Self-Assessment of Modes Questionnaire – Version II

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This assessment is designed to allow you to identify whether you have a dominant way of responding to various interpersonal issues that arise in therapy. Please respond as if you were facing the situations described in real-time practice. All responses represent plausible therapeutic actions and there are no incorrect responses. Do not think too hard about the responses. Mark the response that would be most comfortable for you.

It is essential that you check ONLY ONE response for each question. It is recognized that your actual response may depend on information that is not available in the case description. It is also recognized that your impulse may be to choose several options. However, the point of this questionnaire is not to ascertain a correct set of responses but to ascertain the one that is most comfortable for you. When you respond, you should choose the response that would be central to your therapeutic style, meaning the easiest, most natural, or most comfortable for you in that situation.

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1. Daniel, a client with chronic mental illness, just began a supportive employment program. He tells you that the stress of working has caused his voices (hallucinations) to return. Daniel is worried that his supervisor will notice that something is wrong and that he could lose his job. He is following his psychiatrist’s recommendation to increase his medication, but so far the symptoms have not subsided. In the past, he has been able to work and his symptoms have been controlled once his medication reaches its full effect. What response would you be most comfortable with in this situation?

   a.  ___ Remind Daniel of a time in his recent past when he had a similar increase in symptoms, that it was temporary, and that he was still able to get through that time successfully.
   b.  ___ Ask Daniel what he thinks he will need to do to keep his job, and if he can come up with a goal that will support staying in his job
   c.  ___ Ask Daniel if he believes that the medication will control the voices, and whether he can think of any other reasons why he will not be able to keep his job. Ask him other questions that allow him to think about his job situation more rationally.
   d.  ___ Point out to Daniel that he has certain rights to accommodation in the workplace and remind him that he can negotiate with his boss for what he needs if necessary.
   e.  ___ Acknowledge how difficult it is to experience an increase in symptoms when he has just begun a new job and ask him to tell you more about his experience.
   f.  ___ Remind Daniel that the psychiatrist said that it may take time for his medication to take full effect, and review strategies he might use to manage his hallucinations on the job.

2. Julio, an athletic client with a spinal cord injury, is unable to afford a specialized wheelchair that he had his heart set on. The chair would have allowed him to participate on a basketball team that he would like to join. However, the insurance company was not willing to cover the cost of such a specialized piece of equipment. Julio tells you that lately he feels like the odds have really been against him in life. He tells you that he feels powerless and he is having second thoughts about participating on the team. You know that Julio’s participation on the team would
be very positive in terms of contributing to his rehabilitation goals. You also know that not all members of the team have specialized wheelchairs and they are still able to participate. What response would you be most comfortable with in this situation?

a. ___ Recommend that Julio talk with other team members who have this equipment about how they got the funding for their specialized wheelchairs.

b. ___ Tell Julio that life does seem to be treating him unfairly. Tell him that anyone who had to face this situation would be upset.

c. ___ Ask Julio to set a goal for himself and to define the steps that he thinks will need to be taken to participate on the team and get the chair.

d. ___ Remind Julio that not all members of the team have the chair, and that he might want to join the team first before purchasing a specialized wheelchair.

e. ___ Ask Julio if having the chair is a prerequisite for him participating on the team or if he would be willing to consider other options until he can get the chair. Ask other questions that allow him to think through the alternatives.

f. ___ Point out to Julio that he has shown tenacity and self-discipline throughout the course of your work with him. Tell him that you are confident that he has the ability to get through this barrier.

