Communication Blockers

These roadblocks to communication can stop communication dead in its tracks:

- “Why” questions. They tend to make people defensive.
- Quick reassurance, saying things like, “Don’t worry about that.”
- Advising — “I think the best thing for you is to quit your job and move out of your house.”
- Patronizing — “You poor thing, I know just how you feel.”
- Preaching — “You should. . .” Or, “You shouldn’t. . .”
- Interrupting — Shows you aren’t interested in what someone is saying.
- Comparing
- Mind Reading
- Judging
- Daydreaming Sparing
- Being Right
Tips for Enhancing Communication

- Listen Actively.
- Act responsively.
- Reduce your rate of speech.
- Speak clearly but not patronizingly.
- Look directly at the person.
- Be in the moment!
- Have patience.
- Repeat or rephrase.
- Watch for nonverbal cues.
- Keep hands and objects away from your face.
- Use pauses.
- Avoid demeaning terminology.
- Put messages in writing.
Non-Verbal Communications

1. Facial Expression
   Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

2. Gestures
   Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate number amounts. Other gestures are arbitrary and related to culture.

3. Paralinguistic
   Paralinguistic refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

4. Body Language and Posture
   Posture and movement can also convey a great deal on information. Research on body language has grown significantly since the 1970’s, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after the publication of Julius Fast’s book Body Language. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive that previously believed.
5. Proxemics
People often refer to their need for “personal space,” which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. Eye Gaze
Looking, staring, and blinking can also be important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions, including hostility, interest, and attraction.

7. Haptics
Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow’s classic monkey study demonstrated how the deprivation of touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction.

8. Appearance
Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can invoke different moods. Appearance can also alter physiological reactions, judgment, and interpretations.
A FEELING VOCABULARY
accepted adequate adventurous affectionate afraid agitated angry annoyed anxious apathetic appalled ashamed awed bashful bewildered bitter bold bored brilliant brittle burned out calm capable caring cautious cheerful cold comfortable competent concerned confident confused contented cranky crazy crummy daring defeated defeated delighted delighted depressed deft deft despairing desperate despondent disappointed discouraged disgusted dismayed disturbed doubtful down drained driven dubious eager ecstatic

edgy elated embarrassed empty encouraged energetic enlightened enraged envious estranged exhausted excited fascinated fearful free foolish frantic frenzied friendly frightened frustrated full furious generous genuine glad gloomy grateful great grief gutsy happy helpless hesitant high hollow hopeful hopeless humbled hurt impatient indifferent incensed insecure insincere irate irritated jittery jealous joyful jumpy lethargic lonely loving lovely melancholy miserable moved nervous nostalgic ornery outraged overagitated overjoyed overwhelmed panicky peaceful playful pleased preoccupied present protective proud puzzled rebellious refreshed regretful relaxed relieved reluctant remorseful resentful restless sad safe satisfied scared secure shocked shy sick silly sorrowful sorry stimulated stressed stuck successful surprised suspicious sympathetic terrified thrilled timid tired torn touched tranquil troubled uncertain uncomfortable understood uneasy unhappy unnerved uneased unmeasured unmeasured unoiled unloved unloved uneasy untried untried

uncomfortable unrestful

“FAUX” FEELINGS
(judgments masquerading as feelings - good to avoid)
abandoned abused attacked bested betrayed bullied burned cheated degraded disarmed dismissed disrespected endangered harassed humiliated ignored inadequate invisible left in the dark left out let down manipulated misled misunderstood neglected patronized pressured provoked pulled apart pushed put down rejected ridiculed rushed smart stupid taken advantage of threatened trapped trashed traumatized unappreciated unappreciated unloved used worthless
**QIN TANF Family Service Plan**

*(name) date*

<table>
<thead>
<tr>
<th>Employability Factor</th>
<th>Assessment Method Results (Star if a Barrier)</th>
<th>Intervention Strategy</th>
<th>Progress Measurements</th>
<th>Evaluation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family &amp; Living Situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Financial Income/Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Work History &amp; Occupational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Health Issues Mental/Physical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Birth to 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Occupational Interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Work Readiness Attitude/Barriers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Legal Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Work Activities</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that I have actively participated in the development of this Family Service Plan. I realize that to attain Self Sufficiency I must work on attaining the goals as listed in this plan. I feel I can achieve the expected results and I have received a copy of the plan for my records.

Participant Signature & Date

Caseworker Signature & Date
Individual Success Plan (ISP) Planning

PURPOSE: Many of our families have given up hope are understandably coming to us with a sense of discouragement, they find it refreshing to be treated respectfully, the intention being for the family to resolve their own issues based on their own strengths.

