

Lesson 15 – Social Skill: Negotiating



Summary and Rationale

Negotiating is part of a group of skills that are alternatives to aggression. As such, it is sometimes challenging to teach this to those who are anti-social or conduct-disordered. However, because group members have already learned **knowing your feelings** and **understanding the feelings of others**, this important skill can deepen and expand the principles learned in these earlier lessons.

Concepts and Definitions

Negotiating is when two people discuss a situation where some agreement must be made that is mutually acceptable to both parties.

Negotiating introduces the concept of compromise.

Negotiating requires using several other social skills including: **Listening, asking a question, knowing your feelings** and **understanding the feelings of others**.

Objectives – As a result of this lesson the group members will:

1. Describe the importance of **negotiating**.
2. Perform the steps of **negotiating** during the lesson.
3. Perform the steps of **negotiating** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

Charts – Make before
facilitating lesson. (See
supplement section in each
lesson for full text of chart
page.)

Denoted in lesson plan with
this symbol:



Handouts – Make copies
before lesson. (See
supplement section of each
lesson for camera ready
pages.)

Denoted in lesson plan with
this symbol:



H-15-1-Pocket Skill Cards
H-15-2 Homework Sheet

Presentation Slides – Make
transparencies if projector is
not available. (See
supplement section of each
lesson for camera ready
pages.)

Denoted in lesson plan with this
symbol:



P-15-1-Lesson Title
P-15-2-Apologizing Definition
P-15-3-Apologizing Skill Steps
P-15-4-Homework
P-15-4-Homework, continued
P-15-6-Negotiating Definition
P-15-7-Negotiating Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

Activity 1: Homework Review

Welcome back to another session of **Thinking for A Change**. Before we introduce a new social skill, let's briefly review the last skill we learned, **responding to anger**. Remember that skill was about practicing a way to identify when another person is angry and to react to that person by expressing your thoughts and feelings, without hurting yourself or others.

Can I have a volunteer read the skill steps for us?

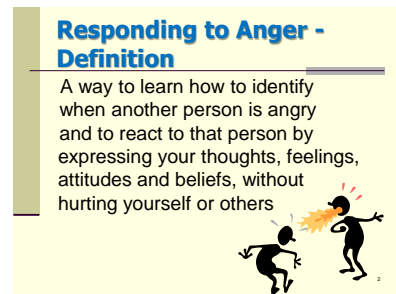
(Answer: Listen to the other person who is angry; Try to understand what the angry person is saying and feeling; Ask the other person to explain anything you don't understand; Show that you understand why the other person feels angry; In a pro-social way, express your thoughts and feelings about the situation.)



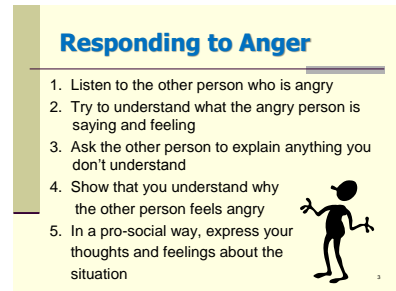
P-15-1



P-15-2



P-15-3



Have volunteers read the steps of the skill. (If there is time, you may wish to have individuals take turns reading a step of the skill and stating whether it is a

Your homework was to practice using the skill, **responding to anger**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

thinking step or an action step.)



P-15-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-15-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any one's homework.

Activity 2: Overview of Social Skill: Negotiating

Today you will learn another important skill to use when getting along with others, either individually, or in a group. **Negotiating** is an important skill that you will use, especially in difficult situations that may lead you into further trouble.

What does **negotiating** mean to you?

(Example answer: Cooperating with another person or group of people to reach a mutual compromise, understanding or agreement.)

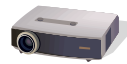
Why is **negotiating** an important skill for you to have?

(Example answers: To get things done; to keep the peace between two parties; or to reach a compromise.)

Define the Skill

Negotiating is when two people discuss a situation where some agreement must be made that is mutually acceptable to both of

Reinforce appropriate thinking check-ins.



P-15-6

Negotiating - Definition

When 2 people discuss a situation where some agreement must be made that is mutually acceptable to both of them



them.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to discuss and agree on something.

You will have an opportunity to talk about what **negotiating** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **negotiating**. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember that we have talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What is a thinking step about?

(Answer: A thinking step is something that you say to yourself. It can't be seen.)

What are we supposed to do when we do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what is that about?

(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step.

(Answer: Decide if you and the other person are having a difference of opinion. Thinking.)

(Group member name) read step 2.

(Answer: Tell the other person what you think about the situation.

Is this a thinking step or an action step?

(Answer: Action.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?



P-15-7

Negotiating



1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
5. Think about why the other person might feel this way
6. Suggest a compromise

Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

(Answer: Ask the other person what he/she thinks about the situation. Action.)

Does anyone remember way back to Lesson 3? We learned the social skill, **asking questions**. You've got this skill "in your pocket."

