

# The Zoom Interface

The screenshot shows a Zoom Webinar window with a dark header bar. The main content area displays the TTC logo and a message: "Thank you for joining us today! You will not be on video during today's session". A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a message and a "To" field. The bottom toolbar contains icons for Audio Settings, Chat, Raise Hand, Q&A, and Leave. Annotations with arrows point to various elements: "Click here to maximize your session view" points to the top right; "Enter Full Screen" points to the top right; "You can switch between questions you've asked and those asked by others using these buttons." points to the "All questions (1)" and "My questions (1)" tabs; "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." points to the text input field; "The chat feature will allow you to talk with other people in today's webinar." points to the chat window; "The To field will tell you who will receive your message. Be mindful of who you are chatting to." points to the "To: All panelists" field; "Click here to adjust your audio settings" points to the Audio Settings icon; "Click here to leave the session" points to the Leave button.

All attendees are muted. Today's session will be recorded.

# ACCES-VR Mental Health Webinar Series and Community of Practice

Communication strategies when managing difficult situations/behaviors

Joni Dolce, MS, CRC

Rutgers University

2/17/2022



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# About Us ...

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities



# Grow Your Knowledge and Skills

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<https://bit.ly/3IU0xF4>

# We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

# Video Recording Information

## *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

# Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Please share your questions in the chat box
- Note: your question is visible to all participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- We will also have breakout sessions- these sessions will not be recorded.
- You can control who can see your chat comments.



**The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:**

**STRENGTHS-BASED AND HOPEFUL**

**INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES**

**HEALING-CENTERED AND TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS**

**PERSON-FIRST AND FREE OF LABELS**

**NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR AND UNDERSTANDABLE**

**CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS**

# Our Presenter:



Joni Dolce, MS, CRC

# Survey

[https://rutgers.ca1.qualtrics.com/jfe/form/SV\\_6eVi27cYkCsK7Pw](https://rutgers.ca1.qualtrics.com/jfe/form/SV_6eVi27cYkCsK7Pw)



# The upcoming series

2/17/22

Communication Strategies When managing Difficult Situations/Behaviors

3/3/22

Applying Communication Strategies to Effectively Manage Challenging Situations and Behaviors

Community of Practice Sessions

March 17, April 14, May 12, June 9, July 14, and August 11, 2022 | 1:30-2:30 pm ET

1

Define the role of empathy in vocational rehabilitation/counseling.

2

Identify core listening skills in counseling.

3

Describe de-escalation communication techniques when handling challenging behaviors.



# Review



# Breakout Room Activity

Think about a change that you recently made or are considering. Answer the following:

- Was there someone who supported you in this change? How did they support you? What were their qualities and characteristics that were helpful in your change process?

Note: identify at least three to four people in your group to share.

**Please only talk about something you are comfortable discussing with others.**



# Empathy in Rehabilitation Counseling



How do you communicate empathy?





# Listening

Manner of presentation

Tone of voice

Words we use

# Listening Focusing Upon the Person

Internal experiences

External behaviors

- Resist Distractions



**Warning:  
Incongruence**

# Listening Exercise

What are some of the barriers to listening?

Example of SOLER

1. Squaring
2. Open posture
3. Leaning
4. Eye contact
5. Relax

# Avoid Lots of Questions

Threatening

Defensive

Leading

Listening:  
How did the person express  
themselves?

Were there gaps?

What was their affect?

How was the content?





# Communication and Crisis

Adapted from materials by Lue Ann Librera and Peter Basto for PSRT1102 Communication Techniques

# Communication & Crisis

The background of the slide features a warm, orange-hued sunset or sunrise sky. In the foreground, the dark silhouettes of several people are visible, appearing to be in a room with large windows. The silhouettes are positioned in the lower half of the frame, with one person in the center-left and another in the center-right, both facing each other as if in conversation. The overall mood is contemplative and serious.

