

# FACILITATOR INSTRUCTIONAL MODULE 8

FACILITATOR GUIDE



FIM 8:

ACTIVE  
LISTENING:

THE  
FOUNDATION FOR  
BUILDING  
RELATIONSHIPS  
THAT PREVENT  
ABUSE &  
NEGLECT

## FIMS

Facilitator Instructional Module: Adult Abuse and Neglect Prevention

A HEAD program

AANP

2007

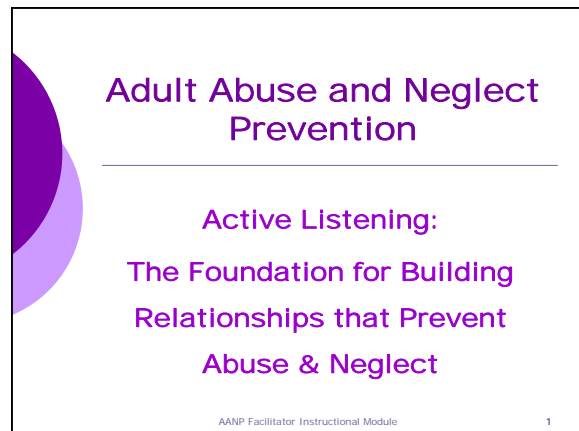
## **FIM 8: ACTIVE LISTENING**

### **THE FOUNDATION FOR BUILDING RELATIONSHIPS THAT PREVENT ABUSE & NEGLECT**

#### **LEARNING OBJECTIVES:**

By the end of this module, participants will be able to:

- Develop skills in using active listening and clarifying questions



#### **INTRODUCTION:**

This session explores the importance of active listening as a basic life skill that benefits all of our relationships. We build quality relationships by practicing active listening skills with co-workers, family, friends, and clients. Abuse prevention happens when we promote person-centered care and quality relationships through active listening. Active listening is a skill we must develop. For many of us, it doesn't come naturally. This session walks participants through a series of steps for successful listening to occur.

#### **PREPARATION:**

Arrange the room so each participant can see the trainer and other participants

#### **INSTRUCTIONS:**

Warmly welcome participants to the session, and say the title.

#### **SUPPLIES:**

Flip chart and markers

LCD projector and computer

Screen or wall space

PowerPoint slides

“Active listening and de-escalation Tools” handout



## FIM 8: ACTIVE LISTENING

### How Well Do We Listen?



- **The phone exercise**

- Repeat to the person next to you exactly what you heard the person before you say.
- How close is the end statement to the beginning statement?



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### NOTE:

This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, get comfortable sharing with one another, and to get acquainted with active participation in the session.

### TIME:

10 minutes

### INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Explain that the session will

begin with a quick game that is sometimes called “Telephone.” The instructor is going to whisper one sentence to one person in the room who has to repeat it exactly to the person next to him/her. After hearing what is said, that person is to repeat it to the next person, and so on. This continues until the message has been passed to every person in the room. The final person then speaks what he/she heard.

The statement is: *“Last week, my neighbor, Sally, adopted a three month old Dalmatian puppy who was suffering from some intestinal bug.”*

Debrief by asking:

How difficult is it for us to hear and remember what we’ve been told?

What are the implications for relationships?

### TIME:

15 minutes, which includes reviewing slides 4-14

### INSTRUCTIONS:

Review these points, giving them life through your own experiences and understandings. Emphasize that listening is important to the quality of our lives – because our positive connection to others relies on it.

### Active Listening

- ★ How we come to know, care about, and understand others
- ★ How we create safety with people and give them the courage to tell us when troubling things occur
- ★ How we create the caring community that eliminates most abuse and neglect
- ★ How we constructively resolve tensions and disagreements

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## FIM 8: ACTIVE LISTENING

### INSTRUCTIONS:

Listening is a skill we must develop. It is the communication skill we receive the least training while we are in school, but use more often than any other skill. It involves not only hearing what the other person is saying, but making a conscious effort to understand things from his or her point of view. It takes effort not to filter what the other person is saying through your own agenda or preconceptions and to give them a sense safety and time to fully communicate with you. The tips will help you do this.

Review these tools quickly, explaining that you will be going into each of them in depth.

### Five Tools to Help Yourself Actively Listen Every Day

#### Active listening builds caring relationships:

1. Encourage and help the person to talk fully.
2. Pay attention to body language.
3. Paraphrase what the person has said.
4. Ask clarifying questions.
5. Pull back and keep calm.

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### # 1 – Encourage and Help the Person to Talk Fully

#### ○ Use “door openers” to get people to open up:

- “How are you doing today?”
- “What interests you about that?”

