

# Contents

	<i>Preface</i>	ix
<b>1</b>	<b>Introduction</b>	<b>1</b>
	Recommended reading	7
<b>2</b>	<b>Helpful and effective communication – the views of users of services</b>	<b>8</b>
	Helpful and effective communication from the clients' perspective	10
	Lessons about helpful and effective communication from the client-based literature for current social work and social care	16
	Helpful and effective communication from the perspective of users of services	18
	Recommended reading	24
<b>3</b>	<b>Types of communication: symbolic, non-verbal and verbal</b>	<b>25</b>
	Symbolic communication	26
	Non-verbal communication	32
	Verbal communication	39
	Questioning or probing	40
	Probing	42
	Reflection	42
	Conveying empathy	43
	Focussing	44
	Summarizing	45
	Confrontation and challenging	46
	Hindrances to communication	47
	Conclusion	51
	Recommended reading	52

<b>4</b>	<b>Types of communication: written and information technology</b>	<b>54</b>
	Written communication: reports and records	54
	Letters	55
	Report-writing	56
	Recording	59
	Agency records	60
	Worker records	63
	Supervision and worker support	65
	Records for users of services	67
	Information technology	69
	Summary	73
	Recommended reading	74
<b>5</b>	<b>Building and maintaining relationships</b>	<b>75</b>
	Genuineness	76
	Warmth	79
	Encouragement and approval	82
	Empathy	84
	Responsiveness and sensitivity	86
	Conclusion	88
	Recommended reading	89
<b>6</b>	<b>Attending and listening</b>	<b>90</b>
	Preparing for attending: context	90
	Preparing for attending: ourselves	93
	Attending	94
	Listening	97
	Listening to experiences	99
	Listening to accounts of behaviours	100
	Listening to feelings and affect	100
	Problems in listening	101
	Silence	105
	Conclusion	106
	Recommended reading	107
<b>7</b>	<b>Sharing information</b>	<b>108</b>
	Gaining information	109
	Paraphrasing and reflection	110
	Clarification	111
	Questioning and probing	112
	Giving information	118

Effective information giving	120
Presentation of information	121
Information as 'bad' news	121
Written information	122
Information giving: other techniques	124
Sharing information with colleagues from other disciplines	126
Giving advice	126
Effective giving of advice	128
Sharing information in interprofessional working	129
Accessing information for social workers	130
Conclusion	131
Recommended reading	131
<b>8 Shared purpose and assessment</b>	<b>133</b>
Introduction	133
Clashes in perspective	133
Lessons from the literature about clashes in perspective	136
Assessment and a contractual approach in social work	137
A contractual approach	139
The use of a contractual approach: complications and reservations	141
Skills for using a contractual approach	143
Problem specification	143
Ranking, prioritizing and goal setting	146
Summarizing and feedback	147
Focussing	149
Negotiation	150
Working with resistant or reluctant users of services	153
Verbal or written contractual approaches	155
Conclusion	156
Recommended reading	159
<b>9 Intervention: non-verbal and verbal techniques for enhancing behavioural and attitudinal change</b>	<b>160</b>
Relationships, process and outcomes	160
Realistic approaches to social work: structural or personal intervention	161
Effective intervention skills	164
Non-verbal influence	166

	Verbal techniques	168
	Empathy	168
	Reflection and clarification	170
	Questioning and probing	171
	Giving information and advice	171
	Summarizing and focussing	173
	Interpretation	174
	Challenging or confrontation	177
	Stimulating awareness	178
	Helping people to explore consequences of behaviour or actions	180
	Challenging discrepancies, distortion, self-defeating beliefs, games and excuses	181
	Conclusion	185
	Recommended reading	186
<b>10</b>	<b>Intervention: written techniques for changing attitudes and behaviours</b>	<b>188</b>
	Decision taking	188
	Changing attitudes	190
	Monitoring and changing behaviour	191
	Dealing with the past	193
	Dealing with feelings	197
	Conclusion	201
	Recommended reading	202
<b>11</b>	<b>Conclusion</b>	<b>203</b>
	<i>References</i>	208
	<i>Index</i>	220

# 1

## Introduction

Effective communication is an essential component of social work and social care which includes, for example, providing basic care, giving advice, making assessments, providing care packages, counselling, writing reports, acting as advocates for service users, and working in interdisciplinary settings with health, education, housing and criminal justice. It is necessary for social workers to have effective communication skills if they are to promote self help and empowerment. While the language of community care planning, with its emphasis on care management, brokerage, the purchaser/provider split and devolved budgets, sounds technocratic and impersonal, care managers and providers need to use a range of communication and interpersonal skills if community care is really to mean real choice and personalized services for service users. Social workers in childcare, whether protection or prevention, field or residential, and staff providing professional care and control in criminal justice also need to use a range of communication and interpersonal skills.

