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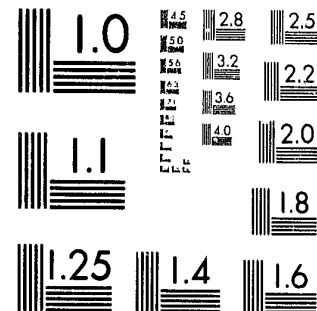
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**Anti-**
**Crime**
**Through**

**Organized**
**Neighborhood**
**Effort**

OUTREACH STREETWORK

AN OVERVIEW OF THE ART

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## PREFACE

This manual is a compilation of skills, techniques and strategies which have proven to be effective in the practice of outreach street work. Theoretical concepts and constructs have been taken from a variety of sources which are noted in the text and bibliography. Clarifying examples and role-play situations found in the text are drawn from actual case histories supplied by effective outreach street-workers working in urban environments.

Practitioners of outreach street work face unusual situations and have many demands made of them. Truly effective outreach workers are rare, and have an exceptionally well developed and accurate sense of self which enables them to meet the rigors of street life. This manual has been developed and refined with the able assistance of the highly skilled outreach street work staff at Interfaith Neighbors, New York City. To Laine Barton, Sena Baron, Director Lorraine Catania, Meg Hertz, John Koeppen, Judy Vucetic, and Ira Zung; go my heartfelt thanks for their patience, support, knowledge, willingness to share their own experiences and expertise, and perhaps most important, for their sense of humor. And, of course, a special thanks to the New York City street kids who educated us all.

This manual is designed to provide a foundation for understanding the theory and practice of outreach street work. Trainers or leaders using the manual should feel free to adapt both the theoretical and practice training exercises to their specific needs. In addition, the course is most effective when led by trainers who thoroughly understand the concepts presented in workshops.

The intent of this manual is to be a teaching aid. Any portion of this manual may be reproduced in any form. Trainers may want to duplicate portions of the didactic presentations or to make any changes, alteration or use of the manual which will increase its utility for groups of persons wishing to develop outreach skills.

James Cosse

New York City, 1979

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Outreach Streetwork: An Overview of the Art

## Background

Virtually all systems of delivery of mental health services are designed to help clients who are motivated to seek assistance for conflicts or difficulties they experience in daily living. A basic tenet of counseling is that the client must be motivated to seek help in order to become involved in a working alliance with a counselor. This holds true regardless of the label given to the counseling or therapeutic endeavor: Analytic (see e.g., Freud, 1924; 1952); behaviorist (see e.g., Carkhuff, 1969; Haley, 1963; Krumboltz, 1965, 1966); non-directive, client-centered, (Rogers, 1961), or any of the plethora of therapeutic systems which have surfaced in the past two decades. (see e.g., Berne, 19  ; Perls, 1969).

Even a cursory glance at the human drama being played out in contemporary society indicates that mental health delivery systems are missing significant numbers of troubled persons who fail to seek either preventative or remedial services for themselves. The fact that such persons do not assume an active role in a search for appropriate assistance does not diminish the need; rather it reinforces the notion that innovative approaches must be designed and implemented to help those who may benefit from a range of mental health services but remain outside of existing agencies and systems. Outreach streetwork is one response to this need.

Outreach streetwork is a unique concept in systems of delivery of mental health services because the clients to be served by outreach workers have not identified themselves as needing any mental health services, and the services themselves may be offered outside a traditional clinic setting. Thus, both the set involving client motivation and the setting in which the counseling endeavor takes place are beyond the domain of traditional models of counseling. There are, however, antecedent movements and groups from which the notion of outreach work may be said to have been derived. A glimpse of these groups will prove useful in the formulation of outreach services.

Perhaps the earliest group of outreach workers were the missionaries of the great religions, especially those associated with Christian religions. While descriptions and goals of various missionary groups may differ, in essence missionaries attended to a variety of needs in a "client population" often targeted by the missionaries because of client lack of awareness of "appropriate" spiritual needs. In addition to a focus on spiritual needs presumably to be met by conversion to a "true faith", missionaries often provided crucial ancillary services, such as health care and educational opportunities.

Some of the strategies developed by the Church in modern times to meet the needs of inner city populations provide a clear example

of the emergence of outreach work. Often professional clergy and lay persons venture into the neighborhood to meet community residents and offer opportunities to become involved in church activities. With the emergence of urban gangs in the early '50's, clergy and an occasional social worker became involved with gang members on the gang turf. A classic example and description of this kind of outreach work may be found in The Cross and the Switchblade.

In addition to church-related organizations, other groups have utilized techniques which are antecedents of formal outreach activities. Groups such as Alcoholics Anonymous, in existence for nearly forty years, and Synanon, incorporated in 1958, have had program components to identify and assist drug-dependent persons by offering services to those in need in a variety of locations and under all kinds of conditions. While these kinds of groups emphasize the importance of client motivation in effective treatment, they also are willing to accept some responsibility for helping to develop and maintain motivation.

With the proliferation of drug abuse prevention and rehabilitation treatment programs in the 1960's, the concept of outreach streetwork gained increasing credibility and popularity as a way of identifying and offering treatment to drug dependent community residents. Drug abusers were notoriously adept at

avoiding any treatment facility, and community mental health workers were employed to help ameliorate a deteriorating street drug scene.

Currently many agencies have an outreach program component in which the overall goal is to place trained mental health workers in the community to work with target populations identified as needing special services or "at risk" in some way. Definitions of outreach work are widely variant, techniques of intervention are equally as diverse, and methods of evaluating outcomes of outreach work have yet to be developed. To date, no systematic, formal training program has been developed to enhance the helping skills of community mental health workers.

This manual is an attempt to develop a systematic training program for professionally trained mental health counselors who are to be outreach street workers. The first part examines in some detail aspects of the counseling relationship; the second covers approaches to and contracting with potential clients; the third describes techniques for working with resistant clients; the fourth and final section suggests ways to move the client into more traditional modes of counseling. This manual consists of twelve 90 minute training sessions. Each training session has both theoretical and experiential components; that is, there are opportunities for enhanced cognitive awareness of relevant

theory and research and exercises which help trainees learn by reflecting on shared experiences in the training. The theoretical component describes in detail concepts being discussed and developed. Sources for further reading are suggested. Trainers are encouraged to adapt the theoretical components to the level of understanding of participants.

Finally, this model is designed for 8 or ten training participants per group. While the number is somewhat arbitrarily selected, it is based on research of interaction of persons in groups which suggest that 8 members provides optimum opportunity for interaction in groups. Because many exercises are designed to be carried on in dyads (two persons), an even number is preferred, thus freeing the trainer to observe all activities in which s/he elects not to be an active participant.

Workshop I:

Goals:

- To begin to build trust and a sense of team spirit in the
  training group

- To increase awareness of the raison d'etre of counseling

- To discover and identify the core facilitative conditions
  for counselors

- To introduce the concept of counseling as a special kind of
  relationship between or among two or more persons

As soon as all participants have arrived, a circle is formed.
The trainer introduces him/herself and asks all other participants
to introduce themselves. The trainer then asks each participant
to choose another person in the group whom s/he does not know well
and form a dyad with that person. The task of the dyad is to have
each person learn enough about his/her partner so that the person
may introduce his/her partner to the larger group when the larger
group reconvenes. In the larger group, partner A introduces
partner B and visa versa until each member has both introduced
and been introduced by someone else.

At the conclusion of this exercise, each member is asked to
state at least two specific goals s/he has for the overall training
sequence. All of the goals may be recorded on newsprint.

The trainer then outlines the overall content of the training
sequence, discussing the four major components, and brings up
any housekeeping concerns (smoking, bathroom locations, starting
and stopping times, etc.).

The trainer then defines his/her role, stressing that s/he is
a participant/observer. In essence, the trainer negotiates and
establishes a contract with the group regarding his/her role as
trainer. The trainer may wish to participate in as many exercises
as possible. It is important, however, that the trainer function
as a participant-observer, and that the trainer assume primary
responsibility for facilitating group discussions.

Upon reconvening into a circle, the trainer introduces a group
discussion in the following way:

> All potential counselors suffer a two-part
> identity crisis in their professional growth
> and development. They grapple with the core
> issues of the reason for the existence of
> counseling, and concurrently, they must develop
> a coherent, integral definition of themselves
> as counselors.
>
> The second part of the crisis demands a
> response to the question of who I am as a
> counselor. Of the two issues, the former is
> more easily resolved. Let's look at the
> issue of the raison d'etre of counseling.

After a thorough discussion of this issue by group members, the trainer may bring up as a means of clarification or as additional information the following:

According to John Krumboltz (1965), "The central reason for the existence of counseling is based on the fact that people have problems that they are unable to resolve for themselves" (p.383). The counseling endeavor is a response to problems, conflicts, difficulties, or more generalized bothersome events, activities or feelings with which persons are confronted but for which their own resources are too limited to resolve the difficulty. In short, the troubled person's own resources are inadequate to cope with the problem. Counseling exists, therefore, because some people cannot, for whatever reasons, help themselves.

The group may profit from a discussion focusing on the individual crises members have faced in reaching a reasonably clear picture of themselves as counselors. How, for example, do group members define themselves as counselors? What are the special skills they have? How does being a counselor differ from being a teacher? Plumber? Accountant?

Following the discussion of defining a counselor, the trainer asks for descriptive words from participants which apply to a successful counseling process they have known, or to an ideal counseling process. All descriptive words are recorded on newsprint.

For the closing activity, the trainer asks all participants to respond with at least one reaction to the first training session. (Trainers should be cautioned that occasionally participants will use this evaluation time to bring up unresolved or confusing issues in the training session. Reactions to the training should be encouraged at this time).

Workshop II:

Goals:

- Enhanced trust among participants as evidenced by increased

    self-disclosure and involvement in group tasks and process.

- Increased awareness of counsling as a process as evidenced by:

    a)  identification of crucial components of the process

    b)  enhanced understanding of the components of "helping"

        as a process

    c)  identification of counselor core facilitative conditions

The trainer begins the group by asking all participants to mill around the room, taking note of the physical space and the other participants. Each participant then is asked to greet every other person in the room in whatever way s/he wishes. The group settles into a circle configuration.

The trainer asks for a volunteer to begin another introductory exercise. The volunteer is to recall at least one significant fact about the person on his/her right (left) and to recount that fact to the group. Each person continues the task until all have participated.

At the conclusion of the introduction exercise, participants are asked to recall any significant learnings or ideas from the

previous session. A summary of the previous week's learnings may be offered by one of the participants at the conclusion of the exercise.

The trainer draws attention to the list of descriptive words applied to counseling as a process and states that the group will be spending the next block of training time examining in some detail crucial components of counseling. An overview may be provided for the group's consideration.

While articulation of the process and goals of counseling may differ when viewed from the perspectives of the various therapeutic theories and systems, there are essential components. Counseling as a process involves at least two people - a counselor and a client - who are in a relationship, which by its nature, helps the client to examine and change his/her maladaptive behavior. The key words in this definition of counseling as a process are: counselor, client, relationship, helps, and maladaptive behavior. Since counseling is a process designed to help a client, it is reasonable to begin an inquiry into effective outreach practices by working toward a comprehensive definition of "helping" within counseling.

Robert R. Carkhuff (1969) has examined in great detail the development of human functioning and dysfunctioning in order to identify effective helping practices. He starts with the proposition that human growth and deterioration are physical, emotional, and intellectual. It is impossible to isolate any one of the three indexes because "the physical, emotional and intellectual dimensions are inextricably related in both the healthy and unhealthy person." (p.24)

From this proposition, Carkhuff draws a corollary which states, "The conditions of effective helping are physical, emotional, and intellectual" (p.25). Thus, helping focuses on the physical, emotional and intellectual dimensions of the client. Helping is an integrative process in which each of the three dimensions is seen in relation to the other.

Finally, the goals of all helping processes "involve (1) understanding the client's physical, emotional and intellectual worlds and (2) being able to enhance client influence upon these worlds" (p.25). Helping, then, is a two

part process in which the individual strives for a fuller understanding of his/her physical, emotional and intellectual worlds and enhances his/her ability to influence those worlds in ways compatible with his/her goals for growth. Insight alone clearly is not enough. The individual needs to develop ways to translate insight into action.

Participants may provide as many examples as they can from their own experience of abilities and behaviors which are representative of the physical, emotional and intellectual dimensions of human functioning. The trainer may elect to develop a chart from the examples provided by group members.

