Session 6: Social Competence for People with PD and for Carers

Noëlle G. A. Spliehoff-Kamminga and Janny de Vreugd
Because the content of this session differs significantly for carers and people with Parkinson's disease (PD), the session content is described in separate sections for each group. In addition, each session can be carried out in two different ways, designated Option 1 and Option 2. Option 1 is a “cognitive” option, which is recommended for most groups. Option 2 is a “behavioural” option, which is recommended for groups with participants who have difficulty working on a cognitive level.
Session 6: Social Competence

Overview

Participants are informed about different ways in which people can communicate with each other, and they discuss problems in communication that may occur with PD. The essential features of social competence are explained, and examples of helpful and unhelpful thoughts and their consequences are presented. Socially competent behaviour is explored and practised in an exercise. This practice is continued at home.

Materials

- Relevant handouts
- Script of conversation between a person with PD and a shop assistant (or DVD)
- Flip chart, markers, blank cards, pens for participants

<table>
<thead>
<tr>
<th>Part</th>
<th>Contents</th>
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</table>
| 1    | Discuss homework  
      | Discuss the experiences of:  
      | Option 1: Thinking of a positive event  
      | Option 2: Maintaining healthy activities |
| 2    | Active Information  
      | Social competence  
      | Option 1: Examples of ways to communicate; social competence; unhelpful and helpful thoughts  
      | Option 2: Examples of ways to communicate; social competence |
| 3    | Exercise  
      | Social competence  
      | Script of conversation illustrating PD-related problems in communication  
      | Option 1: The script is explored and possible solutions are discussed.  
      | Option 2: The script is explored, and socially competent behaviour is practised in a roleplay exercise |
| 4    | Homework  
      | Option 1: Noting situations in which unhelpful thoughts contributed to a lack of socially competent behaviour  
      | Option 2: Telling someone that you have PD |
| 5    | Appetiser  
      | Social Support  
      | Participants are asked to focus on the support they would like to receive from carers, family members, friends, neighbours and health care professionals |

1A video clip of two actors acting out the script is available on DVD from Prof. Dr R. A. C. Roos, Department of Neurology K5Q, Leiden University Medical Center (LUMC). PO Box 9600, 2300 RC Leiden, The Netherlands, Telephone: 0031-(0)71-5262197, Fax: 0031-(0) 71-5248253 Email: R.A.C.Roos@LUMC.nl
Part 1
Discuss Homework: Anxiety and Depression

Goal:
• To support the application of knowledge and skills from the previous session (Management of Anxiety and Depression) in everyday life.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss Homework</td>
<td>Ask the participants to briefly describe their experiences with the homework given in the previous session.</td>
</tr>
<tr>
<td>Option 1: Thinking about a positive event</td>
<td>Ask participants if they carried out the task of thinking about a positive event (present or past) by using the Reminder Card, and elicit comments about their experiences.</td>
</tr>
<tr>
<td>Option 2: Maintaining healthy activities</td>
<td>Ask participants if they engaged in a desired healthy activity and completed their worksheet, including noting positive feelings and congratulating themselves. Ask them to describe their experiences. If the participants report problems with the homework, you can suggest (and have other participants suggest) ways to handle these problems. Some participants may comment that the situations presented in the homework are not applicable to their own lives at the present time. In these cases the material can be presented as an aid for the future while emphasising that the situations and problems that are brought up may never occur.</td>
</tr>
<tr>
<td>Note for group leader</td>
<td></td>
</tr>
</tbody>
</table>
Goals:

- To increase participants’ awareness that communication involves more than just language.
- To help participants learn about socially competent behaviour and the importance of feeling free to express themselves.
- To show participants how “helpful thoughts” can be used as a first step toward overcoming communication barriers.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
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</table>
| Procedure | Discuss the appetiser (“make a note of situations in which you want to express your thoughts and feelings but do not have the confidence to do so”). Help participants learn about socially competent behaviour by presenting and discussing the following questions (steps):
1. What ways do you have to communicate with others?
2. How can people with PD make use of different ways of communicating to effectively send and receive messages?
3. Why is socially competent behaviour important?
4. How can you deal with barriers that keep you from expressing yourself?
Write answers to these questions on a flip chart.

Flip Chart
Step 1:
In what ways can you communicate with others?
Example

People communicate in many different ways. In addition to the words you use, you can send a message through:
- Characteristics of your voice (pitch, volume)
- Ways you articulate the words
- Making sounds such as “hmmm”
- Your posture and distance from the other person
- Gestures
- Eye contact
- Touch

Demonstrate the variety of messages that can be sent by saying this same sentence in different ways: “I would like a cup of tea”. For example, you could say this angrily, pounding your fist; you could say it in a pleasant voice, with a smile; or you could say it in a sad voice, speaking softly, with a slumping posture.
**Step 2a:**
How can people with PD make use of different ways of communicating?

Explain possible problems with communication that can occur in PD (such as reduced facial expression, reduced prosody, soft voice and slurring of words). Ask the group how they might make use of different ways of communicating, and how they deal with problems they encounter.

You can suggest trying other ways of communicating to compensate for reduced expressions (facial, voice, gestures, etc.), such as giving clear verbal messages.

If you have difficulty communicating, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking the other person in the eyes, sitting up straight, and saying “hmmm”.
- **Paraphrase** (repeat the message in your own words). For instance when somebody says: “I feel awful”, you could repeat: “So you don’t feel well”.
- **Ask directly what the person means when you’re not sure.** For instance, when the doctor says: “Tremor increases in stressful situations”, you could say: “You mean the shaking gets worse when I am emotional?”
- **Give verbal rewards when your partner “opens up”,** for instance by saying: “I’m glad you said that”.
- **Communicate your own feelings clearly,** for instance, telling the other person “I love you”.

(adapted from Schindler, Hahlweg & Revenstorf, 1984)

**Step 2b:**
How can you effectively send and receive messages using different channels of verbal and nonverbal behaviour?