3. Verna, an elderly client newly referred for rehabilitation, is clearly frustrated over the difficulty that she is having making a toilet transfer. After two attempts, she tells you that she knows she cannot do it and she is going to end up in a nursing home. She is concerned she won’t be able to return to her home where she has lived for 30 years. Most individuals with her level of impairment are eventually able to return to independent living and are able to make the transfer. What response would you be most comfortable with in this situation?

a. ___ Ask Verna if she has some ideas about how she can learn to get to the toilet and avoid being placed in a nursing home.

b. ___ Tell Verna that learning a transfer requires practice and review the steps that you have already taught her thus far.

c. ___ Tell Verna that her frustration is normal and that most clients on the unit feel this way when they are trying to learn a transfer the first few times. Arrange a visit with Mrs. Gregory down the hall, who had a similar struggle with learning the transfer but eventually did learn it.

d. ___ Tell Verna that making a transfer for the first time is very difficult and ask her if she wants to share more about her frustration.

e. ___ Tell Verna that she will eventually learn to make the transfer and you have noticed her strength and persistence on other tasks.

f. ___ Ask Verna how she got the idea that if she cannot make the transfer she would end up in a nursing home. Ask her other questions that allow her to think about the situation more rationally.

4. Camille, a studious 15-year old client with cerebral palsy, tells you she is sad about something she overheard one of her peers say to another peer at school today in reference to her disability. She tells you that she hates having a disability, is tired of being different, and she doesn’t want to go to school. What response would you be most comfortable with in this situation?
a. ___ Ask Camille why she thinks avoiding school is a good solution to overhearing a negative comment about her. Ask her to think about what she would gain versus lose by not attending school.

b. ___ Ask Camille what has worked for her in handling comments like this in the past and ask her what she thinks she ought to do about it.

c. ___ Give Camille information about a disability pride network of people with disabilities who are proud of the way they look and of what they have achieved.

d. ___ Tell Camille you know there are lots of students in her class who respect and accept her for who she is. Remind her of something positive a classmate said about her when she received an award earlier this year.

e. ___ Tell Camille not to allow what others say about her to bring her down and get in the way of getting good grades and pursuing her goals.

f. ___ Tell Camille her reaction is understandable and that the comment must have been hurtful to overhear. Ask her if wants to share more about it.

5. Rod is a 46-year old client recovering from injuries to his wrist and knee as a result of a car accident. On admission he was very open about receiving treatment for symptoms of depression and anxiety from a psychologist. His symptoms began following a break-up of a long-term relationship. In the middle of a painful range of motion exercise, Rod tells you he feels very isolated and he doubts anyone would ever want to date him now. He says that he is beginning to feel down and depressed about it. What response would you be most comfortable with in this situation?

a. ___ Point out Rod’s strengths (e.g., he has a good job, is otherwise healthy, etc.) and remind him that few people have perfect health or bodies.

b. ___ Explain to Rod that depression can influence the way he is thinking about himself.

c. ___ Ask Rod questions about how he got the idea that no one would want to date him because of his injuries. Ask him other questions that allow him to think about his dating situation more rationally.

d. ___ Tell him that many of your clients have these feelings during this phase of treatment. Tell him about an ongoing rehabilitation group at your facility and recommend that he talk to others about their experiences with rehab.

e. ___ Summarize that Rod seems to be feeling down and that he has some real concerns about dating. Ask him if he wants to talk more about these concerns.

f. ___ Ask Rod what steps he thinks that he will need to take to avoid going into a deeper depression and to feel well enough to begin dating again.

6. Galiana, your 60-year-old client with severe fatigue due to multiple sclerosis, chose to raise her children as a stay-at-home-mom and to do occasional volunteer work rather than work outside the home. In the past she found these roles to be fulfilling and meaningful. Recently, her illness has become more severe and you have been working with her on energy conservation strategies and mobility adaptation. While you are in the process of fitting her with a motorized wheelchair, she tells you that she feels envious of other people’s health and feels she is no longer able to do anything meaningful with her life. What response would you be most comfortable with in this situation?
a. __ Compare and contrast options with Galiana for ways she might find or rediscover occupations that matter to her within her new energy limits. Ask her other questions that allow her to analyze the situation more rationally.

b. __ Explain to Galiana that the energy conservation strategies and powered mobility adaptations are designed to help her and she will need to practice using these new approaches so she can do the things that matter to her.

c. __ Let Galiana know that you can see and hear her feelings of loss and ask her questions that allow you to understand more about her feelings.

d. __ Ask Galiana if she would like to work on setting goals that matter to her while considering her energy level.

e. __ Remind Galiana that she has been valuable to others in the past and you believe she is capable of finding things that matter to her within her energy limits.

f. __ Tell Galiana about a network of women in the community who have multiple sclerosis with whom she can share her concerns and receive suggestions or support.

