Closed Questions	-	113
Reflection of Feeling	-	27
Reflection of Content	-	50
Open Question	-	63
Other	-	120

Appendix 43

Notes on The Use of Worker Self-Revelation in All
Interviews in which it Occurred

Interview 1

Worker: "It may have been another elderly man - for which I apologise - I've got so many and their circumstances are all the same".

EXPRESSING PERSONAL FEELINGS

Interview 8

Client: "You must be fed up with people who are always grieving and unhappy; must be trying for you".

Worker: "No, well, you're used to it in a way - sort of like being a doctor you see".

EXPRESSING PERSONAL FEELINGS

Interview 9

Worker expresses doubts as to whether the client has gained anything from seeing the worker.

EXPRESSING PERSONAL FEELINGS

Talks about his holidays in Connemara.

DEVELOPING RAPPORT

Interview 10

Worker: "I'm not sure how much of what you are feeling is a reflection of what happened this lunch time".

EXPRESSING PERSONAL FEELINGS

Appendix 43 [Continued]

Interview 11

Discussion of the need to get a receipt for payment.

CHALLENGING THE CLIENT

Discussion of worker's holiday in Wales.

DEVELOPING RAPPORT

Discussion of ethnic origins. **DEVELOPING RAPPORT**

Interview 12

Worker: "You mentioned being a Cockney lad. Well, as a Southerner myself, although I was actually born in London, I didn't spend much time there...."

DEVELOPING RAPPORT

Interview 14

Worker: "I always remember this friend of mine telling me when I was about 9 or 10 that I should take an interest in political parties. I think I'm more interested now than she is".

**DEVELOPING RAPPORT/
RECIPROCITY**

Interview 19

Reaction to client's suggestion that the worker gets a job in a bakery.

**DEVELOPING RAPPORT/
RECIPROCITY**

Appendix 43 [Continued]

Interview 20

Discussion of saving the Family Allowance.

Discussion of giving up smoking.

CHALLENGING THE CLIENT

Interview 23

Discussion with client about getting a job.

CHALLENGING THE CLIENT

Interview 24

Social worker describes how he feels about his work.

**INDICATING THE CLIENT IS NOT
ALONE**

Interview 29

Worker describes his relationship with his own wife; his relationship to depressive illness; how he has 'good' and 'bad' days.

**INDICATING THE CLIENT IS NOT
ALONE**

Interview 32

Worker draws parallel with his own daughter in discussion of client's child.

**INDICATING THE CLIENT IS NOT
ALONE**

Interview 34

The worker discusses pop music with a teenage client.

DEVELOPING RAPPORT

Appendix 44

Timed Client Responses to Reflections of Feelings in Five Interviews

Interview 20 [N = 10]

Assent - short phrase
Expands on feelings - 10 seconds
Expands on feelings - 8 seconds
Assent - short phrase
Expands on feelings - 15 seconds
Agreement - short phrase
Agreement - monosyllable
Assent - 6 seconds
Assent - short phrase
Assent - short phrase

Interview 21 [N = 14]

Gives explanation - short phrase
Expands on feelings - 15 seconds
Expands on feelings - 10 seconds
Assent - short phrase
Assent - one word
Expands on feelings - short phrase
Expands on feelings - 15 seconds
Expands on feelings - 15 seconds
Assent - 10 seconds
Assent - short phrase

Appendix 44 [Continued]

Expands on feelings - 15 seconds

Expands but not about feelings - 15 seconds

Expands but not about feelings - 15 seconds

Expands but not about feelings - 15 seconds

Interview 23 [N = 2]

Expands on feelings - 10 seconds

Does not accept reflective comment - "Don't be funny".

Interview 24 [N = 1]

Expands on feelings - 15 seconds.

Interview 25 [N = 10]

Expands on feelings - 15 seconds

Expands on feelings - 15 seconds

Expands on feelings - 15 seconds

Expands on feelings - 15 seconds

Expands on feelings - 15 seconds

Expands on feelings - 15 seconds

Assent - short phrase

Expands on feelings - 15 seconds

Assent - short phrase

Expands on feelings - 15 seconds.

N.B. 15 seconds = 15 seconds or more.

Appendix 45

Assessment of Client Reactions to Direct Guidance by the
Social Worker

<u>Interview No:</u> [N = 30]	<u>Accepts</u>	<u>Non-Committal</u>	<u>Rejects</u>
1	2	3	0
2	6	2	3
4	1	1	2
8	5	1	3
9	1	2	6
11	1	6	7
12	2	0	0
13	1	0	5
14	4	6	1
15	2	1	0
16	5	1	0
17	5	1	4
18	1	0	0
19	7	2	3
20	6	4	16
21	0	0	1
23	1	0	8
24	3	1	6
25	1	0	2
26	2	2	1
27	4	5	0
28	5	1	1
29	1	3	0

Appendix 45 [Continued]

<u>Interview No:</u> [N = 30]	<u>Accepts</u>	<u>Non-Committal</u>	<u>Rejects</u>
30	9	0	0
31	1	2	
32	1	0	12
35	7	0	0
36	10	3	1
37	3	1	6
40	1	0	0
	---	---	---
Totals	98	48	89

N.B. In 4 cases [interviews 5, 10, 33 and 34] it was not possible to assess client response as the worker continued talking.

Appendix 46 [Continued]

Interview 31	Client goes to see to baby. Later goes to tell older son to be quiet.
Interview 32	Arrival of visitors.