

**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

ATTACHMENT AR-8 TO STATEMENT OF ANDREW REAPER

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This is the attachment marked '**AR-8**' produced and shown to **ANDREW REAPER** at the time of signing his Statement on 17 July 2015.

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**An Australian Legal Practitioner within
the meaning of the Legal Profession Uniform Law (Victoria)**

Attachment AR-8

INTERPERSONAL RELATIONSHIPS

Module 8

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Background and Objectives

Background

Attachment

John Bowlby (1907 – 1990) is known as the father of attachment theory. Whilst observing infants and young children, he noted that they behave in ways that maintain physical proximity to their primary caregivers, and they display distress (e.g., crying, clinging, frantically searching) and attempt to re-establish proximity when separated from them. As a result of these observations and the lack of explanation by any traditional theory, Bowlby postulated attachment theory. He defined attachment as “any form of behaviour that results in a person attaining or maintaining proximity to some other clearly identified individual who is conceived as better able to cope with the world” (Bowlby, 1988, p. 27). For infants, the attachment figure is usually the primary caregiver.

Bowlby clearly defined four components that a bond must include to be considered attachment: proximity maintenance, separation distress, safe haven and secure base. These components are most readily observable in the behaviour of infants, who tend to *seek and maintain proximity* to an attachment figure and to *resist separations*. In the presence of the attachment figure, they usually show interest in exploring their physical environment; this movement away from the attachment figure for exploratory purposes is referred to as the *secure base*. If a threat is perceived, infants typically cease their exploratory activity and retreat to their attachment figure for comfort and protection. This is the *safe haven* component of attachment (Ainsworth, Blehar, Waters & Wall, 1978; Bowlby 1988). These components of attachment bonds are represented in Figure 3.

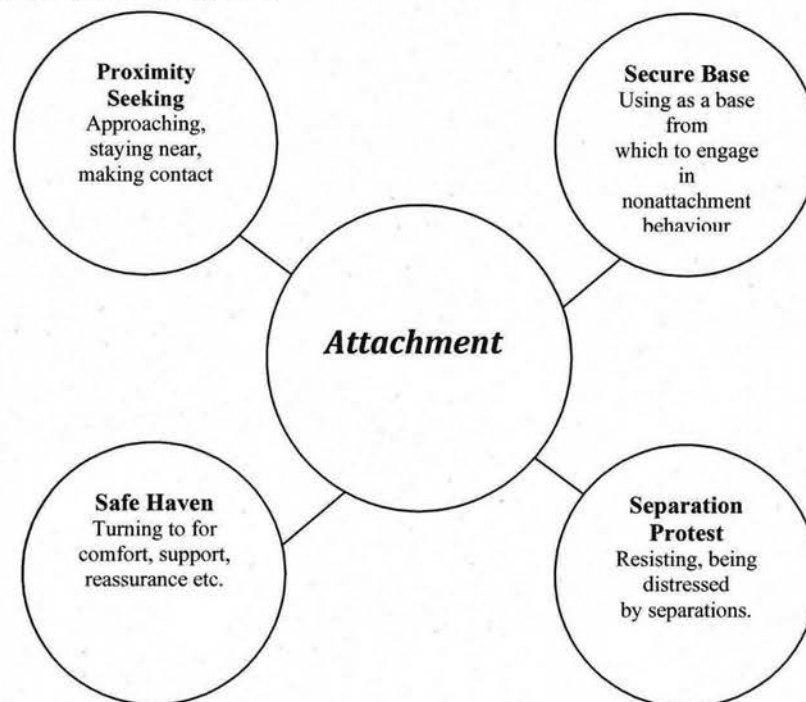


Figure 3. The Components of Attachment Bonds (Adapted from Hazan and Zeifman, 1994, p. 153).

Drawing on ethological theory, Bowlby (1969; 1973; 1979; 1988) speculated that these attachment behaviours might serve an evolutionary function. He postulated that because human infants, like other mammalian infants cannot feed or protect themselves, they require care and protection from another. Bowlby argued that infants who were able to maintain proximity to an attachment figure would be more likely to survive to a reproductive age. Hence, he assumed that natural selection leads to the existence of an inborn attachment behavioural system that aims to protect infants from danger by regulating proximity to a caregiver. Further, he argued that the attachment behaviours, such as crying and searching are adaptive responses to separation from a primary attachment figure (the person who provides support, protection, and care). Bowlby also theorised that the attachment system includes a 'set goal' for proximity, which functions in a homeostatic fashion to keep the infant within safe range of the caregiver. When danger seems unlikely the attachment system becomes quiescent, allowing the activation of other behavioural systems such as exploration or affiliation. A discrepancy between the set-goal and the infant's actual proximity activates the system. Thus, if the caregiver's accessibility exceeds the 'set goal' for proximity then exploration activity is dramatically reduced. Bowlby considered such exploration necessary for healthy cognitive, social, and emotional, development (Sperling & Berman, 1994).

This attachment behavioural system is proposed to be innate and universal. However, Bowlby acknowledged that there are individual differences in the way children appraise the accessibility of the attachment figure, and how they regulate their attachment behaviour in response to a threat. It was not until his colleague, Mary Ainsworth, observed infant-parent separations that a formal understanding of these individual differences was articulated.

Ainsworth et al. (1978) created a research paradigm known as the Strange Situation. The Strange Situation involves exposing the infant to a number of stressful circumstances to observe their reactions/attachment behaviours. First, infants were observed with their mothers in the unfamiliar but otherwise non-threatening environment of the experimental room. This was done in order to observe how readily the infant would move away from his/her mother to explore the toys within the room. Whilst the mother was still present, a stranger entered the room and very gradually began to approach the infant. Shortly thereafter the mother left the room. After a few minutes, the mother returned and the stranger left the room. The mother was instructed to interest her child in the toys again, with the hope that a baseline level of exploratory behaviour would be attained. This was followed by a second separation, and this time the infant was left alone in the unfamiliar environment. To ascertain whether separation was more distressing than the presence of a stranger, and to check whether any increased distress was a response to being alone rather than being separated for a second time, the stranger entered the room before the mother. In summary the Strange Situation involves two brief separations and reunions between infant and caregiver. Throughout the procedure various aspects of the child's behaviour are observed, including the child's response to separation and reunion, the quality of his or her exploratory behaviour in the presence and absence of the caregiver, the child's reaction to the stranger, and the child's ability to be soothed.

Ainsworth et al. (1978) observed four separate samples in the Strange Situation. The children in these studies ranged in age from 48 weeks to 58 weeks, and the overall the samples consisted of slightly more males than females. Additionally, a number of infants were observed at home at intervals of 3 weeks from the age of 3 to 54 weeks prior to their exposure to the strange situation.

During their observations of mother-infant pairs in the Stranger Situation and in their naturalistic environment, Ainsworth et al. (1978) noted different patterns or styles of attachment, which they purported result from different types of caregiving. They delineated three types of attachment, *secure*, *avoidant* and *anxious-ambivalent* each of which will be outlined below.

Secure Attachment

The majority (55-65%) of infants in Ainsworth et al.'s (1978) study demonstrated a secure pattern of attachment, which is considered optimal, with all four components of attachment bonds being demonstrated. Securely attached infants explored in the presence of their caregiver, checked on him/her periodically, and restricted exploration during the caregiver's absence. They showed varying levels of distress during separation but always responded positively when their caregiver returned. Additionally, securely attached infants sought contact with their primary caregiver when distressed, and were comforted once contact was made. All infants in the sample were not soothed by contact with the stranger, and exploratory behaviour decreased in the presence of the stranger. Securely attached infants used their mothers as a secure base by exploring their unfamiliar environment in her presence. Similarly, observations of these infants in their home environments showed that they spent large amounts of time engaged in exploratory play. More importantly, whilst at home the children were unlikely to cry when their mother left the room, despite her being out of view. Ainsworth et al. (1978) hypothesised that this is because the infant still believed that his/her mother was accessible and would respond should s/he seek her out or signal to her. Furthermore, the authors proposed that this expectation of accessibility and responsiveness is formed as a result of previous interactions in which the mother has shown herself to be generally responsive to the child's communications.

During the Strange Situation, securely attached infants tended not to protest at the first separation, which the authors concluded was due to their expectation that their mother was still accessible. However the attachment behavioural system was activated, to some extent, because these infants decreased their exploratory behaviour and their heart rate accelerated. The second longer separation activated the separation protest component of attachment and the infants cried or actively searched for their mothers. Hence, the authors concluded that the child's expectation must be invalidated or overridden in this circumstance. Irrespective of whether the child protested the separation, the infants' responses to their mothers' return demonstrated the activation of the safe haven component of the attachment system. Additionally, securely attached infants characteristically sought not only close proximity but also close bodily contact with their caregiver, which demonstrates that the proximity-seeking component of attachment was present in these infants.

Insecure Attachment – Avoidant

Of the remaining children 30-40% were considered to have insecure attachment styles. About 20-25% of children demonstrated the first type of insecure attachment, avoidant attachment style. This type of attachment is characterised by the child's apparent lack of concern regarding his/her caregiver's presence during the Strange Situation, and the frequent exhibition of the behaviours Bowlby termed *detachment*. Avoidant children explored their environments without interest in the parent's whereabouts, and separation provoked minimal distress. Upon reunion avoidant children did not seek proximity or try to initiate contact with their caregiver. In fact, they quite often ignored or avoided their caregiver. Despite their apparent lack of concern, these infants showed as much, if not more, physiological arousal than other infants. The authors concluded that this indicated that they had learnt to contain their distress. In contrast, however, at home these infants displayed behaviour similar to that of securely attached infants.

Insecure Attachment – Anxious-Ambivalent

The second group of insecurely attached infants, anxious-ambivalent children (10-15% of infants) were characterized by high levels of anxiety, and frequently exhibited the behaviours Bowlby termed *protest*. Both at home and in the Strange Situation they cried more than securely attached infants and displayed more intense separation anxiety. In the presence of their caregiver these children were reluctant to explore their environment and instead were preoccupied with getting the attention of their caregiver. Ainsworth et al. (1978) proposed that this is because they did not have confidence that their caregiver would respond when signalled and hence were unable to use their mothers as a secure base from which to explore as well as securely attached infants. Furthermore, upon separation from their mother (on both the first and second occasions), these infants were extremely distressed. When their caregiver returned, they often exhibited conflicting behaviours that suggested they wanted to be comforted, but that they also wanted to "punish" the parent for leaving. They also took longer than secure infants to be soothed.

Insecure Attachment – Disorganised

There was also a group of children (15-20%) who did not fit into Ainsworth's original categories. Main and Solomon (1990) added a fourth attachment style/category, disorganised/disoriented attachment to account for these individuals. These infants lack an organised pattern in their behaviour, or use strategies that repeatedly break down. When the attachment system is activated they appear disorganised or disoriented, displaying unusual behaviours such as approaching the caregiver with their head averted, trance-like freezing, or strange postures. These behaviours have been interpreted as evidence of fear or confusion with respect to the caregiver. Disorganization is considered an extreme form of insecurity. Many children who fall into the category have experienced some form of maltreatment, come from a family that experienced severe stress during the infants' first few months of life, or have a parent who has been traumatized by severe loss (Crittenden, 1988; Main & Hesse, 1990).

Development of Attachment Style

Research by Ainsworth and others suggests that the primary caregiver's sensitivity and responsiveness to the infant's signals and needs influence attachment. This led Ainsworth, (1989) to propose that an infant's attachment style is based on his or her experience of the caregiver's reliability as a source of comfort and security, which develops over the first year of life. Hence each attachment pattern has a corresponding parenting style.

Ideally, the parent represents a secure base from which a child can confidently explore. Confidence in a parent develops over the first year of life as a result of the parent's responsiveness to the infant's signals. If the child learns that his or her base of security is either unresponsive or unreliable, exploration will be adversely affected along with the child's expression of needs. Therefore, it logically follows that parents of secure children provide consistent care and emotional support, and are consistently sensitive and responsive to their child's signals and distress. Thus, securely-attached infants learn that they can be confident of being protected and this is reflected by their behaviour in the strange situation: freely exploring their environment, openly expressing their needs, and accepting comfort from their caregivers.

In contrast, parents of insecure (anxious-ambivalent and avoidant) children are less responsive to their children's signs of distress. These parents are unavailable either physically, psychologically, or emotionally and tend to be insensitive or unpredictable in their response to attachment needs. Therefore, insecure children are not confident that their caregiver will respond when they signal, and this insecurity impacts on a child's exploratory behaviour and emotional expression.

Mothers or primary caregivers who inconsistently respond to their children's attachment needs (sometimes being overprotective and sometimes being inattentive), are slow to respond to their infant's cries, or regularly intrude on or interfere with the infant's desired activities, produce infants who are anxious-ambivalent in their attachment. These infants cry more than usual, explore less than usual (even in their mother/caregiver's presence), combine attachment behaviours with overt expressions of anger, make inconsistent and conflicted attempts to secure support from caregivers, and are generally anxious (Ainsworth, 1989; Main, Kaplan & Cassidy 1985).

If a caregiver consistently rejects the infant's attempts to establish physical contact, or repeatedly does not provide adequate comfort when the child is emotionally upset, ill, or hurt, avoidant attachment results. As a result, the child learns that they cannot rely on the caregiver to meet their attachment needs, and in order to avoid further rejection, the child limits his or her emotional expressions (Ainsworth, 1989; Main, Kaplan & Cassidy 1985).

Despite being forms of insecure attachment, the aforementioned two styles of attachment (anxious-ambivalent and avoidant) are organised strategies; that is they are adaptive changes in behaviour and emotional expression in response to perceived threats to security that are aimed at securing contact with caregivers. Main and Solomon's (1990) fourth type of attachment, disorganised/disorientated, is not an organised strategy and is characterised by unusual behaviour when attachment behaviour would normally be activated. The parenting style responsible for this type of attachment is variable. However Main and Hesse (1990) proposed that infants who are exposed to highly stressful, chaotic, and frightening environments develop this style of attachment. For example a primary caregiver who is unable to recover from a tragic loss (e.g. death of their own parent, death of their partner, abuse by a parent) subtly communicates a sense of anxiety and fearfulness to their child. This highly confuses the infant because the person who is supposed to be a source of comfort is also a source of fright and anxiety.