After a number of examples have been provided, the group may explore ways that functioning in one dimension is influenced by functioning in other dimensions. For example, an individual with a physical deformity may find that his/her feelings about the deformity create or inhibit feelings about him/herself, and preoccupation with the deformity may influence intellectual functioning.

The trainer may continue in the following way:

We will have many opportunities to define
more clearly an understanding of the helping
process, especially when we look at helping
behavior within a particular kind of re-
lationship. In the time being, however, I
would like to explore the counselor's con-
tribution to the helping process, and then
identify useful contributions may by clients
to the helping process. Their separate con-
tributions will be examined within the con-
text of helping as a process of understanding
and action

Participants are asked to provide from their own ex-
perience words which describe effective counselors. The
words may be recorded on newsprint.

The trainer offers the following information for the group's
consideration:

There is considerable research reported in
the literature identifying the facilitative con-
ditions of counselor warmth, respect, empathic
understanding, and genuineness as central to

an effective helping process (for a complete
review of relevant literature see Carkhuff, 1969).

Effective counselors are those persons who
are empathic, and who offer warmth and genuine
responses to their clients and who respect those
with whom they work. Empathy is an ability to
understand another person's feelings while not
having to experience those feelings as the other
person experiences them. Persons who are
genuine act in spontaneous ways, and disclose
their own thoughts and feelings in appropriate
ways as they experience the thoughts and feelings.
Respect may be broadly stated as those counselor
behaviors which imply an attitude on the part
of the counselor that the client is doing the
best job the client can in coping with the con-
flicts and dilemmas. These are facilitative
characteristics which apply to all counselors,
and are especially helpful in outreach work.

Earlier, the helping process was described
as being a combination of understanding and
action. Therefore, an effective counselor must
have the requisite skills to be both understanding
of the client's thoughts and feelings, and able

to initiate action-oriented activities with the client. Carkhuff (1969) states the dual functions of the counselor in this way: "... the more receptive and responsive helper offerings of warmth and understanding must be complemented by more active, assertive offerings involving direction, confrontation, and more action-oriented activities" (p.33).

The counselor is seen as being both receptive/ responsive and action-oriented as means of encouraging client change. If one outcome of the counseling process is defined as client change through action, the counselor must be prepared to direct through his/her own actions, aspects of the process of client change. In essence, this model of counselor intervention demands that the counselor assume both passive and active roles in the helping process. Carkhuff uses the components of understanding and action to describe counselor contributions to the helping process:

Effective helping processes, then, may be broken down broadly into the components of understanding and action. We may view

the facilitative dimensions as those offered in response to the expressions of the person being helped while action-oriented dimensions are initiated by the helper. (Carkhuff, 1969, p.35)

To recapitulate, an effective counselor offers warmth, respect, empathetic understanding, and is responsively genuine in his/ her relationship with a client. In addition, the effective helper is equipped and willing to confront and "make concrete a course of action" (Carkhuff, 1969, p.39) in interactions with a client. The counselor is both understanding and action-oriented.

Following this presentation, the trainer leads a discussion about the two discreet aspects of the counselor's contributions to the helping process. References may be made to the descriptions of effective counselor provided by group participants and if possible the list of qualities may be divided into understanding and action-oriented sub-groups.

The trainer may ask the group members to discuss how they feel about taking direction in the counseling process, and participants

may profit from a discussion about their perceptions of their use
of power in a counseling relationship.

The session ends by having each participant share one or two
reactions to the workshop.

Workshop III:

Goals:

- Enhanced awareness of client core facilitative
  conditions
- Experiential awareness of the role of both counselor
  and client
- Identification of components of a client/counselor
  relationship

Group members are asked to mill around the meeting room,
greeting all other members non-verbally in any way which ex-
presses a sense of their evolving relationships with each other.
The group forms into a circle at the conclusion of the greeting.
(Trainer's participation encouraged)  The trainer asks par-
ticipants to reflect about and share information or affective
awareness growing from the previous workshop.  A participant
may summarize the significant facets of the previous workshop.

The trainer provides a brief overview of the current work-
shop activities with the following introduction:

It is clear that counseling as a process has
a number of discreet components.  When integrated,

the components contribute to the success of the
helping effort. Thus far we have glanced at the
nature of a helping process and counselor core
facilitative conditions for client change. In
this workshop client core facilitative conditions
will be discussed, and we will move toward an
operational definition of a counselor-client
helping relationship.

By way of introduction, what are contributions clients make
to the helping process? (The trainer may elect to note descriptive
words or phrases generated by the group on newsprint). The trainer
may continue with the following:

Carkhuff (1969) has identified several client
process variables which contribute to positive
outcomes in a counseling relationship. His first
proposition is the "(client) involvement in the
therapeutic process is essential to constructive
(client) change or gain" (p.53). There cannot be
a helping relationship without client involvement.
Client involvement starts with client willingness
to spend time with the counselor. Client willingness
to spend time with the counselor is the key ingredient
in outreach street work.

A client involvement must be of a specific sort
if there is to be constructive change or gain.
Constructive change may occur when the following
client facilitative conditions are met: 1) The
client can explore him/herself within the counseling
process; 2) the client can focus upon his/her
immediate experiences; 3) client action is
undertaken as a consequence of the helping
process (Carkhuff, 1969, p.54). Client
change through treatment is related to the
degree of client involvement with and in self-
exploration, exploration of immediate ex-
pressions, and development and implementation
of action plans based on enhanced client
understanding in the three dimensions of his/
her functioning.

Carkhuff makes a statement in his analysis
of the client's contributions to the helping
process which has profound implications for
outreach work. In assessing treatment effective-
ness, Carkhuff says, " . . . helpees who resist
or are unable to, either with or without the
counselor's help, engage in self-exploration

and immediacy of experiencing are poor prospects
for effective treatment." (Carkhuff, 1969, p.54).
The degree of client resistance is a critical
variable in initial assessments of who may profit
from outreach services. Within the context of
outreach work, resistance is expected and techniques
and methods of working with resistance in clients
will be developed. The more serious difficulty
may be seen in clients who cannot - as opposed
to those who will not - engage in self-exploration
and/or immediacy of experiencing. Those who cannot
meet these criteria are, indeed, poor prospects
for outreach intervention. However, diagnostic
impressions may be formed which may assist the
outreach worker if a treatment plan has to be
devised for such persons. Such a situation may
arise, for example, with referrals from the
criminal justice system or other official
agencies.

The crucial client variables, then, are client
willingness to spend time with a counselor, client
involvement through self-exploration, a focus on
immediate experiences, and action through enhanced
understanding.

The trainer leads a group discussion reflecting about, and
critiquing the above description of core element variables. In
this, as in other group discussions, participants are encouraged
to draw from their own experience with clients when developing
an understanding of core facilitative client behaviors in counseling.

The trainer summarizes:

We are left then, with the following schema:

| Who I Am | Who I Work With | What I Do |
|---|---|---|
| Counselor Core Conditions: Empathy Genuineness Warmth Positive Regard | Client Core Conditions Willing To Spend Time Ability to Explore the 3 Dimensions Ability to Experience in the "Here & Now" | Helping: Process of Understanding and Action Through Enhanced Client Understanding of Client Intellectual, Emotional & Physical Dimensions |

Understanding Leads to Action

How I Do My Job (Some Counselor Tools)

| Clarification | Advising | Terminating |
|---|---|---|
| Suggesting | Affirming | Persuading |
| Agreeing | Exploring Options | Experimenting |
| Validating | Suggesting | Judging |
| Reinforcing | Alternatives | Advocating |
| Modeling | Contracting | Reflecting |
| Confrontation | Skills Instructing | Parenting |
| | Listening | Ordering Priorities |
| | Leading | Goal Definitions |

The trainer introduces an activity designed to help participants experience aspects of the counseling relationship:

"The next exercise will provide you with a number of opportunities to experience aspects of what we have been discussing. This is a five part non-verbal task. When I say begin, I would like all of you to stand up, mill around the room, and as you mill around the room, bring into your own awareness a person whom you may not know well, but with whom you would like to spend some time. Non verbally, choose that person to be your partner, and non-verbally, with your partner, put yourselves into, and define some space for yourselves in the room. Before we begin, are there questions about the first part of the task?" The trainer may answer questions about this part of the task before giving a signal to begin.

When participants have paired off and are located throughout the room, the trainer continues:

"A major part of counseling involves decision-making. Take the next couple of minutes to reflect non-verbally about your own decision-making process. Did you, for example, initiate contact with another, or did you wait to be chosen? (Pause) Did you choose someone you know well, or did you perhaps risk exposure with someone you want to know better? (Pause) How did you get to the part of the room in which you now are located?"

"The second part of the task is to decide between yourselves, non-verbally again, who is to go first. Please do that now." When each dyad has chosen the partner to go first, the trainer continues, "Again, reflect a moment on your own decision-making. How did you decide who is to go first?

Parts three and four of the task will be fun, enriching, and will provide numerous opportunities for the two of you to work and play together. The overall task is to experience the total environment in the richest possible ways. However, the person who is to go first in each dyad is to be blindfolded, and the other person is to be a guide. Remember, the task is to experience the total environment in its fullest, richest manifestations. This is a non-verbal exercise. Before we start, however, are there questions?"

The trainer hands out blind folds and the exercise begins. At the end of fifteen minutes or so, the trainer recalls the dyads, non-verbally, and when the dyads are reassembled, the partners switch roles. At the end of another 15 minutes, the trainer reconvenes the group and collects the blindfolds.

The final part of the exercise is to discuss the experience. The following questions may help to guide the discussion:

- What was this experience like for you?

- How did you feel leading; being led?

- How did you feel taking charge; giving up control?

- How does this exercise help you understand:

counselor responsibility

client responsibility

the helping process

formulation of an "action plan"

differences between passive understanding and

assertive action?

At the conclusion of the exercise, the trainer may state "During the next workshop, we are going to explore the dimensions of maladaptive behavior in order to develop an operational definition. Prior to the next meeting, you may want to formulate a definition which can be broken into behavioral components.

As the final activity, participants are asked to share reactions to the workshop activities.

Workshop IV:

Goals:

- Development of an operational definition of "maladaptive behavior"

- Identification of the three major kinds of relationships

- Identification of unique aspects of outreach work as a system for delivery of mental health services when compared to traditional mental health delivery systems

- Building a foundation of outreach work as a particular kind of helping relationship

Workshop participants are asked to mill around the room, and as they mill around, they are to greet all other participants non-verbally in a way or ways which demonstrate emerging feelings each member has for other members. At the conclusion of the greeting, a circle is formed and each member is asked to share with the group non-verbally how s/he is feeling right now. When all group members have completed the task, group members are asked to recall (verbally) one or two significant facts, feelings or impressions from the previous meeting. One participant may summarize significant facts from the previous meeting.

The trainer may continue: "At the end of the last session you were asked to reflect about maladaptive behavior. I would

like to spend some time discussing your definitions of mal-
adaptive behavior to see if there are common elements which can
be incorporated into a comprehensive definition."

After a thorough discussion of participant perception of
maladaptive behavior, the trainer may continue:

There are two crucial components to maladaptive

behavior: it can be viewed from a causitive per-

spective, and it can be described in terms of

symptomatic actions. A review of the relevant

literature indicates that great controversy exists

among various theoreticians regarding the

causitive agents of maladaptive behavior, and

likely debate exists even about symptoms which

may be labeled as indicators of maladaptive

behavior. An analytic perspective suggests

that certain actions on the part of individuals

which inhibit success in establishing a good

human relationship or in doing productive

work may be called maladaptive. Freud believed

that these disturbances emanate from a conflict

between the environment and repressed in-

stinctual impulses. Jung thought that symptoms

are the result of conflicts created because the

strivings of the conscious mind are the

opposite of those in the unconscious mind. Howey

calls such disturbances "neurotic trends" (Horney,

1942) and sees such trends as unconscious strivings

developed to cope with life in the face of fears,

helplessness and isolation.

More recent theorists, notably the ego psychol-

ogists suggest that maladaptive behaviors are the

result of deleterious interactions between an in-

dividual and significant important others in that

person's life. Behaviorists argue that maladaptive

behavior results from the reinforcement of certain

behavioral responses to stimuli in the individual"s

environment. Social learning theorists argue that

such behavior is not always maladaptive because it

is supported in some environmental context. Behavior

may be perceived as maladaptive when responses to

similar stimuli occur in a different environmental

setting. Behavior which is acceptable in one

environment may be unacceptable in another.

For the purpose of this training model, the

following definition of maladaptive behavior is

offered: If an individual experiences personal

adverse or negative political, social, economic, or
interpersonal consequences as a result of his/her
behavior, and if the individual is not willing to
accept the negative consequences, that behavior
may be said to be maladaptive.