Minimum required elements of an ISP include per policy:

1. An employment goal; *(Federal Requirement)*
2. A time period for achievement of self-sufficiency from;
3. Steps the family will take toward self-sufficiency;
4. The services our program will provide to assist the family to attain self-sufficiency;
5. Milestones to indicate the steps toward successful completion of the Plan;

The FSP in general:

1. Specifies short-and long-term goals.
2. Identifies measurable, short-term objectives.
3. Identifies services and other resources needed.
4. Identifies organizations, and/or individuals who will provide the services and resources.
5. Identifies the task and responsibilities of the case manager.
6. Identifies the task and responsibilities of the TANF client.
7. Identifies the skills the person must learn.
8. Specifies time frames and schedules.
9. Specifies starting and ending dates of services.
10. Includes signatures of the case manager and the TANF client.
Strategies for planning an FSP

1. Construct FSP’s that are explicitly geared toward promoting the client’s employment goal as well as child and family functioning.

2. All case planning begins with an assessment.

   Types of Assessment
   a. Interview Sheet (Notice everyday life events)
   b. Specialized Assessment
      i. Literacy and other educational testing;
      ii. Substance abuse screening;
      iii. Vocational, aptitude, or personality traits testing;
      iv. Domestic violence screening;
      v. Mental health screening and or Physical health screening;
      vi. Vocational counseling; and Vocational rehabilitation services.

3. Once a dilemma is known, planning can begin.

4. FSP planning should be strength-based. Clients possess many competencies. Ask your clients how they would solve a problem.

5. Goals must be achievable, measurable and defined.

6. Examine ways of leveraging actual or potential resources available

7. Ask the client on various action plans being considered, what works for the client, what does the client need?

8. Specify goals with the client.

9. Encourage client to solicit family members support in attaining the goals.

10. Convene formal and informal review of the progress towards the agreed upon goals and revise as needed.
Effective Goal Setting

1. Goal setting starts with a thorough assessment. It answers the question, “Where is the TANF participant now?”

2. The TANF client must be actively involved in the FSP process from the very start. This is a partnership between you and the client is to negotiate a mutual agreed answer to the question: “Where do you want to go?”

3. The case manager works with the client to identify primary, long-term goals.

4. For each goal, there should be a set of sequenced, short-term, realistic objects leading to that goal. This enables the person to achieve small achievements along the journey.

5. Goals and objectives should be prioritized. Ask the client – what does he/she want to focus their attention on most?

6. Be aware – a person can only tackle so much at any one time.

7. Once “where to go” is defined the client and case manager need to determine who does what and what institutions/people need to be involved.

8. The client should be able to restate the goals clearly in their own words.
Check List

Assess the goals you have written using the following checklist:

☐ Does the TANF client feel ownership of their goals?
☐ Do you and the client agree on the goals?
☐ Are the goals specific enough to be achieved?
☐ For each major goal, are there a series of short-term objectives to lead to the goal?
☐ Do any of the goals focus on changing self-defeating behavior?
☐ Are the goals:
  o Achievable?
  o Success-oriented?
  o Quantifiable?
  o Measurable?
  o Observable?
☐ Are the goals written so that the client can clearly restate them?
General Topics that might appear on an FSP

Remember it all starts with an employment goal.

Some (I’m sure we can come up with a longer list) common goals of FSP planning may include:

1. Looking for a job;
2. Learning basic workplace expectations, work behaviors, and how to apply for a job;
3. Gaining work experience through community work experience;
4. Learning marketable job skills;
5. Post Secondary Education
6. Vocational Education
7. High School completion
8. Options for reliable transportation to get to work;
9. Family planning to avoid unplanned pregnancy;
10. Personal safety from domestic violence;
11. Referrals for counseling and advocacy for domestic violence, mental health, or substance abuse issues;
12. Obtaining stable housing for the family
13. Developing personal and family support systems;
14. Taking care of medical needs of the family;
15. Addressing medical or developmental needs of children;
16. Family management – parenting skills, organization, budgeting, nutrition and meal planning, childcare consumer education;
17. Personal management – stress management, time management, effective communication, personal grooming;
18. Assessment or treatment for drug and alcohol abuse;
19. Improvement of basic reading, writing, and math skills;
20. Financial and non-financial contributions of an absent parent or the absent parent’s family.
21. Enrolling pre-school children in Headstart for educational enrichment, structure, and family support;
22. Participation in programs which focus on strengthening parenting skills and improving the circumstances of a parent and children; and
23. Participation in youth employment programs when available.

The list could go on an on………….
The Family Success Plan is an ongoing document that has been jointly developed by the participant and the case manager. Each adult on the grant must complete a FSP. These are the goals that assist in determining the work activities a client will participate in to receive their Intertribal TANF benefit.

**No support services may be issued without linking it to a goal on the Family Success Plan.**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time to complete</th>
<th>Begin Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Time to complete</th>
<th>Begin Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that I have actively participated in the development of this Family Service Plan. I realize that to attain self-sufficiency I must work on attaining the goals as listed in this plan. I feel I can achieve the expected results and I have received a copy of the plan for my records.

<table>
<thead>
<tr>
<th>Client Signature:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager Signature:</td>
<td>Date</td>
</tr>
<tr>
<td>Adult Signature (if necessary):</td>
<td>Date</td>
</tr>
</tbody>
</table>