Numerous researchers (Crowell & Feldman, 1988; Van Ijzendoorn, Juffer & Duyvesteyn, 1995; Isabella, 1993; Isabella & Belsky, 1991; Rholes, Simpson & Blakely, 1995; Smith & Pederson, 1988; Ward & Carlson, 1995) have confirmed that parental sensitivity and responsiveness do in fact affect the development of attachment patterns in the ways described above.

In the description of the attachment styles, Ainsworth et al. (1978) referred to infants' expectations concerning their caregivers' accessibility and responsiveness. This aligns with Bowlby's contention that the primary caregiver-child relationship serves as the root of intra- and interpersonal functioning in later childhood and adulthood. Specifically Bowlby (1973) purported that as a result of early attachment experiences, children develop a set of expectations (known as *internal working models*) about the self and significant others. Together these determine the level of confidence that the infant has in his/her attachment figure, specifically how likely this attachment figure is to be responsive. The working model of the self is based on whether or not the self is judged as the sort of person others (particularly the caregiver) would want to help. Likewise the model of the significant other/caregiver is based on whether that person is judged to be the sort of person who generally responds when others (in particular the infant) need protection or support.

Bowlby (1973) argued that despite logically being independent, the mental models of the self and others are interrelated: "in practise they are apt to be confounded. As a result, the model of the attachment figure and the model of the self are likely to develop so as to be complementary and mutually confirming" (Bowlby, 1973, p. 238). Further these mental models are thought to influence personality and social interactions later in life and may be the basis of adult romantic relationships styles.

The Role of Attachment in Adult Relationships

Although Bowlby's primary focus was to describe and explain how infants become emotionally attached to their primary caregivers and become emotionally distressed when separated from them, he believed that attachment characterises human experience from 'the cradle to the grave' (Bowlby, 1979). This belief was based on his view that attachment style and internal working models of the self and others are relatively resistant to change, and hence form the basis of later relationships, including peers, siblings, sexual partners and friendships. Despite this for many years' researchers focused almost exclusively on attachment during infancy and childhood. In 1987, Hazan and Shaver adapted attachment theory to offer a valuable perspective on adult romantic love. They suggested that romantic love is an attachment process, "which is experienced differently by different people because of the variations in their attachment histories" (Hazan & Shaver, 1987, p. 511). Hazan and Shaver (1987) noted parallels between infants/caregivers and adult romantic partners. For example, in both systems individuals feel safe when the other is nearby and responsive, engage in close and intimate bodily contact, feel insecure when the other is inaccessible, share discoveries with one another, engage in baby talk, play with one another's facial features, and exhibit a mutual fascination and preoccupation with one another.

Hazan and Shaver (1987) provided four arguments to support their contention that attachment theory is a coherent framework for understanding adult love, loneliness and grief. First, they claimed that attachment theory explains (at least partially) how different forms of love develop and how social experience, in particular caregiver responsiveness, can result in different relationship styles. Second, Hazan and Shaver (1987) claimed that the "portrait of love offered by attachment theory includes negative as well as positive emotions" (p. 511), and therefore it explains how healthy and

unhealthy or problematic forms of love fit together in a single conceptual framework. Third, attachment theory explains how loneliness and love are related, and deals with separation and loss. Finally, attachment theory places love within an evolutionary context, and hence provides the rationale for the existence of love.

If adult romantic relationships are attachment relationships, then logically we should observe the same kinds of individual differences in adult relationships that Ainsworth observed in infant-caregiver relationships. We may expect some adults, for example, to be secure in their relationships and some adults to be insecure in their relationships (Hazan & Shaver, 1987; Levy & Davis, 1988; Simpson & Rholes, 1998). We would expect securely attached adults to feel confident that their partners will be there for them when needed, and comfortable depending on others and allowing others to depend on them. Anxious/ambivalent adults would be expected to worry that others will not love them completely, and be easily frustrated or angered when their attachment needs go unmet. Avoidant adults would be expected to be blasé about close relationships, and may prefer not to be too dependent upon others or to have others dependent upon them. To test this hypothesis Hazan and Shaver measured adult attachment style. This was simply achieved by asking participants to read three paragraphs and indicate which paragraph best characterised their feelings and behaviour in romantic relationships. Each paragraph represented one of the primary attachment styles:

- *Secure*: I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't worry about being abandoned or about someone getting too close to me.
- *Anxious-ambivalent*: I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away.
- *Avoidant*: I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, others want me to be more intimate than I feel comfortable being.

In two samples Hazan and Shaver found a consistent distribution across the categories that was similar to that observed in infancy: 56% of adults classified themselves as secure, 24% described themselves as avoidant, and 19.5% described themselves as anxious-resistant.

Subsequent researchers (Fraley & Davis, 1997; Fraley & Shaver, 1997; Hazan & Shaver, 1990; Hazan & Zeifman, 1994; Shaver, Hazan & Bradshaw, 1988) have also attempted to explore the notion that romantic love is an attachment. All concur that the four components of infant attachment (proximity seeking, separation protest, safe haven, and secure base) are also present in romantic relationships. Specifically adults are reported to feel safer and more secure when their partner is in close proximity or readily accessible. Furthermore when individuals are feeling distressed, sick or threatened, they seek out their partner as a source of safety, protection and comfort.

Other researchers (Brennan & Shaver, 1995; Collins & Read, 1990; Collins, 1996) have explored Bowlby's contention that internal working models influence personality and social interactions in relation to adult romantic relationships. They have suggested that people who have a secure attachment have a mental model of themselves as friendly, good-natured and likable, and a mental model of significant others as being reliable, trustworthy and generally well intended. Anxious-ambivalent individuals have a mental model of themselves as being misunderstood, unconfident, and under

appreciated, and view significant others as unreliable, and either unable or unwilling to commit themselves to permanent relationships. In contrast avoidant individuals typically view themselves as suspicious, aloof, and sceptical, and their mental model of others is that they are unreliable or overly eager to commit themselves to relationships (Simpson, 1990).

Combining these perspectives, it logically follows that persons with different attachment styles/internal working models should be involved in different kinds of romantic relationships. More specifically, people who exhibit a secure attachment style should develop relationships that are relatively stable and supportive, in which high levels of trust, interdependence, commitment and satisfaction are present. Those with an anxious-ambivalent attachment style should show ambivalence towards their partners, whereas those with an avoidant attachment style should develop relationships in which they are emotionally distant as evidenced by low levels of trust, interdependence, commitment and satisfaction.

To test these predictions, Simpson (1990) created 13 statements derived from Hazan and Shaver's (1987) questionnaire, each of which was responded to on a 7-point Likert scale, ranging from *strongly disagree* to *strongly agree* to provide a continuous measure of each attachment style rather than simply categorising participants. Each of the statements Hazan and Shaver asked participants to consider was broken down into four or five separate sentences. The sentences were as follows:

Secure:

- I find it relatively easy to get close to others
- I'm not very comfortable having to depend on others (reverse scored).
- I'm comfortable having others depend on me
- I rarely worry about being abandoned by others
- I don't like people getting too close to me (reverse scored).

Anxious-ambivalent:

- Others are reluctant to get as close as I would like.
- I often worry that my partner(s) don't really love me
- I rarely worry about my partner(s) leaving me (reverse scored)
- I often want to merge completely with others, and this sometimes scares them away.

Avoidant:

- I am somewhat uncomfortable being close to others
- I find it difficult to trust others completely
- I'm nervous whenever anyone gets too close
- Others often want me to be more intimate than I feel comfortable being.

Simpson (1990) also measured interdependence, commitment, trust, satisfaction and the frequency of intense and mild positive and negative emotions. He found that people who scored higher on the secure index had relationships characterised by interdependence (greater love for, dependency on, and self-disclosure to partner), trust (reflected in predictability, dependability, faith in the partner and lower levels of insecurity about the relationship), and satisfaction. Conversely those who scored higher on the avoidance index were involved in relationships with less interdependence, commitment, trust and satisfaction. The results for those who scored higher on the anxious scale were significantly different for men and women. Both indicated that their relationships were characterised by less trust than both of the aforementioned groups. Men in this group also reported the least amount of satisfaction with their relationships and women in this group were the least committed to their relationships. Finally the

results for both men and women on the interdependence measure were insignificant. In summary, these results indirectly support the predictions regarding the internal working models secure, anxious and avoidant individuals have about themselves and others.

In sum there is now robust evidence that supports Bowlby's original claims that attachment relationships are present 'from the cradle to the grave.' Moreover the findings indicate that the dynamics of attachment (i.e., the activation and deactivation of the attachment system) as well as the features and functions of attachment relationships (e.g., safe haven and secure base) are essentially the same in infancy and adulthood (Bartholomew & Shaver, 1998; Collins & Read 1990; Feeney & Noller, 1990; Hazan & Shaver, 1987; Hazan & Zeifman, 1994; Simpson, 1990).

Internal Working Models

Considering that 'avoidant' individuals differed in the degree to which they exhibited avoidant and anxious qualities and that adults (unlike infants) differ in their motivation to become or not to become attached, Bowlby concluded that avoidance may result from either a fear of intimacy or a lack of interest/motivation in becoming intimate with others.

Hence Bartholomew proposed two types of avoidant individuals, those who want close relationships but avoid them out of fear, and those who neither fear nor desire close attachments. Drawing on Bowlby's internal working models she hypothesised that motivation may differ on the basis of one's models of themselves and others. As a result she devised an expanded model of adult attachment, proposing that the models of the self can be viewed as either positive (positive self concept, the self as worthy of love and attention) or negative (negative self concept and the self as unworthy). Likewise, models of others can be viewed as positive (others are trustworthy, caring and available) or negative (others are rejecting, uncaring and distant). The different combinations of 'self' and 'others' models explain Simpson's (1990) findings that people differ in the amount of trust, commitment, and interdependence they put into their relationships. Figure 4 shows how Bartholomew (1990) purported that varying combinations of self and other models results in four styles of adult attachment.

		MODEL OF SELF (Dependence)	
		Positive (Low)	Negative (High)
MODEL OF OTHERS (Avoidance)	Positive (Low)	SECURE Comfortable with Intimacy and Autonomy	PREOCCUPIED Ambivalent and Overly Dependent
	Negative (High)	DISMISSING Denial of Attachment	FEARFUL Fear of Attachment

Figure 4. Styles of Adult Attachment (Adapted from Bartholomew, 1990, p.163).

Securely attached individuals have positive models of both themselves and others. These positive models are expected to arise from warm and responsive parenting and to result in fulfilling adult relationships. A *preoccupied attachment style* (equivalent to anxious-ambivalent), is characterised by over dependence and insatiable desire to gain others' approval and is thought to be the result of inconsistent parenting, which leads to the individual's conclusion that this lack of love must be because they are unworthy of love. Hence preoccupied individuals have a negative view of themselves and a positive view of others. The remaining two attachment styles represent avoidantly attached individuals, separated on the basis of their motivation for avoidance. The *fearful attachment style* displays characteristics consistent with the notion that rejected children view others as uncaring, and also believe that they are unlovable (negative self and negative others).

As adults, these individuals desire social contact and intimacy but their pervasive distrust of others and fear of rejection leads them to avoid close relationships. Taken to the extreme, this pattern would correspond to avoidant personality disorder as described in the DSM-IV (Text Revised; American Psychiatric Association, 2002).

The *dismissing attachment style* is characterised by a positive mental model of the self and a negative model of others. Bartholomew (1990) proposed that this results when the attachment system is deactivated as a result of attachment needs being consistently unmet. More specifically, individuals maintain their positive self-image by developing "a model of the self as fully adequate and hence invulnerable to negative feelings that might activate the attachment system" (Bartholomew, 1990, p. 164). In sum, individuals with this attachment style passively avoid close relationships because their defence against attachment needs becomes ingrained into their personality.

Bartholomew's model can be used to explain all adult attachments rather than simply adult romantic relationships. Bartholomew also pointed out that attachment styles are not concretely typological, and that no person will uniformly match a prototype. Rather they may show varying degrees of all four styles. Each person should be described as best matching one of the four styles, which means that that person generally aligns with characteristics and behaviour that closely approximate that style of attachment.

In order to address the issue of categorising persons into one attachment style Bartholomew proposed that her conceptualisation of the models of self and others can also be understood as behaviour reflecting the degree of dependence and avoidance of close contact with others, termed dependence and avoidance respectively, which vary independently.

A number of researchers argue that a dimensional approach rather than a categorical approach should be taken when investigating attachment (Brennan & Shaver, 1995; Brennan, Clark & Shaver, 1998; Stein, et al., 2002; Fraley & Waller, 1998). However, they suggest that the two fundamental dimensions that underlie the four categories of adult attachment are anxiety and avoidance, as represented in Figure 5. The first dimension, *attachment related anxiety* at the high end is characteristic of people who worry about their partner's availability, responsiveness, attentiveness. People who score on the low end of this variable are more secure in the perceived responsiveness of their partners. The other dimension, *attachment related avoidance*, at the high end is characteristic of people who prefer not to rely on others or to be intimate with them. Those who score on the low end are comfortable in being intimate with others, depending on others, and having others depend upon them. Hence, a securely attached individual would score low on both of these dimensions. Similarly to the model of self and others these two dimensions will result in behavioural consequences.

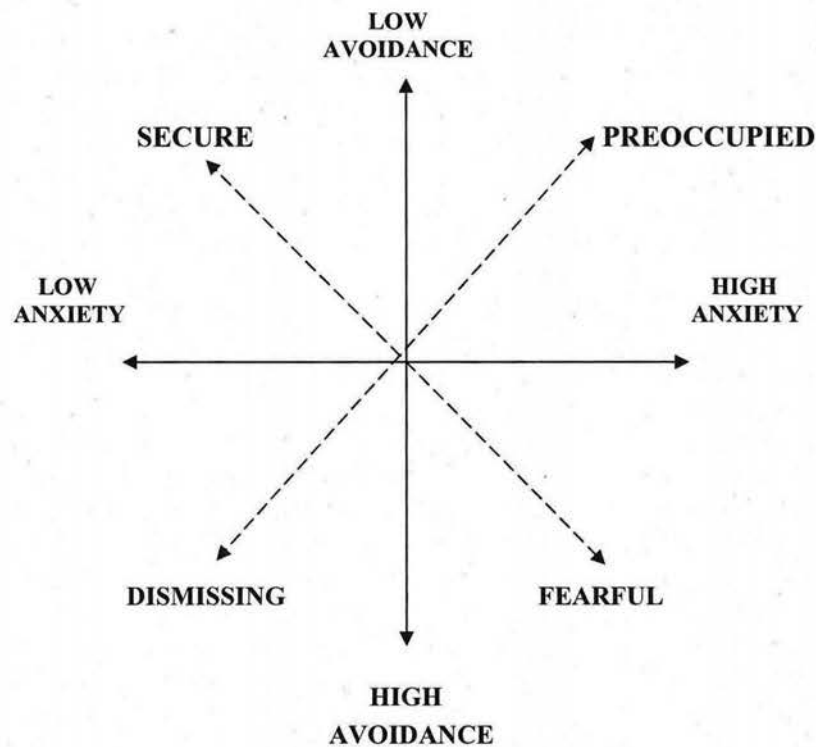


Figure 5. Two Dimensional Four-Category Model of Adult Attachment (Adapted from Fraley and Shaver, 2000).