A crisis constitutes a loss of control

Resolving the crisis involves restoring control

# Common Causes of Crises

## Psychiatric

- Symptoms
- Substance use
- Both

## Internal

- Frustration
- Anger
- Fear
- Immaturity
- Medical

## External

- Loss
- Victim
- Trauma

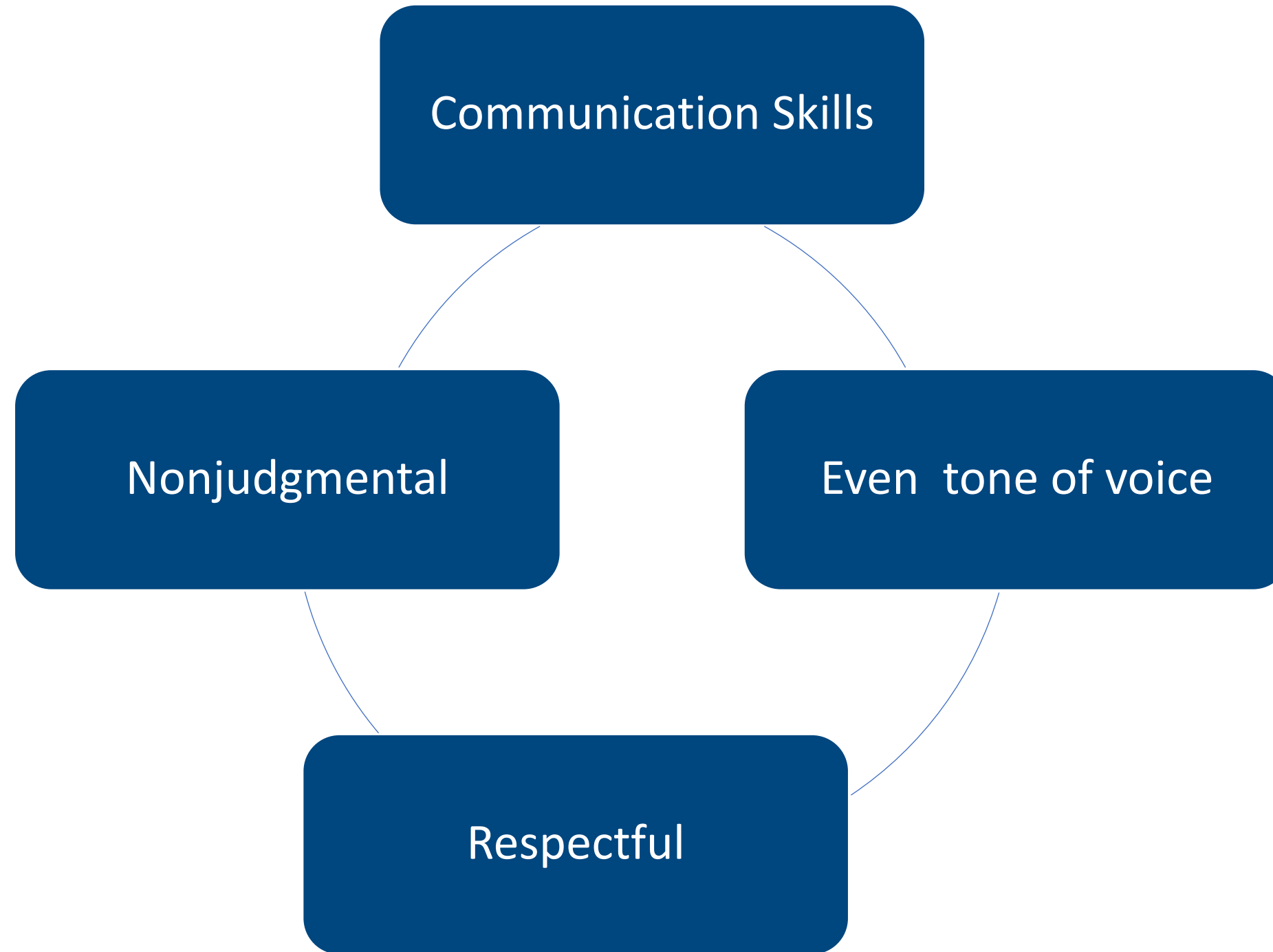
# Procedures for Help

Read policy & procedures

How and who do you call for help?

What do you do if off site?

# Deescalate a Crisis



# More

Ventilate  
Feelings

Summarize

Create  
choices

Focus on  
present

# Questions to Ask

From the way you are seated you look depressed; tell me what you are experiencing.

I know you are upset about \_\_\_\_\_. Tell me more.

Tell me what is making you upset.

Describe to me what you're experiencing, seeing or hearing.

# Recognizing a Developing Crisis

Usual vs. unusual behavior

Evaluate behaviors

Is relapse occurring?

Determine safety risk



# If Agitated

Arms length  
away

Place  
barriers

Know exits

# James

- James meets with you for the first time in your office. He seems distracted and unable to focus. You are trying to gather the necessary information to assist him in getting registered for services. He is actively experiencing symptoms, such as responding to auditory hallucinations, inability to concentrate, and moving from one topic to the next.

How will you respond?

How will you show empathy?

What questions will you ask?

What questions will you avoid?

What are your next steps?

# Jasmine

- Jasmine was referred to you by the local behavioral healthcare agency. They have a diagnosis of bipolar disorder. However, when you meet with them, they are adamant that they do not have a diagnosis and express uncertainty as to why they were even referred to you. They get very annoyed and begin raising their voice and express that they are insulted by what you are saying.

How will you respond?

How will you show empathy?

What questions will you ask?

What questions will you avoid?

What are your next steps?

# Isaiah

- Isaiah has been working for about two months as a pharmacy technician. Today, he comes into your agency unannounced and seems upset. He tells you that he is not happy with the services he's receiving from his job coach and is planning on quitting his job. He says the job coach is not helping him and he is getting in trouble with his boss for coming in late everyday. He said he's so stressed that he's been drinking more lately, which he's concerned about because he had been sober for over three years. He is so angry he says he is going to go to the job coach's office and give them a piece of his mind!

How will you respond?

How will you show empathy?

What questions will you ask?

What questions will you avoid?

What are your next steps?

# Your examples

# Takeaways



# Preparation for 3/3/22 Session

## Application and Discussion

1. Identify a time when you needed to effectively manage a challenging situation or behavior.
2. What was the situation?
3. What were the communication techniques you used?

# Question and Answer





# Mental Health Resources

Bazelon Center for Mental Health Law

[www.bazelon.org](http://www.bazelon.org)

National Alliance on Mental Illness (NAMI)

[www.nami.org](http://www.nami.org)

National Institute of Mental Health

[www.nimh.nih.gov](http://www.nimh.nih.gov)

National Mental Health Association

[www.nmha.org](http://www.nmha.org)

US Dept. of Health and Human Services Substance Abuse and Mental Health Services Administration

[www.samhsa.gov](http://www.samhsa.gov)

U. S. Psychiatric Rehabilitation Association

[www.uspra.org](http://www.uspra.org)

Work Incentives Planning and Assistance

<https://www.ssa.gov/work/WIPA.html>

# References

Carkhuff, R.R. (2009). *The Art of Helping in the 21st Century - Student Workbook*. Amherst, MA: Human Resources Development Press, Inc.

Egan, Gerard (2010) *The Skilled Helper-Ninth Edition*. Thomson Brooks/Cole

# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



# Connect With Us

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