While major problems facing users of social work services remain those of poverty and discrimination or oppression on the basis of race, class, gender, age, disability and any amelioration or solution requires political and structural change, social workers and social care workers are faced with the immediate impact of structural problems on individuals and families and the need to work with them to improve on or ameliorate their particular situations. They are also faced with more individual problems, for example, in relation to attachment and loss (Aldgate, 2007; Rochford, 2007). This engagement in direct interaction requires the use of the range of communication skills examined in this book.

One reason for wanting to write this book, therefore, was that communication skills are at the core of social work and social care, and, indeed also interprofessional work in health, education and criminal justice. A second reason was that understanding and knowledge about effective communication is derived from a variety of sources, for example social

psychology, evaluation research, social work theory, and research into users' and carers' perceptions of social work. This range of knowledge requires integration and application to social work. A third reason is that, while training in social work acknowledges the importance of communication skills, our knowledge about their use in real practice is very limited. Partly this is because in many settings, particularly fieldwork and secondary settings, social work has been an 'invisible' profession, practised in private and unobserved (Pithouse, 1987). Partly it is because few research studies examined, even descriptively, workers' behaviour and interaction with clients (Baldock and Prior, 1981; Lishman, 1985), let alone attempted to evaluate the effectiveness of different communication techniques and styles.

My aims in this volume are:

- to draw together knowledge from different sources about the communication skills we need for effective social practice in social work and social care and to present these in a clear, readily available way;
- to apply this knowledge to social work and social care in a range of contexts and settings;
- to help the reader then draw on this knowledge to apply to his or her own practice;
- to help the reader reflect on and be aware of his or her own communication and its impact.

Let us consider the following two social workers. The first is interviewing a female service user who referred herself to her GP because she was anxious that she was punishing her seven-year-old son excessively. In the interview the social worker's voice is gentle and soft. She appears attentive and listens carefully. She checks that she has understood what the woman is saying. She smiles frequently, her face is expressive and she appears warm, interested and sympathetic. Her responses are supportive to the woman and she reinforces positive behaviour on her part, e.g. 'Don't play it down. Aren't you pleased to have managed that?' She clarifies what the woman says, and shows verbally that she is understanding her.

In contrast a worker is interviewing a young man who is on a probation order, and who has just re-offended by serious housebreaking. In the interview the social worker's voice sounds rather cold and harsh. She fidgets and moves about impatiently as if she has heard it all before. She does not smile and her face is impassive and serious: her only facial expression is to frown. She questions in quite an abrupt way, 'Well, what was it about, then?' and rejects the answer, 'I know it was about house-

breaking but ...? She does not appear supportive and does not check out her understanding of the young man. Her responses are often critical and she confronts the probationer with her scepticism about his future behaviour and ability to stay out of prison.

These are two very different service users with different problems and agendas observed in two different interviews and two different communication styles on the part of the worker. Interestingly, the social worker is the same person!

The interviews are described because they raise central questions about communication in social work. What skills are used? Do these skills change in response to the person requiring a service? Does a social worker use the same skills regardless of the user of service or the problem? Can we say that individual social workers have individual communication styles? The answers to these questions are descriptive. We need also to ask what communication skills are effective and, more specifically, what communication skills are effective in what settings, with which specific users of services and for what purposes? These questions are evaluative. As workers in social work and social care we need to reflect on both of these questions. What is my preferred individual communication style and how am I perceived? How effective is my communication?

The answers, in so far as there are answers, are drawn from a range of sources. Social psychology can help us to understand the meaning and interpretation of our non-verbal and symbolic behaviour, the relevance of class, race and gender to verbal communication, and influences on interpersonal perception, such as stereotyping. Behavioural theory reminds us of the importance of reinforcement and modelling.