Intimacy as an Application of Attachment Theory

It is widely recognised that an interpersonal style characterised by a lack of a desire or capacity to become deeply involved with others is potentially maladaptive (Bartholomew, 1990), but the nature of such a style has not yet been clearly formulated. One pertinent question is how is avoidance of closeness best conceptualised? Is it the opposite of a capacity for intimacy?

Intimacy theorists claim that humans (either as a result of evolutionary, socio-cultural training or other external pressures) have a need for intimacy, and that much of our behavior can be understood as the pursuit of this need (Dahms, 1972 cited in Marshall, 1989). It is proposed that intimacy lies on a continuum with deep intimacy at one end and emotional loneliness/alienation at the other. More specifically Perlman and Fehr (1987) described intimacy as involving three dimensions: (1) closeness and interdependence of the partners; (2) mutual self-disclosure; and (3) warmth and affection for one another. As a result researchers concur that intimate relationships are characterized by mutual self disclosure in relationships, warmth and affection, and closeness and interdependence between partners (Ward, Keenan & Hudson, 2000; Ward, McCormack & Hudson, 1997).

The nature of intimate attachments in adulthood has been described by Weiss (1974) as involving six features: (1) the provision of a sense of security and feelings of emotional comfort; (2) companionship and a sense of shared experience; (3) the chance to provide nurturance to another person which gives meaning to life; (4) reassurance of self-worth and personal competence; (5) guidance and support when facing adversity; and (6) a sense of kinship which assures the continuation of the relationship. Thus the lack of an attachment bond is understood to be equivalent to both the absence of intimacy and the presence of emotional loneliness. Loneliness, according to Weiss

(1982), is “separation distress without an object” (p. 178). It involves feelings of anxiety and tension, similar to that displayed by children during separation, however the latter involves distress over the loss of a significant other. In loneliness the distress is a pervasive feeling of emptiness.

Intimacy deficits/emotional loneliness have been shown to impact negatively on a number of areas. Individuals who lack intimacy show greater incidents of negative responses to stress, report less meaning in their lives, experience lower well-being and are less resistant to depression, are less physically healthily, and are more likely to seek psychiatric help (Marshall, 1989).

Insecure Attachment and Intimacy Deficits

Insecure attachment bonds in childhood are thought to result in a failure to learn the interpersonal skills and self-confidence necessary to achieve intimacy with other adults (Ward et al., 1995). Therefore researchers have proposed that attachment style and intimacy are closely linked as shown in Table 1 (Ward et al., 1995). This table shows the relationships proposed between Bartholomew’s (1990) insecure attachment styles and intimacy. As discussed, securely attached individuals (positive self/positive others) have a fundamental sense of worthiness and an expectation that other people are generally warm and accepting. Their interpersonal strategies and internal working models facilitate high levels of intimacy in close relationships. Anxious/ambivalent or preoccupied individuals (negative self/positive others) have a sense of unworthiness yet view others’ positively; hence they constantly seek the approval of others. This interpersonal style is unlikely to lead to satisfactory or intimate relationships. Fearfully attached individuals believe that they are unlovable and that others are uncaring and unreliable; they desire social contact and intimacy, but experience pervasive interpersonal distrust and fear of rejection. Since they do desire intimacy, they will seek to establish long-term relationships but will keep their partners at a distance. Thus, their relationships are characterised by superficial intimacy.

Dismissing individuals place a great deal of importance on maintaining their autonomy and invulnerability to negative feelings. These people devalue the importance of close relationships and hence are more likely than others to be actively hostile in their interpersonal style, and typically do not attain intimacy within their relationships (Bartholomew, 1990; Ward et al., 1995).

Table 1
The Relationship between Attachment and Intimacy

Attachment style	Internal working model	Interpersonal goals/strategies	Type of intimacy
Secure	Positive self Positive others	Appropriate disclosure Seeks support	High intimacy
Preoccupied (Anxious/ ambivalent)	Negative self Positive others	Seeks approval Controlling style Preoccupied with relationships	Fluctuating Never satisfactory
Fearful (Avoidant I)	Negative self Negative others	Actively avoids social contact Fearful of closeness Fearful of rejection	Superficial
Dismissive (Avoidant II)	Positive self Negative others	Dismissive of the value of close relationships Aloof.	Very low levels of intimacy

Adult males have been found to have greater difficulty in forming intimate relations than adult females (Perlman & Fehr, 1987). More importantly empirical evidence has demonstrated that a lack of intimacy is a significant distinguishing feature of sexual offenders (Garlick, Marshall & Thornton, 1996; Seidman, Marshall, Hudson & Robertson, 1994). Discussion will now turn to this research.

Aggression and Violence within interpersonal relationships.

A variety of explanations have been proposed to account for aggression and violence – incidents of violence and how this relates to interpersonal relationships is no exception. It has been suggested that examining the role of violence in interpersonal relationships is integral to the rehabilitation process and understanding the areas to be targeted for treatment (Bennett et al, 2005). It is a widely renowned fact that a multitude of risk factors exist that assist in the prediction of criminal and violent behaviour. Poor social cognitive skills are amongst the many important criminogenic factors in male offender populations. Several studies have suggested that some offenders experience difficulties in social interaction (Hollin, 2001). As such, there is considerable empirical support for the relationship between deficits in social cognitive abilities and offending.

Individuals require interpersonal skills to interact successfully with others and develop and maintain close relationships (Bennett et al, 2005). Offenders who have deficits in these skills frequently experience difficulties in relationships, whereby violence becomes an important dynamic in the interaction. Literature has often emphasized that offenders lack adequate social perception. In lacking these abilities, offenders often fail to comprehend that other people perceive things differently from themselves, meaning that more often than not they misconstrue the intentions or actions of others (Londahl, 2005). Violence, therefore, becomes a 'useful mechanism' in interpersonal relationships and ultimately has a number of different functions.

In cases of domestic violence, it is often suggested that the use of violence relates to issues of trust, power, control and self-esteem (Cavanaugh & Gelles, 2005). In relation to other types of interactions and relationships, violence often occurs as a result of a lack of prosocial modelling and techniques, whereby the offender is unable to identify alternative ways of developing and maintaining their relationships. This relates to a lack of role modelling for interactions in relationships, which provides a foundation for intimacy, social development and empathy (Bennet et al, 2005).

In essence, by reviewing the literature on the use of violence in interpersonal relationships, one thing remains clear. Rehabilitation needs to focus on the factors that have influenced difficulties in this area. The treatment and management of violence has been predominantly 'person-orientated', the focus being largely on 'the personality' (Henderson, 1986). If violence in interpersonal relationships relates to inadequate social interaction skills, it is evident that the focus of treatment needs to be on the requisition of prosocial skills that assist in developing and sustaining healthy relationships. Research in this area suggests that treatment should place emphasis on the interaction between the person and the situation and the skills necessary to assist the offender in understanding the nature of their use of violence and how they can meet their needs in relationships without having to engage in violent behaviour (Hollin, 2001).

Module 8 – Interpersonal Relationships
Useful References

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Interpersonal Relationships Session Outline

- Session 1: Defining Relationships
*
- Session 2: Relationship Values
- Session 3: Sources of conflict in relationships
- Session 4: Attachment styles
- Session 5: Attachment styles cont.
- Session 6: Attachment styles cont.
- Session 7: Components of communication
- Session 8: Communication Styles
- Session 9: Communication Styles cont.
- Session 10: Listening Skills
- Session 11: Learning Assertiveness
- Session 12: Learning Assertiveness cont.
- Session 13: Conflict resolution
- Session 14: Conflict resolution cont.
- Session 15: Plans for Change

Some notes on the 'Interpersonal Relationships' Module

The aim of this program is not for facilitators to challenge participants, rather it is for participants to identify relationships they would like to better and strategies to do so.

It is important to note that this module may be offered independently. Completion of the moderate or high intensity program is preferential but not compulsory. It is however essential that participants selected to undertake this module have a thorough understanding of beliefs.

There are a number of experiential exercises used in this module. Therapists may find that there is insufficient time to complete these exercises. As such, a spare session has been included in this module, to ensure that there is sufficient time to cover all of the material.

Module Objectives

- To explore personal experiences of interpersonal relationships.
- To assist participants in exploring the notion of interactions and relationships.
- For participants to identify their relationship values, expectations and needs.
- For participants to identify the causes of conflict within interpersonal relationships.
- For participants to consider how beliefs, emotions and thoughts impact on how people behave within relationships.
- For participants to identify their interpersonal interaction style and the origin of such.
- For participants to gain an understanding of the four communication styles.
- For participants to practice assertiveness.
- To assist participants to explore and develop skills for managing conflict in their relationships in the short and long-term
- To encourage participants to develop plans for change in regards to their interpersonal relationships

Session 1: Defining Relationships

Session Objectives

- To provide an overview of the module.
- To explore the definition of interpersonal relationships.
- To provide participants with the opportunity to identify their interpersonal relationships.

Materials

- Handouts 1 & 2
- Whiteboard and markers
- Butchers paper

1. Welcome

The facilitators should welcome the group members, introduce themselves by name, and provide a brief description of their role/experience.

2. Housekeeping

Ensure that any housekeeping information is conveyed to the group.

This may include:

1. Session structure (days, times and attendance requirements)
2. Break scheduling
3. Location of nearest bathroom
4. Tea and coffee facilities
5. Sunglasses and hats in group
6. The use of folders for collating worksheets etc

3. Warm Up Exercise: Name Game

Get participants to introduce themselves in the following format:

I am.... I am going towith a ... (Use words that begin with the first letter of your name, e.g. I am Kerri, I am going to Korea with a Koala).

After participants have introduced themselves, ask them to introduce all other group members who introduced themselves before them. For example, I could say. *"I am Amanda, I am going to Antarctica, with an ant"*, then say *"This is Belinda, she is going to Bali with a bee"* and so on.

4. Overview of the 'Interpersonal Relationships Module'.

Explain the purpose of the module to the group by reviewing the module objectives and discussing the session outlines.

5. Expectations

Spend time exploring the participants' expectations:

- "What do I want to walk out the door with at the end of this module on interpersonal relationships?"
- "What new skills am I hoping to gain?"
- "Is there anything in particular about interpersonal relationships that I am hoping to explore/gain an understanding of?"
- "What do I need from other group members to support my learning?"

You can ask participants to brainstorm responses to these questions as a whole or in small groups. Alternatively you may choose to ask each participant to complete responses to these questions individually.

6. Participation Agreement

Given this discussion, ask participants what sorts of things are important for *this* group in order to achieve the goals set? (Write responses on a flipchart).

Responses should include:

- **Respect** – e.g. accepting differences in opinions, listening to others, not talking over others, no use of derogatory terms.
- **Honesty/Openness** – e.g. sharing information.
- **Patience** – e.g. giving everyone the opportunity to talk, taking turns.
- **Commitment** – e.g. attendance, contributing to discussion and activities, completing tasks/homework.
- **Understanding** – e.g. listening to others.
- **Punctuality** – e.g. arriving on time and returning from breaks on time
- **Appropriate language** – e.g. swearing

These responses should be used to create a participation agreement. This should be written on butcher papers. Once all participants agree the participation agreement is complete ask each of them to initial (sign) the butcher paper it is written on to show their agreement.

SUGGESTED BREAK

7. Facilitate discussion re: Introduction to Module

- Are relationships important? Why?
 - Intimacy and connectedness are innate human needs.
- Why is it important that we discuss relationships?
 - When people have unhealthy relationships it can lead to numerous problems i.e., depression, anxiety, substance abuse etc .

8. What is a relationship?

Break participants into two groups. Ask each group to compile a list of all the people they interact with. This list should include people of all levels of interaction, from extremely close friends and family members to those we have brief encounters with such as prison officers, industry officers etc.

Once each group has presented to their brainstorm put the following question to the entire group

- "Do you have a relationship with all of these people?"

During the processing of this generate a group definition of a relationship.

Write this definition on a piece of butchers paper and display this each session alongside the participation agreement.

The following is an official definition. This may be provided to the group as an adjunct to their definition.

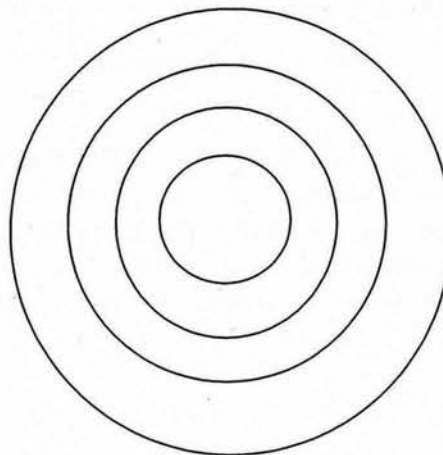
"a connection, association or involvement between people"

Explain to the group that during this module the term 'interpersonal relationship' will be used to refer to all of our relationships and the way in which we interact and communicate with others, regardless of our level of closeness to them.

Please ensure that the group understand that this module does not relate only to intimate relationships.

9. What kind of interpersonal relationships do we have?

Draw the following on the whiteboard and introduce the participants to the interpersonal closeness circle. Following on from the list of interactions generated earlier on in the session, explain that we can consider the quality of our interpersonal relationships by focusing on those we are closest to (these people would be symbolised near the centre of the circle) and people whom we have only brief, superficial interactions with (these people would be symbolised near the outer edges of the circle).



Explain to the group that broadly speaking we have four different types of interpersonal relationships:

- Intimate (wife, girlfriend, family member, friends)
- Familiar (short-term or long-term acquaintance)
- Stranger (unknown to offender prior to violent incident)
- Authority (police, prison officer etc)

Ask participants to indicate where intimate, familiar, stranger and authority are likely to fall.

