



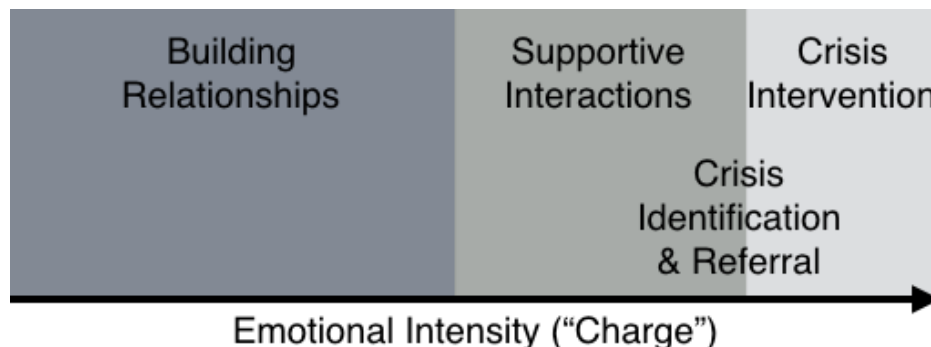
MASTERING EMOTIONALLY-INTENSE CONVERSATIONS

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The Center for Supportive Relationships helps teachers, students, and parents develop strong supportive relationships through comprehensive curricula and coaching. The Center also provides relational skills training for medical providers and medical students. Learn more about us at <http://SupportiveRelationships.org>

THE BIG PICTURE



SUPPORTIVE INTERACTIONS

- Supportive interactions have 3 stages: Setup, Listening, and Speaking.
- Setup and Listening skills help your partner release emotional charge, while Speaking skills help you deliver advice without antagonizing your partner.
- The importance of applying these skills increases with the emotional charge.
- Supportive interactions are not linear.
 - It's often necessary to loop back to a previous step, especially if your partner seems to be building an emotional charge again.
 - It's rarely a good idea to jump ahead to Speaking before helping your partner release the emotional charge through Setup and Listening.

		Spotlight	Microphone
SETUP	D istractions (lose them)		
	E ye contact (make it)		
	B ody language (use it)		
LISTENING	W IG (content and emotion)		
	A sk (only clarifying questions)	100% Partner	90% Partner 10% You
	S ummarize (the situation)		
SPEAKING	P ermission (ask for it)		
	A dvice (or other thoughts)	50% You	90% You
	I gnorance (admit it)	50% Partner	10% Partner
	D isagreement (elicit it)		

WIG

A WIG is...

- "What I Got"
- Saying back what the speaker said
- With caring and acceptance
- While keeping the "spotlight" wherever the speaker left it

A WIG is Not...

- Asking for more information
- Adding information that the speaker did not provide
- Promising things will be okay
- Giving advice
- Expressing judgment
- Taking on the speaker's emotions

I have no idea what's going on in math. I was sort getting it until a month ago, and then we started getting into integrals or something and I just have no clue what's going on anymore. It's stupid, anyway.

- (A) I really don't blame you. I hate math.
- (B) Have you talked about it with your teacher?
- (C) So math class was making sense to you until you got into integrals?
- (D) Look, you're a smart kid. I'm sure you can figure it out.

Tina has been acting really weird around me, and it's starting to bug me. Every time I get into the same room as her she starts whispering with some of the girls and looking at me in a weird way. It's getting really annoying.

- (A) Oh, come on, you've been good friends with Tina for 3 years. I'm sure it's nothing.
- (B) Her whispering with other girls and looking at you is annoying you?
- (C) Do you know what she's saying when she's whispering with the other girls?
- (D) Do you think maybe she's upset with you about something?

A WIG is...

- "What I Got"
- A recounting of what the speaker said
- With caring and acceptance
- While keeping the "spotlight" wherever the speaker left it

A WIG is Not...

- Asking for more information
- Adding information that the speaker did not provide
- Promising things will be okay
- Giving advice
- Expressing judgment
- Taking on the speaker's emotions

We're having a video game tournament this Friday, and I have to beat Kareem, that punk.

- (A) Look, it's just a video game. Relax.
- (B) What's so important about beating him?
- (C) So it's really important that you beat him?
- (D) Those video games are going to suck the smart right out of you.

I haven't seen Jared in almost a month, because of the break. Turns out he and his family just moved into this really huge house, and his dad got this really nice car. I mean, really large house, and really nice car.

- (A) What can I say, I guess Jared's family has more money than we do.
- (B) Sounds like all of a sudden they got all this nice stuff.
- (C) Do you know if Jared's parents got a new job or something?
- (D) Wow. I bet Jared is pretty excited about that, huh?

CLARIFYING QUESTIONS

A Clarifying Question is...

- Is very short
- Helps you understand a detail you missed
- Does not move the spotlight

A Clarifying Question is Not...

- A sneaky way to give advice
 - A way to offer insight
 - Meant to help the other person see something they hadn't realized before
-

I have no idea what's going on in math. I was sort getting it until a month ago, and then we started getting into integrals or something and I just have no clue what's going on anymore. It's stupid, anyway.

- (A) Have you been doing your homework?
 - (B) Wait, when did you say was the last time you felt like you were getting it?
 - (C) Are integrals the ones with all the curvy graphs?
 - (D) So what are you doing during class? Texting all your friends?
-

Tina has been acting really weird around me, and it's starting to bug me. Every time I get into the same room as her she starts whispering with some of the girls and looking at me in a weird way. It's getting really annoying.

- (A) Do you think it has something to do with your new choice of hair color?
- (B) What do you think she's telling them?
- (C) Is Tina the girl you invited for a sleepover last month, or the one from your cheer team?
- (D) Have you considered whispering to some other girls and giving Tina funny looks?

ADVICE

- "You and me against the problem" (*not "my solution against your problem"*)
- Is invited
- Acknowledges lack of perfect knowledge
- Is based on personal experience
- Seeks out reasons for why it may not work

Your child: "I have no idea what's going on in math. I was sort getting it until a month ago, and then we started getting into integrals or something and I just have no clue what's going on anymore. It's stupid, anyway."

Following a good conversation with your child, you summarize: "I guess you've been having a tough time for almost a year now with math. Somehow you got decent grades, but you didn't feel like you really understood the material. And then about a month ago you just fell totally behind, and now you're embarrassed to talk about it with your teacher. Is that right?"

Your child: "Yeah, that's right. I don't even know how I managed to get decent grades without really getting the material. If I tell Mr. Gilmon I don't get the material, he'll think I was just slacking off."

Your response:

Your child: "Tina has been acting really weird around me, and it's starting to bug me. Every time I get into the same room as her she starts whispering with some of the girls and looking at me in a weird way. It's getting really annoying."

Following a good conversation with your child, you summarize: "Sounds like you and Tina have been good friends at school since the start of the school year, kind of like you two hit it off right away. She did a lot of favors for you, and you helped her out in many ways. Like you really trusted each other. And now, all of a sudden, you get the sense that she's whispering about you with these other girls, but you can't think of anything you did that could have caused that?"

Your child: "Yes, exactly! It's bugging me so bad. I really like being friends with her, and I don't understand what happened all of a sudden."

Your response:

FEEDBACK

(please write extra-legibly)

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Name: _____ Email: _____

Would you recommend this workshop to another person in your situation? Yes / No

What did you like about the workshop?

What would have made the workshop better for you?

Please share any other comments you have