If you have difficulty communicating, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking the other person in the eyes, sitting up straight, and saying “hmmm”.
- **Paraphrase** (repeat the message in your own words). For instance when somebody says: “I feel awful”, you could repeat: “So you don’t feel well”.
- **Ask directly what the person means when you’re not sure.** For instance, when the doctor says: “Tremor increases in stressful situations”, you could say: “You mean the shaking gets worse when I am emotional?”
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(adapted from Schindler, Hahlweg & Revenstorf, 1984)

**Step 3:**
Why is socially competent behaviour important?

It is important to feel free to express yourself in order to be able to:

- Tell other people that you have PD.
- Express positive and negative feelings.
- Show initiative.
- Defend your rights or to stop unwanted social interactions.
- Stop insults and attacks.

To be able to express yourself freely you may sometimes need to overcome unhelpful thoughts. This topic was addressed in Session 4 in relation to dealing with stress, and in Session 5 in relation to managing depression and anxiety. Now we’ll use the same strategy.

We will look at unhelpful thoughts that could keep you from expressing yourself. Together we will try to change unhelpful thoughts into helpful thoughts.

Hand out and discuss **Examples of Unhelpful and Helpful Thoughts.** Encourage participants to give additional examples. The appetiser can also be used as an additional example.

**Handout**

| Examples of Unhelpful and Helpful Thoughts |

(adapted from Schindler, Hahlweg & Revenstorf, 1984)
Part 2
Active Information (Option 2): Social Competence 0:25’ – 0:55’

Goals:
- To inform participants about the benefits of socially competent behaviour.
- To increase participants’ awareness of the fact that communication involves more than just language.
- To help participants learn about socially competent behaviour and the importance of feeling free to express themselves.

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<thead>
<tr>
<th>Contents</th>
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</tr>
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Flip Chart

Write answers to these questions on a flip chart.

Step 1:
In what ways can you communicate with others?

People communicate in many different ways. In addition to the words you use, you can send a message through:

- Characteristics of your voice (pitch, volume)
- Ways you articulate the words
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- Your posture and distance from the other person
- Gestures
- Eye contact
- Touch
Example

Demonstrate the variety of messages that can be sent by saying this same sentence in different ways: “I would like a cup of tea.”

For example, you could say this angrily, pounding your fist; you could say it in a pleasant voice, with a smile; or you could say it in a sad voice, speaking softly with a slumping posture.

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You can suggest trying other ways of communicating to compensate for reduced expressions (facial, voice, gestures, etc.), such as giving clear verbal messages.

If you have difficulty communicating, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking the other person in the eyes, sitting up straight, and saying “hmmm”.
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(adapted from Schindler et al., 1984)

Step 2b:
How can you effectively send and receive messages using different channels of verbal and nonverbal behaviour?

If you have difficulty communicating, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking the other person in the eyes, sitting up straight, and saying “hmmm”.
- **Paraphrase** (repeat the message in your own words). For instance when somebody says: “I feel awful”, you could repeat: “So you don’t feel well”.
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(adapted from Schindler et al., 1984)

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- Tell other people that you have PD.
- Express positive and negative feelings.
- Show initiative.
- Defend your rights or to stop unwanted social interactions.
- Stop insults and attacks.

Handout

None.
Part 3
Exercise (Option 1): Improving Social Competence

0:55’ – 1:25’

Goals:

- To illustrate the information presented in the previous section with a script (or DVD) showing an example of PD-related problems in communication.
- To help participants realise that they can choose to express themselves freely.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Procedure</strong></td>
<td>The exercise proceeds in three steps:</td>
</tr>
<tr>
<td></td>
<td>1. Introduction of the script</td>
</tr>
<tr>
<td></td>
<td>2. Presentation of the script</td>
</tr>
<tr>
<td></td>
<td>3. Exploration of the script</td>
</tr>
<tr>
<td><strong>Note for group leader</strong></td>
<td>If desired, you can ask two group members to read the parts of each of the people in the script (or have one group member read one part whilst you read the other part) rather than reading both parts yourself.</td>
</tr>
<tr>
<td></td>
<td>If you prefer to show the conversation on the DVD (available separately – see footnote on p. 194), follow instructions described in Alternative B.</td>
</tr>
<tr>
<td><strong>Step 1: Introduction</strong></td>
<td>Alternative A: I am (or “group participants are”) going to read the script of a story about two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation.</td>
</tr>
<tr>
<td></td>
<td>Alternative B: You are going to see a DVD showing two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation. The people in the scene are actually actors. Keep in mind that the acting is a bit “over the top” to make a point.</td>
</tr>
<tr>
<td><strong>Step 2: Presentation of the script (or DVD)</strong></td>
<td>Alternative A: Read the script (or have participants read the script).</td>
</tr>
<tr>
<td></td>
<td>Alternative B: Show the DVD, with sound.</td>
</tr>
</tbody>
</table>
Step 3: Exploration of the conversation

Discussion

Explore the conversation by asking participants to respond to the following questions.
(Note: if participants do not come up with the answers themselves, you can guide them towards appropriate responses.)

- What went wrong in the scene?
  (The person with PD is totally misunderstood.)

- Why did the shopkeeper get the wrong message?
  (Because of the inaccurately interpreted body language: shaking, speech, etc.)

- What kind of behaviour did the shopkeeper show in response?
  (Humiliating, uncooperative behaviour.)

- What thoughts might have helped the person with PD cope?
  ("This shopkeeper obviously has the wrong impression; he is young and inexperienced; I will inform him of his mistake.")

- What could the person with PD have said in this situation?
  ("I can see that you think that I’m drunk, but the shaking is caused by a disease called Parkinson’s disease. Could you please be patient with me and assist me with packing the bottles into my bag?")

- What alternative ways of communicating could the person with PD have used?
  (To compensate for the speech problem, the person with PD could have instead written a note that describes his problem.)
Goals:

- To illustrate the information presented in the previous section with a script (or DVD) showing an example of PD-related problems in communication.
- To help participants realise that they can choose to express themselves freely if they so desire.
- To prepare for real life situations through roleplaying.