Research into clients' perceptions in the 1970s and 1980s and into the views of service users thereafter, gives us clear feedback about social workers' communication skills or lack of them (Trevithick *et al.*, 2004). Evaluative research in social work, psychotherapy and counselling highlights the importance of the worker showing empathy, warmth and genuineness – the 'core conditions' for effective helping – and of the use of contract-based intervention and focussed intervention methods such as task-centred work.

Practice theory in social work has confidently prescribed how we ought to behave and communicate. Unfortunately the evidence to support such prescription is more limited. Although a great deal has been written about the beliefs, knowledge and qualities expected of social workers, there remains a debate about the nature of social work practice and a lack of empirical knowledge about the skills we use which distinguish social work from other professions.

This book draws upon practice theory, even where it has not been rigorously researched, provided it is supported by collective practice experience and evidence from relevant sources such as social psychology or evaluation research.

It also draws on colleagues', students' and my own practice experience: practice experience and wisdom must contribute to the development of knowledge and theory in social work, but equally social workers need to draw on relevant research and evidence (Lishman, 2007).

Policy development, as outlined in the Preface, is the social policy context in which communication in social work and social care is practised. Particular relevant policy agendas are:

- the involvement of service users and carers in the development and evaluation of policy and practice;
- the importance of providing personalized service (Leadbetter, 2004);
- the necessity of developing and using evidence-based and research-minded practice;
- the importance of integrated services and interdisciplinary work;
- the relevance and application of new information and communication technologies (ICT).

In relation to the involvement of service users and carers we also need to pay attention to the views of users of services who feel they are *involuntary*, e.g. in criminal justice and in childcare and protection and in mental health.

Terminology in relation to people who use social work and social care services is complicated. As Cree and Davis (2006) comment, 'The term "service user" has been used for a number of years in preference to the term "client" as a convenient and neutral shorthand expression to denote those who are receiving social work services' (p. 3). The term 'patient' in relation to the National Health Service and health care is universal. However, in social work and social care people who receive services are not a homogeneous group. For example, carers who receive services may have specific requirements which are very different from those of service users who receive services. Not all users of services wish to receive the service they are given: in child protection and criminal justice they are compelled to receive service as involuntary 'service users'. Professionals engaged in social work and social care may themselves be service users or carers. They may historically have been involuntary service users.

In this edition I use the generic term 'users of services' to include voluntary and involuntary service users and also carers. Where different perceptions in relation to communication emerge I will define more specifically which group of 'users of services' is being referred to.

In relation to the personalization of services agenda (Leadbetter, 2004) for all users of services, voluntary or involuntary, carer or service user we need to draw on the range of their perceptions about what they experienced. Did the communication between the agency, worker and user of services contribute to a personalized experience rather than a more routine one? Did it contribute to useful and effective outcomes? Where might the limits of a personalization agenda lie? Cox (2008), for example, is very clear in relation to family group conferencing: ‘Not all families are their own experts’ (p. 80). In order to attempt to address these questions we need to use an evidence-based approach (Lishman, 2007) where it is available, but also a critical reflective approach to practice (Fook, 2007). We need to practise by using and applying the best available evidence *and* our critical reflective analysis of this evidence.

Chapter 2 examines research findings on what users of services believe constitute helpful and effective communication. Rees and Wallace (1982) argued that these judgements were the most important criteria in evaluating social work and the personal social services. They believed that social workers’ accountability to users of services should take ‘precedence over accountability to agency or profession and that, in response to problems which are largely structural, social workers’ responsibility is never to lose sight of the needs of the most powerless people’ (p. 58). This must involve seeking and actively responding to their perceptions and evaluations.

This tension between accountability to the agency and accountability to users of services has remained, as has the tension between resources available and the requirements of and need to empower users of services.

The chapter integrates relevant findings from the earlier client-based literature with an examination of how, more recently, users and carers have evaluated the effectiveness of the communication they experienced from social workers and more generally in social care.

Chapters 3 and 4 examine different kinds of communication: symbolic, non-verbal, verbal and written. Symbolic communication involves aspects of our behaviour and presentation – such as punctuality, dress, the kind of food we provide in residential care, and the kind of basic care we give – which convey a symbolic as well as literal message to users of services about our respect or basic care for them or about the power relationship between us. Non-verbal communication is precisely that; not spoken communication but communication through behaviour such as facial expression, gaze, orientation and body movement.

