



ANSWER BOOKLET

INTRODUCTION AND INSTRUCTIONS

In this booklet, you will find the answers to questions posed in the Four-Part Staff Training Series. Let them guide you to a better understanding of “I” Statements, Fact Checking, Guided Discovery, and Intensive Systems Therapy.

Each of the topics in the Four-Part Staff Training Series is designated by the image on the booklet’s cover. The page numbers and title for each exercise addressed are listed before the answers, which appear in bolded text. They are given in sequential order and will lead you to the appropriate section of each training booklet.

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Book 1: “I” Statements

Page 4: “I” Statement Pre-test

Example: *Danielle and the Attractive Staff Person*. David’s possible responses:

- (1) That is inappropriate. **A judgmental response.**
- (2) That makes me uncomfortable. **This choice states a fact only. It lacks a suggestion for what would make things better.**
- (1) You shouldn’t say things like that. **A critical response.**
- (1) You are out of line. **An invalidating response.**
- (1) What are you trying to do? **An ambiguous and possibly challenging response.**
- (2) Thanks, but I would rather talk about the card game. **This choice implies a positive feeling and makes a suggestion for something better. However, it avoids the speaker’s intended message, which makes it incomplete.**
- (3) That is a compliment, and I wonder if you are telling me that you like my hat and jacket? **This message is very good because it states a fact, and asks Danielle for a discussion about fashion. Raising this topic will help Danielle express her regard for David in a way that is a) comfortable for both of them, and b) a more typical expression of regard between friends or co-workers.**
- (1) I am not interested in hearing that kind of stuff. **Invalidating and possibly threatening.**
- (1) Danielle, how many times do I have to tell you to stop that? **Cuts off all further possibility of communication.**

Page 12: Exercise 1. “I” Statement

Example: *Marie and Helping Staff*

The staff responded, “You are not staff. You cannot do everything we do.”

	Yes	No
1. Does the staff’s response state a feeling or fact without judgment? No, it is judgmental and tells Marie that she is not equal to staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the staff’s response encourage further conversation? No, it discourages Marie from responding. It tells her that she is not equal.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the staff’s response give Marie any concrete suggestions about what to do? No, it does not give Marie guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the staff’s response acknowledge any positive intent, action or word? No, this response does not acknowledge any truth in Marie’s words.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Does the staff’s response validate Marie’s efforts? No, it ignores Marie’s assistance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How does the following “I” Statement compare?

Staff: “I noticed that you are very good at pushing people in wheelchairs outside for fresh air. You are good at caring for others. We [staff] take care of people in lots of ways too. Do you agree that we are both good at caring for people?”

	Yes	No
1. Does the staff’s response state a feeling or fact without judgment? This response makes a positive judgment. It could be just as effective without the “very good” phrase.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the staff’s response encourage further conversation? Yes, because it asks a question.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Does the staff's response give Marie any concrete suggestions about what to do?
This response suggests that Marie should continue to care for people. The staff could use more concrete examples, such as "make sure that people sit in the shade to stay cool" to expand on their suggestions.
4. Does the staff's response acknowledge any positive intent, action or word?
Definitely. The focus of the response is on the positive actions.
5. Does the staff's response validate Marie's efforts?
Yes. It is telling Marie that she is doing a good job.

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Page 15: Exercise 2. "I" Statement

Example: *Edwin and the Salad Dressing*

Staff told him, "Edwin, stop that. You know you are supposed to put only a tablespoon of dressing on your salad. You are being inappropriate."

- | | Yes | No |
|---|--------------------------|-------------------------------------|
| 1. Does the staff's response state a feeling or fact without judgment?
No, it criticizes by using the word "inappropriate." | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Does the staff's response encourage further conversation?
No, it closes the door to conversation. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Does the staff's response ask for anything that would make things better?
No, the benefit of the comment about a tablespoon of dressing is lost in the lecturing tone of the sentence. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Does the staff's response acknowledge any positive intent, action, or word?
Not once does the staff acknowledge Edwin for anything. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Does the staff's response validate Edwin?
No, it suggests that he is out of synch with the rest of the group. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

The "I" Statement alternative:

Staff: "Edwin, I see that you picked diet honey mustard dressing today. I was wondering if one tablespoon of dressing would be healthier than many tablespoons of dressing. What do you think?"