#### ○ Take time to listen (despite many tasks) and focus on understanding what the person is really saying:

- Avoid rushing or interrupting as long as the person is readily telling the story
- Be encouraging! Respond with “mm-hmm,” “yes,” “uh-huh.”

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### INSTRUCTIONS:

Recall that this is Step #1 of the five. Offer additional examples of door openers, such as the following, and/or ask participants for their ideas:

- What’s up for you today?
- Do you want to talk about it?
- What is on your mind?
- Is something bothering you?

Acknowledge that most workers are incredibly busy, but we often end up creating more work and trouble due to not listening. Ask who has experienced:

Having to re-do tasks because we did not do them the way the person wanted?

Having more conflict because people do not feel valued and cared for?

Having a poorer quality of work life because we do not enjoy people as we work with them?”

Note, too, that silence can be the most effective prompt when listening to another person. Do not feel panic because of moments of silence. Give the person time to collect his/her thoughts. Silently nodding your head can encourage the person to talk after a moment. Also, simple murmurs of “uh-huh”, or “mm-hmm” can work as non-threatening prompts to help the person feel free to keep talking.



## FIM 8: ACTIVE LISTENING

### INSTRUCTIONS:

Emphasize to participants: your listener will feel heard and valued by what your body says, as well as by what you say. Through your body language, you let the other person know they have your attention and your concern for them.

Consciously using your body is a great strategy to help yourself stay focused and attentive when your mind is wandering. Your mind will often follow your body if you lean in or make and keep eye contact with the other person.

To reinforce the points, illustrate effective body language to the participants.

### # 3 – Paraphrase What the Person Has Said

- **A paraphrase restates in your own words what the other person has said:**  
*"It sounds like you're saying you don't like getting up at 7 a.m. every morning."*
- **Paraphrasing often includes:**
  - Saying what you understood the other person to *mean*
  - Identifying the *emotions* you heard the person express

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### INSTRUCTIONS:

Give examples for ways to paraphrase, such as:

- When you say that you're fed up trying to read, it sounds like you're having difficulty seeing or your eyes hurt.
- When you say she was rude, it makes me think you were hurt by how the cleaner spoke to you.

### INSTRUCTIONS:

In addition to covering these points, emphasize the benefits of paraphrasing.

It is a wonderful listening skill because it really helps the other person feel listened to and allows us to clear up misunderstandings.

It is also wonderful for us as listeners because it's a strategy to help us stay focused and listening. So, if your mind strays when you're listening, decide that you will paraphrase and get back in focus.

### # 2 – Pay Attention to Your Own Body Language

- **Use your body language to demonstrate care and attention:**
  - Make eye contact
  - Sit down and show that you are settled – avoid fidgeting
  - Lean in towards the person
  - Nod and use other facial expressions
- **Select one or two body movements to use to regain focus if you lose it.**

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### # 3 – How Does Paraphrasing Help Us Listen?

- **It requires us to focus on what the person is saying**
- **It keeps the conversation centered on the other person**
- **It prompts the other person to keep talking**

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## FIM 8: ACTIVE LISTENING

### INSTRUCTIONS:

Explain that an open-ended question is one that cannot be answered with one word or a yes or no answer. Open-ended questions are designed to invite explanations, details, and examples. They provide the listener with the opportunity to hear in greater depth about the incident.

### # 4 – Ask Open-Ended Clarifying Questions

- Begin with *who, what, when, how*
- Clarify and expand on information
- Encourage a person to share as much as they wish and assure that you understand them
- Do not challenge or blame

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### # 4 – Ask Open-Ended Clarifying Questions

- Help the other person tell the whole story:
  - “Can you explain more about that?”
  - “What did you like most/least about that?”
  - “Can you give me an example?”
  - “How do you feel about this?”
  - “What would you want to happen next?”

**NOTE:** Asking *Why?* in situations involving potential abuse or neglect can cause the person to feel blamed.

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### INSTRUCTIONS:

Review these sample questions. Then explain, some abuse victims will take the blame for abuse or neglect. Asking the person why he/she thinks the abuse happened can imply they are guilty or responsible for the incident. For that reason, we should avoid asking the person “Why did it happen?” or “Why did they do this to you?”

### INSTRUCTIONS:

Review this slide, highlighting how self-awareness and self-control allows us to act on our good intentions—not our knee-jerk reactions.

### # 5 – Pull Back and Stay Calm

- “Pulling Back” means that you:**
- Stay aware of your emotional reactions
  - Take steps so your emotional reaction does not block your ability to:
    - Be present
    - Actively listen
    - Constructively respond to the other person

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### NOTES:

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## FIM 8: ACTIVE LISTENING

### INSTRUCTIONS:

Review these steps. Explain that, as we hope to find ways to be less blaming and judging of others, we need to be accepting and forgiving with ourselves. We will project to others any harshness or tension we direct at ourselves.

