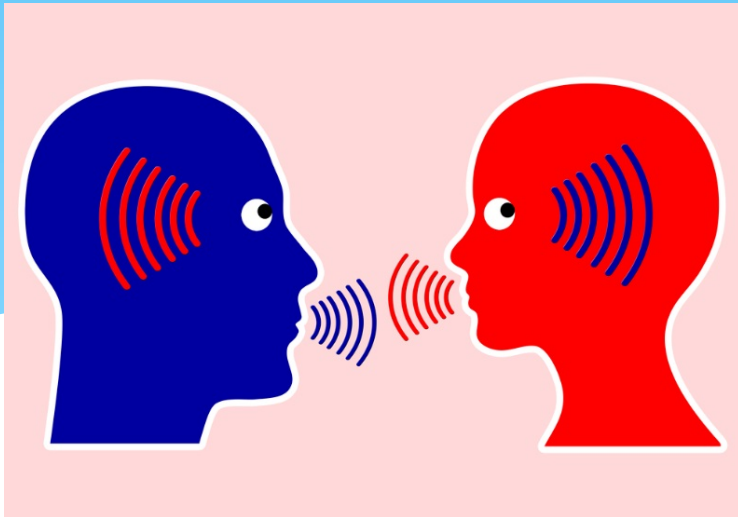


ACTIVE LISTENING: What, Why & How

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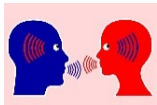
This workshop is based on concepts from Channing-Bete's "Guiding Good Choices", an evidence-based program



Round 1 –



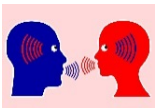
- * Find A Partner
- * Choose 1 partner to 'go 1st'
- * 1st person asks their partner:
 - * **What is your name?**
 - * **Where do you live?**
 - * **How many children do you have or are the caregiver of**
 - * **Age and gender**
 - * **Please share a “fun fact” about you**
- * 2nd person asks 1st person same questions
- * **You will then introduce each other to the group...** name, hometown, children & fun fact



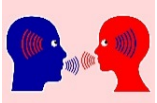
Reflection on Round 1



- * Overall, how did you feel through each part of the exercise?
- * How did your partner show that they were *listening* to you?
- * Did you find it difficult to *really* listen to someone?



Active Listening?



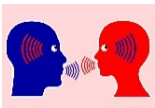
What is Active Listening?

Active listening is a way of **listening** and responding to another person that **promotes and improves mutual understanding**.

Being **deeply engaged in** and **attentive** to what the **speaker** is saying

More listening than talking

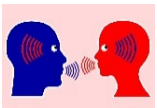
And, as necessary, **clarifying your** (the listener) **understanding**



How To “DO” Active Listening

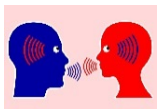
- Focus your attention on the speaker:
 - Suspend all judgment
 - Listen for the emotions as well as the words

- When the speaker has completed a thought:
 - Restate/summarize what you have just heard them say, avoiding interpretation
 - Ask if you have it right
 - “I think I heard what you say was...”



What Active Listening Looks Like

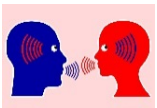
What You Do (non-verbal)	What You Say (verbal)
Demonstrate attentiveness	No judgment
<ul style="list-style-type: none">* Eye contact; focusing on the other person* Leaning forward a little* Nodding* Sitting still* Letting the other person finish what he or she is saying without interruption* Interested silence; giving a person time to respond	<ul style="list-style-type: none">* Restating what someone says* Reflecting what someone is feeling* Asking open-ended questions like:<ul style="list-style-type: none">* “What happened?”* “How did you feel about that?”* Giving positive feedback* Show empathy



Round 2 – Practice



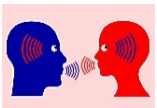
- * Find A Partner
- * Choose 1 partner to ‘go 1st’
- * Partner 1 – ***Choose one of the following topics about your childhood to share*** with Partner 2 (examples below):
 - Something you were really afraid of
 - Something you were really proud of
 - Your favorite vacation memory
- * Partner 2 ... Using active listening skills to learn about the childhood experience Partner 1 selected:
 - Start with ***“Tell me about...”***
 - End with ***“I think I heard what you say was...”***



- * Switch Roles

Round 2 - Reflection

- * How did it feel to have someone *really listen* to you?
- * How did it feel to *actively listen* to someone?
 - * What active listening skills did you use?
 - * Which were the most useful?