Such a definition raises serious implications
for outreach practioners and others. Is the behavior
of a revolutionary who is ready and willing to die
for a cause maladaptive? Are persons who are un-
able to forsee consequences apt to engage in mal-
adaptive behavior? Are persons who lack a sense
of society's rules for right and wrong engaging
in maladaptive behavior? These questions may have
no definitive answers. However, they are questions
which must be asked and answered by every practitioner.

The major value of this definition is that it
provides a context for discussion of behavior with
a client. This is particularly important for
outreach workers who must demonstrate a reason for
clients to seek help.

The trainer asks for participant reactions to the above,
and through discussion moves the group toward consensus of a
definition of maladaptive behavior.

Group participants are encouraged to provide as many examples as possible
of positive and negative political, social, economic or interpersonal
consequences to behavior. ("Political" consequences may be defined
broadly as consequences in which external authorities intervene.)

The trainer continues:

Regardless of the theoretical orientation of the
practitioner, or of the definition of maladaptive
behavior one develops, the diverse perspectives and
treatment interventions do converge on an essential
point: The responses an individual makes at a crisis
point in his/her life increases the probability of
a similar response in another, later, crisis point.
Thus, persons with limited response repetories bring
to crisis points in their lives few options for
resolution. The plan of action developed for one
crisis may be repeated, regardless of its efficacy.
Patterns are developed which may or may not help
resolve crises in an individual's life.

The trainer provides the following vignettes to participants
and asks for identification of maladaptive behavior:

* Motorist A is picked up on a police radar unit as exceeding the speed limit by 15 miles. He protests his innocence because he did not see a speed limit sign.

* An outreach worker joins a group of youths in a city park. One of the youths lights up a hoint and begins to pass it to her friends. When offered the joint, the outreach worker refuses saying, "I don't smoke. I think it is wrong to smoke, and if your caught, you can get into some trouble." The youths laugh, tease the worker and generally begin to ignore the worker.

* Jane is a 15 year old female, the third of five children in a family where both parents work. Her mother is a clerk in a store, and her father drives a taxi. Jane is of average intelligence and states that she likes school. Her parents hope that she will go to City College to continue her education, and they are very actively involved in encouraging her school work and "appropriate" extra-curricular activities. Jane wants to go to secretatial school as many of her friends are doing. Her grades in school are C-D, which her teachers believe underestimate her true ability.

* Juan is a sixteen year old male who, according to reports from school, is working to his potential, receiving grades in the B range. He has a number of friends and his parents report that generally he is cooperative and friendly at home. He has a part-time job which he performs well. An outreach worker notes that every time he sees Juan on the street on weekends, or in the evening, Juan is "stoned." Juan agrees that he smokes alot of marijuana.

* Michael is an 18 year old male in a methadone maintenance

program who has been arrested twice for assault. Each time his counselor in the program has intervened on his behalf to help keep Michael in the program. Michael tells an outreach worker that his aggressive behavior is not a problem, and there is no need to be concerned.

At the conclusion of a discussion of these vignettes, the trainer continues:

> The final building block to be placed in the theoretical foundation of outreach street work consists of the nature of the relationship established between counselor and client. Herein lies the crucial difference between outreach streetwork as a treatment intervention and all other forms of therapeutic intervention: Outreach workers are working with a population of persons who, for whatever reasons, have not sought treatment. The outreach worker approaches persons who have not indicated a desire previously to enter into a helping relationship. There may be massive and apparent problems in individuals and groups of people targeted for outreach intervention; however, those

individuals and groups remain removed from
traditional access routes to mental health
services. The overall goal of the outreach
worker, then, is to be able to make contact
and develop a working relationship with
these persons. The focus of this inquiry
is upon the tactics of the potential client
and the outreach worker as they maneuver
each other into and in a relationship.

Jay Haley (1963) offers a number of
insights about relationships which may
be applied to outreach work. When two or
more people meet for the first time, a wide
range of behavior is potentially possible
between or among them. However, as the
parties involved define their relationship
with each other, they work out together
what type of communicative behavior is to
take place in the relationship. "From all
the possible messages they select certain
kinds and reach agreement that these shall
be included," Haley states (Haley, 1963, p.6).

"This line they draw which seperates what
is and what is not to take place in this
relationship can be called a mutual defin-
ition of the relationship. Every message
they interchange by it's very existence
either reinforces this line or suggests a
shift in it to include a new kind of
message" (Haley, 1963, p.6). From the first
moment of contact then, persons become
involved in a process of mutual definition
of the relationship by setting rules about
what is to be included or excluded in the com-
munication.

In addition, human beings not only commu-
nicate, they communicate about the communi-
cation. The statements that are made in a
relationship are qualified and made within a
context. Haley suggests four ways that
qualify statements: (a) the context in which
they take place; (b) verbal messages; (c) vocal
and liguistic patterns, and (d) bodily move-
ment (Haley, 1963, p.7).

The trainer asks if there are questions thus far, and then
suggests the following exercise to help participants experience

contextual communication: Participants are to join in pairs and locate themselves throughout the room. The task of the dyad is to have each member say the word "no" to the other in as many different ways as possible. They may try the words "yes", "mother", and "father" in addition.

The group reconvenes and the trainer continues:

There are two problems which all people face in a relationship: First, they must agree about the kinds of behavior which are to take place in the relationship; and second, they struggle with who is to control what is to take place in the relationship. Haley maintains that interpersonal relationships can be classified by the different ways people deal with these two major issues. The key issue of control of a relationship is seen not in terms of controlling another person but rather it is the struggle to control the definition of a relationship. Control finally focuses on who is to set the rules which govern the relationship.

There are three basic kinds of relationships, according to Haley (1963): Symmetrical, complementary, and metacomplemen-

tary. A symmetrical relationship "is one where two people exchange the same type of behavior...the people in such a relationship emphasize their symmetry with each other" (Haley, 1963, p.11). People in a symmetrical relationship have equal access to and power in the process by which the rules governing the relationship are established and enforced. A complementary relationship "is one where two people are exchanging different types of behaviors...one is in a superior position and the other s 'secondary' in that one offers criticism and the other accepts it, one offers advice, and the other follows it..." (Haley, 1963, p.11). In a complementary relationship, one person may have greater access to and power in the rule-setting process than the other.

A metacomplementary relationship presents a special situation in the definition of relationships. "Whenever one person lets or forces another to define the relationship in a certain way, that is the person who is

controlling the maneuvers of the other and so controls how the other will define the relationship" (Haley, p.12) is said to be in a metacomplementary relationship. A metacomplementary relationship exists when one person lets or forces another person to define the rules governing an interaction.

Outreach workers must be concerned with, and focus on the primary issue of who is to control the rules governing counselor-client interactions as they go about the business of establishing contacts with street people. Outreach workers are most effective when they are able to establish rules of communication and interaction which lead to development of a helping relationship. While all three classes of relationships in Haley's schema may contain elements of relating which may be called helping, for those street contacts who do not engage in pathological maneuvering, and symmetrical relationships may foster maximum growth and development.

Haley states that symmetrical relationships often have a competitive element. Effective streetworkers will avoid competition with clients.

For those persons who attempt to control the streetworker through pathological maneuvers, a metacomplementary relationship is most effective. The counselor must be able to control the rules of the relationship if s/he is to be able to influence client behavior. Counselor metacomplementary maneuvers lead to this kind of control. More will be said about this in the next workshop.

The trainer asks for reactions to the above, especially as regards the need to control the rule-setting process. (Many mental health workers find the cincept of control over any aspects of client functioning or maneuvering repugnent). This discussion may help to clarify the issues at hand and help participants focus on their roles as helpers.

The following exercise is designed to help identify statements and actions which either reflect or establish rules governing interactions in relationships: These vignettes are actual verbatim accounts of initial contact made by outreach workers. Participants

are asked to state the rule governing each statement:

Scene: Cement Park, 2PM on Teusday; youth and counselor are sit-

    ting on the stone steps.

Youth: (passing a joint) You want? (Possible Rules: smoking here
    is ok, sharing is ok)
Counselor: No, no thanks. (I have the right to say no)
    We sit in silence for about 5 minutes.
    C: You go to school there? (pointing to Richman) (I have the
    right to seek information)
    Y: No, I finally finished school.
    C: It must feel good to be through with school. (Talking
    about feelings is ok)
    Y: Yeah-real good. You still in school? (I can seek personal
    information)
    C: No, I finished last June. I'm happy to be out too. You
    hang out here often?
    Y: Sometimes. I have friends who work around here, so we
    meet sometimes.
    C: Are you meeting them today?
    Y: They were supposed to be here an hour ago.
    C: That's a bummer.
    Y: What are you doing here?
    C: Just hanging out. I work near here.
    Y: Oh yeah? Doin' what?
    C: I'm a counselor. At Interfaith Neighbors. You know
    the place?
    Y: Nah. What do you do?
    C: Alot of stuff. I try to get to know people in the
    neighborhood, see if I could help them out with hassles
    in school or with jobs or something. How 'bout you? You
    work?
    Y: No. I like photography but I can't make money.
    C: Yeah, that's a hard field to get into.

    (converstion went on for another 15 minutes or so)


Scene: Apartment stoop; 7 PM Monday night; group of boys

    walk over.

    C: I've been hanging out in this neighborhood and I wanted

    to introduce myself. I'm ... (I have the right to
    initiate)
    Y: Ahh, your the social worker.
    C: I'm from Interfaith. How'd you know? (I have the right
    to seek personal informat ion)
    Y: We heard through the grapevine that two social workers
    from Interfaith would be coming by. We just didn't know
    when.
    C: Ah, so tonight's the night.
    Y: Laughter. You're here 'cause of the deli? (I have the
    right to inquire about motivation)
    C: Well we're here in general. But we did hear about.
    Y: We got blamed for everything. We didn't have anything
    to do with it. Our Town writes us up as being the bad
    kids who rob the deli. It was other kids and they've
    done it for years. The bad stuff, not the good.
    C: What good stuff?


Scene: School playground

    C: You seem real interested in the fight.
    Y: Nah, they're chicken shits.
    C: Ahh, you wouldn't fight that way, huh?
    Y: Nah, I'd jump in and bang him and git it done.
    C: It looks like neither of them really wants to fight.
    Y: Nah, they're just chicken shitting around.
    C: Both too embarassed to quit.
    Y: Yeah, I'd do it right. Gotta go.

    (whole group walks into school)


After a discussion of the rules, participants are asked to share

reactions to the workshop.

Workshop V:

Goals:

- To encourage awareness of participant feelings through self-disclosing statements
- Clarification of assumptions regarding outreach street-work as the establishment of semmetrical or metacomplementary relationships
- A review of all significant concepts to date through simulated counseling experiences

Group participants are asked to mill around the meeting room, non-verbally greeting all other members in a way which reflects thier feelings for the other members. After the greeting, group members gather in a circle. Each member is asked to share with the group a significant fact about his/her life which s/he believes is not known by other group members. At the conclusion of this go-round, each member is asked to share with other group members a significant fact which has been influencing his/her participation in the group, but which is not known by other group members. The trainer may elect to lead a brief discussion about how the shared events, feelings, and thoughts of the past two

go-rounds have influenced group process and interaction. Group members are then asked to complete this statement: "Right now I am feeling_____."

The trainer may continue:

During the past several workshops we have been spending time developing a theoretical understanding of the helping process as a special kind of relationship between counselor and client. During the last workshop, we worked toward an understanding of outreach streetwork as an aspect of a helping relationship between a worker and a client in which the worker establishes a symmetrical or metacomplementary relationship with a client. Today we are going to explore some of the assumptions inherent in this model, and as time permits, review through simulated counseling exercises, the significant aspects of the theoretical model presented thus far.

It is useful to clarify assumptions about the need to establish semetrical or meta-complementary relationships with persons

encountered through outreach contact. Perhaps
the primary reason for eastablishment of these
kinds of relationships is that in order to have
any positive impact on a targeted population,
the outreach workers must insist through their
interaction with others on those rules which
enhance the positive growth and development of
persons, and which foster the conditions which
are necessary for a helping relationship. For
example, an outreach worker may choose to
focus on client behavior which the outreach
worker believes is maladaptive, especially if
the client's maladaptive behavior is made man-
ifest in the worker-client relationship. The
worker thus insisits through action (perhaps
with a verbal comment about the behavior) on
a rule which permits feedback about client
behavior in the relationship.