Therapists Note

The four types of interpersonal relationships do NOT map directly onto the circles. This question is simply a point for discussion around where they may fit and how this may differ between and even within people.

Referring back to the list the group initial generated on interactions, pause to discuss with the group which of these interactions they view as positive, which they view as negative and which they would consider neutral.

- Are there particular ways you interact with certain relationships? Why/why not?
- What is good or helpful about having relationships (or interactions) with others?

9. Activity: the interpersonal closeness circle

Distribute **Handout 1 – Circle Concept**, and have participants complete an interpersonal closeness circle.

Therapists Note

The intention of the circle concept is to provide participants with an opportunity to identify their interpersonal relationships and develop insight into who/how many people they have close interpersonal relationships with. The four different types of interpersonal relationships discussed above do NOT map onto the circles in this activity.

Some participants may find this confronting if they realise they do not have many/any close relationships.

Discuss the interpersonal concept exercise by using the following process questions:

- How did you decide who you were closest to?
- What factors influenced those further away from the centre?
- Are you surprised by the number of people included in the circles?
- Do you think that the people you have placed in your circles would see your level of relationship in the same way?

10. Goal setting Handout 2 – My program goals

- If time permits allow group members time to set goals within session. If not request that participants do so as a homework task.

11. Session reflections

- Ask the group to summarise the key concepts of the session – defining interpersonal relationships, levels of interaction in our relationships, negotiation of closeness in relationships.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.

12. Closure

- Provide any facilitator feedback in regard to group members' participation in the session, any themes that were apparent etc.

Session 2: Relationship Values

Session Objectives

- For participants to identify their personal relationship values.
- For participants to explore the impact of their values and beliefs on their relationships.
- For participants to explore their expectations and needs within relationships and whether these have been met.

Materials

- Handout 3 - 6
- Photo language cards
- 40 blank cards (these could be laminated and written on with whiteboard marker, which can be cleaned so that cards can be reused or they can be black white cards which are later recycled)
- Whiteboard markers and markers

1. **Check In**
2. **Review previous session and any tasks that may have been assigned as homework.**
3. **Explore today's session objectives**

4. Warm up exercise Photo-language

PRE-GROUP PREPARATION: Select two photo-language cards and ensure you have a duplicate of each of these.

- Break the group into four small groups. Give each group one of these two cards (two groups should have the same card).
- Instruct the group to come up with a story surrounding what they can see in this picture.
- Switch cards, so that each group will have generated a story for each of the two cards.
- As each group to present their story to the larger group and then compare the similarities/differences between stories.
- Illicit from the group what they believed emerged from this exercise. Specifically, ask the group what were the similarities and differences between the responses, why they think people responded to the images the way they did?

Process:

- Once all participants have had the opportunity to contribute to the discussion, explain to the group that this exercise highlights the importance of interpretation.'
- Ask the group why this would be a topic of discussion in this module?
- How we respond to others depends on how we perceive events/situations and our values/expectations.

5. What do you value in a relationship?

As noted a major source of conflict within relationships is when people have different values. This in turn means that they will want and expect different things within relationships. It is important to be aware of our own values in order to stop them from causing conflict. By being aware that what we want is not necessarily what other people want we are more able to tolerate individual differences. In addition this awareness highlights to us the need to and enables us to discuss with others what they want.

Ask participants to brainstorm things they value in a relationship. Inform them that the aim is to brainstorm at least 40 things they value in relationships. Record these on the cards. Once the list is completed ask the group to collaboratively decide which are the 15 most important things in an intimate relationship.

Therapists Note

Given the nature of the exercise, therapists need to be mindful that some group members may struggle to engage in this exercise, whereby they may provide inappropriate responses and use humour as a way of deflecting from the exercise. This often occurs where participants have typically avoided addressing what they value in a relationship, or are apprehensive to do so due to previous negative experiences. As such, therapists will need to monitor the responses provided by participants and address inappropriate comments where necessary.

Divide the group into two, instruct each participant to rank these 15 things most (1) to least (15) important on **Handout 3 – What do you value in a relationship?** Then instruct each group to collaboratively rank these 15 things once again from most to least important.

The subsequent group discussion should focus on the following points:

- Why factors did you take into consideration when placing the value cards in order?
- Were these factors based on positive or negative experiences (or both)?
- How do you decide as a group where things were placed?

Remind participants that relationships are about giving and taking and therefore it is unlikely you will get all the things you want in a relationship.

If time permits and/or facilitators deem it necessary, this exercise can be repeated either individually or in small group in relation to friendships or any other type of relationship.

Process activity: ensure the following is covered

- Everyone has different values/beliefs around relationships. Some may be shared.
- You can never assume what other people's beliefs/values are. YOU MUST ASK.

Therapists Note

Facilitators are to observe participants throughout this exercise noting communication styles, ability to compromise and resolve conflict.

If time does not permit this exercise should be completed for homework.

SUGGESTED MID-SESSION BREAK

Therapists Note

During the second half of this session it is unlikely participants will complete all tasks in group and therefore facilitators may wish to instruct participants to complete only two or three of the five categories in group. Facilitators will need to monitor time and move onto the next activity when the allocated time has been exhausted. Participants will need to complete outstanding worksheets for homework.

6. Activity - Relationships Grid: What do people want from different relationships.

Give participants **Handout 4 – What do people want from different relationships?** Instruct them to complete this by circling which group best fits the description in each box.

Return to the larger group and process.

7. Activity- My expectations from different relationships

Give participants **Handout 5 – My expectations and needs in relationships** and instruct them to complete by circling where on the continuum they fit.

Return to the larger group and process.

8. Activity- What people expected of me in different relationships.

Give participants **Handout 6 – What people expected of me in different relationships** and instruct them to complete by circling where on the continuum they fit.

Return to the larger group and process. It is important to process participant's similarities and differences.

Therapists Note

Ensure that the discussion highlights that different people have different expectations/wants in relationships and that these differences in expectations can result in conflict. It is also important to highlight that people may have the same expectation yet attempt to attain their wants in different ways and that this may also result in conflict. It is also suggested that therapists attempt to link this task/discussion back to the brainstorm in session two i.e., aim to get participants to link relationship problems with differences in expectations, as well as beliefs and values (as previously discussed).

NOTE: Handout 3 – 6 do not include an exhaustive list of expectations and simply highlight some of the basic, generally shared expectations.

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.

10. Closure

- Provide any facilitator feedback, particularly in regards to material that may have been confronting etc.
- Remind participants to complete any outstanding tasks for homework.

Session 3: Sources of Conflict in Relationships

Session Objectives

- For participants to identify the causes of conflict within interpersonal relationships.
- For participants to understand the link between problem solving and violence within interpersonal relationships.
- For participants to consider the significance of stereotypes in the development of relationships.
- For participants to explore the impact of stereotypes on the development and maintenance of relationships.

Materials

- Butchers paper
- Textas and coloured pens
- A3 or A4 sheets of paper for participants to use in warm up exercise.

1. Check In

2. Review previous session and any tasks that may have been assigned as homework.

3. Explore today's session objectives

4. Warm up activity - Island

Participants have a sheet of paper on which they draw their own island.

Ask participants to write the rules of their island (if they have them) and any consequences (if there are any) for the rules being broken.

Ask the group to pair up with someone they have not worked with.

The pair then need to jointly decide which island they would prefer to reside on.

Processing:

- How did you reach your decision?
- What factors influenced the pair's decision?
- What was difficult to negotiate or compromise on?
- Ask the group to consider why this task would be undertaken in this modules, at this point in time? – Ensure participants link this to conflict arises as a result of different values and expectations.

Therapists Note

Facilitators will need to keep these island's as they will be used in another warm up activity later in the group.

- 5. Conflict in relationships brainstorm exercise:** Ask the group to brainstorm what problems may arise in our relationships when what we consider to be important (value or expect) is different from what the other person considers to be important (values or expectations)?

Therapists Note

This part of the task is aimed at getting participants to link relationship problems with differences in values and beliefs this is not a general exercise aimed at identifying relationship problems.

- 6. Brainstorm Exercise:** Ask the group to brainstorm any other problems that may arise in interpersonal relationships. Then facilitate a discussion around whether these problems may also be a result of a difference in values and beliefs.

Ensure that violence is included as one problem in interpersonal relationships:

The definition of violence can be used to manage resistance by highlighting that aggression is a form of violence.

Ask the group to consider if they have ever been violent, (ensuring that they understand being aggressive is violence) towards a friend, work colleague, employer, family member etc.

7. Revisit/Define Violence:

“Violence is a behaviour that is intended to cause harm to others or oneself that is

- physical (hitting, punching, kicking),
- psychological (threats, intimidation),
- sexual (forcing someone to have sexual contact),
- property damage (breaking, smashing things),
- cruelty to animals (kicking, wounding, unnecessary punishing) or
- self harm (damage to your body).”

In attempting to explore participants' use of violence in relationships, it is necessary to ask the group their understanding of the notion of interpersonal violence. On the whiteboard, have the group brainstorm what interpersonal violence means.

8. Which relationships are most problematic/involve the most conflict?

Ask the group to brainstorm who they experience conflict with? Note these on the whiteboard.

It is likely that participants will name groups of people rather than individuals.

Therapists Note

Facilitators are to ensure that women/partners and police officer or prison officers are included in this list.

SUGGESTED MID-SESSION BREAK

- 9. Causes of relationship problems -- stereotypes.** The notion of stereotypes is integral to exploring barriers to positive relationships.
- Divide the group into 4 groups.
 - Inform one group that they are 'men' and ask them to create a list of characteristics associated with men (i.e. men are.....).
 - Inform the other group that they are 'women' and ask them to create a list of characteristics associated with women (i.e. women are.....).
 - Inform one group that they are 'prisoners/offenders' and ask them to create a list of characteristics associated with men (i.e. prisoners/offenders are.....).
 - Inform the other group that they are 'prison officers/police officers' and ask them to create a list of characteristics associated with women (i.e. prison officers/police officers').
 - Allow ten minutes for the groups to create the lists and then bring them back together to discuss what was identified.
 - Process this activity by noting to the group that using labels (i.e., men, women, prisoners/offenders and prison/police officers) we can create stereotypes i.e., what the group has just done.
 - It is important to ask the group why it is important to consider 'stereotypes' when exploring barriers. If they are unable to respond, explain to them that the lists they created are examples of the concept of stereotypes (i.e. stereotypes associated with the characteristics of men and women).

Outline to the group that stereotypes are preconceived ideas, based on our values and beliefs, that impact upon our relationship with others. For example, they may determine who we have a relationship with, how we interact in those relationships, and what expectations we have about our roles and the roles of others in that relationship.

Discuss with the group the types of stereotypes that exist. Ask the following questions and discuss the group responses:

- Where do stereotypes come from?
- How do you use stereotypes in your life?
- How do stereotypes impact upon our relationships (or interactions) with others in general?
- How do stereotypes impact upon your behaviour?
- Are stereotypes helpful or unhelpful?
- What are the positives and negatives of stereotypes?
- What groups of people do you think are at risk of violence as a result of stereotypes?

Therapists Note

It may be a good idea to brainstorm on the whiteboard the responses to some of these questions i.e., how do stereotypes impact upon our relationships (or interactions) with others in general.

Exercise: Create a number of role-plays based on a scenario relevant to the group (i.e., an interaction between a man and woman at the pub, an interaction between an officer and a prisoner etc). Nominate one group member to play the stereotypical role i.e., 'the woman' and another group member to play the other stereotypical role i.e., 'the man'. After running the role-play for a few minutes, select another two participants to repeat the role-play, this time counteracting the stereotypical behaviour illustrated in the previous role-play. Repeat this for another two sets of four participants, utilising different scenarios for each group.

Once this exercise is completed, it is important to ask the group how did the second group i.e., those playing the non-stereotypical role know what to do? Facilitators are to ensure that the group understands that this is because they have observed other men/women/officers etc i.e., not everyone is the same and therefore not everyone fits the stereotype.

Review the groups understanding of stereotypes and how this is related to their ability to establish and maintain positive relationships.

PERTINENT POINT: Entering into an interpersonal relationship/interaction with someone assuming they fit the stereotype is an unhelpful way to think and can cause problems and/or damage relationships.

10. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participants handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.

11. Closure

- Provide any facilitator feedback.

Session 4: Attachment Styles

Session Objectives

- To provide participants with an introduction to attachment theory.
- To provide participants with an introduction to views of the self and views of others.
- For participants to consider how beliefs, emotions and thoughts impact on how people behave within relationships.

Materials

- Handout 7
- Butchers paper
- Textas and coloured pens
- A box and 30 pieces of paper

1. Check In

2. Review previous session and any tasks that may have been assigned as homework.

3. Explore today's session objectives

4. Warm up exercise - Giving Feedback

- Props: A Box; 30 pieces of wadded paper
- Ask for one volunteer. When that person comes forward, position the volunteer in a standing position and place an empty cardboard box somewhere behind him or her, but not directly behind.
- Place the 30 pieces of wadded paper within reach of the volunteer.
- Explain to the group that their job is to give clues to the volunteer that will help him or her to throw the wads into the cardboard box without turning around.
- Give examples of clues such as, "A little further to the left."
- Begin the activity.
- About halfway through the activity, remind the volunteer of some of the clues given.
- Ask which one were actually helpful and why that was true.
- Keep the activity going until the volunteer has successfully thrown three wads into the cardboard box.
- Repeat this exercise with a number (or if time permits all participants).

Process this activity:

- Was it easy or harder to give clues after the participant gave the group some feedback on which clues were helpful? Why do you think this may be so?
- How is this exercise related to our module on interpersonal relationships? Does anyone know why we would complete this activity?

Therapists Note

The purpose of this exercise is to demonstrate the importance of requesting feedback from others in our interpersonal relationships and NOT assuming that simply because we are talking/communicating that we are meeting the other person's needs.

This exercise is also aimed at highlighting to participants the importance of upcoming tasks i.e., self reflection of interpersonal interaction style.

5. Interpersonal Interaction Style: Where does it come from?

Outline to participants that behaviour is highly sensitive to environmental contexts. From a young age, we learn and develop our values and beliefs through modelling behaviour (i.e., children learning from parents). As we grow older, our environmental contexts expand, and as such, we further develop our values and beliefs, and ultimately, our 'sense of self'

In this sense, our ability to interact and develop relationships is highly dependent on the correlation between our interpersonal knowledge (i.e., perception and attitudes) and the environmental opportunities we encounter.