Verbal communication is what we say and includes questioning, reflection, focussing, summarizing, challenging and confrontation. Ver-

bal communication involves the use of language, and we need to be aware that the worker and the users of services may not share the same language. Interpretation, with its implications for clear communication, may be necessary.

Written communication is essential work, not least in terms of recording and accountability. Communication by information technology has begun to replace written communication as a means of case recording but it is also a means of direct communication with vulnerable users of service (Rafferty, 2000). The use of information technology in communication with users of services is therefore an integral part of this book.

Subsequent chapters apply different kinds of communication to different purposes of social work. Chapter 5 examines relationship building and maintaining, and the skills of conveying genuineness, warmth, acceptance, encouragement, empathy and responsiveness. Chapter 6 examines the skills involved in attending and listening, including the use of silence. Chapter 7 is about sharing information: getting information by using reflection, paraphrasing, clarification, questioning and probing, and giving information and advice in either verbal or written form. Chapter 8 examines the use of contracts and the skills involved: summarizing, focussing and negotiation. Finally, Chapters 9 and 10 examine intervention skills and means of helping users of services to achieve change in attitudes or behaviour. Here we are concerned with the use of influence, both with skills like questioning, probing, advising, summarizing and focussing which were examined previously and with new skills such as interpretation and confrontation.

The skills identified and examined throughout the book are transferable skills. They are applicable across a range of settings, including group care, fieldwork and secondary settings, and to a range of users of services, including children, older people, people with learning difficulties, people with mental health problems and people with disabilities. They need to be applied with full understanding of the implications of structural differences, e.g. class, gender, age and ethnicity, for effective communication.

These transferable skills need to be used with colleagues. The skills involved in engaging, listening, negotiating and challenging are equally relevant to communication in work groups and multidisciplinary teams. I hope that readers will find the examination and discussion of skills applicable not only to working with users of services, but transferable to interdisciplinary communication in their work settings.

Finally, writing about communication is inevitably limited and problematic. Communication is an activity which has to be performed and practised. In order to develop skills, feedback has to be sought and acted

upon. The reader must therefore first consider and reflect on the discussion in this book, but also, and more importantly, consider how to apply, use and practise the skills identified in each chapter, and seek feedback from users of services and colleagues or video in order to develop further competence in using them.

### putting it into practice

Knowledge about communication is drawn from a number of disciplines. Reflect on your own sources of knowledge about communication skills. They may not refer to areas of social care but your own experiences of who you perceived to communicate effectively and why and how.

Consider the two service users described in this introduction and how they were treated by the same social worker. Reflect on how you, like the social worker, communicate verbally and non-verbally with different people, and why and how.

### Recommended reading

The SCIE website ([www.scie.org.uk](http://www.scie.org.uk)) provides useful knowledge reviews, for example 'Teaching and Learning Skills in Social Work Education' (2004), 'Teaching Learning and Assessment Skills with Children and Young People in Social Work Education' (2006), 'Types and Quality of Knowledge in Social Care' (2003).

# Index

- ABC model 192  
acceptance 76, 79  
access to information  
    social workers and research  
        information 130–1  
    users of services 21, 22, 59–60,  
        66, 67–9  
Access to Personal Files  
    Act 1987 67  
access to services 20–1, 22  
accountability 5, 61–2, 141  
actions, consequences of 180–1  
activity 12, 17, 32  
advice 12, 14, 16, 126–9, 171–3  
affect *see* feelings  
age 13, 17, 35  
agency records 60–2  
agreement, mutual 15, 142, 152  
anxiety 11, 16, 48, 85–6  
applicability of  
    information 121  
approval 76, 82–4  
Argyle, M. 33, 167  
assessment 41–2, 114  
    contractual approach *see*  
        contractual approach  
assumptions, unchecked 48  
attending 6, 90–6, 106  
    conveying 94–6  
    preparing for 90–3  
    *see also* listening  
attitudes 36, 190–1  
authenticity 207  
authority 11, 13–14, 157  
awareness, stimulating 177,  
    178–80  
bad news 121–2  
Balloch, S. 91–2  
Barnes, D. 21  
Barrett, G. 118, 130  
baseline 191–2  
bed blocking 184  
behaviour  
    exploring consequences of 177,  
        180–1  
    listening to accounts of 100  
    monitoring and changing 191–3  
    stimulating awareness 178–9  
behaviourism 3, 82–3  
bereavement 80, 171–2  
Beresford, P. 19, 20, 22, 23, 99,  
    118–19, 143  
Berne, E. 183  
Best Treatments 125  
Bichard Report 69, 126  
boredom 102  
Bowlby, J. 31  
brainstorming 145, 188–9, 190  
Breakwell, G.M. 29  
Butler, I. ix–x  
care, symbolic 26–9  
care management 134, 163  
carers 8  
Carkhuff, R.R. 46, 76  
challenging 46–7  
    as intervention 177–85  
change 161–4  
change agent activity model 164  
checklists 145–6  
child abuse 60, 117, 197–8  
child protection 161