A second reason may be seen by join-
ing Haley's concept of symptoms as tactics in
human relationships with the clinical experience
of outreach workers. Haley defines a

relationship as pathological when "one of
the two people will maneuver to circumscribe
the other's behavior while indicating he is
not" (Haley, 1963, p.17). It is not the
attempt to control the relationship which is
pathological, rather it is the attempt to
control the relationship while denying it
which indicates pathology. Outreach workers
report unanimously that "street kids" seem to
need to control all aspects of their rela-
tionships with adults and therefore with the
workers themselves. It is not the need to
control which is symptomatic, it is the
importance to the person of controlling all
relationships which captures the attention of
the outreach worker.

The setting of the rules thus intro-
duces the crucial issue of control in the
relationship at the outset. Often the issue
begins with a challenge of the right of the
worker to be in geographic proximity to the
persons the worker wishes to contact. Initial
comments from youths such as: "this park is
our park, man, what are you doing here; who

siad you could hang out here; why don't you
get your ass out of here" indicate a very
primitive power dynamic.

Perhaps a more simplisitic explanation
of the need for an outreach worker to establish
semetrical or metacomplementary relationships
with outreach contacts is that the vast
majority of those persons identified as in
need of outreach services are manipulators.
They manipulate and control persons, systems,
families, associates, bosses, authorities and
friends. However, oftent their manipulative
behavior is maladaptive. The outreach worker
must be able to establish a relationship with
such persons in a way that manipulative client
behavior may be seen by the client as maladaptive-
that is, the client doesn't get what he wants
in the way he sets out to get it. The worker
accomplishes this goal by taking charge of the
rules which govern client-worker interaction.

The trainer leads a discussion about these concepts, and
may elicit from the group other assumptions they identify about

outreach relatinships. It is important that participants under-
stand the notion of outreach work as the establishment of control
over the rules of a relationship before moving on to the following
review exercises.

The trainer introduces the following exercise: "We will be
breaking into triads (groups of 3) to carry out the activity.
Person A will be the counselor, Person B the client and Person C
is to be an observer. Person B will present a problem to person
A. Person A is to respond to personB in ways which demonstrate
both understanding responses and techniques which encourage formu-
lation of an action plan. Person C will observe the interactions
and will share those observations at the conclusion of the exer-
cise. There is an observer information sheet provided for this
purpose. You will have 15 minutes for the exercise:

Problem: Sally is an 18 year old female, the youngest of
four children born to parents who are chronic alcoholics and
have been so since before her birth. Sally has a history of
failure in school, and she completed the seventh grade before
dropping out. She is a slight, unkempt young woman whose
physical appearance is more suggestive of a thirteen year old
than her chronological age of 18. Sally approaches an outreach
worker who has had some contact with Sally, and knows of her

backround:

Sally: "Look man, I have to get out of my house. My mother is driving me crazy. She's on my case all the time. She's threatening to throw me out anyway. You have to find me a job and a place to stay. That's what you do anyway, isn't it?'

Observer Information Sheet:

-Specifically what were the statements made by the counselor which reflected counselor core facilitative conditions of:

Empathy

Respect

Genuineness

Positive Regard

-What effects did you note in the client after the counselor made these statements?

-How, if at all, did the counselor help the client to explore the client's intellectual, physical, and emotional realms?

-Did the client and counselor reach an understanding of how the client's intellectual, physical, and emotional dimensions were influencing, or were influenced by the situation for which the client sought help?

-If they did reach an understanding, how did this enhance or dettract from the helping process? If they didn't reach an understanding, how did this enhance or detract from the helping process?

-What techniques did the counselor utilize to help formulate an action plan? Is the action plan reasonable and realistic?

At the end of fifteen minutes, the trainer asks the groups
to stop their activities, and asks the observers to spend five
minutes or so sharing their feedback with the other two members
of the group. The larger group then reconvenes and members share
insights derived from the exercise.

Group members reassemble into their triads and switch roles
for the following counseling scenario:

Backround: Lenny is a 15 year old chronic truant who has
come to the attention of an outreach worker because he is in the
park when he should be in school. Small for his age, he seems
to be a loner, that is, he rarely is with other people. He
also has been seen drinking beer in the park in the morning. The
outreach worker has chatted with Lenny several times. After an
initial greeting, Lenny presents the following to the outreach
worker:

Lenny: "I got busted yesterday. It wasn't my fault. I was
just standing around when some kid threw a rock through a store
window. The cops thought it was me. My mother really flipped
out. I'm afraid her boyfriend is gonna kick the shit out of me
when he comes over tonight. She's always tied up with him anyway.
(Takes a gulp of beer). Now the damn cops will find out about
school, too. What can I do?"

Counselor:

After a 15 minute client-counselor interaction, the observer
reports his/her information, and the larger group reconvenes to
discuss what helped and hindered the helping process.

Group members are asked to share one or two reactions to the
workshop, and the workshop concludes.

Workshop VI:

Goals:

- Increase participant awareness of, and comfort with
  contracting as a process of interaction

- Define, identify, and desribe implicit and explicit
  aspects of contracting

- Identify techniques which facilitate the contracting
  process

Workshop participants are asked to mill around the room,
greeting all other group members. At the conclusion of the greeting
each participant is asked to complete the following statement:
"Right now I feel_____."

The trainer outlines overall goals for the session, empha-
sizing that the remainder of the workshops will involve practical
applications of the theories outlined in the first series of
meetings. The following may be presented to the participants:

Contracting is a term used to describe

a process between or among persons in which

one person has a need, desire, or request s/he

presents of another person or persons who then

respond to the request. As in any interaction,

there are rules which govern the process. Thus

those engaging in a contracting process have
at least two foci: They may discuss the rules
by which the request and an ensuing action plan
may be negotiated, or they can attend to devel-
opment of an action plan through their partici-
pation define the rules governing the relation-
ship. In practice, contracting often involves
shifting focal points.

A focus on the negotiation of rules gen-
erally leads to an explicit understanding of
acceptable behavior to both parties. Devel-
opment of an action plan without focusing on
or emphasizing the rules of the relationship
leads to an implicit understanding of the
rules. The rule-setting process is implicit
in symptomatic complementary relationships
because one of the two parties is attempting
to control the relationship while denying
that s/he is doing so.

Since the goal of outreach street-
workers is to engage clients in the helping
process, it is crucial that outreach workers

take primary responsibility for setting or
actively agreeing to the rules which govern
relationships formed on the streets. In
essence, streetworkers, through the contract-
ing process, strive to establish symmetrical
or metacomplementary relationships with street
contacts. In both kinds of relationships, the
counselor endeavors to set rules which move
the client in the direction of a helping rela-
tionship. Thus, there are at least two levels
inherent in the contracting process: Counselors
must define the rules governing their relation-
ships with clients either explicitly or impli-
citly, and they must respond to the content
offered by clients. Very often the nature of
counselor responses to client maneuvers de-
fines the rules.

Participants are encouraged to discuss the concept of
contracting, especially with respect to establishing the rules
which will guide the relationship. The trainer continues:

It is useful to establish basic guidelines
for entering into a contracting process. These

guidelines reinforce modeling being done by
the counselor on the streets, and encourage
similar behavior from street contacts. Since
the counselor desires the same behavior from
clients, these guidelines also reinforce the
kinds of rules the counselor wishes to est-
ablish for the client-counselor relationship.

- The counselor must be prepared to be
  genuine in all interactions with others.
  An effective streetworker openly and
  spontaneously shares thoughts and feel-
  ings with others.

- An effective streetworker is willing
  and able to make self-disclosing state-
  ments in a confident manner.

- An effective streetworker uses the
  language of ownership. Effective
  streetworkers use the first person
  singular ("I" statemnts) when dis-
  cussing thoughts, feelings, opinions,
  or ideas.

- Effective streetworkers initially avoid

direct statements about others. "You"state-
ments, even when used in a reflective way,
generally are counterproductive in initial
contacts with potential clients. From a
clinical perspective, "you" statements (you
seem upset about that") may be perceived as
intrusive, judgemental or accusatory.

The trainer may engage participants in role-playing activities
in which self-disclosure and the language of ownership are practiced.
Participants are encouraged to present examples from their own
experience to which group members may respond. The following may
provide additional stimuli for discussion:

The setting is an informal baseball diamond in a city
park where a group of 18 - 21 year old males are playing
stickball. One of the members has just hit a homerun.
This is the first contact made by a streetworker with this
group of young men, who also have been reported to the
agency because they"terrorize" other people in the park:

Streetworker: Very nice hit, man. That run puts your team
  ahead, doesn't it?
Youth: Yeah. Who are you?
S: My name is _____. I work in this neighborhood. What's
  your name?
Y: What do you do?
S: I work as a counselor at _____. Sometimes I

help people who have problems, sometimes I give people
information they want, and sometimes I hang out on the
streets to get a feeling for what's coming down.
Y: Shit man. You're a do-gooder.
S: Sometimes I seem to be a do-gooder. I certainly hope what
  I do is positive, although sometimes I have doubts about
  that.
Y: You sure do a lot sometimes, man.
S: (laughing) I was just thinking the same thing. Sure sounds
  like I'm good at doing nothing!
Y: (laughs) Yeah!
S: You play ball here alot?
Y: What's it to you?
S: I like watching people who do things well. You guys
  sure look like you're having fun, and I like watching
  you play.
Y: Yeah - look man, I have to go.
S: Too bad. I hope I'll see you again. I enjoyed chat-
  ting with you.

Group participants may want to discuss other responses
which could have been made by the streetworker.

The trainer continues:

Contracting, like other processes, has
a beginning, middle, and an end. Contracting
begins the moment one is in physical prox-
imity to a potential contact, and in this
regard, the potency of "body language" (non-
verbal communication) cannot be overestimated.
Street counselors stivr to enable street
contacts to spend time with the counselors,
therefore the counselors must endeavor to

present themselves in non-threatening, receptive ways. A friendly "Hi" often is the first initial verbal contact. However, street people are aware of strangers on their turf, so the mere presence of a new counselor will be cause for comment.

The middle of the contracting process is concerned with what is to be done, and how. For new contacts, the middle of the contracting process often is exploration by the counselor of client willingness to spend time with the counselor. For counselors who have ongoing relationships with clients, the middle of the process is concerned with developing an action plan which may diminish or resolve a client conflict or problem.

The closing of the contract explores client feelings about the explicit content of the agreement, and equally as important, provides an oppurtunity for the counselor to give verbal support to the client for the undertaking.

Thus, contracting may be seen as a three step process:

Step One:  Identification of wants or needs, and both counselors and clients have needs.

Step Two:  Developing a plan to help meet the wants or needs identified in step one.

Step Three:  Closure

The following is a cursory analysis of the implicit rule - setting process which took place during a contact with the baseball player mentioned earlier. Because the rule - setting process was implicit in this case, other rules may be inferred from the counselor - street contact statements. Additionally, when rule - setting is an implicit process, it may go on unconciously, that is, neither party may be actively, conciously aware of what rules they are attempting to set through their actions and interaction.

S:  Rule:  I have the right to comment about behavior, to make contact.

Y:  I have the right to challenge intrusive behavior.

S: I want my relationships to be as open as possible; I do respond to requests for personal information in appropriate ways.

Y: I have the right to express hostility, to be provocative.

S: Expressions of hostility are OK.

Y: I reinforce my right to be provocative.

S: Expressions of any kinds of feelings are OK.

S: I have the right to ask for personal information.

Y: I have the right to refuse to answer personal information.

S: Suspicion is OK.

Y: I'm in charge of this.

S: I'll let him be in charge; however, I reaffirm the right to make contact when I want to.

Another way to look at this contact is through analysis of the steps of contracting. The counselor here has an implicit, that is unstated need, namely to make contact with potential high - risk adolescent youths. From the point of view of identifying the steps in a contracting process, the following analysis can be made:

S: Implicit I need to make contact  Step I

Y: Response

S: I need to maintain contact  Step II

Y: Response

Incipient movement into Step II occurred in the body of the contact with the youth's challenges to the streetworker. Step III may be seen in the counselor's closing statement in which feedback about the interaction is provided, and an implicit message about meeting again is offered.

Group participants are encouraged to explore their reactions to contracting, using this and other examples for clarification. Following an articulation of their reaction, group members may explore implicit and explicit contracts they have made with each-other and with the trainer throughout the workshops. At this point, it is not important to correlate specific events with specific contracting steps. The goal is to help participants develop a feel for, and working knowledge of contracting as a process.