### Part 3
**Exercise (Option 2): Improving Social Competence**  
*0:55’ – 1:25’*

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| **Procedure** | The exercise proceeds in four steps:  
1. Introduction of the script  
2. Presentation of the script  
3. Exploration of the script  
4. Roleplay |
| **Note for group leader** | If desired, you can ask two group members to read the parts of each of the people in the script (or have one group member read one part whilst you read the other part), rather than reading both parts yourself.  
If you prefer to show the conversation on the DVD (available separately – see footnote on p. 194), follow instructions described in Alternative B. |
| **Step 1:**  
Introduction | Alternative A: I am (or “group participants are”) going to read the script of a story about two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation.  
Alternative B: You are going to see a DVD showing two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation. The people in the scene are actually actors. Keep in mind that the acting is a bit “over the top” to make a point. |
| **Step 2:**  
Presentation of the script (or DVD) | Alternative A: Read the script (or have participants read the script).  
Alternative B: Show the DVD, with sound. |
### Step 3: Exploration of the conversation

**Discussion**

- **What went wrong in the scene?**
  (The person with PD is totally misunderstood.)

- **Why did the shopkeeper get the wrong message?**
  (Because of the inaccurately interpreted body language: shaking, speech, etc.)

- **What kind of behaviour did the shopkeeper show in response?**
  (Humiliating, uncooperative behaviour.)

- **What could the person with PD have said in this situation?**
  ("I can see that you think that I’m drunk but the shaking is caused by a disease called Parkinson’s disease. Could you please be patient with me and assist me with packing the bottles into my bag?")

- **What alternative ways of communicating could the person with PD have used?**
  (To compensate for the speech problem, the person with PD could have instead written a note that describes his problem.)

### Step 4: Role play

The goal of this role play is to give participants practice telling a stranger that they have PD. Ask one participant to play the role of a shopkeeper (or you can take that role), and ask another participant to be the shopper.

Ask the rest of the group to try to be aware not only of the words the people are using but also the other ways the messages are being communicated, such as through facial expressions, gestures and tone of voice.

As time allows, participants can take turns playing the different roles while observers give feedback about what worked and what did not.
Part 4
Homework (Option 1):
Social Competence  
1:25’ – 1:30’

Goal:
• To increase socially competent behaviour in everyday life.

<table>
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<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework: Self-Report</td>
<td>Instruct participants about how to use the Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations.</td>
</tr>
<tr>
<td></td>
<td>Participants each choose one situation in which they were not able to express themselves (if they wish they can use the situation they described in the Appetiser). Participants then answer the following questions on the Self-Report Sheet:</td>
</tr>
<tr>
<td></td>
<td>• What was the situation in which you were not able to express yourself?</td>
</tr>
<tr>
<td></td>
<td>• What was the unhelpful thought?</td>
</tr>
<tr>
<td></td>
<td>• What was the result?</td>
</tr>
<tr>
<td></td>
<td>• What helpful thought could you have used?</td>
</tr>
<tr>
<td></td>
<td>Remind participants that they can use the handout entitled Examples of Unhelpful and Helpful Thoughts to help complete the homework.</td>
</tr>
<tr>
<td>Handouts</td>
<td>Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations</td>
</tr>
<tr>
<td></td>
<td>Examples of Unhelpful and Helpful Thoughts</td>
</tr>
</tbody>
</table>
Part 4
Homework (Option 2):
Social Competence  
1:20’ – 1:30’

Goal:
- To increase socially competent behaviour in everyday life.

<table>
<thead>
<tr>
<th>Contents</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Homework: Contemplation/</td>
<td>For the next session, think about how you would tell someone that you have PD</td>
</tr>
<tr>
<td>Telling another person</td>
<td>and about how PD affects you. If possible, write this information on the blank card.</td>
</tr>
<tr>
<td>about PD</td>
<td>In addition, if an appropriate situation arises, actually tell someone about your PD.</td>
</tr>
<tr>
<td>Handout</td>
<td>A blank card.</td>
</tr>
</tbody>
</table>
Part 5
Appetiser: Social Support

Goal:
- To become aware of the types of social support that are available.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of social support would you like to receive?</td>
<td>Please think about the kinds of social support you would like to receive, such as support from carers, family members, friends, neighbours or health care professionals.</td>
</tr>
</tbody>
</table>
Session 6: Social Competence

Materials

- Examples of Unhelpful and Helpful Thoughts
- Script of conversation between a person with PD and a shop assistant (or DVD; see footnote on p. 194)
- Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations
- Blank cards
Examples of Unhelpful and Helpful Thoughts

Systematic practice can improve your ability to change unhelpful thoughts into helpful thoughts. You can use the following examples for this practice.

**Situation:** You are having a telephone conversation but the other person is talking too fast. You don’t understand what the person is saying.

**Unhelpful thought:** Oh no, he’s talking too fast but if I ask him to slow down he’ll think I am stupid or something!

**Result:** You don’t understand what he’s saying, and you feel confused.

**Helpful thought:** He’s talking too fast, so I will ask him to slow down a little. Otherwise, I won’t understand what he’s trying to tell me.

**Result:** You understand what he says and are able to participate in the conversation.

**Situation:** You are standing in a bus. You are exhausted. There are no seats left.

**Unhelpful thought:** What a cruel world! Nobody is offering me a seat.

**Result:** You may have to stand up the whole trip.

**Helpful thought:** I’ll tell that friendly looking person about my condition and ask her if she wouldn’t mind giving me her seat.

**Result:** You are able to sit down (and perhaps have a nice conversation with the woman).

**Situation:** You and your partner are in a hurry. To save time, your partner is helping you put on your coat. You don’t want anyone helping you to get dressed.

**Unhelpful thought:** He is treating me like a child. I hate this!

**Result:** You are upset.

**Helpful thought:** He is trying to be helpful and is probably not aware of the fact that I’d rather do this myself. I will explain it to him.

