

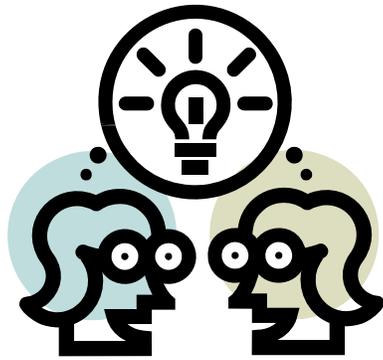
Communication Blockers

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 than 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
delighted
depressed
defiant
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
guilty
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
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
unsafe

unsure
upset
warm
weary
wonderful
worn out
worried
zany
zealous

“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
unloved
used
worthless

QIN TANF Family Service Plan (name) date

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

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:
 - Achievable?
 - Success-oriented?
 - Quantifiable?
 - Measurable?
 - 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.....



South Puget Intertribal TANF Program

Tribes Assisting Native Families (FSP) Family Success Plan

Client Name:	Person plan is for: Self Spouse/Significant other Child Other _____	Plan Date
Type of Case: Single Parent Household Two Parent Household Non-Needy (Child Only)		
Head of Household Name:		If plan is for minor, head of household's CIF #:
Employment:		

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.

Goal	Time to complete	Begin Date	End Date
Step 1			
Step 2			
Step 3			
Step 4			

Goal	Time to complete	Begin Date	End Date
Step 1			
Step 2			
Step 3			
Step 4			

Goal	Time to complete	Begin Date	End Date
Step 1			
Step 2			
Step 3			
Step 4			

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.

Client Signature:	Date
Case Manager Signature:	Date
Adult Signature (if necessary):	Date