When all participants have explored the concept thoroughly, the trainer may continue:

In general, contracting breaks down because one or both of the parties are too general in articulating their needs or in formulating a plan. To facilitate the contracting process, the following guidelines may be utilized for each of the steps:

Step One: Needs identification. The identified need, or the problem area is best described in behavioral terms. Less helpful: I need help with my laziness and truancy. More helpful: I oversleep, I don't do my homework, I am 4 weeks behind in my math, and I cut English and math in school.

Step Two: Developing an action plan. Useful questions to ask during the second step are: 1)Can I actually do what I say I can do? 2) How will I/we know when the action plan has been implemented? 3) How can I judge the success or failure of the plan? 4) Have I left a way open to renegotiate the contract?

Step Three: Closure. Useful questions to ask in the closing are: 1) How is the client feeling about the plan and his/her sense of control over implementation of the plan? 2) How is the client feeling about the process? 3) How is the counselor feeling about the process?

Participants are urged to explore their reactions to contracting, and to examine in detail the implicit questions in each of the three steps. The remainder of the workshop may be spent by having participants translate generalized "wants" into specific behavioral statements or goals. They also may profit from practicing "I" statements.

At the conclusion of the workshop, participants are requested to share reactions to the workshop.

Workshop VII

Goals:

- To increase participant familiarity with techniques for
  resolving conflicts in the contracting process both when
  negotiating the rules which will govern the relationship
  and the specific content of action plans.

Group members are asked to mill around the room, verbally and
non-verbally greeting all other participants. The trainer then
introduces an activity which will help participants assess their
participation in the group. The trainer identifies a spot in the
room and asks group members to arrange themselves in a line
starting at that spot from most involved to least involved.

The group may spend time discussing their reactions to the
exercise. If others do not do so, the trainer may comment about
the implicit contracting process affecting individual participants
and their involvement in group process. As with most contracts,
individual members may choose to renegotiate their "involvement
contract" with the group through increased or diminished partici-
pation.

The trainer then asks for a reveiw of significant aspects of

the contracting process, with group members providing specific ex-
amples of the practical applications of the theory. One or two
group participants may summarize group findings.

The trainer continues by sharing the goal of this workshop,
stating that various techniques and methods of facilitating the
contracting process will be explored for each of the three con-
tracting stages. "Getting unstuck" is a way of talking about
resolving conflicts of interest in a contracting situation.

Getting unstuck in needs assessment and articulation:

A block or breakdown in the needs articu-
lation stage of contracting almost always re-
sults from generalizations which are not broken
down into specific behavioral components. The
person seeking assistance may not be specific
with his/her requests, or the clients explicit
knowledge of the strengths and limits of the
role of the counselor may remain uncertain.

The following are two examples of success-
ful negotiation of stage one. One involves a
client/counselor interaction; the second in-
volves counselor interaction with a referring
agency.

Luis is a 16 year old male who has heard

of a vocational program being sponsored and

run by a social service agency. He knows

one of the outreach workers through informal

contacts, and approaches the worker in the

following way:

| Dialogue | Counselor Technique |
|---|---|
| L: I need a job, man. Can you get me a job? | |
| W: The agency has a group to help youths become job-ready. I may be able to help you to explore your own skills and interests and the world of work. | Role clarification; ownership of responsibility for "problem" |
| L: I want a job, man. Can you get me a job? | |
| W: There is a lot to getting a job, as you know. No, I cannot get you a job. I can help you learn more about the type of work you'd probably enjoy and I can help you learn more about your job skills. | Role clarification - ownership of responsibilities and **practical skills-reality testing** |
| L: Look, I don't want a lot of jive. I need some cash man. I need a job. | |
| W: Is there something pressing now which makes getting cash more important than it was...say a couple of weeks ago? | Clarification of problem |

| Dialogue | Counselor Technique |
|---|---|
| L: Naa. I'm tired of being broke. Anyway, a lot of my friends have jobs and they have some money. Some of them are dropping out of school and working full time. | |
| W: It sounds like your wondering about decisions effecting your future: wether to stay in school or not; what kind of job you can get. I can help you sort these things out, but only if your willing to work with me for a period of time.. | Clarification of problem<br><br>Rule definition and clarification<br><br>Contract terms introduced |
| L: Shit man, I want a job. What's so hard about a job. | Initial refusal or denial of contract terms by client |
| W: What have you done so far to find a job? | Reality testing |
| L: Nothing. That's why I'm talking to you. | |
| W: Well, you might want to talk to friends who have jobs, and look for yourself. If you have success, great! If not, I'd be happy to work with you to help prepare you for work. It won't be easy and you'll have to make a time committment before I'll work with you. | Renoegotiation of preliminary conditions<br><br>Redefinition of responsibilities<br><br>Renegotiation of contract |
| L: I don't know, man. You're asking alot. | |
| W: Yes, I am, and so are you. If you agree to a time committment, I'd be very happy to work with you. | |

| Dialogue | Counselor Technique |
|---|---|
| L: How long? | |
| W: I want to meet with you alone for two sessions to learn more about what you want and to explore with you how I can be useful. | Beginning - Step II |

Second example: A probation officer calls his contact at a social service agency to make a refferral of a juvenile:

| Dialogue | Counselor Technique |
|---|---|
| PO: I have a 15 year old female who was arrested for shoplifting. I want to refer her to you. She needs help. | |
| W: What kind of help? | Clarification of problem |
| PO: Your the court liason person, aren't you? Give her whatever she needs. | |
| W: I may not be an appropriate source here. What kind of help does she need? | Role definition and clarification Seeking information |
| PO: Well, we need a family assessment. We need to make some sort of a reccommendation for disposition of the case. | |
| W: We do family assessments. How does the family feel about working with the court or with me? | Role clarification Seeking information |
| PO: We haven't been able to get the family together. Jane is a real tough one - a tough nut to crack. | |

| Dialogue | Counselor Technique |
|---|---|
| W: Have you told Jane you were going to contact me? | Seeking information |
| PO: Yes - she wasn't too happy. | |
| W: So you would like an assessment of Jane and her family with an emphasis on appropriate treatment interventions to keep her out of the court system in the future. | Identification of the "problem" or reason for refferral |
| PO: Exactly. | |
| W: I can't guarantee that I can do what you want. I will be | Reality testing |
| happy to contact Jane by letter, phone, on the streets, and by dropping by her house. | Concrete steps to intervene, contract terms |
| If I can contact her, I will be happy to try and establish a | Reasonable expectations |
| relationship with her from which I can formulate a treatment plan. I have no idea of | Concrete plan of action |
| wether or not I can involve the family. | Reality testing - establishment of reasonable expectations |
| PO: You can't work with the family? | |
| W: I will if I can. I also need your help. | Contract negotiation: counselor needs |
| I want to be able to inform you of my progress with Jane, and I need to be able to coordinate an approach with her. You may have some information which I would find useful, and I want to be able to enlist your aid in formulation of a treatment plan. | Counselor needs clarification |

| Dialogue | Counselor Technique |
| --- | --- |

PO: Now wait a minute. Will you
take the case?

W; I'd be delighted to do so if
we can agree on the terms, so
that you know what I can do.


Participants are encouraged to discuss these vignettes in
detail. They may suggest different approaches, options, or re-
sponses. In addition, participants may want to discuss what
techniques appear to facilitate or hinder Step I of the contract-
ing process. Finally, participants may want to discuss the impli-
cit rules which govern the interactions in each case, and suggest
modifications or additional rules.

Step Two: Development of an Action Plan

There are varied means at the counselor's
disposal which may help resolve conflicts or
blocks when designing an action plan as a
part of a contracting process. Two questions
provide unusual clarity when developing an
action plan, and may be utilized at any time
the counselor doubts the wisdom or practical-
ity of the action plan, or needs more infor-
mation. The questions are:

What do you expect/hope to accomplish
by (client plan)?
How will (client action) help you to
achieve your goal?
If, for example, the social worker doubts the
wisdom of the probation officer's desire to
involve Jane's family in a treatment plan, the
social worker may ask, "How do you see involve-
ment of Jane's family as helping to keep Jane
out of the court system?" These questions
also are useful when discussing action plans
with street contacts whose behavior has been
determined maladaptive.

Two additional questions which facilitate
development of an action plan and can help
move stalled negotiations are:
How do you see me helping you with
(this part) of your plan?
How will we (you and I) know when we've
accomplished the plan?
These questions are especially helpful tools
for focusing on the problem at hand. The

latter question guards against formulation of an unrealistic plan, since specific goals and outcomes have to be identified in order to answer the question.

Step Three:  Closure

It is important on residual client anxiety during closure.  Often contracting appears to be going very smoothly only to be blocked by sudden and unexpected client anxiety. To insure full communication, the following questions may help the process of getting unstuck in step three:

How are you feeling about our (client-counselor) interactions?

How are you feeling about your sense of control over, and participation in the plan?

An effective counselor will help diminish anxiety first by being attentive to client concerns, and second, by helping the client reality-test his/her concerns.

Contracts are ceaseless negotiations.

The process may be begun, only to be precipitously stopped.  Several sessions may be spent in needs assessment and identification, and the following steps may be covered in detail in one session.  Contracting as a process almost always contains an element of hostility because of conflicting needs and goals.  At some level, the client is seeking affirmation, and may have very mixed feelings about needing affirmation.

Finally, it is crucial that the counselor deal with counselor and client anxiety as the anxiety is experienced.  Issues of trust and the risks of cooperation are best explored as they are experienced.  Simple statemnts as "we seem to be stuck on this issue" or "we seem to have a trust issue to resolve" may be instumental in getting unstuck.

Pariticipants may discuss their reactions to techniques for getting unstuck.  The following role playing vignettes may provide them with an oppurtunity to practice contracting skills:

Mr. Johnson is a principal of a junior high school who wants to refer Alice to a social service agency because "she is truant, she cuts up in class, she will not abide by the rules of the school, and she is subject to impulsive outburts of anger." Alice is a 14 year old eighth grader.

Mr. Johson is a 31 year old black male who recently assumed the principalship of this school, and is described by students and faculty alike as "running a _very_ tight ship." He is making the refferral to the agency in part as an experiment, and chose the agency in part because an outreach worker contacted him earlier in the year to advise him of available services. He is skeptical of the "social service approach" and sees Alice's problem largely as a disciplinary problem.

The group may break up into dyads: One partner assumes the role of Mr. Johnson and the other plays the role of the referral-source worker. At the end of 10 minutes or so, the larger group may reconvene to discuss reactions to the exercise and to discuss

what helps or hinders the contracting process. Another oppurtunity for role playing is offered:

Hector is a 15 year old male who has been identified by school authorities as a "high risk" adolescent. He is chronically truant, he is failing all of his academic subjects in school, he hangs out with a group of adolescents who are well known to family court personnel, and has been arrested for disorderly conduct once himself. The worker has been introduced to Hector once. The setting takes place on a street corner.

The group breaks down to dyads once more. One partner plays the role of Hector, the other, the worker.

At the conclusion of the role-play, the larger group may discuss this experience. In addition to group questions and concerns, the following questions may stimulate discussion of important issues:

- How did the worker make the initial approach? What was useful and what hindered contact in the initial approach?

- How did the counselor deal with the issue of client willingness to spend time with the counselor?

- How did the counselor approach and cope with concerns related to ownership of problems?

- What helped and hindered the contracting process?

As a concluding exercise, group participants are asked
to share reactions to the workshop.

Workshop VII I

Goals:

- To increase participant awareness of techniques for
approaching high-risk adolescents on the streets and to
provide opportunities to practice these skills/techniques
- To increase participant awareness of techniques to change
client resistent behavior to cooperative behavior and to
provide opportunities to practice these skills/techniques

Group participants are asked to mill around the room and
greet each other nonverbally. Upon completion of the greetings, a
circle is formed and members share learnings derived from the
previous week's session. One member may summarize significant
learnigs.

The trainer outlines the goals for the day's session which
leads into this analysis of approaching for the first time a group
of adolescents on the street:

There are at least two ways to approach
a group of new youths on the streets, and you doubtless
will develop a style which feels comfortable for
you.

One way is to approach the youths, state your name
and general purpose and await reactions:

"Hi, my name is_____. I am working
at_____as a counselor. One of the things I do is
to serve as a resource person on the streets. I may
have information you will find useful, and I want
to be able to tell you what's going on at the agency.
I'll be hanging out a lot in this area, so you'll
probably be seeing me around."

A second way involves high visiblility with
perhaps less group contact initially. Because street
people are particularly observant about any changes in
the street scene, the mere presence of a worker in a
neighborhood over a short period of time is cause for
comment. Having become visible in a neighborhood, the
worker may choose to comment about one person's participation
in a group activity, which may lead into a worker's
description of his/her purpose in the neighborhood.
This approach may be useful when watching any activity
(for example, see the earlier role-play involving
the ball game).