- children 152, 205
  - child care problems and clashes of perspectives 135
  - communication with 19, 200–1
  - empathy and anxiety of families 85–6
  - giving information to parents 172
- Children's Hearings 58–9
- clarification 111–12, 170
- clarity 120–1
- clashes in perspective 15, 18, 48, 110, 133–7
  - negotiation 150–3
- client perspective 3, 8, 9, 10–18
  - see also* users of services
- Climbié, Victoria 91
- closed questions 40–1, 114–15
- Clough, R. 78
- Clyde Report 116
- cognitive behavioural
  - intervention 191–2
- cognitive orientation 175
- collectivist cultures 35
- Collins, S.A. 141
- Colwell Inquiry 61
- computer information
  - packages 125
- concern 10, 16
  - conveying symbolically 31–2
  - unreliability and lack of 31
- confidentiality 126
- confirmatory feedback 148
- confrontation 46–7
  - as intervention 177–85
- consequences of behaviour/
  - actions 177, 180–1
- consultation meetings 21
- contractual approach 6, 137–58
  - assessment and 137–9
  - complications and reservations 141–3
  - examples 139–40
  - skills for using 143–53
  - verbal or written 155–6
  - working with resistant or reluctant users of services 153–5
- control 14, 18
- Corden, J. 142
- corrective feedback 148
- costs and benefits list 189–90
- Coulshed, V. 25–6, 65, 97, 100, 195–6
- covert behaviour 100
- Cree, V. 4, 8, 23
- criminal justice 155, 160–1
  - report writing 56–8
- crises 149
- Croft, S. 118–19
- culture 27–8, 30
  - eye contact 37
  - high and low context cultures 33
  - proxemics 34–5, 36
- culture deficit approach 95
- culture sensitive approach 95
- D'Ardenne, P. 29, 51
- Data Protection Acts 67
- Davies, M. 26, 27, 139, 141, 162
- Davis, A. 4, 8, 23
- decision taking 188–90
- dementia 172
- devolution xi–xiii
- diaries 191–2, 198–9
- Dillon, J. 40
- direct questions 41, 115
- directiveness 173
- discrepancies 46–7, 177, 181–2
- distance, interpersonal 34–6, 79
- distortions, challenging 182
- diversity 196, 206
- Doel, M. 68
- Drakeford, M. ix–x
- drawing 200–1
- dress 29–30
- Dryden, W. 179, 192
- DVDs 124, 179
- dynamic communication 70
- ecomaps (star diagrams) 195–6
- Egan, G. 42, 43, 45, 46, 47, 85, 94, 97–8, 99, 100, 103, 140, 148, 149–50, 154, 177
- Ellis, A. 179
- emails 56, 69–72, 199
- emoticons 71, 72
- emotions *see* feelings
- empathy 10, 71, 76, 84–6, 101
  - conveying 43–4
  - and intervention 168–70
- empowerment 11, 18, 118–19, 157