It is okay to be frustrated, hurt, or aggravated. If we acknowledge these emotions and give ourselves space for them, they don't have to overtake us. Once we accept them, we can choose to respond based on our intentions, not our automatic emotional reaction.

This is the conclusion of the presentation on the tools. Ask if anyone has questions or comments, and then introduce the pair exercise.

### # 5 – Steps for Pulling Back

1. **Notice your reaction and judgments**
2. **Take a “5 second retreat”**
  - a. Acknowledge and accept your feelings as legitimate
  - b. Adjust your body, use self talk
3. **Remember your goal of actively listening and refocus on the other person**

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### We Are Listening

#### Pair exercise:

- Select who will be listener and who will be the speaker.
- The speaker has two minutes to tell the story of an elder who has had a profound effect on his/her life.
- The listener's job is to listen well and show it with nods, “mm-hhms,” and eye contact, *but not to talk at all.*



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### NOTE:

The button on the bottom left corner of the slide will be used after slide 20 when pairs switch roles.

For the pair exercise, in the instance where there are an odd number of participants, one group will have three members. Two will play the listening role while one is the speaker. Not all members of the that group will have an opportunity to play both roles.

### TIME:

20 minutes for the partner exercise allowing both partners the opportunity to be the listener and speaker

### INSTRUCTIONS:

Explain that everyone will now practice the five tips in a pair exercise. To yourself, count the total number of participants in the room. Have the group call out numbers up to half the total number, and then repeat. (For example, if there are 12 students, have them count 1 – 6, two times.)

Direct people to sit with the other person who called out the same number.

Ask the pairs to decide who will go first as listener and as speaker (suggest that the shortest person listens first, if you think this needs to go more quickly). Explain that each of the partners will have a chance to be listener and speaker. After the first half of the exercise, roles will be switched, the steps repeated.

Have the steps, speech topic, and discussion questions outlined on a flip chart.

Explain the directions:

For two minutes, the first speakers will tell their stories: *“This is the story of an elder person who has had a powerful impact in my life.”*

Listeners can nod, hold eye contact, say “mm-hhms,” and show they are listening by body language, but they are not to speak words at all.

When the two minutes are up, I'll let you know.

## FIM 8: ACTIVE LISTENING



### TRAINER TIP:

You have 15 minutes for this entire exercise – three minutes to get participants into pairs and explain the exercise, and 10-12 minutes for both pair exercises

### INSTRUCTIONS:

When the two minutes in the last step are up, call for the pairs to stop. It may take a few seconds for people to wrap up.

Next, give the directions on this slide. Give the pairs 45 seconds for this discussion.

### Listening Skills Exercise

- Listeners can ask one clarifying question.
- The speakers can answer the question.
- The speakers explains if this question reflects an understanding of what was important to him/her.
- You have 45 seconds for this step.

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### How Well Did We Listen?

- Listeners tell the speakers:
  - *The factual, concrete details of the speaker's story.*
  - *The values and emotions the speaker conveyed.*
- Speakers may correct any errors or misconceptions.
- You have 1.5 minutes for this step.

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### INSTRUCTIONS:

When the 45 seconds on the last step are up, call for everyone to stop and gain their attention. This may take a couple tries. Give the directions on this slide. Allow up to 1.5 minutes for this step, but stop earlier if you hear that people are done more quickly.

### NOTES:

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# FIM 8: ACTIVE LISTENING

## INSTRUCTIONS:

Once participants have stopped talking in the previous step, invite the speakers to give the listeners feedback. Review the instructions on the slide. Give them the 45 seconds to finish this exercise.

### Did We Listen Well?

- **Speakers tell the listeners:**
  - How well they felt listened to and why.
  - What body language that the listener used that helped him/her feel heard.
- **Listeners explain how conscious they were of their body language.**
- **You have 45 seconds for this step.**

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### Switching Roles

- **Speakers are now the listeners.**
- **Listeners become the speakers.**
- **We will repeat the entire exercise from the beginning.**

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## INSTRUCTIONS:

Explain that the first round of the exercise is completed, and now the speakers and listeners will change roles. Return to slide 15 by clicking the back arrow key and quickly review the instructions for the first step and follow directions through slide 19.

## TIME:

10 minutes including slides 21 - 22

## INSTRUCTIONS:

Ask participants to share their answers to the questions on the slide above. Record participants' answers on flip chart as time allows.

For the last question, "When might you use active listening?" you may want to do go around the room, asking each person to give one example of how they might consciously try to use their active listening skills in the coming week.

## NOTES:

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### Learning from the Exercise

- **How does it feel being actively listened to?**
- **What are the greatest challenges to being an active listener?**
- **When will you use active listening?**



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## Acknowledgements

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### NOTES:

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