In order for participants to develop a clearer understanding of how their beliefs and values impact upon their interpersonal relationships it is essential that they be given the opportunity to explore the reasons why they experience difficulties in establishing and maintaining healthy relationships.

Generate a group discussion that focuses on participants' experience of negative relationships. It is important that group members are encouraged to explore past relationships and identify whether patterns exist in this regard. This can be done either via a large group brainstorm or by breaking participants into smaller groups and asking them what lessons they have learned as a result of having relationships throughout their lives.

Review CBT. Reminding the group that beliefs arise from early life experiences.

6. Attachment/Relationship styles

Inform participants that as a child we develop a view of ourselves and a view of others based on our early life experiences.

Therapists Note

It is important to valid all attachment styles and talk in terms of secure being the most healthy rather than the best or correct attachment style. It may also be useful to highlight the link between insecure attachment styles and entry into the program.

Explain to participants that these views/models (self and others) interact and shape our beliefs about relationships which in turn shape the way we behave in relationships.

Explain to participants that our relationship style

- 1) Develops throughout childhood
- 2) Is relatively consistent throughout life, however can change when we challenge our beliefs about relationships (this is very difficult)
- 3) Is like a blueprint for how people will experience and behave in relationships.

Draw the following on the whiteboard

View of Others

View of Self	Positive (+)	Negative (-)
Positive (+)	++	+-
Negative (-)	-+	--

Therapist Note

It is not recommended that facilitators use the formal names of each attachment style (shown in brackets above). Facilitators can use the suggested labels or create their own.

View of Others

View of Self	+	-
+	++ Comfortable (secure)	+- Independent (dismissing)
-	-+ Anxious (preoccupied)	-- Avoidant (fearful)

7. Brainstorm beliefs for self and others

- 1) Ask participants to brainstorm beliefs you would have if you have a positive view of self

For example

- I am loveable
 - I deserve to be loved
 - People will accept me for who I am
 - I am a success
 - I can provide support to others
- 2) Ask participants to brainstorm beliefs you would have if you have a negative view of self

For example

- I do not deserve to be loved
- People will not accept me for who I am
- I am a failure
- I am unlovable
- I am not a good support for others

- 3) Ask participants to brainstorm beliefs you would have if you have a positive view of others

For example

- Other people care about my needs
- Other people can be trusted
- Other people will not intentionally hurt me
- Other people are accepting
- Other people are supportive

- 4) Ask participants to brainstorm beliefs you would have if you have a negative view of others

For example

- Other people can not be trusted
- Other people do not care about my needs
- Other people will reject me
- Other people lie
- Other people will not support me

Ensure that these are recorded on either butchers paper or a whiteboard print out as they will be required to later in the program.

Process: Group discussion of this activity should highlight that how we view ourselves and others influences our beliefs, values and expectations of relationships which in turn influences how we think and therefore feel about and whilst in relationships.

8. Homework: Instruct participants to complete **Handout 7 – My Strengths**

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.

10. Closure

- Provide any facilitator feedback.

Session 5: Attachment Styles cont.

Session Objectives

- For participants to identify their interpersonal interaction style and the origin of such.
- For participants to identify the impact of environmental factors on their interpersonal relationships.

Materials

- Handout 8, 9 & 10
- Butchers paper
- Whiteboard and permanent markers
- Eggs, straws and masking tape.

1. Check in
2. Review previous session and set homework task (Handout 7)
3. Explore today's session objectives

4. Warm up exercise: Egg Drop

Split participants in to small groups and provide them with one egg, 7 straws and 1 metre of masking tape. Instruct participants that their task is to use the straws and tape to protect the egg from breaking. Inform participants that the egg will be dropped from 1.5 metres. Allow groups time to protect their egg, then drop each egg from 1.5 metres.

The group whose egg does not break is the winner.

Process this activity, noting that the task highlights how each participant interacts with others. The focus of today's session is on interpersonal interaction style and how this impacts on relationships.

5. Brainstorm behaviour related to beliefs

Divide participants into small groups and instruct them to undertake a brainstorm of each of the four quadrants i.e., the following

		View of Others	
View of Self	+	-	
+			
-			

Ask the group to brainstorm how a person would behave in relationships if they had:

- 1) A positive view of self and a positive view of others?
- 2) A negative view of self and a positive view of others?
- 3) A positive view of self and a negative view of others?
- 4) A negative view of self and a negative view of others?

Return to the larger group and discuss the behaviours associated with each quadrant.

	+ve Other	-ve Other
+ve Self	<p>COMFORABLE (Secure)</p> <ul style="list-style-type: none"> ○ Has high self esteem ○ Generally views others as warm and accepting ○ As a result, experience high levels of intimacy ○ Have trusting lasting relationship ○ Seek out social support ○ Are comfortable sharing feelings with friends and family. 	<p>INDEPENDENT (Dismissing)</p> <ul style="list-style-type: none"> ○ Place value on independence to avoid vulnerability. ○ Are sceptical of the value of close relationships. ○ Reluctant to become close to others.
-ve Self	<p>ANXIOUS (Preoccupied)</p> <ul style="list-style-type: none"> ○ Excessively seeks others approval to feel worthy ○ Often use sex for security and affection ○ Worry that their partner doesn't love them ○ When a relationship ends become very distraught. 	<p>AVOIDANT (Fearful)</p> <ul style="list-style-type: none"> ○ Desire social contact but avoid them because of their distrust and fear of rejection. ○ Invest little emotion in social and emotional relationships. ○ Unable or unwilling to share thoughts and feelings with others. ○ Tend to have impersonal relationships and as a result experience loneliness. ○ May have problems with intimacy.

6. Process and summarise:

Ensure that the group understand that attachment influences relationships in many ways most notably the following:

- development
- maintenance
- communication
- interaction
- conflict

Therapists Note

Instruct participants to refer to **Handout 8** for some examples of television characters that evidence the three unhealthy attachment styles. It may be useful to reference television characters as a reference throughout the program. The secure attachment box is empty, facilitators may wish to request participants generate a media personalities to fill this box.

SUGGESTED MID-SESSION BREAK**Therapists Note**

Some groups may take an extended period of time to complete the previous exercise. If this is the case and there is not sufficient time this exercise can be completed in the following session.

7. Exercise: Identifying Attachment styles from scenarios

Participants are to complete **Handout 9 – Scenario example of attachment styles**

Correct scenario attachment styles are as follows:

- 1) + self – others – dismissing/independent
- 2) + self + others – secure/comfortable
- 3) + self – others – preoccupied/anxious
- 4) – self – others – fearful/avoidant

Discuss what attachment style did participants conclude each scenario and on what basis they made this decision.

8. Homework Activity: Fraley Relationship Questionnaire – Participants are to complete **Handout 10**.

Therapists Note

When explaining this task to participants it is important to encourage participants to be honest in completing this questionnaire. It may be useful to request participants complete the questionnaire in relation to how they feel in emotionally intimate relationships rather than how they WANT to feel in these relationships. Remind participants that the more honest they are able to be with themselves the more useful this task will be.

Please also be aware that the questionnaire instructions request that participants complete the questionnaire in relation to how they generally experience relationships not just their current relationship.

DO NOT provide participants with the scoring template sheet.

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.

Therapists Note

If you are considering asking your group to reflect on which attachment category they believe they fall into please read session 5 prior to doing so. Note that this may not be an appropriate task given that people do not fit into these categories nicely. Therapists should determine the appropriateness of this based on group dynamics and rigidity.

10. Closure

- Provide any facilitator feedback.

Therapists Note

It is important that facilitators type up participants responses/brainstorms to activities 6 (brainstorm of beliefs for self and others) and 7(brainstorm behaviour related to beliefs) from this session. These should then be printed and copies given to participants.

Session 6: Attachment Styles cont.

Session Objectives

- To review categorical attachment styles
- To introduce the dimensional perspective of attachment.
- For participants to identify their own attachment style.

Materials

- Handout 11
- Print out of scoring sheet for participants

Therapists Note

The content of this session is unlikely to constitute a full session worth of material. The remaining time can be used to review concepts introduced so far or to address outstanding material.

1. Check In
2. Review previous session
3. Explore today's session objectives

Therapists Note

Facilitators may insert a warm up exercise here at their discretion. This is not considered necessary given the sessions content.

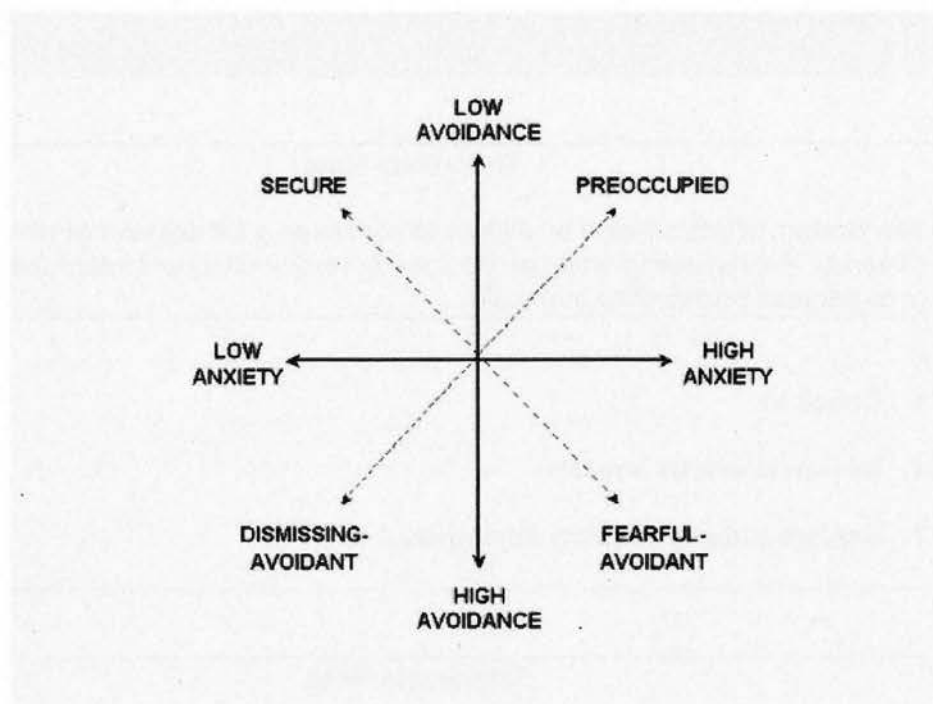
4. IF REQUIRED: Exercise: Identifying Attachment styles from scenarios

5. Identifying own attachment style

Explain to participants that people do not necessarily fit into the categorical styles of attachment. This is because people do not simply have a positive or negative view of themselves or others rather they have varying levels of positive and negative models of themselves and others. These play out as varying degrees of anxiety and avoidance in relationships.

According to attachment theory and research, there are two fundamental ways in which people differ from one another in the way they think about relationships. First, some people are more anxious than others. People who are

high in **attachment-related anxiety** tend to worry about whether their partners really love them and often fear rejection. People who score high on this variable tend to worry whether their partner is available, responsive, attentive, etc. People who score on the low end of this variable are more secure in the perceived responsiveness of their partners. Second, some people are more avoidant than others. People who are high in **attachment-related avoidance** are less comfortable depending on others and opening up to others. People on the low end of this dimension are more comfortable being intimate with others and depending upon/having others depend upon them.



People vary considerably in how secure or insecure they feel in their relationships with others. For example, sometimes a person may feel quite secure with his or her parents, but may feel insecure with his or her romantic partners. Psychologists believe that these feelings of security and insecurity are rooted in the beliefs and expectations (i.e., *representations*) that people hold about their relationships.

6. Self reflection activity:

Provide participants with **Handout 11**. Instruct them that their task is to place an X on the graph at the point they believe represents their attachment style.

7. Activity: Fraley Relationship Questionnaire Scoring

Provide participants with the scoring template attached.

Facilitators to assist participants in scoring this questionnaire.

Attachment-related anxiety

- 1) Add up the scores (number in the column ticked i.e., 1 - 7) for items 1 – 18.
- 2) Items 9 and 11 are “reverse scored” (i.e., 1 = 7, 2 = 6, 3 = 5, 4 = 4).
- 3) Divide by 18 i.e., calculate the average.

Attachment-related avoidance

- 1) Add up the scores (number in the column ticked i.e., 1 - 7) for items 19 – 36.
- 2) Items 20, 22, 26, 27, 28, 29, 30, 31, 33, 34, 35, and 36 will need to be reverse scored.
- 3) Divide by 18 i.e., calculate the average.

High scores indicate high attachment related anxiety and avoidance.

Instruct participants to plot where their relationship style falls on **Handout 11**

Process:

- Was this the outcome you expected? How did the result compare to where you placed your initial X.
- Do you agree or disagree with the questionnaires results?
- Why/why not?
- Do you think your attachment would be different in different relationships?

8. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant’s handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning’s etc.

Therapists Note

It would be useful to ask participants to reflect on their attachment with their mother/female caregiver, father/male caregiver and their partner.

9. Closure

- Provide any facilitator feedback.

SCORING ATTACHMENT RELATED ANXIETY

- 1) Add up the scores (number in the column ticked i.e., 1 - 7) for items 1 – 18.
- 2) Items 9 and 11 are "reverse scored" (i.e., 1 = 7, 2 = 6, 3 = 5, 4 = 4).
- 3) Divide by 18 i.e., calculate the average.

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
SCORE	1	2	3	4	5	6	7

QUESTION No	SCORE
1	
2	
3	
4	
5	
6	
7	
8	
10	
12	
13	
14	
15	
16	
17	
18	
TOTAL 1	Add all these scores up

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
SCORE	7	6	5	4	3	2	1

QUESTION No	SCORE
9	
11	
TOTAL 2	Add these 2 scores up

TOTAL 1 + TOTAL 2	= _____ (TOTAL 3)	Attachment-related anxiety
		TOTAL 3 divided by 18 = _____

SCORING ATTACHMENT RELATED AVOIDANCE

- 1) Add up the scores (number in the column ticked 1 - 7) for items 19 – 36.
- 2) Items 20, 22, 26, 27, 28, 29, 30, 31, 33, 34, 35, and 36 will need to be reverse scored.
- 3) Divide by 18 i.e., calculate the average.

