



# Situational Perception Training

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# Situational Perception Training

- Social Performance
  - Repertoire of responses
  - When and how should these be applied
  - Social Perception
    - *Ability to accurately "read" the social environment,*
    - *Determine the particular norms and conventions operating at the moment*
    - *Understand the message being sent*
    - *Particular emotions and intentions guiding the behavior*

Whaaat  
have you  
bought?

1-2-3  
deep  
breathing



# Connection between different programs

- Right time and place (Social Training Program)
- Defining the problem (Problem Solving Program)
- Understanding others feeling (social skills training / empathy training / setting events in Anger Control Training)



# Many Interactional misunderstanding can have cultural origin.

- Not only different ethnic background but also between ages / educational level / etc.
- May cause different attribution of situations
  - Compliment
    - manipulation?
  - Help
    - attempt to demean?
  - Gift
    - a bride?
  - Speaking about one`s car
    - boasting?

# 5 categories of social perception skills (Bellack et al., 2004)

1. Precise observation including listening
  - Disturbed by high arousal of emotions, internal intentions and other disturbing factors
2. Clarification
  - Discrepant between spoken words and body language
  - The more skilled the person is in interpreting situational norms, intentions and explicit and implicit rules the more he / she can choose the best response for the two part.

## Perception of emotions

Lacking skills in discrimination of emotional states may lead to misinterpreting a situation

## Relevance

The response has to be relevant and match the emotional status of the interpersonal partner

## Timing

When be silent, when be active, failing to follow underlying hidden rules / intruding others space / fail in following other persons rhythm (Dyssemia / Nowicki)

# Internal structure

## 1 Preparing the situation

- Trainer choose situations (Goldstein's 182 training situation may be used as a source).

## 2 Presenting the situation

- Like moral reasoning program (role play / film clip /story). It is an advantage to have the situation on video in order to play it several times when discussing different aspects of the situation
- Decide whether the situation should be analyzed from both parties' perspective

### 3. Analyzing the situation

- What is happening
- Rules and norms in the situation?
- Different cultural perspectives?
- The actors emotional expressions
- Possible setting events that may influence the situation
- Goals and intentions for the 2 parties
- How the participants are tuned to each other
  
- Trainer 2 write participants suggestion on the blackboard
- Important: Let the participants analyzing the situation first; question are asked if there are important factors missing

#### 4 Suggesting alternative ways of continuing the play

Participants have to argue why their solution is rewarding / fair for the different persons

Also possible to start the alternative continuing play *before* the originally play stopped (*The turning point*)

#### 5 Choosing one solution

*The solution or solutions that matches the criteria on step 4 are chosen (May also split the group in two)*

#### 6 Role-playing the chosen situation

*The players prepare with one of the trainers*

*The other trainer give evaluation tasks like*

*”When did the players consider the others intention”*

*”Did the players follow explicit and implicit rules of the situation*

*”How did they show respect for each other(s culture)*

*”In which way did they match each others feelings*

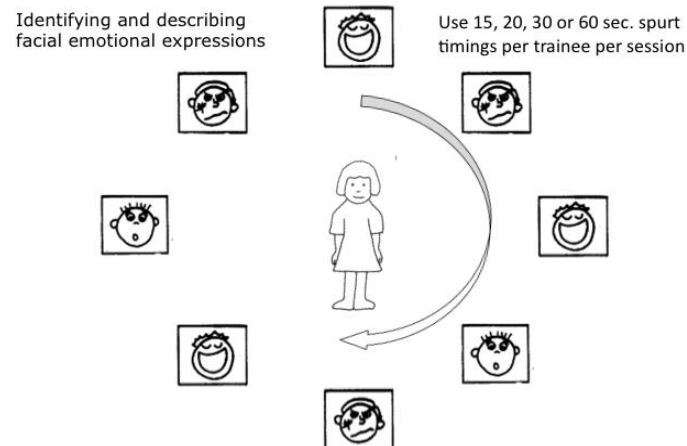
- 7 Feedback round
  - First the observers; than the actors.
  - The actors are emphasized to refer if there were any situational factors that they considered and which actions they did that contributed to that the situation was experienced as positive.
- 8 Trainees examples / Precision Teaching / Supplementary Exercises (Goldstein 219-250)

Trainees could bring their examples to the session.

# Examples of precision training

- Identifying emotions

- Trainee in the middle. Identifying emotions. Start with few and e.g. just facial expression; expand with other body languages
- Can expand with asking how to deal with the different emotions



# Right time and place

When should you start a conversation?

In the beginning obvious signs for situations where you can or should not start a conversation; then not that obvious.

Next step

How should you start a conversation in different settings

Identifying the "right time and place"



Use 15, 20, 30 or 60 sec. spurt timings per trainee per session



## To predict possible outcomes (if ..., then)

Fluency training in "if ..., then ..."

You wath one of the 7th grade girls at your school bullying one of your friends

What could happen if you ... ?

get help from another girl you know who is bigger than you?

puncture the tires of the 7<sup>th</sup> grade girl's bicycle ?

start to play with someone else?

tease the 7<sup>th</sup> grade girl's little sister?

throw rocks at the 7<sup>th</sup> grade girl?

get help from an adult or teacher?

pretend you have not seen it?

tell the 7<sup>th</sup> grad girl that she should stop bullying?



- 9 Homework

- Identifying situations

- Gradually expansion of applications

- Situations with cultural misunderstanding

- Situations with bad timing

- Situations where setting events was important

# 3 methods

## I Goldstein's group discussion

- 182 small stories
- Some of them from Fielders' Culture Assimilator
  - Typical situations where misunderstanding are likely to occur
  - 4 interpretations; one typical attribution of the other culture

# Role playing and group discussion

- 1. The group is divided in two sub groups. Each group prepare a role play. Group A perform their situation up to the critical moment
- 2. Group B is asked to discuss what they have seen using the different aspects (timing, relevance, goals etc)
- 3. Group B are required to suggest possible solutions to the problem (righteous, rewarding, fair). Than B is asked to role play the solution
- 4. Group A evaluate B`s solution and explanations. (practicality, novelty, justice)
- 5. Self-evaluation (did I achieve a good result for myself / did I contribute to the others problem.
- 6. Group B perform their situation and follow step 1-5

# Creation of positive interactions between network members

- Idea: Each problem is a problem for at least 2 parties and everybody have to change behavior to solve the problem
- 1 Choice of problem area
  - Do not start with the most serious problems
  - Example. Problems during the wake up process
- 2. Role-play till the undesired responses occur
  - Question: What intentions have the two persons
  - Example: The boy was angry and the mother also became angry
- 3. Brainstorming
  - What could they have done differently? How can you get the same result, but without negative consequences
  - Techniques “moynahans Remote Control”
  - Alternative scripts for all persons.
  - Example: Mother “You have to get up” Son: Give me five minutes” Mother: ok

- Practicing alternative interaction patterns
  - Adoption of “The triple dance”
    - 1. Step: The trainers perform
    - 2. Step: Trainer play “the sons role” and all participants play the mothers role after turn.
    - 3. Step: One of the trainers play the mothers role and all participants play the sons role after turn