- | | Yes | No |
|--|-------------------------------------|--------------------------|
| 1. Does the staff's response state a feeling or fact without judgment?
Yes, it states a fact or observation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the staff's response encourage further conversation?
Yes, by asking a question. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the staff's response ask for anything that would make things better?
Yes. It asks Edwin to compare healthy alternatives with his choice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the staff's response acknowledge any positive intent, action, or word?
Yes. It acknowledges the "diet" component to the salad dressing. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the staff's response validate Edwin?
Yes. It gives him the opportunity to use his thinking skills. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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Page 17: “I” Statement Post-test

Sample sentences using the words provided:

Wish	I wish I knew how you felt before I started cooking. Let’s talk about other ways for you to get breakfast.
Wonder	I wonder whether there is something else you might like. May I have a suggestion for tomorrow?
Think	I think that this breakfast does not appeal to you. Is there something else I could cook tomorrow?
Know	I know that there are other choices today. What do you prefer?
Would be	I would be happy to go over the other possibilities for breakfast. Let’s talk.
Happy	It makes me happy to cook for people. What can I cook for you?
Sad	I am sad that breakfast is not a success. May I have some ideas?
Confused	I am confused. I thought this was a favorite breakfast of yours.
Concerned	I am concerned. I thought I knew what everyone liked.
Delighted	I would be delighted to get some suggestions for other ways to cook.
Prefer	I try to please, and I prefer suggestions to criticisms. May I have a suggestion?
Will	I listen to all suggestions for cooking. It will make me happy to hear from you.
Content	I am sorry to hear that. What would make you content?
Respect	I respect everyone’s opinion and I like to receive respect in return. Can you try that again?
Believe	I believe that I do a pretty good job. What would make it better?
Pleased	I am pleased to try new things. May I have a suggestion?
Wait	That is a harsh comment. I will wait to discuss it later.
Work	I work hard to do a good job. I always look forward to new ideas.
Guess	I guess that today’s breakfast is not a favorite. Any suggestions?
Suggest	I am sorry to hear that. May I suggest something else?



Book 2: Fact Checking

Page 4: Fact Checking Pre-test

Example: *Jack and the Quiet Staff Person*. Possible responses from the project director:

- (3) What did you expect Henry to do when he came in? **This asks for a fact about Jack's expectations. It invites thinking.**
 - (2) He can't leave. There is no one available to take his place. **This gives Henry facts; it would be better to solicit the fact from Henry. It also cuts off further communication.**
 - (3) What did you see Henry do? **This asks for a fact about Henry's observations. It invites thinking.**
 - (1) Don't get angry. I'll work on it. **This gives a promise, not a fact. No thinking is involved.**
 - (3) What did you hear Henry say? **This asks for a fact about Henry.**
 - (1) You always think people don't like you. **This is a criticism and is an example of unconditional thinking.**
 - (3) What did you say to Henry? **This asks for a fact about Jack.**
 - (1) That is ridiculous. Henry likes you. **This statement is invalidating.**
 - (1) You are right. He should not be there if he does not care. **By agreeing with Jack's initial reaction, the staff is validating a conclusion without checking any facts. This statement encourages automatic thinking.**
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Page 6: Example: *She believes that all dogs are bad and should be avoided*

1. What kind of thinking does Catherine use when a dog is present in the environment? Regarding dogs, is she an automatic thinker or a deliberate thinker? **Catherine uses instinctive, automatic thinking.**
 2. What is the cue for the type of thinking in Catherine's case? **The cue is the presence of a dog.**
 3. What powerful emotional experience is associated with the cue? **Catherine associates fear with dogs.**
 4. Where is the association stored? **Catherine stores her fear of dogs in her memory.**
 5. What is Catherine's belief about dogs? **She believes she should avoid all dogs.**
 6. How would you characterize Catherine's belief about dogs? Is it deliberate or automatic? **Catherine's belief is automatic.**
 7. What facts in the current environment challenge her belief about dogs? Does she acknowledge these facts or dismiss them? **Catherine's supervisor and the hospital's upper management must have a different view of dogs because they approved of the pet therapy program. Catherine does not seem to acknowledge these facts. She appears to dismiss them.**
 8. When did the powerful emotional experience associated with dogs occur? **The frightening experience occurred in childhood.**
 9. Do you think Catherine's thinking and belief about dogs represents a mature and well-developed opinion, or an immature and simplistic conclusion? **This thinking about dogs represents an immature and simplistic conclusion.**
 10. Does Catherine's thinking about dogs appear adaptive, in that it is a good fit for her in her environment? Or could it cause Catherine to have problems with adaptation? **Her thinking is not a good fit for her environment and therefore could cause her to have problems with adaptation.**
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Page 9: Example: *Catherine and the Dog, continued.*

Please read the alternate deliberate thinking version for *Catherine and the Dog*.