7. Within the school setting, you have been seeing Jennifer, a 9-year old client with mild cognitive and fine-motor developmental delays and sensory processing symptoms. Jennifer is a generally confident child who succeeds well on most tasks that are appropriate for her age and developmental levels. For the past few weeks, Jennifer has seemed unusually frustrated by the touch-screen technology that you are using to improve both her keyboarding and handwriting skills. She frowns when attempting to work with the screen and makes comments like “I can’t do this” and “I’ll never get it.” What response would you be most comfortable with in this situation?

a. __ Ask Jennifer why she thinks she can’t use the touch screen. Ask her what she did when she learned to work the computer. Have her reflect upon how this task is the same and different.

b. __ Review with Jennifer how to use the touch screen and provide her with some additional tips about how to make it work better for her.

c. __ Remind Jennifer of something that she did well in therapy before you started working with the touch screen and tell her that, with practice, you know she can do this.

d. __ Tell Jennifer you can see that the screen is hard for her to work with. Stop to tell her about a time when you were learning something new and felt a similar kind of frustration.

e. __ Tell Jennifer that most people her age have difficulty with the touch screen at first and offer to arrange for her to talk with another child at school who had similar problems and was able to learn to use it.

f. __ Ask Jennifer if she would rather try a different way of working on her handwriting and keyboarding, and ask her to share some of her own ideas about how to approach it.

8. You are seeing a 21-year-old named Cody for management of chronic pain related to an old injury that caused significant and enduring nerve damage. Cody has been helping on the family farm since he was young. He is currently in the middle of a lengthy and severe flare-up, and his typical pain management techniques are not working. You have tried a new modality, but that has not worked either. You can see that he is becoming increasingly upset about the situation. The harvest is in two weeks, and if he misses it, his family will lose a significant amount of money. Cody is worried about whether he will be able to drive the tractor for long hours. He
cannot take many pain medications because of his stomach ulcer and the drowsiness they cause. What response would you be most comfortable with in this situation?

a. ___ Tell Cody that you see that he is facing a real dilemma, and ask him to share more of his thoughts and feelings about this situation.
b. ___ Tell Cody that there is still time before the harvest and remind him of past times when his symptoms have subsided enough for him to return to work.
c. ___ Ask Cody what he thinks he should do in this situation based on his experience as a farmer living with chronic pain.
d. ___ Ask Cody questions to help him compare different alternatives and plans in case his pain does not remit in time for the harvest.
e. ___ Remind Cody about a local volunteer organization of retired farmers whose mission is to help farmers in crisis. Suggest that he contact them with his dilemma to explore if someone may be willing to pitch in for him during the harvest if necessary.
f. ___ Review all of the pain management strategies that Cody has tried lately and remind him that the evidence shows that if he continues to manage his symptoms, he is less likely to have pain in the future.

9. Tyrone, a 65-year-old lawyer, is on an inpatient rehabilitation unit following a stroke that resulted in mild left-sided paralysis and some mild speech difficulties. You have been working with him on using a walker to get around within his room. He has been progressing at a very promising pace. While walking with you to the bathroom with your grip firmly on his gait belt, he tells you that he doesn’t see the point of walking with the walker. Although he does not feel he will fall at this moment, he fears that one day he might. Tyrone would prefer a motorized wheelchair and he intends to use a chair and not a walker once he is discharged. All testing shows that he has recovered enough balance to start to learn to use the walker. The team thinks it would be better for him to use the walker as early as possible in his rehabilitation process. You sit down with him and begin to talk. What response would you be most comfortable with in this situation?