A variation of the second approach my be undertaken
when the worker, who should be at least as observant
as the street people, notices the same group of youths
congregated in a particular area over a period of time:

"Hi, my name is _____ . I'm a counselor at_____.
I've been hanging around here, as you've probably noticed,
and I've noticed you spend time here also. Do you hang
out here often?"

In essence, the second approach involves the use
of any group's activity as a way of making contact with
that group. In all likelihood there will be occasions
when workers will want to use an activities approach
or a "cold" approach. Variations on these themes also
are appropriate. The overall goal of the contact is
to engage the youths in conversation (client willingness
to spend time with the counselor).

Participants are encouraged to discuss these methods of
approaching a new group, and to present additional methods as they discover
them.

The trainer continues:

There are a number of techiques, skills and
guidelines which facilitate discussions with
strangers. Perhaps the most important technique
is to stress positive aspects of behavior. No
person's behavior is entirely negative. An
effective counselor, therefore, will focus
on, and stress positive client behavior:

- If a street youth keeps trying to be an
"important" member of a group and consistently
fails, the counselor may comment about that
youth's determination, drive and stick-to-itness.

- A small youth may be seen as agile rather
than large and lumbering.

- Youths who consistently are confronted by
the police or other authorities have a well
developed ability to draw attention to them-
selves.

- Youths who have terrorized other residents
in a neighborhood have done an excellent
job of defining a territory for themselves.

The point of emphasizing positive aspects of
behavior is not to provide reassurance, which
is doomed to failure, anyway. Rather, the

positive statements are supported by evidence
which the potential client(s) cannot deny.
Typically, by emphasizing the positive aspects
of symptomatic behavior, the counselor is
opening a possibility for rearrangement or
adjustment of that behavior through the
client/counselor relationship. A change in
client thinking about client behavior suggests
an opportunity to influence client behavior.
More will be said about this later in this
workshop.

Participant reactions to an emphasis of positive aspects of
behavior are elicited. Participants are encouraged first, to generate
negative feelings, actions, or thoughts they may have about them-
selves or others, and second, to translate the negative thought
or feeling into a positive description. The following list may
encourage participant discussion:

* After making contact with a group of youths twice, the youths
have deliberately avoided the worker, leaving the area when the
worker is spotted. The worker finally is able to establish contact
with two of the youth members. (one response: "You are realy
great at disappearing when you don't want to be contacted.
I admire your disappearance skills!").

* A group of youths has been beating up younger kids on a playground, much to the consternation of school authorities who are at their wit's end. A streetworker is called in. (one response: "You guys are masters at the art of driving the school authorities up the wall! You have them at the end of their ropes! Not only that, you do an excellent job of keeping the playground for yourselves. You're obviously a "take charge" group.)

* A 15 year old youth is uncoordinated, and his peers tease him about his athletic ineptitude. While the youth is profoundly upset by his lack of coordination and the social criticism he receives, he still seeks out atheletic activities. (one response: "I admire your drive and stick-to-itness. You have lots of perserverence. Great!)

At the conclusion of a discussion of these and other examples, the trainer may continue:

Often streetworkers will encounter reluctance, if not resistance, to engagement in dialogue by prospective clients. At one level, a potential client attempts to establish rules which leave him/her in complete control of the relationship. At an action level, the client may attempt to show the counselor there is no reason for the client to become involved in the work of the counselor.

There are other techniques and skills which counselors may utilize to reassert counselor control over the relationship or situation. A very effective technique to diminish hostility and competition, and which permits a counselor to assume covert control over certain rules governing the client/counselor relationship follows a simple formula: The counselor agrees with an individual's assertion and redefines the assertion in a way that appears as though the counselor is cooperating with the individual. The act of apparent counselor cooperation is in fact a meta-complementary maneuver: By letting the client control a situation or interaction, the counselor is retaining overall control of the situation. Examples follow:

An outreach worker approaches a group of angry, alienated adolescents standing on a streetcorner. This group has a reputation as an unruly, rowdy group who engage in a long list on anti-social activities.

W: Hi, my name is _____. I've been hanging
around here some, and have seen you a couple
of times. Do you hang out here often?

Y: Who are you?

W: I'm _____. I work at _____ as a counselor.
One of the things I do is serve as a resource
person for youths in this neighborhood.

Y: Oh yeah? Who gave you permission to be here?
This is our neighborhood.

W: Yes, it is your neighborhood. That's exactly
why I'm here. I was hoping you could tell me
something about your neighborhood (agreement,
redefinition).

Y: We don't allow strangers in our neighborhood
(client maneuver to control counselor not very
        threat).

W: That makes a lot of sense. That's why I
want to chat with you for a while. Then I
won't be a stranger. (agreement, redefinition)

Y: What do you want, anyway?

W: I want to know more about your rules so I
can try not to break any of them. Can you tell
me some more of the rules? (agreement with
earlier statement, redefinition)

Y: Man you sure are dumb.

W: Yes, sometimes I am. That's why I need to
know more of the rules. You can help educate
me. (counselor agreement, redefinition).


A worker has been talking with a group of

youths and, in the course of the conversation,

mentioned that she "helps people with problems".

This prompted the following interchange:

Youth: Oh, I don't have any problems.

Worker: That's fine! I enjoy listening to good
news, too. What has been going on that has been
going well for you? (counselor agreement,
redefinition of client assertion)

In each of these cases, the worker agrees

with the client assertion, redefines the situation,

and asserts his/her redefinition to appear to

be cooperating with the client.

Some youths are expert manipulators through

an "agree with them to death" strategy. These

youths will use praise and positive statements

to maintain distance between themselves and

counselors. In these cases, the counselor changes

his/her maneuvers in order to foster dialogue

through mild confrontation. The counselor agrees

with the client's assertion and then asks for

examples which led the client to the assertion.


A counselor has approached a group of

youths, some of whom know the agency with

which the counselor is associated. Upon

hearing the name of the agency, one fo the youths

exclaims:

Y: Oh, I know _____. It's on_____.
Yeah, they do alot of good stuff around here.

W: Oh? I'm glad you know the agency. What
are some of the things they've done that you
have liked?

Y: Well, trips and stuff. Fun stuff.

W: Oh! The agency plans trips. Which ones
did you enjoy especially?

Y: I don't know. All of 'em.

At this point, the counselor may choose
to change the approach since the counselor
goal is to engage prospective clients in
dialogue, not determine the "rightness" or
"wrongness" of a client statement or im-
pression.

If a counselor suspects that agreement
is a form of resistance, an effective strategy
is to agree with the potential client's
assertion, and then ask for examples of the
opposite of the assertion, as in this case:

Y: Oh, you work at_____. That's a really
great place. It's located on _____. I
like that place.

W: I'm glad to hear you like it. It is
a good place to work. What don't you like
about it?

Another variation of this strategy may
be especially useful when the counselor is
confronted with anger and hostility directed
toward him or her personnally. Youths may
be attempting to provoke the worker, perhaps
they are upset about something the worker
has said or done, or they may use rage and
hostility in an attempt to control authority
figures. An appropriate counselor interven-
tion when confronted with personal attacks is
to agree in part with the potential client
assertion, and then to ask for a client clar-
ification of the original assertion. Since
anything a street person may say about a work-
er is likely to have been true at least once
in the worker's life, the worker may honestly
say, "Yes, sometimes (qualifies statement)
I (client assertion) ", followed by a question
to clarify the other person's assertion.
Examples:

Y; You're a real fool, man.

W: Yes, sometimes I can be a fool. What am
I doing now to be a fool?

Y: You're really out of it, man.

W: Yes, sometimes I am completely out of it.
What am I doing now to be out of it?

Y: You're really an ass, man.

W: Yes, sometimes I can be an ass. What am
I doing now to be an ass?

Y: You ask too many questions.

W: Yes, I can ask too many questions. I'm
asking too many questions now, eh?

Y: Yeah.

W: Thanks for telling me. I'll stop.

After discussing these trategies, participants seperate

into dyads. One partner takes the role of being as negative,

resistant, and uncooperative as possible about as many things

as possible, and the other partner utilizes one or more inter-

ventions to maintain contact with the disagreeable partner.

After a period of time, the partners switch roles. Participants

gather into a large group to discuss reactions to the exercise,

and to identify what did and did not work.

One participant volunteers to assume the role of an outreach

worker, and the rest of the group assumes the roles of uncooper-

ative, impulsive and perhaps explosive youths on the streets.

The outreach worker is to approach the group and establish some

contact with the group. At the conclusion of the exercise,

participants discuss the experience. Other participants may

want to assume the role of streetworker.

Participants are asked to practice these techniques with

themselves and friends throughout the week. The trainer explains

that often people first learning of these methods of communication

feel very self-concious, but that with practice, the self-concious

feelings diminish and then dissappear.

The workshop concludes by having participants share reactions

to the exercise.

Workshop IX

Goal

-To discuss, demonstrate, and practice techniques and
skills for confronting clients about client maladaptive
behavior.

Group members are asked to mill aroun the room, verbally and
non-verbally greeting each other. At the conclusion of the
greeting, members are asked to review significant concepts, tech-
niques and skills covered in the most recent workshop. Addition-
al role-playing activities and experiences further clarifying
these skills may be generated spontaneously from the group.

The trainer offers the following to the group:

Last week we discussed skills and inter-
ventions which may help the streetworker to
establish contact with persons in ways which
assert counselor rules for the relationship
and reject unacceptable client rules. These
skills and techniques help to affirm the value
of the client as a person. A crucial under-

pinning of all counselor-client interactions
is that the counselors strive to establish
a relationship in which they own their person-
al problems, thoughts and feelings, and accept
responsibility for the consequences of coun-
selor-initiated actions. Thus the streetworker
naturally rejects rules which make the coun-
selor responsible for client problems, feel-
ings, or thoughts.

Initially, all of the counselor-potent-
ial client time may be spent manuevering each
other to gain control over the rules of the
relationship. Maneuvering itself is person-
to-person contact, and therefore helps move
the streetworker and youth into a relationship.
Persons who are unwilling to become engaged
in even rudimentary manuevering relationships
are poor candidates for a helping relation-
ship. Remaining workshops are concerned with
ownership of problems, confrontations concern-
ing maladaptive behavior, and establishment
of a helping relationship.

The length of time it takes for a coun-
selor to establish appropriate rules in a
relationship, and to have those rules ten-
tatively accepted by a client, will vary dram-
atically.  It is only after the counselor has
gained control over the rules that client own-
ership of problems and issues related to client
maladaptive behavior can be brought into the
relationship.  The counselor need to establish
the right to confront a client.

The trainer asks for participants reactions to these concepts
and after a discussion of them, moves on:

Ownership is the key to streetworker
intervention with youths' maladaptive behavior.
Thomas Gordon (1975) has established a very
simple means of determining ownership of a
problem:
If the counselor or streetworker feels
thwarted in satisfying a need or desire,
the counselor has a problem.

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If the client or youth feels thwarted
in satisfying a need or desire, the
client has a problem.

There is a third area of ownership which pro-
vides additional leverage for the counselor:

If the youth breaks rules governing the
streetworker-youth relationship, the street-
worker has a problem.

Ownership of aproblem clearly defines
who has the problem; that is, whose need is
not being met. The crux of streetworker-youth
relationships is accepting responsibility for
one's own thoughts, feelings and actions.
Therefore the person experiencing and owning
the problem must accept responsibility for
finding solutions to the problem.

Within the context of the streetworker-
youth relationship, the streetworker has a
problem whenever client behavior interferes
in some tangible way with the ability of
the streetworker to satisfy a need; or
whenever client behavior violates a rule gov-

erning the relationship. The youth has a problem
whenever streetworker behavior interferes in some
concrete way with the youth satisfying the youth's
needs.

Examples may clarify these notions:

- According to this framework, youth lateness
to or absence from an appointment is a street-
worker's problem because the streetworker's
need for significant contact is thwarted.

- If a youth does not want to be seen in
public talking with a streetworker, and
the streetworker meets with the youth publi-
cally, the youth has a problem.

- If a group is particularly rowdy and un-
ruly, a streetworker may own a problem with
the group.

The trainer stops and asks for reactions from participants.
Participants are asked to identify the "owner" of the following
problems:

- A parent complains of her daughter's
unkempt ways. The daughter refuses to
clean up her room, she will not help
keep the appartment clean, she loses
her homework and school books, and she
dresses in a very unkempt manner.

- Johnny talks constantly in school,
is subject to impulsive and often
impetuous outbursts, and occasionally
attacks other children for no apparent
cause. The teacher brings Johnny's
behavior to the attention of Johnny's
parents.