- encouragement 76, 82–4  
 environment, physical 26–9, 47, 90–3, 205  
 evaluation  
   agency 62  
   workers 63–4  
 evaluative listening 103–4  
 evidence-based practice 4, 5, 130–1, 165  
 exchange model of  
   assessment 138–9  
 excuses 184  
 experience 13, 17  
   listening to experiences 99  
   past experience as hindrance to  
     communication 48–9, 93  
 expertise 12–13  
   clashes of perspective 134, 135  
   of users of services 21, 22, 133, 135  
 explicitness 142, 173  
 eye contact 37–8, 79–80, 95
- facial expression 38, 87, 95  
 Fahlberg, V. 196  
 Fakhoury, W.K.H. 70  
 family group conferences 136, 184  
 family trees 194–6  
 fear 11, 16  
 feedback 96  
   contractual approach 147–9  
 feelings  
   listening to 100–1  
   stimulating awareness 179–80  
   written communication and dealing  
     with 197–201  
 filtered listening 104  
 financial help 16, 134  
 financial records 60–1  
 Fischer, J. 201  
 Fisher, M. 14, 135  
 flame wars 71  
 focussing 44–5  
   contractual approach 149–50  
   and intervention 173–4  
 food 27–8
- games 183–4  
 garbled questions 116, 117  
 gender 35
- genograms 194–6, 201  
 genuineness 76–9, 207  
 goals  
   negotiation 150–3  
   setting 146–7  
 Grampian Community Care  
   Plan 126  
 group care 66, 91, 203–4  
 guidance 14, 16, 127  
 Gurney, M. 66, 67
- Hall, E.T. 10, 28  
 Hall, L. 192–3, 197–8, 199  
 Hanrahan, P. 165  
 head nodding 34, 38, 96  
 health settings 91, 204  
 hearing impairment 21, 33  
 help lines 124  
 high context cultures 33  
 Hill, M. 195–6  
 hindrances to communication 47–51  
 histories, written 193–7  
 home visits 91–2
- immediacy 79  
 immediate action 44  
 inadequate listening 103  
 incomplete perceptions 180  
 indirect questions 41, 115  
 individualist–reformist  
   approach 163  
 individualistic cultures 35  
 information  
   access to *see* access to  
     information  
   overload 47  
   storage 62  
 information sharing 6, 108–32  
   accessing research  
     information 130–1  
   gaining information 108–18  
   giving information 108–9,  
     118–26, 171–3  
   giving advice 12, 14, 16, 126–9,  
     171–3  
   interprofessional working 69,  
     109, 118, 126, 129–30  
 information technology 6, 69–72  
   *see also* emails; internet  
 integrity 207

- internet 69–72, 110, 125
- interpersonal distance 34–6, 79
- interpersonal problems 134–5
- interpretation 174–6
- interpreters 21, 49–51, 102–3
- interprofessional working 6, 20, 46, 51–2, 204–5
  - attending and listening 96, 106
  - challenging 185
  - information sharing 69, 109, 118, 126, 129–30
  - non-verbal communication 167, 168
- interruptions 47, 204
- intervention 6, 160–202
  - effective intervention skills 164–6
  - negotiation and means of 150–3
  - non-verbal influence 166–8
  - relationships, process and outcomes 75, 160–1
  - structural or personal 161–4
  - verbal techniques 168–85
  - written techniques 188–202
- interviewing rooms 28, 29
- involuntary users of services 4, 16, 22
  - contractual approach 153–5
  - written interventions 201
- Joinson, A.N. 71
- Joseph Rowntree Foundation 130
- judgements 68
- Kadushin, A. 105–6, 116–17, 127, 128–9, 173, 175, 176, 177, 185
- Kadushin, G. 105–6, 116–17, 127, 128–9, 173, 175, 176, 177, 185
- Keenan, C. 204
- Keeping, C. 130
- kinesics 34, 37–9
- knowledge 12–13, 17–18
- Koprowska, J. 123
- Langan, M. 163
- language 21
  - translators and interpreters
    - as hindrance to communication 49–51
    - written information 122–3
- Lawson, B. 68
- leading questions 116
- Lee, P. 163
- legal records 60
- letters 55–6
  - as intervention 199–200, 201
- Ley, P. 119
- life snakes 193–4, 201
- life space 204
- life story books 193, 196–7
- Lishman, J. ix, x, 63, 75, 86, 142, 175–6, 177
- listening 6, 10, 17, 90, 97–106
  - to accounts of behaviours 100
  - to experiences 99
  - to feelings and affect 100–1
  - problems in 101–5
  - silence 105–6
  - see also* attending
- lists 145–6, 189–90, 197–8
- Lloyd, S. 192–3, 197–8, 198, 199
- low context cultures 33
- Macdonald, G. 82
- Mahtani, A. 29, 51
- maintenance 162
- Maluccio, A.N. 12, 127
- manageable sub-problem 150
- management control 61
- Marris, P. 122
- Marsh, P. 144
- material help 16, 134
- Mayer, J.E. 9, 15, 48, 128, 134
- McGuire, J. 95, 96
- media 124–5
- Mehrabian, A. 36, 86
- mental health problems 72, 172
- Milner, J. 138
- modelling 201–2
- motivating feedback 148
- movements, body 38–9
- multi-functional communication 70
- multi-modal communication 70
- multiple questions 116, 117
- mutual agreement 15, 142, 152
- mutual respect 130
- mutuality 141
- National Perceptions Forum 125
- negotiation 150–3
- Nelson-Jones, R. 47, 93, 148