a. ___ Point out that Tyrone is progressing in his use of the walker at a very promising pace. Tell him that he will begin to feel more and more comfortable using the walker over time.
b. ___ Ask Tyrone to think about and identify the situations that might lead to him falling and then plan with him as to how he would safely navigate those situations.
c. ___ Explain in detail the benefits of using a walker as opposed to a power wheelchair.
d. ___ Let Tyrone know that you want to understand more about his fear of falling when using the walker.
e. ___ Tell Tyrone that he has a choice in what he works on in therapy. Respect Tyrone’s preference and allow him to try a wheelchair for the rest of the session.
f. ___ Tell Tyrone that a fear of falling is very common at this stage of the rehabilitation process. Suggest that he speak with another client who has had a stroke and is currently in the process of learning to use the walker.

10. Ashira, a 19-year-old student and dancer, has been working with you for the past two months following a lower level spinal cord injury that occurred in a motor vehicle accident. The extent to which she will be able to walk and move her lower body is currently unclear. Until now, she has
been an exceptional client – following all of your recommendations and giving 110% for each session. One day, she exhibits an abrupt change in her usual approach to therapy. She appears deeply sad and begins to question the value of therapy. She reports that she has just realized that, no matter how much therapy she receives, she will never be able to dance again. What response would you be most comfortable with in this situation?

a. ___ Tell Ashira about a local dance group that incorporates people with different kinds of disabilities, including those with injuries like hers. Offer to put her in contact with an instructor when she is ready.
b. ___ Remind Ashira that she has a say in how she spends her therapy time. Ask her how she would like to spend the rest of today’s session.
c. ___ Ask Ashira questions that allow her to think of alternative ways to express herself through dance, movement, or other creative outlets.
d. ___ Let Ashira know you can see that she is struggling with the idea that she will never be able to dance again. Stop and listen to her concerns.
e. ___ Redirect Ashira’s negativity and remind her of the goals and expected outcomes of therapy. Review the plan that has been set in place to achieve these goals and explain why it is very important to continue to give her full effort.
f. ___ Tell Ashira that, even though she may not dance the same way, you know that she will be able to dance again in the future.

11. Christine, a 17-year-old client, is working on goals related to dyslexia, obesity, and moderate behavioral difficulties due to bipolar disorder. She is one of your clients at a residential facility. You have known her for approximately 2 years and have a strong relationship with her. A new staff member has arrived at the facility and has singled out Christine as a problem resident. You know the staff member tends to be rather authoritarian and Christine can be resistive when she is told what to do. Within two weeks, Christine approaches you in an emotional state and says the new staff member has been “mean” to her. Following further inquiry, you discover that the staff member reminded Christine, for a third time, it was her turn to do dishes. When Christine responded “I’ll get to it,” the staff member responded that perhaps Christine “might lose some weight” if she “got to things more quickly.” What response would you be most comfortable with in this situation?

a. ____Tell Christine that, in situations like these, practicing her breathing exercises, remaining calm, and not allowing others’ remarks to upset her will show all staff that she can cope with difficult and even unfair situations.
b. ____Tell Christine that you will support her to have a joint meeting with the staff member in which you both will speak to the staff member about the comments and the effect they had upon her. Volunteer that you will take the lead and that you will support Christine’s perspective in the joint meeting with the staff member.
c. ____ Ask Christine guiding questions to analyze the situation and compare different ways to respond to this staff member in the future.
d. ___ Point out to Christine that you’ve seen her resolve conflicts in positive ways with you and other staff members with whom she has had difficulty. Point out that resolving conflict is an area of strength and that you know that she has the ability to resolve issues with this staff member.
e. ___ Tell Christine that you see she is upset and it makes sense that she is feeling this way. Ask her if she would be willing to share more about her experience and/or encourage her to talk more about how she is feeling.
f. ___ Ask Christine what she thinks is the best way to handle interactions with this staff member in the future. Convey your willingness to allow her to take the lead in her decision-making about what to do.