**Result:** You put the coat on by yourself and your partner allows you to do so in the future.

**Situation:** You are paying the cashier. It is not your best day. There is a long queue behind you. The cashier is watching you closely and appears to be impatient.

**Unhelpful thought:** She must think I’m a freak. I’ll try to do this as fast as possible and get the hell out of here.

**Result:** The stress makes your tremor even worse.

**Helpful thought:** She probably does not understand. I will explain my condition while I am paying her.

**Result:** You can take your time, and the next time at least this cashier will understand.
Social Competence Script (for People with PD)

Setting: Liquor store

Introduction:
Mr Ginsberg is a person with Parkinson’s disease. The day after tomorrow he will celebrate his birthday. He is expecting friends and therefore he wants to buy some liquor. Because he feels rather well today he decided to do the shopping himself. But then look what happens . . .

<table>
<thead>
<tr>
<th>Shopkeeper</th>
<th>Mr Ginsberg</th>
</tr>
</thead>
<tbody>
<tr>
<td>(dusting the desk)</td>
<td>(entering shop)</td>
</tr>
<tr>
<td>S: Good morning!</td>
<td>G: Morning.</td>
</tr>
<tr>
<td>S: Can I help you?</td>
<td>G: Eh . . .</td>
</tr>
<tr>
<td>S: Well?</td>
<td>(takes note out of shopping bag)</td>
</tr>
<tr>
<td>S: Bottles?</td>
<td>G: Yes, please.</td>
</tr>
<tr>
<td>S: White?</td>
<td>G: No, red wine.</td>
</tr>
<tr>
<td>S: This one’s a special price. Chilean.</td>
<td>G: Beg your pardon?</td>
</tr>
<tr>
<td>S: Chilean.</td>
<td>G: Chilean?</td>
</tr>
<tr>
<td>S: From Chile.</td>
<td>G: I see.</td>
</tr>
<tr>
<td>S: Special price.</td>
<td>G: All right.</td>
</tr>
</tbody>
</table>
S: How many?
G: …..
S: Pardon?
G: Four.
S: Four?
G: No, two.
S: Two bottles of Chilean wine. Anything else?
G: ……
S: Please, speak more clearly. I really can’t understand.
(Shaking)
S: Well?
G: Vodka. Two.
S: Two bottles of vodka?
G: Yes.
S: Well, well... Anything else?
G: No

(telephone rings)
S: Just a moment. Carver’s Liquor store, for all your strong drinks ... Can I help you?
G: (trying to put the bottles into the shopping bag)
S: Yes of course, madam, but we deliver in the evening. And under £200 we charge £10 for delivery.

S: All right. One moment. I’ll just get my diary. When would you like us to deliver?
S: It’s late night shopping then. Can we deliver the day before?
S: Fine. About eight?
S: And what would you like to order?
S: I’ll just add up ... £200 even.
<table>
<thead>
<tr>
<th>S:</th>
<th>All right madam. We'll be at your door at eight the day after tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S:</td>
<td>And thank you for ordering. Have a nice day. Bye bye . . . Well, well . . .</td>
</tr>
<tr>
<td>S: (Tapping his fingers on the desk)</td>
<td>G: (trying to get some assistance)</td>
</tr>
<tr>
<td>S:</td>
<td>Beg your pardon?</td>
</tr>
<tr>
<td>G: (trying to get some assistance)</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>Do you want me to put it in a bag?</td>
</tr>
<tr>
<td>G: Yes, please.</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>In this bag?</td>
</tr>
<tr>
<td>G: Yes, please.</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>All right then.</td>
</tr>
<tr>
<td>G: How much is it?</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>£24 please</td>
</tr>
<tr>
<td>G: (Fumbling with his wallet, shaking badly)</td>
<td></td>
</tr>
<tr>
<td>G:</td>
<td>Sorry.</td>
</tr>
<tr>
<td>S:</td>
<td>Well, you can do with a drink.</td>
</tr>
<tr>
<td>G: (Uttering noises)</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>Beg your pardon?</td>
</tr>
<tr>
<td>G: (Leaving shop without his liquor)</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>Hey, what's this then? Hey!</td>
</tr>
<tr>
<td>G:</td>
<td></td>
</tr>
<tr>
<td>S:</td>
<td>Yes, well, perhaps it's for the better. To leave it here.</td>
</tr>
</tbody>
</table>
Self-Report Sheet

Unhelpful and Helpful Thoughts in Social Situations

Choose one situation in which you usually don't express yourself. Write it on this sheet (Question 1).

Your task, during this coming week, is to try to improve your ability to communicate your feelings in this specific situation, by examining how you can change unhelpful thoughts (Questions 2 & 3) into helpful thoughts (Question 4).

1. **What was the situation in which you were not able to express yourself?**
   ........................................................................................................................................
   ........................................................................................................................................

2. **What was the unhelpful thought?**
   ........................................................................................................................................
   ........................................................................................................................................

3. **What was the result?**
   ........................................................................................................................................
   ........................................................................................................................................

4. **What helpful thought could you use instead?**
   ........................................................................................................................................
   ........................................................................................................................................
Session 6: Social Competence

Overview

Participants are informed about different ways in which people can communicate with each other and discuss problems in communication that may occur with PD. The essential features of social competence are explained and examples of helpful and unhelpful thoughts and their consequences are presented. Socially competent behaviour is explored and practised in an exercise. This practice is continued at home.