- While walking down the street with a
group of youths, a streetworker notices
the smell of marijuana and sees a joint
being passed among some of the youths in
the group.

- A client comes stoned to counseling
sessions much of the time.

- Angela is 16 and drops out of school
agaisnt the advice of her teachers,
tutor, parents, and counselor.

- Gloria is the only black female in a
group where several white youths make
racist comments about her.

Participants are encouraged to develop additional scenarios
from their own experience which may be used by other group
members to identify the "owner" of a problem. There are other
skills and techniques which are useful when confronting youths
about maladaptive behavior. A closer look at these skills will
prove valuable.

The trainer continues:

Confrontation is a term used here to describe
a process in which the streetworker shares with
a youth his/her feelings and reactions to an
action the youth has undertaken. Confrontation
may be a bid for intimacy on the part of the
streetworker who strives to engage the youth

in the most meaningful and appropriate ways
possible. A part of confrontation also is street-
worker ownership of a problem the streetworker
has with a youth's behavior. Confronting state-
ments take the following form:

I feel (feeling) about (youth action) because
(I statement about the consequences of the
youth action).

or

I have a problem with (youth action) because
(I statement about the consequences of the
youth action).

Examples:

I have a problem with your drinking because
I can't get through to you through the alcohol.

I am sad that you don't go to school because
I know you want to get into the electician's
union and you need a high school diploma
to do that.

I am very concerned about your smoking
(marijuana) on this street corner because
there is a possibility you can get busted.

I know the cops are angry enough to hassle
you if they can.

In all confrontations, the streetworker
tries through the use of "I" statements to con-
nect youth actions with possible or real con-
sequences of those actions. The youth may not
be aware of some of the possible negative con-
sequences of his/her action; in these cases
the streetworker attempts to increase youth
awareness of possible consequences.

There are many youths in many situations
who take extraordinary risks, and appear willing
to accept the (negative) consequences of their
risky actions. Streetworkers may confront such
youths abouth the behavior they see as maladaptive
by focusing on the riskiness of such benavior.

A 16 year old youth is known to be involved
with a variety of drugs, including(angel
dust), heroin, and alcohol. his response
to statements about the risks to him

because of his drug behavior is "Shit man,
you worry too much. Nothing is going to
happen—I'm not going to blow my mind or
get a Jones (hooked)".

In this case, the streetworker may respond:
"I do have a problem with the drugs you take.
I see them as potentially dangerous. However,
I am much more concerned about how you look at
the risks involved, you may well screw yourself
up with the drugs."

This same approach, that is, a focus on the
unrealistic assessment of the risks involved can
be used in a variety of cases, among them are:
shoplifters who say they won't get caught; youths
who constantly play cat and mouse with the police
and say they will win all the time; drug abusers
who deny the risky nature of their abuse; youths
who fight a lot and say they'll always win, or
they only pick on smaller people (smaller people
can carry guns or knives. As they say on the streets,

'It ain't the size of the finger pulling the
trigger..."); and other cases.

Confrontation focuses on the adverse effects
to a youth's physical, emotional or intellectual
well being of actions the youth has undertaken.
In some cases, the streetworker may connect
actions with consequences for the youth, in
others, it is useful to focus on the youth's
denial or underestimation of the risks. In
all cases, the goal of confrontation is to help
the youth "own" his/her part of the problem.
Participants are urged to discuss these concepts, and to
provide examples from their experience of situations in which
youths do not own their part of a problem. Role-playing
activities may be drawn from participant experiences.

Additonal role-playing activities may be
drawn from these scenarios. In all of the
scenarios, participants may assume that the
streetworker's right to confront a youth has
been established (at least tentatively) through

contracting about the rules which govern the
streetworker-youth relationship.

Janette is a 15 year old female who is
going out with an 18 year old male, Alex.
Alex is a known shoplifter (he has been arrested),
and is enlisting Janette's aid in his shop-
lifting sprees. Janette thinks that she loves
Alex, and therefore helps him "in the name of
love". A streetworker knows of the couple's
activities and wishes to confront Janette about
her shoplifting.

Pepe is a 16 year old male who is known
as a dealer of marijuana. Recently he has
expanded his inventory to include "downers".
A streetworker wants to confront Pepe with his
new inventory.

In a conversation with a streetworker,
16 year old female mentions that she has started
to sleep with her boyfriend. Inquiring about
the couple's method of birth control, the street-
worker learns that the female youth is "violently
against any form of birth control. If god wants

me to have a baby, then I'll have a baby".
The streetworker deems it necessary and appropriate
to confront her about sexual behavior.

Kenny is an 18 year old male who "bullies"
younger and weaker youths of both sexes. He
intimidates many of his peers because of his
violent outbursts of temper. A streetworker
wants to confront Kenny about his "bullying"
behavior.

Finally, participants may want to discuss
both the streetworker's and alternative responses
to the following:

Juan is the 19 year old leader of a gang
of youths who hang out on a block. Recently,
under Juan's direction, the gang has terrorized
older residents living in the neighborhood,
they have tried somewhat successfully to extort
money from merchants in the neighborhood to
protect their stores from vandalism and shop-
lifters, and they are shaking down younger kids.
Juan and the streetworker have had limited

contact in the past, and the right to confront
has not been firmly established. Juan and
three or four of his buddies are in front of
a candy store when spotted by the street-
worker. The streetworker has heard of the
group's activities from the president of the
block association.

S: Hi Juan. How are you guys doin'?

J: Fine, man. What's happenin'?

S: I'm OK, man. Juan may I talk with you
a minute over here in my office? (the
streetworker's office is anywhere on the
street which offers some privacy)

J: Why not here man? My boys could here you.

S: Oh yeah, they probably will hear. I want
to chat with you for a few minutes. I ex-
pect you to tell 'em about what we talk
about, and I want to make it your right
to do so, not mine. Come into my office.

J: Well, OK, man. (To the other youths) you
guys wait here for a few minutes.

S: Hey Juan, I hear on the grapevine that
things in this neighborhood are changing.
I am very concerned about what I'm hearing.

J: (agitated) Shit man, what grapevine? Who's
saying anything?

S: You know I don't reveal my sources. I don't
expect you to reveal your sources.

I am concerned about what I'm hearing
and I want to check it out with you,
since your the one who knows what's
coming down.

J: I ain't gonna tell you shit, man.

S: Good! I don't expect you to tell me any-
thing you don't want to. I want to share
my concern with you.

J: That's good. I ain't gonna tell you shit.

S: I have a big problem, man. I hear that
things are getting pretty rough around
here - it seems that the old folks are
being hassled, and the merchants are bug-
ged about some youths who....

J: Who tells you these things, man? They're
all lies.

S: Wait a second man. I don't want to know
if they're true or not, I want to tell
you my problem.

J: Shit, man - hurry up.

S: Here's my problem: You know damn well
that if I am hearing these things, so
are other people. I am worried that you
and others will draw a lot of heat and
attention means more cat and mouse stuff
with the police...

J: So what man. The police are jive.

S: Sometimes the police are jive. However
now the stakes are much higher, man.
You know damn well assault is a much more
serious crime than pissing in someone's
hallway.

J: So?

S: So I'm worried that you and your friends might start to be really ahssled and a sheet (arrest record) hurts employment chances. Last time I saw you, we chatted about checking out some jobs.

J: Wait a sec, man. Are you saying I'm assaulting people? Shit, I might start right now with you!

S: The fact that you can kick the shit out of me isn't what I'm talking about. I need your help, amn. Things are getting out of hand here, and if you and I can't come up with some kind of plan, everyone starts getting hassled.

J: I like the heat, man. I get off on it.

S: Sure, heat is a lot of fun. I'm wondering if there aren't other ways to get as much, or more attention without worrying about a sheet.

J: I'm not worried about the heat or a sheet.

S: I'm concerned that your not concerned about a sheet, man. Sheets are hard to beat - not impossible, just hard.

J: I can beat a rap.

S: Yes, sometimes you can. It's a hassle, though. Look, I need your help. There isn't much I can do without you, and I'm not sure there's much we can do together.

J: You expect me to work with you? You are crazy!

S: Yep, sometimes I am crazy. I don't expect you to trust me - trust is something that's earned. You either will decide that I'm trustworthy or not. That's your choice.

J: What do you want, anyway?

S: I want you to think about what we've said. I'd like to talk with you again - in a day or two, whenever. I know your busy and have alot to do. I'll come around looking for you, or you know I can be reached at _____. Look, I've enjoyed talking to you, amn, and I'll look forward to talking with you again. I'm gonna go say hello to Luis and John, then I have to split.

J: Sure man. You're crazy, man!

S: Yep! Let's go.

The following questions may guide a discussion

of this encounter:

-What are the implicit and explicit rules

being established by Juan? The street-

worker?

-How could the streetworker have been

more directly confrontational?

-At what points were Juan's uncooperative

behavior changed to cooperation with the

streetworker?

-At what points did the streetworker give

control to Juan?

-At what points did the streetworker coop-

erate with Juan?

At the conclusion of this discussion, the closing activity

of sharing reactions to the workshop is undertaken.

Workshop X

Goals:

-To discuss, demonstrate, and practice advanced techniques

and skills for assuming control over symptomatic client be-

havior in the counseling relationship and identify a means

for determining who may benefit from outreach streetwork

contact and counseling as well as those for whom a prognosis

is poor for engagement in a helping relationship.

Group members are aske to mill around the meeting room, ver-

bally and non-verbally greeting other members. A circle is formed

and group participants are asked to recall significant concepts

and skills related to ownership of problems and confronting

others about maladaptive behavior. A summary may be made by a

group member before moving on.

The trainer offers the following for the group's

consideration:

In order to be effective as an outreach

streetworker, the individual must be willing

to assume responsibility for establishing rules

in the helping relationship which enhance the

physical, emotional and intellectual growth
and development of the person being helped.
Often streetwork involves maneuvering by youths
and outreach workers as each attempts to est-
ablish the rules which govern their interactions.
Earlier, symptomatic behavior was described
as maneuvers performed by an individual to as-
sume control over a relationship while denying
that s/he is attempting to control the relation-
ship. Outreach streetworkers will encounter
a great deal of symptomatic behavior. For-
tunately, symptomatic behavior may be control-
led by the streetworker, and through control
new kinds of behavior may be shaped.

Generally, symptomatic behavior is moti-
vated by causes and forces beyond the concious
domain of those persons whose behavior is
labeled as symptomatic. In dealing with symp-
tomatic behavior the counselor endeavors to
establish rules which destroy the efficacy of
the symptomatic behavior. In essence, because
the streetworker lets the youth or client use

symptomatic maneuvering in the worker - youth
relationship, the worker may assume control
over such behavior. Paradoxically, encour-
agement of symptomatic behavior diminishes
that behavior.

Strategies designed to control sympto-
matic behavior are designed from the under-
standing that symptomatic behavior is the
arena in which issues of power (over rule-
setting) and control (of rules, of another
person) are played out.

Metacomplementary maneuvering involves giving permission to
engage in the symptomatic behavior by encouraging it. However
the counselor changes the focus of such behavior by redefining the
behavior in a way that permits the counselor to assume some control
over the symptomatic maneuvering.

Examples may clarify these concepts:
-Darleen is a 15 year old female who was
always late for her appointments with
a streetworker. She offered many reasons
for her inability to be on time. The
worker determined that Darleen's late-

ness was a symptomatic maneuver and de-
vised a strategy to deal with the late-
ness. The worker kept track of the
number of minutes Darleen was late for
three consecutive sessions, and establish-
ed a mean late time, in this case, 15
minutes. In the third meeting, the wor-
ker said the following to Darleen:
You're a very busy person, Darleen, and
have lots of things to occupy your time.
In addition, you are a master at arriv-
ing after the time we have agreed to
meet. You are so good at that, in fact,
that you average 15 minutes late for
our meetings. But that's only an aver-
age. Surely you can be sixteen minutes
late. In fact, next week, see if you
can be sixteen minutes late.

The counselor strategy is to gain control
over the lateness while simultaneously permit-
ting the youth to engage in symptomatic beha-
vior. This was accomplished by changing a

focus from lateness to a concern with the
number of minutes Darleen would be late. If
the counselor can gain control over the beha-
vior, the behavior loses it's efficacy.