12. At an outpatient rehabilitation center, you are seeing Yusuke, a 2 1/2-year-old boy with speech and fine motor delays and behavioral problems. His child psychologist has recommended a plan to manage Yusuke’s tantrums. His mother agrees to this plan and the approach is working. Today, however, when you use this approach with Yusuke, his mother appears nervous and reports that she feels uncomfortable. What response would you be most comfortable with in this situation?

a. ___ Educate Yusuke’s mother about the evidence behind this approach and provide examples to show her that the approach is not doing him any harm.
b. ___ Point out to Yusuke’s mother how well the approach has been working for him, and with continued success it may not be needed in the future.
c. ___ Tell Yusuke’s mother that you can understand that she would have some concerns about the approach. Ask her to tell you more about what is making her uncomfortable.
d. ___ Weigh all of the different options with Yusuke’s mother for responding to his tantrums. Discuss the pros and cons of each option with her.
e. ___ Let Yusuke’s mother know that her response is normal and Normalize Yusuke’s mother’s response and provide her with contact information for a parent support group that focuses on the approach you are using from a parent’s perspective.
f. ___ Involve Yusuke’s mother in the process even more by asking her if she can think of a way to modify the approach or if there is another strategy she wants to try.

13. You have been working with Beth, a 38-year-old woman with a high-level spinal cord injury for the past six months. Only one month prior to her injury, Beth’s mother died of cancer. Beth has very little family support and has felt lonely and isolated. You have formed a strong bond with her over the course of therapy. However, your partner has found a job in another city, and you will be moving within the month. When you tell Beth of your move, Beth wishes you the best but becomes withdrawn. During the subsequent sessions, it begins to interfere with her performance in therapy. What response would you be most comfortable with in this situation?

a. ___ Tell Beth you have noticed that she has become increasingly withdrawn. Tell her that you are wondering if it has anything to do with your upcoming departure. Gently ask her if she would be willing to talk about it.
b. ___ Take time to highlight the accomplishments Beth has already made in therapy, point out the things about her that you value, and provide her with an optimistic outlook about the new therapist with whom she will be working.
c. ___ Ensure that Beth feels as much control over this upcoming change as possible by asking her how she might prefer to spend your last few sessions together. If necessary, provide her with a few possibilities to stimulate her thinking and be willing to go with any suggestion that she makes.
d. ___ Tell Beth that connecting with peers may be a helpful way of getting through this transition period. Make a suggestion that she attend the facility’s support group for people with spinal cord injuries.

e. ___ Ask Beth specific questions that guide her to find ways to continue making progress. Ask Beth questions that allow her to imagine different kinds of possibilities and outcomes into the future.

f. ___ Tell Beth that you would hate to see your departure get in the way of what is best for her. Review her rehabilitation goals with her and go over your expectations for what she may be able to accomplish before you leave.

14. You have been seeing Tom, a 44-year-old man, for five sessions. His insurance company has just notified your facility that he will only be allotted five additional sessions of therapy. Due to the extent of his disability, it is clear to the entire treatment team that ten additional sessions are needed. You and Tom’s referring physician make numerous attempts to extend the duration of treatment without success. Tom cannot afford to pay for the sessions independently. He is clearly worried and frustrated. What response would you be most comfortable with in this situation?

a. ___ Tell Tom you intend to report the insurance company to the National Association of Insurance Commissioners and you will assist him in obtaining free legal assistance.

b. ___ Ask Tom questions that will guide him to choose the course of action you think would be best in his situation. Consider with Tom the effects and consequences of different ways of responding to this dilemma.

c. ___ Let Tom know through your facial expression and tone of voice that you share his concern and frustration about this situation. Take some time to listen to Tom’s concerns.

d. ___ Explain to Tom that he can use the remainder of his sessions to build upon therapy activities that he can perform at home (some alone and some with assistance). Inform Tom that you will be focusing on teaching him and an identified assistant these important skills for the remaining sessions.

e. ___ Ask Tom to think about what the best course of action should be and support him in coming up with some independent goals for himself in anticipation of an early discharge.

f. ___ Remind Tom of his strengths. Let him know that even though the situation is less than optimal, he can continue to make progress.