Materials

- Relevant handouts
- Script of conversation between a man with PD and his spouse (or DVD)²
- Flip chart, markers, blank cards, pens for participants

<table>
<thead>
<tr>
<th>Part</th>
<th>Contents</th>
<th>Up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss homework</td>
<td>Discuss the experience of:</td>
<td>0:25'</td>
</tr>
<tr>
<td></td>
<td>Option 1: Engaging in a relaxing activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2: Dealing with distressing situations</td>
<td></td>
</tr>
<tr>
<td>Active information</td>
<td>Option 1: Examples of ways to communicate; social competence; unhelpful and helpful thoughts</td>
<td>0:55'</td>
</tr>
<tr>
<td>Social competence</td>
<td>Option 2: Examples of ways to communicate; social competence</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>Option 1: The script is explored and possible solutions are discussed.</td>
<td>1:25'</td>
</tr>
<tr>
<td>Social competence</td>
<td>Option 2: The script is explored and socially competent behaviour is practised in a role play</td>
<td>1:20'</td>
</tr>
<tr>
<td>Script of conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illustrating PD-related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>problems in communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Option 1: Noting situations in which unhelpful thoughts contributed to a lack of socially</td>
<td>1:30'</td>
</tr>
<tr>
<td></td>
<td>competent behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2: Telling someone about your partner’s PD and how it affects you</td>
<td></td>
</tr>
<tr>
<td>Appetiser</td>
<td>Participants are asked to focus on the support they would like to receive from family</td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>members, friends, neighbours and healthcare professionals</td>
<td></td>
</tr>
</tbody>
</table>

²A video clip of two actors acting out the script is available on DVD from Prof. Dr R. A. C. Roos, Department of Neurology K5Q, Leiden University Medical Center (LUMC). PO Box 9600, 2300 RC Leiden, The Netherlands, Telephone: 0031-(0)71-5262197, Fax: 0031-(0) 71-5248253 Email: R.A.C.Roos@LUMC.nl
Part 1
Discuss Homework: Carer’s Challenge 0:25’

Goal:
- To support the application of knowledge and skills from the previous session (Carer’s Challenge) in everyday life.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss homework</td>
<td>Ask the participants to describe briefly their experiences with the homework given in the previous session.</td>
</tr>
<tr>
<td>Task 1: Engaging in a relaxing activity</td>
<td>Ask participants if they carried out the task of engaging in a relaxing activity, and elicit comments about their experiences.</td>
</tr>
<tr>
<td>Task 2: Dealing with distressing situations</td>
<td>Ask participants whether they filled in the chart Dealing with Distressing Situations and ask them to comment on their experiences. If the participants report problems with the homework, you can suggest (and have other participants suggest) ways to handle these problems. Some participants may comment that the situations presented in the homework are not applicable to their own lives at the present time. In these cases the material can be presented as an aid for the future while emphasising that the situations and problems that are brought up may never occur.</td>
</tr>
<tr>
<td>Note for group leader</td>
<td></td>
</tr>
</tbody>
</table>

Patient Education for People with PD and their Carers
Goals:

- To increase participants’ awareness of the fact that communication involves more than just language.
- To help participants learn about socially competent behaviour and the importance of feeling free to express themselves.
- To show participants how “helpful thoughts” can be used as a first step toward overcoming communication barriers.

### Contents

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Discuss the Appetiser in the previous session (“make a note of situations in which you want to express your thoughts and feelings but do not have the confidence to do so”). Help participants learn about socially competent behaviour by presenting and discussing the following questions (steps):  
1. **What ways do you have to communicate with others?**  
2. **How can people with PD make use of different ways of communicating to effectively send and receive messages?**  
3. **Why is socially competent behaviour important?**  
4. **How can you deal with barriers that keep you from expressing yourself?**  
| Write answers to these questions on a flip chart. |

### Flip Chart

**Step 1:**

**In what ways can you communicate with others?**

People communicate in many different ways. In addition to the words you use, you can send a message through:

- **Characteristics of your voice** (pitch, volume)
- **Ways you articulate the words**
- **Making sounds such as “hmmm”**
- **Your posture and distance from the other person**
- **Gestures**
- **Eye contact**
- **Touch**
## Example

Demonstrate the variety of messages that can be sent by saying this same sentence in different ways: “I would like a cup of tea”. For example, you could say this angrily, pounding your fist; you could say it in a pleasant voice, with a smile; or you could say it in a sad voice, speaking softly with a slumping posture.

- **People are not mind readers; they need you to tell them what you are thinking.**
- **Outsiders do not have a clear understanding of your situation, unless you tell them.**
- **Communication patterns between you and your partner might change slowly, as the disease progresses, without you even noticing.**
- **The person with PD has a right to know how you feel. Covering up your true feelings can increase the sense of isolation for both of you.**

## Step 2a:

What do carers need to be aware of when communicating with others?

- People are not mind readers; they need you to tell them what you are thinking.
- Outsiders do not have a clear understanding of your situation, unless you tell them.
- Communication patterns between you and your partner might change slowly, as the disease progresses, without you even noticing.
- The person with PD has a right to know how you feel. Covering up your true feelings can increase the sense of isolation for both of you.

## Step 2b:

How can carers of people with PD make use of different ways of communicating?

Ask participants if they have noticed problems with communication. You can also describe problems that might occur and ask participants which, if any, of these problems they have encountered.

If participants have partners with reduced expression (for example, reduced facial expressions, lack of prosody in the voice, reduced gestures) you can discuss the need to ask their partner to explain their feelings verbally:

Some people with PD are no longer able to express themselves in a nonverbal way. This does not mean that emotions (for instance, affection or humour) are not there. If you are not sure, you can ask your partner to express these emotions verbally.

If you have difficulty communicating with a person with PD, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking the other person in the eyes, sitting up straight, and saying “hmmm”.
- **Paraphrase** (repeat the message in your own words). For instance when the person says: ‘I feel awful’, you could repeat: “So you don’t feel well”.
- **Ask directly what the person means when you’re not sure.** For instance when he or she says: “You can just go on without me”, you could say, “Do you really not want to go, or do you just need more time to get ready?”
- **Give verbal rewards when your partner “opens up”,** for instance by saying: “I’m glad you said that”.
- **Communicate your own feelings clearly,** for instance, telling the other person, “I love you”.

(adapted from Schindler et al., 1984)
Step 4:
Why is socially competent behaviour important?

It is important to feel free to express yourself in order to be able to:

- Tell other people that your partner has PD and how this affects you.
- Express positive and negative feelings.
- Show initiative.
- Defend your rights or to stop unwanted social interactions.
- Stop insults and attacks.