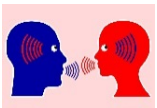


You might not be an active listener if...



- * You are ***multitasking***, including ***TV, computers, cell phones are on/in view***
- * You are ***trying to remember the point you want to make*** when the other person finally stops talking
- * You are ***thinking “this is the same thing s/he always says”***
- * Rather than listening, ***you try to solve the problem***

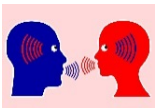
YOU send the message that you are ***not interested*** in what the other person is saying



What is NOT Active Listening?

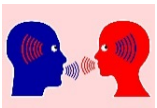
Often when people talk to each other, they don't listen attentively. They are often distracted, half listening, half thinking about something else.

- ⌘ Asking “Why” questions -- They tend to make people defensive.
- ⌘ Quick reassurance, saying things like -- “Don't worry about that.”
- ⌘ Advising — “I think the best thing for you is to ...”
- ⌘ Digging for information and forcing someone to talk about something they would rather not talk about.
- ⌘ Patronizing — “You poor thing, I know just how you feel.”
- ⌘ Preaching — “You should. . .” Or, “You shouldn't. . .”
- ⌘ Interrupting — Shows you aren't interested in what someone is saying.



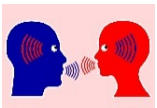
Round 3 – Practice, Practice

- * Find A Partner
- * Take a moment to identify a current concern of yours, a dilemma you are facing
- * Choose 1 partner to ‘go 1st’
- * Partner 1 – tell Partner 2: “***I have something I would like to share with you***” ... and **explain your concern/dilemma**
- * Partner 2 ... Use active listening skills to learn about Partner 1’s concern/dilemma
 - * Provide feedback
 - * No judgment, No advice!
- * Switch roles

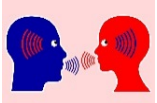


Round 3 - Reflection

- * How did it feel to have someone ***actively listen*** to you?
- * Did you learn anything about yourself from having someone ***actively listen*** to you?
- * Did you learn anything about yourself from ***actively listening*** to another person?

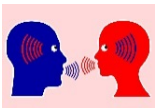


Active Listening?



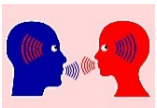
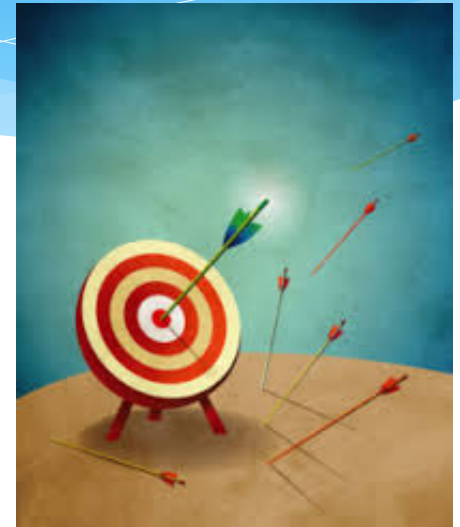
Active Listening with Your Child

- * GOAL -- To acknowledge what your child has said to you
 - Make sure your child knows they've been heard
 - Goal is NOT for you to be heard (and hear)
- * HOW TO:
 - Use open ended questions
 - Use affirmations
 - Use reflective statements
 - Summarize
- * THEN you can go on to next step – problem solving...



What's Next?

- * **Practice, *practice*, practice**
- * Choose 1 or 2 skills and use them until you are comfortable...
- * Choose a person/people or setting that you will feel comfortable with or less vulnerable to
- * Then choose another set and use them until you are comfortable...



Additional Resources:

- SPENJ.ORG
- Pocket Reference

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THANK
YOU