15. Amy, 26-year-old social worker, recently had to have her leg amputated due to a localized cancer. She tells you she is worried about how her clients and co-workers will react to her upon returning to work. Thus far, Amy has not allowed anyone to visit her outside of her immediate family because she fears their reactions to her physical appearance. You suggest a graded approach to desensitize her to the reactions of others, in which you accompany her on community outings. Amy confides that she is dreading this experience and does not want to see expressions of sympathy or horror on people’s faces. She wants to return to work but is immobilized by these concerns. What response would you be most comfortable with in this situation?

a. ___ Suggest that Amy think of strategies she might use to overcome her fears of others’ responses to her physical appearance. Work with her using these strategies on the community outings.
b. __ Tell Amy about a local disability pride group. Tell her members of this group have found that if others have difficulty with their appearance, then the problem is with others and not with them.

c. __ Provide Amy with a rationale for your approach. Remind her of the process and of the steps she will need to take to reach the desired outcome. Advise her to give it a chance before giving up.

d. __ Highlight Amy’s strengths in coping with her amputation. Tell her you are confident that if she can face people in the hospital then she can face people in public.

e. __ Ask Amy what she thinks or feels when she sees another professional who is an amputee. Ask her other questions to guide her to see that different people will have a variety of reactions to her, and not all of them will be negative.

f. __ Continue to listen and ask Amy additional questions that will help you better understand her perspective.

16. For the past year in the school system, you have been working with Ben, a six-year-old boy. You have addressed motor delays and mild attention difficulties in class due to his symptoms resulting from a brain injury. After the accident, he was performing below grade level, and has now made substantial progress in all areas. He is now testing at grade level. Ben’s parents have followed through on every treatment recommendation, and have strongly advocated for as much therapy as possible. When you inform them of his progress and your recommendation to discontinue therapy, they become anxious and upset with you, despite your positive relationship with them. What response would you be most comfortable with in this situation?

a. __ Ask Ben’s parents to recommend additional goals for Ben and be willing to continue therapy if they can demonstrate that he still needs it.

b. __ Ask Ben’s parents questions to better understand their concerns about the discontinuation of their son’s therapy. Summarize your understanding of their perspective.

c. __ Tell Ben’s parents that their concerns are common at this stage. Connect them with other parents who have already gone through this transition.

d. __ Educate Ben’s parents about the provision of therapy as a related service in the school system. Explain to them how Ben’s performance supports he no longer needs therapy.

e. __ Emphasize the gains that Ben has made since his injury. Express your confidence in his ability to continue to do well in the absence of therapy.

f. __ With Ben’s parents, make a list and analyze the positive and negative consequences of his discontinuing therapy.

17. Lizzie, a 54-year-old woman with lymphoma, is learning energy conservation and pain management strategies. From day-to-day, her affect appears to change noticeably from being grateful for your efforts to being critical of your approach. Lizzie’s behavior seems to be related to the severity of her physical symptoms and the level of her mobility difficulties that day. What response would you be most comfortable with in this situation?

a. __ Listen to Lizzie’s concerns about your approach and ask questions to help you better understand her perspective.
b. ___ Ask Lizzie questions that help her to see the connection between her symptoms and her behavior. Invite Lizzie to participate with you in rating her symptom level before and after each session and ask her to compare her ratings to how she is feeling about your approach during or after each session.

c. ___ Educate Lizzie about how increased pain and fatigue can influence a person’s overall outlook about therapy. Present her with research that points to a connection between these kinds of symptoms and mood states.

d. ___ Request that Lizzie set a goal for herself about how she might still benefit from therapy on days when she is having difficulties. Be willing to shift the focus of therapy to address Lizzie’s goal.

e. ___ Place emphasis upon providing Lizzie with positive reinforcement for the efforts that she makes in therapy, even on her bad days.

f. ___ Recommend that Lizzie join a support group for cancer survivors, where group members may provide her with a level of mutual understanding.