1. What new facts from the present challenged Catherine's unconditional belief that dogs were bad? **Catherine's patients seemed to benefit from having dogs around, challenging her beliefs. Also, when her children pointed out that her brother Frank's dog was a good dog, Catherine appeared to acknowledge this challenge to her old belief.**
2. Do you think that Catherine's new belief is that "some dogs may be good" or "all dogs are good"? **Catherine's new belief is conditional; she believes that some dogs are good.**

3. Based on the story, would you guess that Catherine's basic style of thinking was automatic or deliberate? Why? **Considering that Catherine is head nurse on a hospital ward, her basic style of thinking is deliberate, since she would have to use logic and facts in this position. Her automatic thinking is limited to an old association with dogs.**
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Page 10: Example: *Sue and the Christmas Decorations*

1. What do you think Sue believed about her work crew supervisor? **She believed that her work crew supervisor would steal her decorations.**
 2. What do you suppose the staff were thinking? Were they thinking that they needed to make the boss think better of Sue? Were they thinking that they needed to help Sue think the situation through and consider the boss' words? **The staff were probably thinking that they wanted Sue's boss to think better of her. They may also be embarrassed by Sue's response.**
 3. What do you think served as the cue for Sue's automatic, fixed pattern of thinking? **Sue's cue is the phrase "I will come by one night and take them." She interprets words concretely, and these words are a perceived threat to a concrete thinker.**
 4. What do you think served as the cue for the staff's automatic, fixed pattern of thinking? **Staff's cue are the curse words Sue used. They perceive a responsibility for Sue's public behavior and consider these words to be unacceptable. Unacceptable behavior might be perceived as a threat to the staff's competence.**
 5. What was the staff's automatic, fixed response to Sue when she cursed at her boss? **The staff automatically told Sue to stop. Their actions are intended to block Sue's behavior.**
 6. Who was in the best position to coach deliberate, flexible thinking? Was it the staff or Sue's boss? **Sue's boss was in the best position to coach deliberate thinking. He is not responsible for Sue's behavior in the home and he has no history of automatic behavior in that setting.**
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Page 15: Exercise 1. Fact Checking

Example: *Dad and the Scheduled Visit*

Identify Mom's automatic thought and deliberate thought.

- a) I am a bad mom for making her go to her dad's house. **This is an automatic thought.**
- b) I agreed to a set visitation schedule in my custody settlement. **This is a deliberate thought.**

Identify a fact from the examples below that would change an automatic thought to a deliberate thought.

- a) I agreed to a specific visitation schedule in the custody agreement. I keep my word. **These are the facts.**
- b) I should have just run off with the kids. **This is an emotional, automatic thought.**

Choose an adaptive response.

- a) I will take my daughter to her dad's house for the time agreed upon in the custody order and then I will explore the situation and consider my options. **This is the adaptive response. It takes the facts into consideration.**
- b) I will keep her home. **This is a reactive response. It is contrary to the known facts.**

How would you describe the automatic response? **The automatic response is an emotional, gut reaction.**

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Page 16: Exercise 2. Fact Checking

Describe at least two different experiences where automatic thinking could have become deliberate thinking. Identify the facts that could have changed the thinking.

NOTE TO STUDENTS: Remember that automatic thinking does not use information from the current environment to make a judgment – rather, it is reactive to a cue in the environment that triggers old thoughts or beliefs. Decide if your example is automatic thinking on this basis. Then try and remember facts from the environment that could be new information that might change the meaning of the original belief.

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Page 18: Fact Checking Post-test

Example: *Jack and the Quiet Staff Person*

~~You are right. He should not be there if he does not care.~~

~~That is ridiculous. Henry likes you.~~

What did you expect Henry to do when he came in?

~~He can't leave. There is no one available to take his place.~~

What did you hear Henry say?

What did you see Henry do?

~~You always think people don't like you.~~

~~Don't get angry. I'll work on it.~~

What did you say to Henry?