Step 5:
How can you deal with barriers blocking you from expressing yourself?

To be able to express yourself freely, you may sometimes need to overcome unhelpful thoughts. This topic was addressed in Session 4 in relation to dealing with stress, and in Session 5 in relation to dealing with the challenges of caring for a person with PD. Now we’ll use the same strategy.

We will look at unhelpful thoughts that could keep you from expressing yourself. Together we will try to change unhelpful thoughts into helpful thoughts.

Hand out and discuss **Examples of Unhelpful and Helpful Thoughts**. Encourage participants to give additional examples. The Appetiser can also be used as an additional example.

| Handout | Examples of Unhelpful and Helpful Thoughts |
Part 2
Active Information (Option 2):
Social Competence

0:25’ – 0:55’

Goals:

• To inform participants about the benefits of socially competent behaviour.
• To increase participants’ awareness of the fact that communication involves more than just language.
• To help participants learn about socially competent behaviour and the importance of feeling free to express themselves.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Procedure      | Discuss the appetiser (“make a note of situations in which you want to express your thoughts and feelings but do not have the confidence to do so”). Help participants learn about socially competent behaviour by presenting and discussing the following questions (steps):
  1. What ways do you have to communicate with others?
  2. How can carers make use of different ways of communicating to effectively send and receive messages?
  3. Why is socially competent behaviour important?
  4. How can you deal with barriers that keep you from expressing yourself?
Write answers to these questions on a flip chart. |
| Flip Chart     | People communicate in many different ways. In addition to the words you use, you can send a message through:
  • Characteristics of your voice (pitch, volume)
  • Ways you articulate the words
  • Making sounds such as “hmmm”
  • Your posture and distance from the other person
  • Gestures
  • Eye contact
  • Touch |
### Example

Demonstrate the variety of messages that can be sent by saying this same sentence in different ways: “I would like a cup of tea.” For example, you could say this angrily, pounding your fist; you could say it in a pleasant voice, with a smile; or you could say it in a sad voice, speaking softly with a slumping posture.

- People are not mind readers; they need you to tell them what you are thinking.
- Outsiders do not have a clear understanding of your situation unless you tell them.
- Communication patterns between you and your partner might change slowly, as the disease progresses, without you even noticing.
- The person with PD has a right to know how you feel. Covering up your true feelings can increase the sense of isolation for both of you.

### Step 2a:
What do carers of people with PD have to be aware of when communicating with others?

- People are not mind readers; they need you to tell them what you are thinking.
- Outsiders do not have a clear understanding of your situation unless you tell them.
- Communication patterns between you and your partner might change slowly, as the disease progresses, without you even noticing.
- The person with PD has a right to know how you feel. Covering up your true feelings can increase the sense of isolation for both of you.

### Step 2b:
How can carers of people with PD encourage their partners to make use of different ways of communicating?

Ask participants if they have noticed problems with communication. You can also describe problems that might occur and ask participants which, if any, of these problems they have encountered.

If participants have partners with reduced expression (for example, reduced facial expressions, lack of prosody in the voice, reduced gestures) you can discuss the need to ask their partner to explain their feelings verbally:

- Some people with PD are no longer able to express themselves in a nonverbal way. This does not mean that emotions (for instance, affection or humour) are not there. If you are not sure, you can ask your partner to express these emotions verbally.

### Step 2c:
How can you effectively send and receive messages using different channels of verbal and nonverbal behaviour?

If you have difficulty communicating with a person with PD, here are some suggestions that might be helpful:

- **Give your full attention.** Show that you are paying attention by looking at the other person in the eyes, sitting up straight, and saying “hmmm”.
- **Paraphrase** (repeat the message in your own words). For instance when the person says: “I feel awful”, you could repeat: “So you don’t feel well”.
- **Ask directly what the person means when you’re not sure.** For instance when he or she says: “You can just go on without me”, you could say, “Do you really not want to go, or do you just need more time to get ready?”
- **Give verbal rewards when your partner “opens up”,** for instance by saying: “I’m glad you said that”.
- **Communicate your own feelings clearly,** for instance, telling the other person, ‘I love you’.

(adapted from Schindler et al., 1984)
### Step 3:
Why is socially competent behaviour important?

<table>
<thead>
<tr>
<th>It is important to feel free to express yourself in order to be able:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To tell other people that your partner has PD and how this affects you.</td>
</tr>
<tr>
<td>• To express positive and negative feelings.</td>
</tr>
<tr>
<td>• To show initiative.</td>
</tr>
<tr>
<td>• To defend your rights or to stop unwanted social interactions.</td>
</tr>
<tr>
<td>• To stop insults and attacks.</td>
</tr>
</tbody>
</table>

### Handout
None.
Part 3
Exercise (Option 1): Improving Social Competence  0:55’ – 1:25’

Goals:

- To illustrate the information presented in the previous section with a script (or DVD) showing an example of PD-related problems in communication.
- To help participants realise that they can choose to express themselves freely.

### Contents

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The exercise proceeds in three steps:</td>
</tr>
<tr>
<td></td>
<td>1. Introduction of the script</td>
</tr>
<tr>
<td></td>
<td>2. Presentation of the script</td>
</tr>
<tr>
<td></td>
<td>3. Exploration of the script</td>
</tr>
<tr>
<td>Note for group leader</td>
<td>If desired, you can ask two group members to read the parts of each of the people in the script (or have one group member read one part whilst you read the other part), rather than reading both parts yourself.</td>
</tr>
<tr>
<td></td>
<td>If you prefer to show the conversation on the DVD (available separately – see footnote 1 on p. 194), follow instructions described in Alternative B.</td>
</tr>
<tr>
<td>Step 1: Introduction</td>
<td><strong>Alternative A:</strong> I am (or “group participants are”) going to read the script of a story about two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation.</td>
</tr>
<tr>
<td></td>
<td><strong>Alternative B:</strong> You are going to see a DVD showing two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation. The people in the scene are actually actors. Keep in mind that the acting is a bit “over the top” to make a point.</td>
</tr>
<tr>
<td>Step 2: Presentation of the script (or DVD)</td>
<td><strong>Alternative A:</strong> Read the script (or have participants read the script).</td>
</tr>
<tr>
<td></td>
<td><strong>Alternative B:</strong> Show the DVD, with sound.</td>
</tr>
</tbody>
</table>
Step 3: Exploration of the conversation

**Discussion**

Explore the conversation by asking participants to respond to the following questions.

