

SESSION TWO

Giving Negative Feedback

Giving negative feedback consists of giving feedback about something with which the person is upset or otherwise does not agree. The skill can be explained to the group members as learning how to tell people that you are upset without making them mad or angry. The skill is important because teenagers' ability to express their feelings appropriately will lead to better interactions with others with less acrimony. It is important to teach this skill early in the program because the group members are required to give negative feedback throughout the learning process. The participants typically have most difficulty remembering to ask if the other person understands the negative feedback and to ask how the person feels. You will need to place particular emphasis on these steps.

Review of Home Notes

- Collect all Home Notes.
- Review and role play one practice situation from each participant's Home Note; ask how people reacted when the participant used the skill.

Introduction of the Skill-Deficient Videotape Scene

- Explain that the first scene will show a teenager who does not have the skill to be learned today.

First Videotape Sequence

Turn on videotape

- Scene 1, showing a teenager who does not have the appropriate social skill, provides a springboard for discussion.
- Narrator briefly discusses the scene and raises key questions: (1) What skill could have been used in the scene? (2) Why would it have been important there? and (3) In what situations could you have used the skill?



Scene 1

Katie assails her father about opening her mail

Turn off videotape

Discussion of Scene 1 (Skill-Deficient Scene)

- Restate and discuss what happened in Scene 1.

Explanation/Description of Skill

- Discuss what skill could have been used in the first scene.
- Give a general explanation of the skill, defining terms as necessary.
- Ask group members to describe the skill in their own words.

Discussion of Rationales

- Ask why it would have been important to have used the skill in Scene 1.
- Give one or two general rationales for the skill and lead the participants to mention the following and perhaps other rationales:
If you can give negative feedback appropriately, you will be able to express your feelings without getting people overly upset.

2. If you can give negative feedback appropriately, you are more likely to change others' behavior.
3. If you can give negative feedback appropriately, people will be more likely to listen to what you are saying.
4. You will feel better if you can tell people how you feel or what upsets you.

Discussion of Example Situations

- Discuss the general characteristics of situations that require the skill.
- Give an example situation from your life.
- Ask each participant to give an example, discussing characteristics of the situation. Lead the participants to mention some of the following and perhaps other examples of giving negative feedback to:
 1. A friend for shoplifting or involvement in other illegal activities
 2. A parent for being “on your case” all the time (yelling at you for little things several times a day)
 3. A teacher who embarrasses you by criticizing you during class in front of the other students
 4. A friend for not returning several items (a record, a book, a basketball) that he borrowed from you in the last month
 5. A teacher for giving you a bad grade for an insignificant thing, like a misspelled word when the rest of the paper was correct
 6. Your parents for not letting you do what you want to do, like going to a party instead of a family gathering
 7. A co-worker for not doing her share of the work
 8. Your brother/sister for taking your clothes without asking you
 9. A friend who is using drugs
 10. A parent for giving you more chores than your sister/brother has

Examination of Skill Steps

- Distribute Skill Sheets.
- Discuss each skill step; have group members take turns explaining each step and giving a rationale (and example if necessary) for each step.

Second Videotape Sequence

Turn on videotape

- Narrator reviews the skill definition, rationales, examples, and key skill steps.
- Scene 2 provides appropriate, but not perfect, modeling.
- Narrator discusses the performance in Scene 2.
- Narrator introduces Scene 3.
- Scene 3 provides appropriate, but not perfect, modeling.

Turn off videotape

Discussion of Scene 3 Modeling Performance

- Ask the participants what steps were well done (have them refer to their Skill Sheets).
- Ask the teenagers what steps could have been improved or should have been added. (After thanking Mondrel for listening, Chris could have changed the topic to something else.)



Scene 2

Katie appropriately confronts her father



Scene 3

Chris approaches Mondrel about spreading rumors

Third Videotape Sequence

Turn on videotape

- Narrator discusses Scene 3, and the skill steps as used in Scene 3 are reviewed on screen.
- An example of teenagers role playing the skill provides participants with a model for role playing the skill later in the group session.
- Narrator introduces Scene 4.
- Scene 4 provides appropriate, but not perfect, modeling.

Turn off videotape

Discussion of Scene 4 Modeling Performance

- Ask the participants what steps were well done (have them refer to their Skill Sheets).
- Ask the teenagers what steps could have been improved or should have been added. (Jorge did not thank his sister for listening.)