(Group member name) read step 4. Tell us if that is a thinking step or an action step.

(Answer: Listen objectively to his/her answer. Action.)

As we discussed in the previous lesson, you've already got the skill of **active listening** "in your pocket" as well.

(Group member name) read step 5 of the skill.

(Answer: Think about why the other person might feel this way.)

Is it a thinking step or an action step?

(Answer: Thinking.)

Does this step sound familiar to anyone? It should. Remember that lesson 11 was **understanding the feelings of others**. Here is yet another skill that you have already put into your pocket!

(Group member name) read the step 6. Tell us

Thank each individual and provide positive feedback for participation.

if that is a thinking step or an action step.

(Answer: Suggest a compromise. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Negotiating

Now Mr./Ms. _____ and I will model the skill for you. Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

I want to negotiate with my cellmate about the chores we will do to keep our cell neat.

Modeling Display Option #2 – Probation or Parole settings:

I want to attend my daughter's wedding in another state. I need an out of state travel permit and would miss an appointment with my Probation/Parole Officer. I need to negotiate with my Probation/Parole Officer.



H-15-1

Pocket Skill Cards, Negotiating

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience, but the core

Modeling Display Option #3 – Generic setting for youth:

My neighbor needs yard work done. I need some extra cash. I want to negotiate a price that we can both agree upon.

elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing thinking steps (steps 1 and 5).

When you perform step 6, be sure to model that

Activity 4: Discuss Modeling Display

you are weighing both what you and the other person want or need, taking into consideration the requirement to find the middle ground that is acceptable to both of you in this situation.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill.

Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

In step 1, did _____ decide if he/she and _____ were having a difference of opinion? What evidence did you see or hear?

In step 2, did _____ tell _____ what he/she thought about the situation? What evidence did you see or hear?

How about step 3? Did _____ ask _____ what he/she thought about the situation? What evidence did you see or hear?

In step 4, did _____ listen objectively to the answer that _____ gave? What evidence did you see or hear?

In step 5, did _____ “think about why _____ might feel this way”? What evidence did you see or hear?

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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And step 6, did _____ “suggest a compromise”?
What evidence did you see or hear?

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, where.

It is critical that you get the group member to be as specific as possible.

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

With whom are you going to be using this skill, **negotiating?**

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

To the Co-actor

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer group member as the main actor, and ask the group member to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.
Have the main actor

Try to play the part of _____ as best you can. Say and do what you think _____ would do in this situation.

**Assign Each Group Member a Skill Step
To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how well (*main actor*) decides if he/she and (*co-actor*) are having a difference of opinion.

(*Group member name*), you look for step 2 and see if (*main actor*) tells (*co-actor*) what he/she thinks about the situation.

(*Group member name*), look for step 3 and see

brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) asks (*co-actor*) what he/she thinks about the situation.

(*Group member name*), watch for step 4 and see if (*main actor*) listens objectively to (*co-actor's*) answer.

(*Group member name*), see if you can tell if (*main actor*) completes step 5 by thinking about why (*co-actor*) might feel this way.

(*Group member name*), see if (*main actor*) carries out step 6 by suggesting a compromise to (*co-actor*).

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss the Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To Group Members

Who had step 1? Did (*main actor*) decide if he/she and (*co-actor*) were having a difference of opinion? How do you know that (*main actor*) did this step?

Who was looking for step 2, "Tell the other person what you think about the situation." What evidence was there that (*main actor*) did that?

Who had step 3? Did (*main actor*) ask (*co-actor*) what he/she thought about the situation? What, specifically, was done?

Who had step 4? Did the (*main actor*) listen objectively to (*co-actor's*) answer? What is the

for group members to state, objectively, whether the role player (*main actor*) followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, "yeah, he did step one", or "he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor

evidence that (*main actor*) did this step?

Who had step 5? Did (*main actor*) seem to think about (*co-actor*) might feel this way?

How do you know he/she did this step?

Who had step 6? Did (*main actor*) suggest a compromise to (*co-actor*)? What compromise did (*main actor*) suggest?

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing

Activity 7: Repeat Activities 5 and 6 with all Group Members.

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name,

statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display).

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-15-2-Homework Handout

Completing the homework assignment is

date, skill to practice and the anticipated situation. Do that now.

- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

In this program so far you have learned and practiced a variety of social skills and the skill of cognitive self-change; two of the three parts of **Thinking for a Change**. Who remembers the third component?

(Answer: The third component is problem solving.)

Right. We will begin the third part, problem

critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

The group has now finished the first two components of **Thinking for a Change**. However, facilitators should emphasize now and in the subsequent problem solving lessons that each component

solving, in the next meeting. In problem solving you will use all the skills that you have learned to this point to help you resolve problem situations in a way that gets you what you want without hurting yourselves or others.

We will still take the opportunity to review your homework to see how well you did practicing **negotiating**. Good luck with that, and we'll see you next time.

complements and builds upon the other components. This is an integrated program.