(Note: if participants do not come up with the answers themselves, you can guide them towards appropriate responses.)

- **What went wrong in the scene?**
  (The partner is kept from doing what she really wants to do.)

- **Why did both the partner’s friend and the person with PD get the wrong message?**
  (The partner is not expressing her real feelings.)

- **What was everyone’s response?**
  (Partner and partner’s friend: disappointment; Person with PD: confirmation of the partner’s role.)

- **What is a better way to communicate?**
  (Be honest and give a clear message.)

- **What might have been a helpful thought?**
  (“I really need some time off now in order to keep functioning. I have to be honest about that so I should tell him.”)

- **In what way could the partner have expressed herself in this situation?**
  (She could have told her friend that she needed to discuss the issue with her husband and that she’d ring her back. She could have explained to her husband that she needed some time off in order to “reload”.)

After discussing these questions, remind the participants about the importance of sharing their true feelings.

*The person with PD has a right to know how you feel. Covering up your feelings can increase the sense of isolation for both of you.*
Goals:
- To illustrate the information presented in the previous section with a script (or DVD) showing an example of PD-related problems in communication.
- To help participants realise that they can choose to express themselves freely.
- To prepare for real life situations through roleplaying.

### Part 3
**Exercise (Option 2): Improving Social Competence**

**0:55’ – 1:25’**

#### Contents

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<th>Contents</th>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td><strong>Procedure</strong></td>
<td>The exercise proceeds in four steps:</td>
</tr>
<tr>
<td></td>
<td>1. Introduction of the script</td>
</tr>
<tr>
<td></td>
<td>2. Presentation of the script</td>
</tr>
<tr>
<td></td>
<td>3. Exploration of the script</td>
</tr>
<tr>
<td></td>
<td>4. Roleplay</td>
</tr>
<tr>
<td><strong>Note for group leader</strong></td>
<td>If desired, you can ask two group members to read the parts of each of the people in the script (or have one group member read one part whilst you read the other part), rather than reading both parts yourself.</td>
</tr>
<tr>
<td></td>
<td>If you prefer to show the conversation on the DVD (available separately – see footnote on p. 194), follow instructions described in Alternative B.</td>
</tr>
<tr>
<td><strong>Step 1: Introduction</strong></td>
<td><strong>Alternative A:</strong> <em>I am (or “group participants are”) going to read the script of a story about two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Alternative B:</strong> <em>You are going to see a DVD showing two people who are not communicating in a socially competent, functional way. Please try to identify what is going wrong in this situation. The people in the scene are actually actors. Keep in mind that the acting is a bit “over the top” to make a point.</em></td>
</tr>
<tr>
<td><strong>Step 2: Presentation of the script (or DVD)</strong></td>
<td><strong>Alternative A:</strong> Read the script (or have participants read the script).</td>
</tr>
<tr>
<td></td>
<td><strong>Alternative B:</strong> Show the DVD, with sound.</td>
</tr>
</tbody>
</table>
### Step 3: Exploration of the conversation

#### Discussion

Explore the conversation by asking participants to respond to the following questions. 
(Note: if participants do not come up with the answers themselves, you can guide them towards appropriate responses.)

- **What went wrong in the scene?**  
  (The partner is kept from doing what she really wants to do.)

- **Why did both the partner’s friend and the person with PD get the wrong message?**  
  (The partner is not expressing her real feelings.)

- **What was everyone’s response?**  
  (Partner and partner’s friend: disappointment; Person with PD: confirmation of the partner’s role.)

- **What is a better way to communicate?**  
  (Be honest and give a clear message.)

- **In what way could the partner have expressed herself in this situation?**  
  (She could have told her friend that she needed to discuss the issue with her husband and that she’d ring her back. She could have explained to her husband that she needed some time off in order to “reload”).

After discussing these questions, remind the participants about the importance of sharing their true feelings.

*The person with PD has a right to know how you feel. Covering up your feelings can increase the sense of isolation for both of you.*

### Step 4: Role play

The goal of this role play is to give participants practice telling another person that their partner has PD and how it affects them. Ask one participant to play the role of a neighbour (or you can take that role), and ask another participant to be a carer who speaks to the neighbour.

Ask the rest of the group to try to be aware not only of the words the people are using but also the other ways the messages are being communicated, such as through facial expressions, gestures and tone of voice.

As time allows, participants can take turns playing the different roles while observers give feedback about what worked and what did not.
Goal:
- To increase socially competent behaviour in everyday life.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Homework: Self-report | Instruct participants about how to use the **Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations**

Participants each choose one situation in which they were not able to express themselves (if they wish, they can use the situation they described in the Appetiser). Participants then answer the following questions on the **Self-Report Sheet**:

- What was the situation in which you were not able to express yourself?
- What was the unhelpful thought?
- What was the result?
- What helpful thought could you have used?

Remind participants that they can use the handout entitled **Examples of Unhelpful and Helpful Thoughts** to help complete the homework.