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
SCORE	1	2	3	4	5	6	7

19	
21	
23	
24	
25	
32	
TOTAL 4	

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
SCORE	7	6	5	4	3	2	1

20	
22	
26	
27	
28	
29	
30	
31	
33	
34	
35	
36	
TOTAL 5	

TOTAL 4 + TOTAL 5	= _____ (TOTAL 6)	Attachment-related avoidance TOTAL 6 divided by 18 = _____
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Session 7: Components of Communication

Session Objectives

- For participants to gain an understanding of the elements of communication.
- For participants to gain an understanding of what constitutes non-verbal communication.
- For participants to gain an understanding of what constitutes verbal communication.

Materials

- Warm up sheet print out for participants
- Slips for animal noises activity
- Whiteboard

1. **Check In**
2. **Review previous session**
3. **Explore today's session objectives**

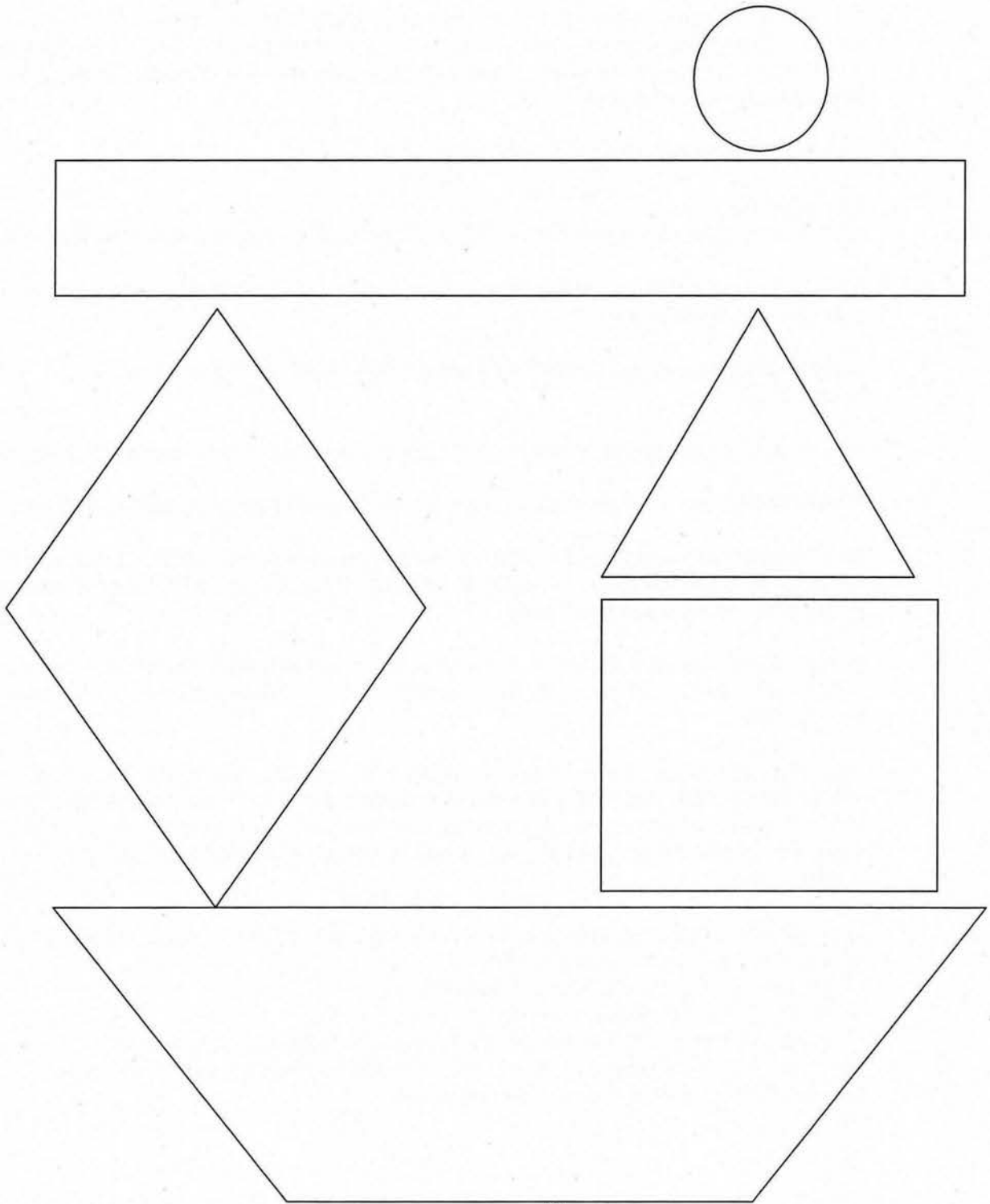
4. **Warm up exercise – Importance of Non-verbal skills.**

Instruct participants to get into pairs. Once participants have selected their partner ask the pair to select an instructor and a drawer. Once participants have done so instruct them to sit back to back ensuring that the drawer has something to lean on in order to draw. Then give the drawer a pencil and a blank piece of A4 paper. Inform participants that their task will be to recreate the picture given to the instructor without looking at one another and only using vocal instructions. Inform participants that they are to aim to replicate the picture exactly i.e., including size and page placement. Hand out and the instructors picture (on the following page consisting of a number of shapes) and allow participants time to recreate this.

Process this activity by asking the following questions:

- Were people able to recreate the picture exactly?
- What made this task difficult and/or what would have made this task easier?
- Ask participants how this exercise may relate to communication given that that is today's topic?

Ensure that participants understand that communication has a number of components – verbal and non-verbal. This exercise demonstrated the importance of non-verbal skills by removing participant's ability to use these.



5. Non-verbal communication:

Ask participants to brainstorm with constitutes non-verbal communication?

Facilitate a discussion of non-verbal communication, ensure the following is covered:

Tortoriello, Blott, and DeWine have defined non-verbal communication as:

". . . the exchange of messages primarily through non-linguistic means, including: kinesics (body language), facial expressions and eye contact, tactile communication, space and territory, environment, paralanguage (vocal but non-linguistic cues), and the use of silence and time."

TYPES OF NON-VERBAL COMMUNICATION

Eye contact

Maintaining appropriate eye contact when speaking with others helps communication.

Avoiding eye contact may make others think that you do not want to communicate, or that you may be telling a lie.

Staring or excessive eye contact may scare people and make them feel uncomfortable.

Eye contact for several seconds is good. It shows interest without being too scary.

Personal Space - How physically close you are to someone when talking to them?

Most people feel uncomfortable when somebody stands or sits either too close or too far away from them. When this situation happens, people may feel uncomfortable and it can make communication difficult.

Personal space is your "bubble" - the space you place between yourself and others. This invisible boundary becomes apparent only when someone bumps or tries to enter your bubble.

How you identify your personal space and use the environment in which you find yourself influences your ability to send or receive messages. How close do you stand to the one with whom you are communicating? Where do you sit in the room? All of these things affect your level of comfort, and the level of comfort of those receiving your message.

Goldhaber says there are three basic principles that summarize the use of personal space: The higher your position (status),

- (a) the more and better space you will have,
- (b) the better protected your territory will be, and
- (c) the easier it will be to invade the territory of lower-status personnel.

The impact of use of space on the communication process is related directly to the environment in which the space is maintained.

Facial expressions (e.g., frowning, smirking, yawning, raised eyebrows, smiling etc).

Facial expressions usually communicate emotions. The expressions tell the attitudes of the communicator. Researchers have discovered that certain facial areas reveal our emotional state better than others. For example, the eyes tend to reveal happiness or sadness, and even surprise. The lower face also can reveal happiness or surprise; the smile, for example, can communicate friendliness and cooperation. The lower face, brows, and forehead can also reveal anger. Mehrabian believes verbal cues provide 7 percent of the meaning of the message; vocal cues, 38 percent; and facial expressions, 55 percent. This means that, as the receiver of a message, you can rely heavily on the facial expressions of the sender because his expressions are a better indicator of the meaning behind the message than his words.

Posture

The way that we stand or sit gives information about how we are feeling. A person sitting slumped in a chair with arms firmly crossed and head turned away can give a negative message. This may be a barrier to communication.

Posture; slouched or upright? Are our legs crossed or our arms folded?

Are on the same level as the other person (e.g., standing or sitting)?

Are you facing the person?

Are you leaning towards the person or pulling back?

Physical Contact.

Shaking hands, touching, holding, embracing, pushing, or patting on the back all convey messages. They reflect an element of intimacy or a feeling of (or lack of) attraction.

Body movements/gestures (e.g., nodding your head, drumming your fingers on the table, fidgeting with something, rolling your eyes, crossing your arms etc).

One of the most frequently observed, but least understood, cues is a hand movement. Most people use hand movements regularly when talking. While some gestures (e.g., a clenched fist) have universal meanings, most of the others are individually learned and idiosyncratic.

SUGGESTED MID-SESSION BREAK

6. Animal Noises Activity:

PRE_GROUP PREPARATION: Create as many slips as there are group participants and on each slip write the name of an animal that makes an obvious noise or can be easily acted out.

Give each participants a slip of paper and instruct the group that they have to find the people in the room who have the same animal as them without talking or showing their sheet of paper. They can act out their animal or make that animal's noise.

Participants are to find all those in the room that are the same animal as them.

Process this activity by asking the following questions:

- Were people able to recreate the picture exactly?
- What made this task difficult and/or what would have made this task easier?
- Ask participants how this exercise may relate to communication given that that is today's topic?

7. Verbal Communication:

Ask participants to brainstorm what verbal communication is?

Ensure the following is covered and discuss as necessary.

Paralanguage

Is the content of your message contradicted by the attitude with which you are communicating it? Researchers have found that the tone, pitch, quality of voice, and rate of speaking convey emotions that can be accurately judged regardless of the content of the message. The important thing to gain from this is that the voice is important, not just as the conveyor of the message, but as a complement to the message. As a communicator you should be sensitive to the influence of tone, pitch, and quality of your voice on the interpretation of your message by the receiver.

The Tone of voice used can tell us a lot about another person. Words can mean many different things, depending on the way they are said. We are able to tell if a person is angry, happy or nervous by their tone of voice.

Tone (the pitch of the voice) and
Pace (the speed of the voice) are particular important.

Silence and Time

Silence can be a positive or negative influence in the communications process. It can provide a link between messages or sever relationships. It can create tension and uneasiness or create a peaceful situation. Silence can also be judgmental by indicating favor or disfavor - agreement or disagreement.

Time can be an indicator of how important you view the other person. How long will you give when he/she wishes to speak to you? How long will you make him/her wait to speak to you? Are you available to speak to them when you say you will be? Do you make the other person work around your schedule or do you compromise?

Paraphrasing/reflecting

Restating what the person has said in your own words. This shows the other person you have been listening and enables clarification if you have misunderstood.

Summarising

Similar to paraphrasing, however this involves stating what you believe to be the main points of what the other person has said. This also demonstrate that you have been listening and enables clarification if you have misunderstood.

Type of Questions asked

Open questions are non-threatening, help build rapport, open things up, and allow your client freedom to explore their answers. As a general rule, an effective worker would use more open questions than closed. Questions starting with "Why" should be avoided, as this word can appear to be judgemental.

Closed questions are used to clarify specific points, or gain specific information. Answers are usually short, with no elaboration, although may be more than just yes or no. Too many closed questions in a row can tend to diminish rapport.

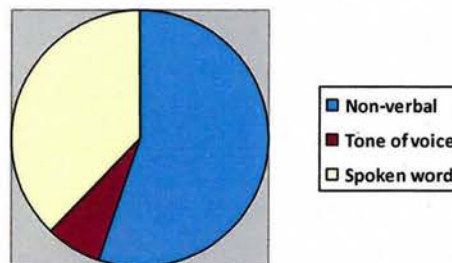
8. Discussion:

Draw the following pie chart on the whiteboard without labelling each section. Inform participants that the three sections represent

- Tone of voice
- Spoken words
- Non-verbal communication.

Ask participants place the labels where they believe they fit.

NON VERBAL COMMUNICATION



This does not mean that words are meaningless rather the research indicates that when conveying *emotion*, if body language, tone of voice, and words *disagree*, then body language and tone of voice will be believed more than words.

Hence WHAT YOU SAY must match HOW YOU SAY IT or what you say will be disregarded.

E.g., Although you might say to someone "I'm not going to hurt you", if you are shouting this at them two inches away from their face, and stare at them angrily while you say it, it would not be surprising if this person was still frightened of you, fearful that you are going to hurt them and want to run away.

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which form of communication non-verbal or verbal they believe they need to work on most in order to improve their communication style?
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

10. Closure

Provide any necessary facilitators feedback.

Session 8: Communication Styles

Session Objectives

- To introduce the four styles of communication.
- To ensure participants have a basic understanding of the four communication styles.
- For participants to explore the differences between communication styles.

Materials

- Handout 12 & 13
- Pictures of celebrities for communication identification exercise

1. Check In
2. Review previous session and any homework tasks
3. Explore today's session objectives

Therapist Note

Should facilitators wish to use a warm up activity here the following is recommended. Given the session content this may not be necessary and is left to facilitators' discretion.

4. Introduce the elements of the communication process.

Explain to participants that in any interaction there are three components the **Sender – Message – and Receiver**. Provide them with **Handout 12 – Elements of the Communication Process**.

5. Exercise: Match descriptions to each of the four communication styles - **Handout 13**.

Therapist Note

Facilitators will need to prepare for this activity prior to the session.

The text within the boxes on Handout 12 needs to be cut out. Participants task is to place these cut out in the correct boxes. Facilitators' can decide how they would like to do this. It may be best to request participants glue these into their books.

Therapist Note

For participants who have knowledge of communication styles this will be a refresher. For participants who have not yet learnt about communication styles this will create an open loop.

6. Return to the larger group and discuss i.e., review each of the communication styles

- **Aggressive behaviour** – respect only for your own rights, no matter how it might affect others; no respect for others rights; a desire to hurt and injure others who stand in your way, which could include fighting, accusing or threatening others; a need to win at all costs.
- **Passive behaviour** – no respect for your own rights, but respect for others rights; you do not stand up for yourself by telling people what you are thinking and feeling; you do what you are told; you let others push you around and have their way; or you agree with the opinions of others to please them or because you are frightened by them.
- **Passive-Aggressive behaviour** – no respect for anyone’s rights; you get back at those people that stand in the way of you getting what you want in an indirect, sneaky or vengeful way, without telling them why and without confronting them head-on (e.g., “accidentally-on-purpose” spilling your drink on someone who pissed you off to get back at them).
- **Assertive behaviour** – respect for both your own and the other person’s rights; you are honest and up front with your thoughts and feelings while at the same time being aware of and listening to other people’s thoughts and feelings; you communicate your needs directly and clearly without putting others down to make sure that your needs are met without feeling guilty about the way you went about this; you want to achieve a win-win outcome.