18. Sayid, a 34-year-old man with a hand injury, has been seeing you for two months. One session, Sayid mentions that he hasn’t gotten as much movement back in his hand as he had expected. He reports that he has been practicing all of the recommended exercises at home. He adds that during his first session, you had told him that he would regain more movement if he practiced the recommended exercises daily. What response would you be most comfortable with in this situation?

a. ___ Explain to Sayid that a certain percentage of individuals continue to have limitations after two months, even if they have followed through with all of the therapy recommendations at home.

b. ___ Tell Sayid that his frustration over not seeing the amount of progress that he would like is understandable. Ask him to explain more about what his expectations and frustrations are at this point.

c. ___ Convey to Sayid that his injury is still relatively recent, and point out the gains he has made. Tell him that you cannot make any promises of full recovery, but you are optimistic that he will continue to regain movement over time.

d. ___ Let Sayid know that most people have these feelings at this point in the recovery process. Help him access whatever resources or accommodations that he may need in the meantime.

e. ___ Invite Sayid to give you feedback about what he feels is missing from therapy. Within reason, be ready to accommodate Sayid’s concerns.

f. ___ Make a timeline with Sayid and have him list his expected outcomes at each date. Compare Sayid’s timeline with a typical protocol on his injury and the average time frame in which certain rehabilitation milestones are typically accomplished.

19. Don, a 29-year-old combat veteran with a brain injury and post-traumatic stress disorder, tends to become fearful and verbally aggressive when he feels he or someone else is being treated unfairly. Since his injury, he has become very sensitive to stress and sensory stimulation. Although he has improved with treatment, he still experiences strong feelings when witnessing tension or conflict between others. As he walks into the session, Don appears shocked and unnerved. He tells you that he witnessed an angry client in the waiting room accusing the
secretary of incorrect billing. He tells you the man treated the secretary badly, by raising his voice at her and slamming the door. What response would you be most comfortable with in this situation?

a. ___ Ask Don if he felt anyone was at risk for being harmed by this man. Continue to ask him questions that allow him to see that just because someone is angry does not mean there is any risk for harm.
b. ___ Tell Don that you can see how the event would have been upsetting to witness and ask him to tell you more about how he is feeling.
c. ___ Tell Don it is normal for many veterans who have gone through combat to feel threatened when witnessing verbal conflict. Mention that there is a group of veterans that meets to discuss how to handle such encounters.
d. ___ Ask Don what he thinks he needs to do when he is upset by conflict. Be willing to incorporate these suggestions as much as possible.
e. ___ Treat the incident as a teachable moment and educate Don that part of his reaction might be explained by the fact that he is more sensitive to stress and stimulation because of his combat experience.
f. ___ Point out to Don that he did well in maintaining his composure during the incident. Remind him of how far he has come in managing his feelings since he first began therapy.

20. Emma is a 10-year-old girl being seen in the school system for academic difficulties related to attention-deficit hyperactivity disorder. You have noticed that when an assignment is made slightly more challenging, Emma reacts immediately by saying she doesn’t get it. It is clear to you that Emma is capable of doing the slightly upgraded assignments, but she gives up before even attempting them. During the next session you present Emma with a slightly more advanced assignment and Emma claims she does not understand it. What response would you be most comfortable with in this situation?

a. ___ Provide Emma with clearer directions, repetition, and time when presenting her with something new or more challenging, both during therapy and within the classroom setting.
b. ___ Tell Emma that it is normal for people to say that they can’t do something when they are feeling challenged. Tell Emma you will coordinate a plan with the teacher to offer extra time and tutoring for her during weeks when her assignments are more challenging.
c. ___ Remind Emma of a time when she did learn something new. Ask her to give it a try and tell her you know she can do it.
d. ___ Ask Emma what about the assignment makes her think that she won’t be able to do it and pose questions that allow her to examine her skills in completing the assignment.
e. ___ Invite Emma to share what she thinks would be most helpful the next time she is given something new to work on.
f. ___ Tell Emma that you know it is difficult for her to try new things. Gently ask her questions about why she tends to give up before she tries.