Book 3: Guided Discovery

Page 4: Guided Discovery Pre-test

Example: *Kara and the Snowball*

It looks like you want to have some fun. **YES**

You should do something grown up, like sweep the sidewalk. **This statement is an invalidation of Kara’s status as an adult.**

Do you want to play? **YES**

If you keep that up, someone is going to call the cops. **This statement is threatening. It could cause an automatic reaction from Kara.**

I know that it is better to ask someone to play with you before you toss the snowball. **YES**

Come in before you get in trouble. **This statement tells Kara what to do and pairs the demand with a threat. It gives Kara two reasons to respond with an automatic reaction.**

Will you play with me? **YES**

Don’t make me tell you again to cut that out. **This statement is an implied threat. There is an implied “or else” at the end of the sentence. It tells Kara that the speaker has power and authority over her actions. It tells her to stop without asking her to think for herself. It offers her no alternate way of thinking.**

Page 11: Exercise 1. Guided Discovery

Example: *Elizabeth and the Milkshake*. Identify the techniques Elizabeth’s mother uses.

- Mom: A milkshake sounds delicious. **Active Listening, Validation**
 I can see how happy you are when you think about milkshakes. **Acknowledgment**
 I think they are yummy too. **A partial “I” Statement. Mom states a fact about her own feelings. It is not necessary for her to suggest something to make things better.**
- What do you know about milkshakes? **Fact Checking**
- Elizabeth: I don’t know.
- Mom: Are milkshakes high in calories or low in calories? **Fact Checking**
- Elizabeth: High.
- Mom: What helps you stay slim, high-calorie or low-calorie drinks? **Fact Checking**
- Elizabeth: Low.
- Mom: Which do you want to be, slim or round? **Fact Checking**
- Elizabeth: Slim.
- Mom: What is your best choice to keep slim, a milkshake or a diet soda? **Analysis**

Page 14: Guided Discovery Post-test

Example: *Kara and the Snowball*

It looks like you want to have some fun. **YES This statement validates a positive aspect of Kara’s actions.**

You should do something grown up, like sweep the sidewalk.

Do you want to play? **YES This statement represents a form of active listening. The staff “listen” to the message**

in the behavior and check with Kara to see if they heard her correctly. Active listening reinforces the validation statement and gives Kara's actions a positive label.

If you keep that up, someone is going to call the cops.

I know that it is better to ask someone to play with you before you toss the snowball. **YES This is the first part of an "I" Statement because it states a fact.**

Come in before you get in trouble.

Will you play with me? **YES This is the second part of an "I" Statement because it asks for something that will make the situation better.**

Don't make me tell you again to cut that out.



Book 4: IST

Page 4: Intensive Systems Therapy Pre-test

Example: *Mary's First Day at Her Community Home*. What would be your plan to help Mary adapt to the community home? Circle your choice(s).

A comprehensive token reward system. **This would focus Mary on objects rather than people. She is having problems with social relationships and getting along with people. It would be better to start with the real core of her needs.**

A restraint plan for aggression toward staff. **This would only reinforce Mary's mistrust of others. It would model force as a response to unwanted demands or actions. Mary is already an expert at force. She needs to learn alternate strategies.**

Activity scheduling through daily planning meeting YES Mary has no regularity to her life and no apparent sense of control other than force or avoidance. A daily activity schedule would give her an opportunity to share decisions about the use of time and resources.

Blocking access to the phone. **This would only create a conflict. Conflict is old learning. Nothing new would be accomplished.**

Teaching one problem-solving strategy YES Mary has poor problem-solving skills. Teach one single strategy until Mary masters it and uses it adaptively.

Modeling reciprocal social interaction YES Mary does not know how to manage the back-and-forth flow of social engagement. This is a fundamental skill for remaining part of the social unit. Teach this skill through repeated social modeling.

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Page 20: Intensive Systems Therapy Post-test

Based on what you now know, select a plan for Mary.

What would be your plan to help Mary adapt to the community home? Circle your choice(s).

A comprehensive token reward system

A restraint plan for aggression toward staff

Activity scheduling through daily planning meeting YES. Use the My Plan for Tomorrow Form in Appendix 2.

Blocking access to the phone

Teaching one problem-solving strategy YES. Use the Weekly IST Group Session Tracking Form (Appendix 3) and the Daily Co-Management Meeting Report Form (Appendix 1).

Modeling reciprocal social interaction YES. Use "I" Statements, Fact Checking, and Guided Discovery.