- Ness, Caleb 91, 139  
 Nicolson, P. 65  
 nodding the head 34, 38, 96  
 non-judgemental approach 11, 13  
 non-selective listening 98  
 non-verbal communication 5, 32–9,  
 72, 77, 86–7  
 intervention techniques 166–8  
 kinesics 34, 37–9  
 listening and attending 94–6,  
 97–8  
 proxemics 34–7, 79  
 reinforcers 38, 83, 167–8  
 non-verbal leakage 38–9, 97  
 NSPCC 71
- O’Byrne, P. 138  
 office appointments 20–1, 92, 205  
 O’Hagan, K. 65  
 older people 27, 152  
 Oliver, J. 28  
 online communication 69–72, 110,  
 125  
 open access 59–60, 67–9  
 open questions 40–1, 113–15  
 Orme, J. 25–6, 65, 97, 100, 195–6  
 outcomes  
 clients’ views on achieving desired  
 outcomes 12–16  
 process and 75, 160–1  
 overload 47  
 overt behaviour 100
- palliative care 143  
 paralanguage 39  
 paraphrasing 42–3, 110–11, 112  
 Parker, J. 25  
 Parkes, C.M. 122  
 partnership 21, 22, 136–7, 141, 157  
 past, dealing with the 193–7  
 Payne, M. 144, 163–4  
 personal intervention 161–4  
 personal space 34–6, 79  
 personalization of services 4, 5, 10  
 physical environment 26–9, 47,  
 90–3, 205  
 policy ix–xiii, 4  
 positive reinforcement 82–4  
 posture 36, 94  
 power 12–13, 205  
 differentials and the contractual  
 approach 156–7  
 empowerment 11, 18, 118–19,  
 157  
 non-verbal communication  
 and 166–7  
 practice theory 3–4  
 Preece, J. 71  
 preoccupation 48  
 preparation 90–3  
 presentation of information 121  
 previous experience 48–9, 93  
 Priestley, P. 95, 96, 144, 145  
 Prince, K. 60  
 prioritizing 146–7  
 probing 42, 115, 171  
 problem specification 143–6  
 procedural model of assessment 138  
 process, outcomes and 75, 160–1  
 proxemics 34–7, 79  
 psychodynamic orientation 175  
 punctuality 30–1, 94, 96  
 purpose  
 perspectives on purpose of social  
 work 163–4  
 shared 15, 18, 133–59
- questioning 11, 40–2  
 gaining information 112–18  
 and intervention 171  
 questioning model of  
 assessment 138
- radical social work 162  
 Rafferty, J. 69, 70  
 Randall, P. 25  
 range of options 121  
 ranking 146–7  
 reception/receptionists 10, 16, 28  
 reciprocity 141  
 records 54–5, 59–69  
 agency records 60–2  
 for users of services 67–9  
 worker records 63–7  
 Rees, S. 5, 9, 11, 12, 13, 14  
 reflection 42–3, 110–11, 112, 148  
 and intervention 170  
 reflective practice 64, 165  
 reflective–therapeutic approach 164  
 Reid, W.J. 165