7. Handout 14 – Communication styles

Facilitators are to ensure that the material on these handouts is reviewed.

8. Identifying Communication Styles Exercise.

PRE-SESSION PREPARATION: Prior to the session facilitators will need to prepare a number of cards/pictures of well known persons i.e., celebrities, cartoon characters, politicians etc.

Show the group each picture and ask them to identify this person’s communication style. Ensure participants state why and on what basis they reached this conclusion.

10. Reflections & Closure

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant’s handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning’s etc.
- Provide any necessary facilitators feedback.

Session 9: Communication Styles cont.

Session Objectives

- For participants to explore beliefs related to each communication style
- For participants to gain a greater understanding of the four communication styles via role play
- For participants to reflect on their own communication style.
- For participants to continue exploring the differences between communication styles.

Materials

- Handout 12, 13 & 14

1. Check In
2. Review previous session and any homework tasks
3. Explore today's session objectives

4. Warm up activity

Therapist Note

Should facilitators wish to use a warm up activity here the following is recommended. Given the session content this may not be necessary and is left to facilitators' discretion.

Obstacles

Set up the room with obstacles such as chairs, etc, with one end of the room being the start and the opposite the finish. Pair up group members: one is the designated communicator; the other has their eyes shut. Give pairs 5 minutes to create four sounds for forward, backward, stop, and turn. One of them closes their eyes; the other uses the four sounds to move the person through the space. Run four groups with the communicator having to direct their partner from one end of the room to the other using the sounds they developed.

The purpose of this activity is to introduce participants to the notion of communication, trust and dependency, which are key components to in interpersonal relationships. Therefore, therapists should focus on these areas when discussing the exercise after its completion.

Process warm up activity in relation to beliefs and their influence on communication style.

5. Brainstorm beliefs for each of the communication styles.

Ask participants to brainstorm beliefs that are likely to underlie each of the communication styles. This can be done in small groups or pairs. In addition, facilitators may wish to use four large pieces of butchers paper and rotate these between groups/pairs, giving each the opportunity to brainstorm beliefs for each communication style. .

Beliefs that support a **Passive** Communication Style:

- Assertiveness means getting your own way all the time.
- Being assertive means being selfish
- Passivity is the way to be loved
- The way to be accepted and appreciated by others is to give and give.
- Its impolite to disagree
- If others disagree with me, then I must be wrong.
- I have to do everything I am asked to do.
- Its important to be nice
- My opinion doesn't matter.
- If someone refuses a request, it means they don't like me

Beliefs that support an **Aggressive** Communication Style:

- I'm entitled to be angry
- If I'm not aggressive nothing will happen
- Honesty if the best policy.
- "People should always do what I ask"
- "A refusal is an attack on me personally"
- "My needs are more important than others"

Beliefs that support a **Passive-Aggressive** Communication Style:

- People should be more considerate
- I'm afraid of trying to be assertive and failing.
- I am entitled to get my own way even after making commitments to others
- I'm not responsible for my own actions
- People should know what I want

Beliefs that support an **Assertive** Communication Style:

- I decide for myself what I will and will not do
- I do not have to justify myself to others
- Others do not have to justify themselves to me
- People can ask me anything they want
- I can turn down requests made by others if I wish
- People change their minds
- Everyone makes mistakes
- I don't know everything and I don't have to.
- I have my own opinions and others have theirs
- I have the right to ask for emotional support
- Others can give advice, but they don't make my decisions
- I am not responsible for other people's problems
- Others are not responsible for solving my problems

Process this activity by asking participants to consider whether any of the beliefs they have come up with for communication styles are similar to those generated for attachment styles.

Also ask participants whether they think any types of attachment are more likely to pair with each communication style.

6. Role plays

Ask participants to pair themselves and assign each pair one of the following scenarios. Instruct participants that their task is to role play this situation using each of the four types of communication (aggressive, passive, assertive and passive aggressive) and then present this to group.

After each presentation discuss with the group:

- Which style of communication they were observing?
- What did they observe that made them conclude this?
 - o Verbal and non-verbal.

7. Discussion - What kind of communicator are you?

Generate a group discussion, concentrating on the following discussion points:

- How do you generally communicate in your relationships?
- Why is communication important?
- How does communication relate to your needs?
- Does your communication 'style' depend on who you are interacting with and the context of the interaction?
- How is communication style related to attachment/relationship style?
- Which relationship styles are related to each of the communication styles?

10. Reflections & Closure

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask group members to share a personal reflection on the session content including concepts they found challenging, useful examples, personal learning's etc.
- Provide any necessary facilitators feedback.

Session 10: Listening Skills

Session Objectives

- For participants to explore active listening
- For participants to gain an understanding of listening bocks
- For participants to reflect on their own ability to actively listen.

Materials

- Handout 15, 16 & 17

1. Check In
2. Review previous session
3. Explore today's session objectives

4. Warm up exercise – Chinese Whispers

Facilitators are to choose a phrase or sentence, the more bizarre the better, but try not to pick a well-known phrase as it will be too easy to remember. This first person then whispers it to the next, ensuring that no-one else hears it. The next person whispers what they think they heard to the next person, and so the phrase passes down the line. The last person to get the whisper announces it to the group and then compares it to the original.

Process this activity ensuring that participants understand that when passing information from one party to another (usually verbally) the facts and theme often become distorted. This highlights the importance of verbal communication and active listening.

Refer back to the three elements of the communication process, asking participants which element of the communication process this activity represents?

Ask the group which element of the process was considered last session?

Explain that it was the message element. Any message you or someone says has two parts:

1. The words spoken – **verbal** part; and
2. How the words are sent – the **non-verbal** part

Emphasise that good communication means connecting with others by giving them the message that you intend in a way that is likely to lead to the best outcome and likely to maintain a good relationship with the other person.

Explain to the group that today we are going to consider the receiver element of the communication process.

5. Receiver – Active listening

Ask the group what is the difference between listening and active listening?
Brainstorm as a larger group why active listening is important?
What positives/good comes from active listening?

Ensure the following is covered:

Listening makes our loved ones feel worthy, appreciated, interesting, and respected. Ordinary conversations emerge on a deeper level, as do our relationships. When we listen, we foster the skill in others by acting as a model for positive and effective communication.

In our love relationships, greater communication brings greater intimacy. Parents listening to their kids helps build their self-esteem. In the business world, listening saves time and money by preventing misunderstandings. And we always learn more when we listen than when we talk.

Listening skills fuel our social, emotional and professional success, and studies prove that listening is a skill we can learn.

6. What is Active Listening?

Divide the group into 4 small groups.

Instruct 2 groups to brainstorm what makes a 'good listener' i.e., when you have felt listened to what was the other person doing?

Instruct 2 groups to brainstorm what makes a 'bad listener' i.e., when you have felt as though you were not being listened to what was the other person doing?

Instruct participants to consider both verbal and non verbal cues.

Return to larger group and discuss.

Provide participants with **Handout 15 – The Art of Listening**, which outlines things that should and should not occur when a person listens to another.

SUGGESTED MID-SESSION BREAK

7. Brainstorm Listening blocks.

Brainstorm on the whiteboard what participants believe make it difficult to actively listen.

It may be useful to ask participants what people may do instead or whilst trying to listen to others.

Attempt to draw out the block listed on **Handout 16 – Listening Blocks**. Discuss those not covered afterwards when handing this sheet out.

Normalise these and note that all people fall into these traps. Note that awareness of these is the first step to avoid them.

8. Homework:

Instruct participants to complete **Handout 17: Personal reflection: Listening blocks**

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which form listening block they find difficult to avoid?
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

10. Closure

Provide any necessary facilitators feedback.

Session 11: Learning Assertiveness

Session Objectives

- For participants to gain a greater understanding of assertiveness
- For participants to practice assertiveness skills.

Materials

- Handout 18 & 19
- Whiteboard markers

1. Check In
2. Review previous session and any homework tasks (handout 17)
3. Explore today's session objectives

Note to participants that over the next few sessions we will be considering the sender element of the communication process.

4. Warm up exercise – **Assertiveness Quiz: Handout 18**

Allow participants time to complete the assertiveness quiz and process by asking the following questions:

- Were people surprised by how assertive they are?
- Which question was the most difficult to answer why?
- Which question was the most surprising i.e., participants did not realise this topic was related to assertiveness?
- Why is it important to complete a questionnaire such as this?

Explain to participants that this session will be devoted to practising different assertiveness techniques.

Therapist Note

Clients will often focus on the fact that assertiveness does result in the outcome you would like and is not always effective i.e., if other's are being aggressive. Acknowledge this point and inform participants' that basic techniques will be discussed first and then more complex techniques, which can be used to manage people who are not open to assertiveness.

5. Role Play

Ask participants to get into pairs. Inform participants that one of them has received an invitation to a party, but already have other plans. Stress to participants they really like the person who is having the party (the other participant) and *believe* that that he will be offended if they decline. Ask participants to role play how they would manage this situation.

Participants will generate either a direct or an indirect method.

INDIRECT i.e., In order to avoid offending the person a really good reason is provided. "I'd really love to come, but John and Mary don't get out much. I've offered to babysit. I suppose I could try to find someone else, but I'm not sure I could find anyone at this short notice. I could talk to them and find out what time they are going, and see if I could drop in for a short time....", etc.

And DIRECT i.e., "Thank you for the invitation. Unfortunately, I already have another commitment, so I can't come."

6. Assertiveness - Being Direct.

Introduce the assertiveness strategy of **Being Direct**

This is a basic and straightforward technique. When you want or do not want something, ask for it and get straight to the point. For example "I'd like someone to drive me to the airport this afternoon. Would you be able to do that?" and when you answer such a request, be direct as well. "No, I'm taking this afternoon off to play golf".

Brainstorm on the whiteboard the benefits of being direct and the potential problems of not being direct.

It has a number of benefits, including:

- It saves time
- Misunderstandings are reduced
- It enables genuine negotiation to take place
- You get more easily and quickly to a win-win solution
- Other people don't have to second-guess what you are thinking

If you are not direct, it can lead to several problems, such as:

- Things don't go the way you would like them to
- You feel resentful as a result
- Other people stop asking you
- They may not say it, but other people don't trust your honesty
- frustrating other people by not saying what you want
- by not asking you deny who would like to help the opportunity to do so.
- appear insecure and oversensitive
- you can inconvenience people because they have to spend time working out how not to offend you.

Ensure that participants understand that being direct is, for most everyday matters, the best way to interact.

Therapists Note

Point out to participants that the benefits of being direct are lost when people communicate in a passive aggressive manner.

7. Practise Being Direct.

Explain to participants that being direct is different to being abrupt/aggressive. One method of making a comment more assertive and less aggressive is by saying something nice first i.e., sounds like a great night/thank-you for the invite but I already have other plans.

Give participants the following scenarios and ask them to role play being direct in an assertive manner using the direct strategy.

Situation: The waitress serves you a lemonade instead of a solo at a café.

Situation: A new colleague, with whom you share an office, smokes continuously. You dislike the smell of smoke.

Situation: You are feeling overworked and decide to ask for a raise.

After returning to the larger group ask each pair to role play one scenario to the larger group.

Process each ensuring that each pair has been assertive and direct. Ask the group to reflect on each of these components in each role play.

SUGGESTED MID-SESSION BREAK

Therapists Note

Emphasise that assertiveness encompasses numerous things such as; taking compliments; giving and taking constructive criticism; expressing disagreements etc.

8. Brainstorm re: disagreements.

Ask participants to briefly brainstorm what disagreements can be about?

Use the ease with which participants can identify things that people may disagree about and the number of things that people can disagree about to highlight the importance of managing disagreements.

9. Assertiveness - Expressing Disagreement Constructively

When you disagree with someone, it is often best to be direct and clear, as it avoids an unfortunate misunderstanding. For example when someone disagrees they often go quiet; yet silence is often interpreted by others as agreement. Hence, there is a miscommunication.

Disagreement can sometimes feel confrontational, so the assertive approach is to express disagreement in a constructive manner. This involves stating the disagreement clearly, but then following up immediately with one of the following:

1. A proposed alternative:

"No I can't take John may know of someone else who can help you could try asking him."

2. Asking the other person to think of an alternative:

"No, I can't Who else could you ask?"

3. Stating where you agree:

"I don't think that idea will work, but I do agree that something needs to be done about it, and we've got to find a solution."

10. Exercise - Expressing Disagreement Constructively.

Give participants the following scenarios and ask them to role play expressing their disagreement constructively.

- A good friend calls and tells you that he desperately needs you to canvass your apartment complex for a charity. You do not want to do it.
- Your parents are talking to you on the phone and would like you to come home for a visit on a weekend when you have made other plans.
- You and a friend have been planned a fishing weekend away, your friend calls you can tells you he has changed the plans and organised a rock climbing weekend instead.

After returning to the larger group ask each pair to role play one scenario to the larger group.

Process each ensuring that each pair has been assertive and expressing disagreement constructively. Ask the group to reflect on each of these components in each role play.

11. Homework: Handout 19: Assertiveness Scorecards

Instruct participants to complete these for homework. It is recommended that facilitators instruct to complete one card for each of the four communication styles. Inform participants that one of their score cards will be reviewed each session over the next four sessions.

11. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which strategy they found the most difficult to do and which they believe will be the most helpful for them.
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

12. Closure

- Provide any facilitator feedback

Session 12: Learning Assertiveness cont.

Session Objectives

- For participants to gain a greater understanding of assertiveness
- For participants to practice assertiveness skills.

Materials

- Handout 20
- Whiteboard markers

1. Check In

2. Review previous session

3. Review homework: Assertiveness scorecards – one per participant.

4. Explore today's session objectives

Therapist Note

Facilitators may insert a warm up activity here. Given the session content this may not be necessary and is left to facilitators' discretion.

5. Assertiveness - Three Step Message

Explain this technique to participants. Noting that this technique is more appropriate when you and the other person value the relationship. Telling someone how you feel creates an opportunity for them to validate or invalidate you. Therefore it is important to consider when this technique will be suitable to use.