<table>
<thead>
<tr>
<th>Handouts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations</td>
<td></td>
</tr>
<tr>
<td>Examples of Unhelpful and Helpful Thoughts</td>
<td></td>
</tr>
</tbody>
</table>
Part 4
Homework (Option 2):
Social Competence  
1:20’ – 1:30’

Goal:
• To increase socially competent behaviour in everyday life.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework: Contemplation/ telling another person about your partner’s PD</td>
<td>For the next session, think about how you would tell someone that your partner has PD and about how his/her PD affects you. If possible, write this information on the blank card. In addition, if an appropriate situation arises, actually tell someone (a neighbour for example) about your partner’s PD.</td>
</tr>
<tr>
<td>Handout</td>
<td>A blank card.</td>
</tr>
</tbody>
</table>
Part 5
Appetiser: Social Support

Goal:
- To become aware of the types of social support that are available.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of social support</td>
<td>Please think about the kinds of social support you would like to receive,</td>
</tr>
<tr>
<td>would you like to receive?</td>
<td>such as support from family members, friends, neighbours or healthcare</td>
</tr>
<tr>
<td></td>
<td>professionals.</td>
</tr>
</tbody>
</table>
Session 6: Social Competence

Materials

- Examples of Unhelpful and Helpful Thoughts
- Script of conversation between a man with PD and his spouse (or DVD; see footnote on p.194)
- Self-Report Sheet: Unhelpful and Helpful Thoughts in Social Situations
- Blank cards
Examples of Unhelpful and Helpful Thoughts

Systematic practice can improve your ability to change unhelpful thoughts into helpful thoughts. You can use the following examples for this practice.

**Situation:** A friend asks you to go with her to the cinema. You really want to go but your partner asks you to stay at home.

**Unhelpful thought:** My partner is sick so he needs me all the time. I will hurt him by telling him that I need a little time for myself.

**Result:** You stay at home and feel miserable.

**Helpful thought:** I need some time for myself occasionally in order to function. I will gently tell my partner so; he/she will be able to handle it.

**Result:** You’ll have your “night off” and are better able to be there for your partner when you get back.

**Situation:** Your adult children complain that you don’t visit them as much as you used to do. They don’t understand the situation. They only see your partner (the person with PD) at his/her best.

**Unhelpful thought:** I won’t bother them with my problems because that would be betraying my partner.

**Result:** They still don’t understand that the situation has worsened and you feel more isolated.

**Helpful thought:** They won’t understand the situation unless I tell them, so I will tell them about the situation at home.

**Result:** You no longer have to carry the load all by yourself.

**Situation:** A good friend asks you how your partner is doing. You really feel the need to talk about your own problems.

**Unhelpful thought:** I wish he had asked me how I am doing but of course I’m not the sick person, so I’ll tell him all about the troubles of my partner.

**Result:** You are not able to express your feelings.

**Helpful thought:** He cannot read my mind, so after I tell him about my partner, I will ask if he would mind my telling him about my own problems.

**Result:** You are able to express your feelings.
Social Competence Script (for carers)

Setting: Lounge

Introduction:

Mr Ginsberg is a man with PD who has not been feeling well for the last couple of weeks. Because of her husband’s illness, Mrs Ginsberg has not been out of the house for weeks. She definitely could do with some distraction. The phone rings . . .

Mrs Ginsberg  |  Mr Ginsberg
---|---
(Reading paper) | (Reading book)
(Phone ringing)

Mrs G: Hello?

Mrs G: Hello Jane! Long time no see.

Mrs G: Fine. How are you?

Mrs G: And the children?

Mrs G: Well, on and off, you know.

Mrs G: On and off.

Mrs G: Right beside me.

Mrs G: No, that’s all over now.

Mrs G: No. We’re staying in. Nice and cosy.

Mrs G: Yes. Of course I still do.

Mrs G: Well no. Now that you mention it.

Mrs G: Yes, that’s what they keep telling me. But they don’t see everything.

Mrs G: Who’s that?

Mr G: Ah.

Mr G: Yes. Of course I still do.

Mr G: What does she want?
| Mr G: What does she want, then? |
| Mrs G (to Mr G): Nothing. Just a chat. |
| Mr G: Ah |
| Mrs G: Yes. You're right. |
| Mrs G: Well, I don't know . . . |
| Mrs G: I wouldn't mind . . . |
| Mrs G: And have a drink afterwards . . . |
| Mr G: What are you up to? |
| Mrs G: Hold on . . . |
| Mrs G (to Mr G): This is Jane. She's going shopping. In the city. She is asking me to join her. |
| Mr G: In the city? |
| Mrs G: Hold on, Jane . . . |
| Mrs G (to Mr G): Yes. |
| Mr G: To do what? |
| Mrs G (to Mr G): Well, to do some shopping, have a drink somewhere . . . |
| Mr G: Ah. |
| Mrs G: But, I don't know . . . |
| Mrs G: Maybe, it's not the right time. I'll ask. Just a moment . . . |
| Mrs G (to Mr G): Do you think I should go? |
| Mr G: I don't know. |
| Mrs G (to Mr G): Can I? |
| Mr G: I don't know. |
| Mrs G (to Mr G): Maybe some other time? |
| Mr G: Perhaps. |
| Mrs G (to Mr G): You'd rather I'd stay? |
| Mr G: Yes. |
| Mrs G (to Mr G): Not feeling too well today, are you? |
| Mr G: No. |
| Mrs G (to Mr G): All right. Some other time then. |
| Mr G: Yes. |

| Mrs G: No, then I'll stay with him. |
| Mrs G: Yes, I'm sorry too. |
| Mrs G: Yes, all right. |
| Mrs G: Yes. I'll call. |
| Mrs G: Yes. Promise. |
| Mrs G: Bye. Thanks for calling! |
| Mrs G: Bye. Mrs G (to Mr G): So, you're not feeling too well today. |

| Mr G: No . . . I think I'll take a nap. |
| Mrs G (to Mr G): All right . . . I'll just read something. |
Self-Report Sheet

Unhelpful and Helpful Thoughts in Social Situations

Choose one situation in which you usually don’t express yourself. Write it on this sheet (Question 1).

Your task during this coming week is to try to improve your ability to communicate your feelings in this specific situation, by examining how you can change unhelpful thoughts (Questions 2 & 3) into helpful thoughts (Question 4).

1. What was the situation in which you were not able to express yourself?
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2. What was the unhelpful thought?
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3. What was the result?
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4. What helpful thought could you have had instead?
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