- reinforcement 82–4, 97
  - non-verbal 38, 83, 167–8
- Reith, D. 62, 63
- relationship-based social work 9
- relationships 6, 75–89, 160–1, 165, 184
  - empathy 76, 84–6
  - encouragement and approval 76, 82–4
  - genuineness 76–9
  - responsiveness and sensitivity 76, 86–8
  - warmth 76, 79–81
- relevance of information 120
- reliability 30–1
- reluctant users of services 153–5
- reports 54–5, 56–9
- ‘Rescue me’ game 183–4
- research information, access to 130–1
- residential care 26–7, 78, 169–70, 203–4
  - warmth 80–1
- resistant users of services 153–5
- respect 28
- responsiveness 38, 76, 86–8, 167
- risk assessment 139
- Robinson, L. 33, 36
- Rogers, C.R. 76, 79
- Rojek, C. 141
- Rowett, C. 29
- Rozelle, R.M. 39
  
- SCIE 19, 130
- Scotland xi–xiii, 56–9
- Scott, M. 179, 192
- seating arrangements 29, 36, 92
- self-awareness 93, 207
- self-defeating beliefs 179, 182–3
- self-determination 127
- self-disclosure 78
- self-image, changing 190–1
- semi-verbal recognitions 97
- Senior Line 124, 125
- sensitivity 10, 17, 76, 86–8, 149
- sentence completion 144
- service users *see* users of services
- Shackman, J. 49, 50
- shame 85
- shared purpose 15, 18, 133–59
  
- silence 105–6
- Smale, G. 138–9, 141, 164, 177
- smiling 38, 80, 95
- snakes, life 193–4, 201
- Social Enquiry Reports 56–8
- social learning theory 82–3
- social model of disability 99
- social psychology 3
- socialist-collectivist approach 163
- SOLER behaviour 94
- speech problems 102
- squiggles game 200–1
- star charts 192
- star diagrams (ecomaps) 195–6
- stereotypical listening 104
- stereotyping 48
- Streatfield Committee 58
- structural intervention 161–4
- structural orientation 175
- structural problems 1, 162–3, 206
- Suler, J. 72
- summarizing 45–6
  - contractual approach 147–9
  - and intervention 173–4
- supervision 65–7
- support, for workers 65–7
- SWIA 123–4, 125
- symbolic communication 5, 26–32, 39
  - conveying concern 31–2
  - dress 29–30
  - physical environment and symbolic care 26–9
  - punctuality and reliability 30–1
- sympathetic listening 104–5
  
- target for change 150–3
- Tarr, J. 126
- task-centred approach 157
- territory 29
- Thompson, N. 54, 55
- thoughts 179, 180
- Thurlow, C. 70
- time
  - limitations 205–6
  - management 30–1
  - timescale for action 190
  - timing of information 120
- Timms, N. 9, 15, 48, 128, 134
- Titterton, M. 139

- touch 36–7, 80–1
- transactional communication 70
- transference 49
- translation 49–51, 102–3
- Trevithick, P. 26, 30, 31, 41, 64, 98, 114, 119, 126, 127, 128, 137, 148, 149, 178
- Truax, C.B. 76
- trust 120, 121–2, 130, 160
  
- unchecked assumptions 48
- users of services 2–3, 4
  - access to information 21, 22, 59–60, 66, 67–8
  - expertise 21, 22, 133, 135
  - involvement 4, 19, 21
  - records for 67–9
  - views on communication 5, 8–24
- value base 136, 207
- verbal communication 5–6, 39–47
  - challenging and confrontation 46–7, 177–85
  - empathy *see* empathy
  - focussing 44–5, 149–50, 173–4
  - intervention techniques 168–85
  - probing 42, 115, 171
  - questioning 11, 40–2, 112–18, 171
  - reflection 42–3, 110–11, 112, 148, 170
  - summarizing 45–6, 147–9, 173–4
  - verbal contracts 155–6
  - violence against social workers 91–2
  - visual impairment 21, 33, 60
  - waiting areas 28–9
  - Wallace, A. 5, 9, 11, 12, 13, 14
  - warmth 10, 16, 76, 79–81, 207
  - ‘why’ questions 116, 117
  - Winnicott, D.W. 176
  - Winzelberg, A. 71
  - work done, records of 63
  - worker records 63–7
  - Wright, D. 70
  - written communication 6, 54–74
    - information giving 121, 122–4
    - intervention techniques 188–202
    - letters 55–6, 199–200, 201
    - records 54–5, 59–69
    - reports 54–5, 56–9
  - written contracts 155–6
  - ‘Yes, but’ game 183
  - yes/no questions 116–17
  - young people 71