I feel... (state how you are feeling without offering any opinions)

When/because... (describe the behaviour you dislike without blaming)

Next time, I would prefer/I would like... (describe the behaviour you would prefer without demand)

The key to this technique is to AVOID using the word YOU. This is very difficult.

Therapists Note

A slight (more assertive) variation of this technique facilitators may wish to use/explain is:

I feel....

When/because....

And I would like....

Because/this will achieve

6. Assertiveness Exercise: Three – Step Message

Allow participants time to complete this individual activity – **Handout 20**. After returning to the larger group request each participant to read their assertive statement to the group. Process and make amendments when necessary.

7. Role plays – Three Step Message

Break participants into pairs and instruct them to practise being assertive using the three step message in managing the following scenarios.

SCENARIOS

- A close male friend borrowed your drill a while ago and keeps forgetting to return it even though you have asked and he has promised to do so on a number of occasions.
- A close female friend asks you for a date. You are not interested in dating her. What do you say to her?
- Your supervisor at work has just reprimanded you for your work in front of a number of other employees what do you say to her?
- During a phone call, your roommate has interrupted you three times with something that is not urgent. What do you say to him after you have finished your phone call?
- Your father is always putting you down and you would like him to stop?
- Your partner has not met your friends and has cancelled the last three times you have made plans for the two of you to hang out with them. She has just called and cancelled for a fourth time what do you say?

After returning to the larger group ask each pair to role play one scenario to the larger group.

Process each ensuring that each pair has been assertive using the three step technique. Ask the group to reflect on each of these components in each role play.

8. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which strategy they found the most difficult to do and which they believe will be the most helpful for them.
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

9. Closure

- Provide any facilitator feedback

Session 13: Conflict Resolution

Session Objectives

- To introduce assertiveness strategies that can be implemented when the other party is NOT communicating assertively.
- For participants to practice assertiveness strategies that can be implemented when others are NOT communicating assertively.

Materials

- Handout 21

1. **Check In**
2. **Review previous session**
3. **Review homework: Assertiveness scorecards – one per participant.**
4. **Explore today's session objectives**

5. Warm up exercise

The Next-Door-Neighbour Role-Play: Split the participants into pairs. Explain to the group that in each of the pairs, they must role-play being 'neighbours'. In the scenario, one neighbour returns home to find a package. He opens this package before realising that it was actually addressed to his neighbour. The neighbour must return the package, with as little conflict as possible. In accepting the package, the other person can be as difficult as they want to be (i.e. without being violent). Allow the group approximately 5 minutes to perform this scenario within their pair. Following this, have all participants return to the larger group and discuss the following points:

What happened?

What did you experience?

What did you suppress?

What might have made it more difficult?

What was your reaction when the other person did not respond the way you wanted them to?

Therapist Note

If necessary facilitators are to state that keeping the package is not an option. Ask the group to reflect on how this would damage the relationship and note that when it is important to maintain a relationship or when the relationship is important assertive communication becomes even more important because the consequences increase.

6. Brainstorm and discuss things that make being assertive difficult.

Ask participants to brainstorm what might make it difficult to be assertive?

It may be useful to ask the group to consider the consequences of them being more assertive in their relationships?

7. When the other person is not assertive

Both people in a dialogue need to be assertive in order to get to a satisfactory solution. If the other person is not being assertive it can cause problems:

- an aggressive person doesn't listen to your views/needs, so you need to make them listen
- an unassertive person doesn't express their views, so you need to encourage them to express their views
- a passive-aggressive person avoids any real dialogue, so you need to engage them in the discussion

To manage the other person's behaviour, you may have to temporarily suspend your own concerns and/or point of view, and manage the structure/agenda of the discussion. This means:

- you need to have a 'process' to follow
- you act as a facilitator in the discussion, explaining, and then making sure you both follow, the process
- once you have started the process, you also act as a participant in the process (this is challenging, because acting as both facilitator and participant can be difficult)

A process

Here is a simple process that you can use:

- 1) **Explain:** the principle you are basing your discussion on i.e., that you are aiming for a solution that will work for both of you. (If you are talking to your boss, or someone senior, you will also have to acknowledge their right to make the final decision).
- 2) **Wants:** explain your positions positively and what you would like, request that the other person does this also.
- 3) **Brainstorm:** Ask for, and suggest, potential solutions or ideas.
- 4) **Consider options:** Assess the idea(s) to see if they meet both your needs. If not, suggest (brainstorm) other ideas.
- 5) **Solution:** Choose a solution that meets BOTH sets of needs. If this is not possible agree how you will both compromise to find a solution that partly satisfies both of you.

Don't:

- give in to the other person's needs (that is being unassertive) or
- ignore their needs (that is aggression) or
- go silent or withdraw (that is passive-aggression).

SUGGESTED MID-SESSION BREAK

8. Role Play - When the other person is not assertive

Nominate two volunteers to role-play this situation.

Scenario: You have been waiting for a doctor's appointment for an hour. Several people who arrived after you have been seen first. .

Person 1: insists that the doctor sees you next.

Person 2: as the receptionist, deal with this person.

Note: You may wish to allow a number of participants to role-play each person in this scenario.

Processing: Ask group members what the receptionist in each role play did well to manage the situation.

8. Last resorts

Briefly cover the following techniques ensuring that participants understand they are not core to assertiveness and should be used after other avenues have been attempted and may be most appropriate when someone is communicating to you in an aggressive manner.

Three of the techniques (negative assertion, negative enquiry and fogging) are defensive techniques that can help to deal with put-downs from other people. The fourth technique (broken record) is an aggressive technique that should only be used when:

- all other attempts to be assertive - to negotiate - have failed and
- your rights are being infringed.

Negative Assertion

Negative assertion involves accepting the truthful part of a criticism made against you, and stating it in positive terms (and it can be mixed with a bit of humour). E.g.,

"You're stupid"

"Well, I'm not the most intelligent person who has ever walked on the planet."

"You're always making mistakes"

"I have to admit, I'm not perfect"

"You're aggressive"

"I don't let people walk all over me, that's true."

Negative Enquiry

This technique requires a lot of self-confidence. When someone is attacking or criticising you, you ask them for constructive criticism – i.e., what they think you are doing wrong, and what you could do differently to be better.

"You're stupid"

"Oh, what specifically am I not understanding"

"You're lazy"

"What is it that you think I should be doing"

Fogging

Fogging involves using words that acknowledge the other person's point of view, and accepting that it might be true under circumstances, but without necessarily accepting it is true of you. Fogging is particularly powerful if you are able to restate the other person's opinion in a way that could be true of anyone or everyone:

"You're stupid"

"That could be true. We all have a stupid side to ourselves."

"You're always making mistakes"

"To err is human."

"You're aggressive"

"We all have an aggressive side to our personalities."

Broken Record

This technique is usually only appropriate in situations where you do not have a long term relationship with the other person, and your rights are being contravened.

By practising to speak like a broken record, we learn to be persistent and stick to the point of the discussion. This also helps us to ignore all the side issues that the other person may bring up in an attempt to get us to give them what they want.

In some situations, it is OKAY to say no without an explanation.

9. Session reflections

- Ask the group to summarise the key concepts of the session.
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which strategy they found the most difficult to do and which they believe will be the most helpful for them.
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

10. Closure

- Provide any facilitator feedback

Session 14: Conflict Resolution cont.

Session Objectives

- For participants to explore the sources of conflict within relationships.
- For participants to explore and develop skills for managing conflict in their relationships in the short and long-term
- For participants to have had the opportunity to practice their skills in conflict resolution
- For participants to reflect on their current conflict resolution style.

Materials

- Handout 22 & 23

1. Check In

2. Review previous session

3. Review homework: Assertiveness scorecards – one per participant.

4. Explore today's session objectives

5. Warm up exercise – Return to the Island

Using the islands participants generated in session 3 warm up activity ask the group as a whole to decide which island they would prefer to reside on.

Processing:

- How did you reach your decision?
- What factors influenced the pairs decision?
- What was difficult to negotiate or compromise on?
- What were the sources of conflict?
- How did you resolve any conflict that arose?
- Were you able to observe different communication styles in group members?

6. Review conflict within Relationships.

Ask the group to review the issues of conflict that may arise within relationships as brainstormed at the start of the module. Ask if they can identify any other issues if they consider different types of relationships.

7. Ensure that the group considers the following types of relationships:

- | | |
|-----------------------|-------------------------|
| - Parent- Adult Child | - Housemates |
| - Intimate Partners | - Employee=Employer |
| - Close Friends | - Sibling Relationships |
| - Work Colleagues | - Tenant-Landlord. |

8. Conflict Management Styles Quiz – Handout 22

Ask participants to complete this.

Generally speaking there are five major styles of conflict management techniques in our tool box; collaborating, competing, avoiding, harmonizing or compromising styles. This questionnaire enables participant to identify which one they are most likely to use in a conflict situation. How effective each is depends on the context in which it is used.

9. Process the conflict management styles quiz

- Ask participants why it may be helpful to complete this questionnaire?
- Ask participants if they agree with the results of the quiz.

10. Managing conflict in relationships.

Skills in the Short-Term: Ask the group what kind of skills they think might be useful in resolving conflict in relationships in the short-term.

Ensure the following is covered:

- Acting Opposite
- Time Out
- Stop-Reverse-Leave
- Consequential Thinking
- 3 Step Message
- Breathing Techniques
- Guide Imagery
- Relaxation

11. Practising Conflict Resolution - Role Plays

Break participants into pairs and instruct them to practise being assertive and resolving the conflict in the following scenarios

- Your friend borrowed \$400 from you approximately three weeks ago. When he borrowed the money, he informed you that he was getting paid next week, and would give you the money back immediately. Three weeks have passed, and during this time, you have received a number of bills that need to be paid. You have attempted to contact your friend to get your money back on a number of occasions; he has been avoiding your calls and not responding to your messages. You have now received final notices on your bills, so you decide to go over to your friend's house to confront him.
- You and your wife having problems for some time now. These have gotten worse in the last few weeks. The 'mood' in the household has become very tense and lately, your wife has not been home very often.
- Your canteen day is not for four days and you only have 5 cigarettes left. You know you will run out before you can get more, one of the guys in your unit is in a similar situation. After returning from work you notice that one of your cigarettes is missing and you confront him about this.

12. Managing conflict in relationships – the long-term.

Explain to the group that there will be occasions that regardless of the changes they make to interpersonal skills and the solutions they implement in the short-term, conflict will likely continue to exist in their relationships. Highlight to the group that a number of options exist in regards to conflict resolution.

Ensure the following is covered:

- Conferencing
- Relationship Counselling
- Individual Counselling
- Assertive e Communication
- Formal Meetings
- Positive self-talk
- Meditation/Relaxation
- Talking to others about their feelings
- Avoid High Risk Situations and People
- Lifestyle changes – e.g. substance use

It is important to remember that not all conflict can be managed and not all relationships will last. If the consequences of maintaining a relationship outweigh the benefits then it may be time to consider terminating the relationship.

If conflict is TOO LONG, TOO STRONG or TOO FREQUENT consideration of terminating the relationship may also be necessary.

13. Session reflections

- Ask the group to summarise the key concepts of the session – to explore skills for maintaining relationships in the short and long-term
- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Ask the group to reflect on which strategy they found the most difficult to do and which they believe will be the most helpful for them.
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

14. Closure

- Provide any facilitator feedback, focusing particularly on their attempts to implement skills and strategies.
- Introduce topic of next session – Inform the group that the next session is the final session. It will be there opportunity to conceptualise all the material covered in the module and set goals in relationship to their interpersonal relationships.

Session 15: Plans for Change

Session Objectives

- To review the previous session – Improving skills in Relationship Maintenance
- For participants to review the core concepts of the module
- For participants to have developed a plan for change
- For participants to present their plan for change and have received feedback

Materials

- Handout 24 & 25

1. Check In

2. Review Homework – Assertiveness scorecards

3. Explore today's session objectives

Therapist Note

Facilitators' may insert a warm up exercise here if they deem this necessary.

4. Assertiveness Scorecards Review

Ask participants to select a time either from their assertiveness scorecards or memory when they found it difficult to act assertively.

Give each participant a small piece of paper and ask them to write the situation down.

Collect these in a small container.

Read each scenario out and as a group brainstorm, how this situation could be managed assertively. Include role-plays when possible.

If participants wish to identify their own scenario's allow them to do so.

5. Review Module content – brainstorm

Ask participants to review the content covered in the program and record this on the whiteboard.

After an exhaustive brainstorm has been conducted, ask participants to identify which of the content relates to new skills (i.e., the three step message being direct, identifying own and others expectations etc).

Distribute **Handout 24 - The Art of Effective Communication** as an overview and discuss.

SUGGESTED MID-SESSION BREAK

Remind participants that the skills learnt throughout the program can be used to establish and maintain good relationships.

6. Handout – important relationships in my life build and gain – how to attain this.

Distribute **Handout 25 – My Relationships in the Future.** Ask participants to complete this. Inform participants that if they wish to establish relationships then they can include these in this plan i.e., person = partner or friend. Explain to the group that they will be required to present some of their plan to the larger group. .

7. Presentation of Plans for Change

Ask each participant to present their plans in regards to how they will change within one relationship.

In order to ensure that each participant benefits from this process, it may be useful to review the completed tasks before the presentation (you may choose to allocate time before or after the session break to do this). After each presentation, provide general feedback in regards to their plans for change and invite feedback from other participants.

Following either, each presentation or all participants, presentations discuss the following:

Was this task difficult to complete?

Is your plan for change realistic?

What do you see as your potential barriers to change?

How might you address potential barriers?

What will you do if your plan does not happen the way you intend it to?

7. Program Evaluation

Ask the group to complete the program evaluation sheets. Please ensure this is done prior to reflections to increase the likelihood that participants will place effort into completing these.

8. Session reflections

Ask the group what they will take away from the program i.e., most significant learning.

- Allow participants time to complete the session reflection sheet at the back of the participant's handout booklet.
- Allow group members an opportunity to share any other personal reflection of the session content including concepts they found challenging, useful examples, personal learning's etc.

9. Closure

In closing this exercise, it was be beneficial for participants to receive overall feedback in regards to their participation in this module, including achievements and areas for further improvement.

Therapist Note

Feedback may be best provided by facilitators' reading through program completion reports with participants.