Scene 4

Jorge speaks with his sister about her drug use

Verbal Rehearsal

- Have group members rapidly name each step in the skill, going through the skill sequence at least twice.

Behavioral Rehearsal and Feedback

- Have two participants at a time role play a situation, with the other group members giving them feedback on their performances.
- Continue rehearsal until each participant has practiced the skill at least once.

Criterion Performance

- Explain that each group member must perform all steps of the skill correctly without the Skill Sheet or other prompts.
- Have the participants who are being tested turn their Skill Sheets over on the table or chair.
- Have two group members role play a new situation.
- Use the Criterion Checklist to score the performance of the person being tested.
- Continue until each person has met criterion—performed each skill step correctly without help.

Home Note Assignment

- Make sure that all participants have their Home Notes (backs of Skill Sheets).
- Discuss potential situations in which to use the skill.
- Remind participants to return their Home Notes at the next session.

Refreshment Period

- Chat with participants as they enjoy refreshments.
- Informally discuss various applications of the skill.

Possible Problems and Solutions

If the following common problems occur in the session, try these approaches:

1. ***Not agreeing with the importance of giving negative feedback appropriately***—Repeat the rationales for learning the skill and ask the group members to add other reasons for learning the skill. Emphasize that it is important to give negative feedback appropriately so that people will listen to you and change their behavior to a way that will either help them improve their lives or help you get along better with them.
2. ***General difficulty learning the skill***—Giving negative feedback is one of the most difficult skills to learn because it has many steps to remember and because it is sometimes emotionally difficult to perform. Use prompts, suggestions, and praise to encourage teenagers who are having difficulty.
3. ***Difficulty with particular steps***—Some of the component steps such as saying something positive, giving a suggestion for changing, and asking if the other person understands or how he/she feels may be difficult for the participants. If necessary, prompt the inclusion of these steps.

Figure 3
Example of Completed Criterion Checklist

| CRITERION CHECKLIST | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|---|------------|
| Criterion Tests | | | | Giving Negative Feedback | Date _____ |
| 1 | 2 | 3 | 4 | Did the participant: | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Face the person and stay calm when giving feedback? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Maintain eye contact with the person? | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. Keep a serious facial expression? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Use a serious voice tone? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 5. Maintain a straight posture? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 6. Ask to talk to the other person for a moment? | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 7. Initially give a positive statement or compliment? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 8. Tell how he/she feels or what he/she feels that the other person has done wrong? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 9. Give the other person a reason for changing? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 10. Ask if the other person understood what was said? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 11. Clarify the feedback, if necessary? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 12. Ask how the other person feels (what is the other person's side)? | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 13. Give the other person suggestions for changing or improving? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 14. Thank the other person for listening? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15. Change the topic to something else? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 16. Make a statement of concern or understanding? | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 17. Not "put down" the other person? | |

Figure 4
Example of Completed Home Note

| HOME NOTE | | |
|---|----------------------|---------------------------------------|
| Dear <u>Mrs. Jones</u> _____ : | | |
| <p>The group discussed and practiced Accepting Negative Feedback this week. <u>Jim</u> _____ has agreed to practice this skill with you three times this week. We would appreciate it if you would record what the practice situation was and how well the skill was performed. On the back is a Skill Sheet which shows the steps for doing this skill correctly. Please check your teenager's performance against these steps. For each of the three practice situations give a checkmark for a correct performance only if the teenager made no more than two mistakes during it. As a review, your teenager has also agreed to practice Giving Negative Feedback one time this week. Please sign the bottom of the form after the practices. It is very important to return this form at the next group session. Please help your teenager to remember to return it. Thanks for your help.</p> | | |
| Situation | Performed Correctly? | Steps Omitted |
| 1. <u>Accepted negative feedback from Mom for not cleaning his room.</u> | ✓ | |
| 2. <u>Accepted negative feedback from Mom for coming home late at night.</u> | ✓ | <u>Did not ask for clarification.</u> |
| 3. <u>Accepted negative feedback from a friend for not calling her.</u> | ✓ | |
| 4. <u>(Review Skill) Gave his dad negative feedback for not letting him go to a party.</u> | ✓ | <u>Did not ask to talk to him.</u> |
| Signed <u>Mrs. John Jones</u> _____ Date <u>2/3/81</u> _____ | | |