-George is a 14 year old male who verbal-
ly attacked all persons he perceived as
authority figures. He disagreed vehe-
mently with all statements made by auth-
ority figures. In school he argued with
his teachers, he was provocative to the
extreme at home, and he disagreed with
statements made by the worker. He then
used their ignorance as a way of discount-
ing them as persons. The worker devel-
oped the following strategy with George:

George, I expect you to hate what
I'm going to suggest. You'll consider
it a big pain in the ass. I don't even
expect you to grasp the plan at first,
because it is complicated. I have a
book here with a pencil attached. I'm
not sure you know just how ignorant

all these people are - they may be
dumber than you think. Every time you
disagree with one of them even a little
bit, put a mark on the page where their
name appears. See how many marks you
collect for each person. Now, in order
to be sure your marks truly represent
their ignorance, you won't be able to
respond to them because that will mess
up the results. I want you to keep com-
plete and accurate records for one week.
You can start by putting at least one
mark under my name in the book for hav-
ing such a stupid idea to start with.

George kept the record; however he did
keep responding. Therefore the record-keeping
was changed slightly. If the teacher, parent,
or adult authority made a "dumb" comment to
which George responded, the teacher got a
mark (1), George recorded an asterisk for
himself (*) and then noted the dumb responses
which followed his comment. The worker kept

focusing on the mark and manipulation of the
marks, thereby teaching George more appropriate
ways of responding or of controlling his inter-
actions with others. For example, George had
many "11 * 111" marks in his book. By saying
"Gee the teacher got 5 marks. S/he's really
dumb. Maybe it's better to hear only two
stupid comments instead of five. How can that
be accomplished?" By this means, the worker
began to help George control his provocative
behavior.

-Elaine and Georgine are two members of
a group who fight with eachother. They are
beginning to be isolated by their friends, who
can't stand the constant friction. They are
tired of fighting also, yet they persist.
The worker planned the following strategy:
Elaine and Georgine, you are two expert fight-
ers. You two are terrific at upsetting each
other. However, your friends think your style
can stand a bit of improvement. Here's what
you can do: You have to have a fight at

3:20 - after school - not 3:25 or 3:15. It
has to be 3:20. Then, each of you goes home
for dinner around 5:45. You therefore have
to have a parting fight at 5:45. Now
between 3:20 and 5:45, save up all of the other's
wrongs so that you can really let her have it
at 5:45. No fair practicing fighting between
3:20 and 5:45. Now, so you don't get rusty
over the weekend you have to fight at 3:20
and 5:45".

Elaine began to object strenously to this
plan, to which the worker replied, "look, it's
4:15. I can't fight with you until 5:45.
I'll be happy to fight with you then. It's
not fair that you would get additional practice
fighting with me before 5:45".

Participants are encouraged to discuss these examples in detail,
paying special attention to counselor manipulation of the rules
governing each relationship. The trainer may help participants
develop metacomplementary strategies for persons with whom participants
may be working. If the group cannot develop its own case histories,
the following may be utilized to stimulate discussion:

Joey is an 18 year old male, the oldest
of four children, living with his divorced mother.
Joey is known to a streetworker, and in the
course of conversation, mentions that he and
his mother seem to fight all of the time.
This has been going on for "a long time".
Joey is concerned now because the intensity of
the fights is increasing. His mother is
throwing things at him and he is afraid he'll
"deck the bitch". The worker suggests a meeting
with Joey and his mother. Joey resists, stating
"she'll never go for it".

Counselor intervention: (one possibility:
I don't expect either of you go for it. The
meeting probably won't even be fun. A good
fight needs a referee, however, and you two
obviously are Ali and Spinks).

Joey and his mother finally agree to meet,
and in the meeting it becomes clear to the worker
that their fighting is symptomatic maneuvering.

Joey's mother wants to be able to maintain the rules which governed their relationship when Joey was a young boy, and Joey wants additional freedom and responsibility. Both deny that their fighting has anything to do with rules which govern their relationship.

Counselor strategy and intervention: (one possibility: they must fight only at 6:30 PM each and every day, and for exactly 20 minutes, the average duration of fights now. Each must keep a complete detailed record of the provocations of the other for presentation at the next session.

If Joey's mother wants to throw something at Joey, she must tell Joey exactly 5 different items she wants to throw at him. Joey must make a list of the five items for presentation at the next session. The counselor's overall strategy is to assume control over the fighting so that the fighting no longer may obscure the issues)

Participants are encouraged to discuss the implications of metacomplementary maneuvering, including: issues related to counselor control of client behavior and treating the symptom rather than the cause: The danger of misdiagnosis and the effects of encouraging symptomatic behavior. It is important that issues indentified by the group be discussed thoroughly. Metacomplementary maneuvering requires specialized skills and may not be a preferred mode of treatment for many counselors. It does have special relevence and value for outreach streetworkers.

At the conclusion of the discussion on metacomplementary maneuvering, the group may elect to discuss criteria for determining and selecting those who may benefit from outreach contact, and those for whom outreach work may have little, if any effect.

The following may be presented as an overview or as a summary of the group discussion:

The requisite for outreach streetwork is youth willingness to spend time with the out-reach worker. How the time is spent will vary from youth to youth, and from worker to worker. In all contact with youths, the counselor endeavors to establish rules governing their interactions which encourage, foster and

enhance the positive growth and development of the youth.

- Youths will vary both in their ability and interest in becoming engaged in an implicit or explicit rule setting process. Any willingness by a youth to enter into a rule setting process makes that youth a candidate for outreach streetwork.

- Youths who demonstrate a willingness to abide by the mutually agreed upon rules of the worker-youth relationship are good candidates for outreach contact. Rules may, and will be tested and broken in the course of a relationship. However, youths who agree to the rules also will learn to respect the limits the rules represent.

- Youths who evidence willingness to explore themselves within the worker-youth relationship may profit from outreach contact. Youths will vary in their willingness and ability to explore their intellectual, physical and emotional functioning. Youths who can engage in the

immediacy of experience, that is, those who can develop an understanding of behavior as that behavior is experienced, are excellent candidates for outreach intervention.

- The degree of change a youth may undergo is relative to the youth's initial level of functioning. With many youths encountered on the streets, the worker is well-advised to practice a concept of reasonable and limited goals and expectations when developing action plans.

- Youths who evidence no willingness to engage in an implicit or explicit rule-setting process, or who, over time, evidence no willingness to tolerate or abide by rules guiding a relationship are poor candidates for outreach interventions.

- Finally, outreach workers serve a crucial function as role models on the streets. Their ability to tolerate and deal with stress,

anxiety, hostility, rage and personal dis-

comfort may provide essential learning experiences

for youths with whom the worker may have minimal

interaction. Youths who are quiet, withdrawn,

or passive often are perceptive observers and

may profit from watching worker interaction

with others. Information shared with one

youth often becomes group knowledge. The

positive and lasting effect of quality street-

work often is elusive over the short-term.

However, the long-term value (over a period

of eighteen months to two years) becomes

apparent in many ways. Some of these ways

include: New youths seeking out a streets-

worker, additional referrals, increased

caseload, increased requests for information,

increased willingness of youths to share

information with the streetworker, adult and

parent involvement with the streetworker, and

worker ease on the streets.

Group members are encouraged to discuss these criteria and
to assess their applicability from their own experience as
streetworkers. Modificatons or additions may be made as a result
of group member's experience.

Participants conclude the session by sharing reactions to the
workshop.

Workshop XI:

Goals:

-To discuss ways of moving youth contacted on the streets
into more traditional helping relationships, with special
attention to issues of timing, client autonomy, and the
kinds of services offered.

-To provide an oppurtunity for review of the major concepts
and skills outlined in this series of workshops

Group members are asked to mill around the room, verbally
and non-verbally greeting all other participants. A circle is
formed and the significant ideas, techniques, and skills of the
previous workshop are discussed. One member may summarize group
learnings.

The trainer may introduce the purpose of this workshop in
the following way:

Outreach streetwork is a specialized sys-
tem of helping interventions designed to reach
persons who do not have knowledge of, or access
to more traditional helping agencies and per-
sons. As helping agents, outreach streetworkers

have to assume various roles and fulfill a
number of helping functions. A street-
worker who provides information or who
acts as a referral agent may be providing
a vital service. An individual with a
housing problem, for example, may profit
from hearing which of the various city agen-
cies can help resolve the difficulty. A
greater need, and one which is more diffi-
cult to manage, involves the streetworker's
willingness, ability and skill to confront
maladaptive behavior in others.

To be fully effective, outreach street-
workers have to be able to demonstrate the need
for certain of their street contacts to seek
out and become involved in specific helping
relationships. Very often streetworkers will
encounter youths whose maladaptive behavior
seriously impedes their positive growth and
development. Such youths either do not see
other options for themselves, or are willing
to accept their maladaptive behavior.

Streetworkers may point out how such behavior
is maladaptive in an effort to help the indiv-
idual examine the maladaptive behavior.

The task of demonstrating a need for a
change in behavior often is long and arduous.
It must be done with skill, grace, and empathy,
and streetworkers must be consistent with their
own standards. Street contacts do recognize
a need for change and may ask either for a
referral, or to work with a streetworker on
a more intensive, regular basis. Referrals
of street contacts must be done with care,
for often the first truly trusting rela-
tionship such contacts have experienced are
with the streetworker. The following guide-
lines may help the referral process:

- Always check with the person to whom
the youth is being referred to be certain the
person has time to see the youth, and check
prior to making the referral.

- Refer to a person within an agency,
not to an agency itself (counselors see

clients, agencies do not).

- Follow-up is necessary both with the
youth and the counselor to whom the youth was
referred to be certain they have connected with
each other.

- It is improtant to clarify one's role
as a streetworker with the youth as part of
the referral process. Youths may see referral
as abandonment. It is important to negotiate
with the youth the changes in the relationship
resulting from referral. These changes need
to be negotiated as part of the referral pro-
cess. For example, if the youth brings up a
problem, the streetworker may want to respond,
"That sounds like something you'll want to
talk over with (name of counselor)."

Group participants are encouraged to discuss these guidelines
adding to or modifying them from their own experience.
The trainer continues:

There will be times when the streetworker
is prepared to work with the youth in a
more formal helping relationship. The fol-
lowing guidelines may enhance the transition

process:

- It is important that the streetworker negotiate
with the youth specific changes each may expect
in the relationship as a result of formalizing
the helping process. Some changes may include
formalizing a time and place to meet,
clarifying rules of confidentiality, issues
related to streetworker accessability, and
ways that the streetworker youth contact on
the streets may change. Youths may want to
utilize street contact time to continue work
begun in a counseling hour. The street-
worker needs to clarify for the youth whether
or not this is appropriate. Often a "we can
talk about (problem) in detail during our next
meeting" will suffice.

- Flexibility in meeting time and place
is important. Many counselors favor their
own offices. However, much can be learned
from home visits, meeting a youth regularly

at a specific location in a park, or even in
the back of a candy store or other location.
The only criterion regarding a place to meet
should be privacy.

- It is important that the streetworker
welcome feedback from the youth about the
streetworker's behavior on the streets and
the youth's perception of the streetworker's
behavior in the formalized helping relationship.
There are differences, and the streetworker
should be prepared for feedback. Youth perceptions
of counselor behavior become rich sources of
information and certainly may strengten the
helping bond.

Participants are encouraged to discuss these guidelines, adding
to or modifying them in ways they deem appropriate.

The remainder of the workshop may be devoted to a review of
the major concepts to date. The workshop ends by having
participants share reactions to the workshop.

Workshop XII

- The last workshop is to be held four to six weeks after Workshop XI, to allow participants ample opportunities to develop their skill on the streets.

Goals:

- To enable participants to share their outreach experiences and to receive feedback from other group members.
- To provide opportunities to brainstorm about difficulties encountered on the streets
- To evaluate the twelve-session sequence

The first part of the workshop may be devoted to a sharing of outreach streetwork experiences in order to develop a fuller understanding of skills and techniques which may enhance counselor effectiveness. Presentation of specific cases and particular problems or conflicts are most useful. In addition, assessment of useful interventions will provide a necessary balance.

The last half-hour or so may be spent evaluating the workshops. The following questions may help stimulate discussion:

- Which workshops or parts of workshops were most useful? Least useful? Most stimulating? Least stimulating?
- Which workshops would you improve? How?
- Of what benefit was the "theoretical" section? How useful was this section? What purposes did it serve?
- Great emphasis was placed on developing role-playing situations and hearing experiences from participant experiences outside the workshop setting. How successful was the group in providing relevant experiences for participant consideration and discussion? What other stratergies would work as well or better? What would you change? Leave the same?
- How successful were group discussions in stimulating learning and development of skills? How could group discussions have been improved?

The workshop may conclude by having participants share their feelings about the overall experience.

END