Self-Reflection Exercise

Handout available for download on the YRRP website at:
www.yellowribbon.mil/cms/event-handout

These statements were taken from a larger questionnaire and are designed to help you think about how comfortable you are communicating in different situations. Please read each statement and think about how skilled you are and how comfortable you feel in handling each of the given situations.

1. Saying “no” when a date/acquaintance asks you to do something you don’t want to do.

2. Telling a companion (e.g., friend, romantic partner) that he or she has done something to hurt your feelings.

3. Being able to patiently and sensitively listen to a companion (e.g., friend, romantic partner) *let off steam* about outside problems he or she is having.

4. Being able to work through a specific problem with a companion (e.g., friend, romantic partner) without resorting to global accusations (e.g., “You always do that”).

5. When angry with a companion (e.g., friend, romantic partner), being able to accept that he or she has a valid point of view even if you don’t agree with that view.

This handout was adapted from the questionnaire in the following source: Buhrmester, D., Furman W., Wittenberg, M. T., & Reis, H. T. (1988). Five domains of interpersonal competence in peer relationships. *Journal of Personality and Social Psychology*, *55*(6), 991-1008. doi:10.1037/0022-3514.55.6.991

LAFF Don't CRY Exercise

Handout available for download on the YRRP website at:
www.yellowribbon.mil/cms/event-handout

This handout contains two scenarios of a landlord-tenant meeting about a neighbor using the LAFF don't CRY method. The first scenario is of a landlord employing LAFF behaviors. The second scenario is of a landlord demonstrating CRY behaviors.

A Landlord Employs LAFF During a Meeting with a Tenant

LAFF Steps	***Landlord-Tenant Meeting***
L *Listen, empathize, and communicate respect*	***Tenant:*** *I am having trouble with my neighbor.* ***Landlord:*** *That must be frustrating. I appreciate you coming in to talk with me.*
A *Ask questions and ask permission to take notes*	***Tenant:*** *The neighbor really struggles with complying with the noised ordnance.* ***Landlord:*** *May I take notes so I can be sure to remember all of your concerns?* ***Tenant:*** *Sure, that's fine.* ***Landlord:*** *Can you tell me more about your struggles with your neighbor?* ***Tenant:*** *She is very loud, and I have asked her multiple times to keep the noise down without success, and she is very rude about my attempts to reason with her. She is very messy as well and the mess on her patio is really an eye sore.*
F *Focus on the issues*	***Landlord:*** *I want to make sure I have got all this, so I'd like to check my notes with you. You are saying that she is loud, disrespectful, and her patio is messy. Have I got it? Is there anything you would like to add?* ***Tenant:*** *Yes. I am getting pretty frustrated. I have tried everything.*

LAFF Steps	Landlord-Tenant Meeting
F *Find a first step*	***Landlord:*** *As a first step, I'd like to meet with the other neighbors. I want to find out what their experience has been and if they have complaints, as well. I will call you by Friday, and we will make a plan for next steps.* ***Tenant:*** *Thanks for listening. I wasn't sure quite what to do, but I'm glad I came in.*

A Landlord Demonstrates CRY Behaviors During a Meeting with a Tenant

Don't CRY	Landlord-Tenant Meeting
C *Criticize people who aren't present*	***Tenant:*** *I am having trouble with my neighbor.* ***Landlord:*** *My business partner was supposed to be checking in with tenants.*
R *React hastily and promise something you can't deliver*	***Tenant:*** *My sleep patterns are all disrupted from her noise and I can't enjoy being on my patio because I am looking at her mess! Why should I have to suffer because your business partner isn't doing his job?* ***Landlord:*** *That's really frustrating. You know, maybe I can move her to a different apartment.*
Y *Yakety-yak-yak – talking to avoid silence*	***Tenant:*** *What is going to happen about the neighbor for now? Why should my sleep be disrupted and the mess outside continue because things are so disorganized?* ***Landlord:*** *I understand how important sleep can be. My mother loved to sleep, and she was not above napping while us kids played in the house. Thank goodness we didn't burn down the house because we got into…* ***Tenant:*** *But what are you going to do for me? Perhaps I should talk to the Better Business Bureau about my problem.*

These scenarios were adapted from the following source: McNaughton, D., & Vostal, B. R. (2010). Using active listening to improve collaboration with parents: The LAFF don't CRY strategy. *Intervention in School and Clinic*, *45*(4), 251-256. doi:10.1177/1053451209353443

LAFF Don't CRY Exercise

Handout available for download on the YRRP website at:
www.yellowribbon.mil/cms/event-handout

This handout contains two scenarios of a parent-teacher conference with a child's homeroom teacher using the LAFF don't CRY method. The first scenario is of a teacher employing LAFF behaviors. The second scenario is of a teacher demonstrating CRY behaviors.

A Teacher Employs LAFF During a Conference with a Parent

LAFF Steps	***Parent-Teacher Conference***
L *Listen, empathize, and communicate respect*	***Parent:*** *My son, Ethan, is having trouble in his math class. He's gotten a D or an F on the last three quizzes.* ***Teacher:*** *That must be frustrating. I appreciate you coming in to talk with me.*
A *Ask questions and ask permission to take notes*	***Parent:*** *He really struggles with his homework each night.* ***Teacher:*** *May I take notes so I can be sure to remember all of your concerns?* ***Parent:*** *Sure, that's fine.* ***Teacher:*** *What does Ethan say?* ***Parent:*** *Ethan says he can't keep up with the teacher in class, so he doesn't understand what he is supposed to do without help.* ***Teacher:*** *Let's talk more about the homework; what do you see when Ethan is working at home?* ***Parent:*** *Sure, that's fine. He gets some of his homework done in resource room, but, by the time he gets home, he's confused again. He works through the example problems, but he can't figure out where he's making his mistakes.*
F *Focus on the issues*	***Teacher:*** *I want to make sure I have got all this, so I'd like to check my notes with you. You are saying that he has struggled on the last three tests; he can do his homework at school where he has help, but he really struggles at home. Have I got it? Is there anything you would like to add?* ***Parent:*** *Yes. Our nights are getting pretty frustrating. We try to help him, but that's not working very well.*

LAFF Steps	Parent-Teacher Conference
F *Find a first step*	***Teacher:*** *As a first step, I'd like to meet with his math teacher. I want to find out what he is seeing. I will call you by Friday, and we will make a plan for next steps.* ***Parent:*** *Thanks for listening. I wasn't sure quite what to do, but I'm glad I came in.*

A Teacher Demonstrates CRY Behaviors During a Conference with a Parent

Don't CRY	Parent-Teacher Conference
C *Criticize people who aren't present*	***Parent:*** *My son, Ethan, is having trouble in his math class. He's gotten a D or an F on the last three quizzes.* ***Teacher:*** *Ethan has Mr. McDonald, a first-year teacher. He may not be familiar with Ethan's accommodations.*
R *React hastily and promise something you can't deliver*	***Parent:*** *Ethan had a first-year teacher last year! Why should he have to suffer because there is so much turnover?* ***Teacher:*** *That's really frustrating. You know, there are other algebra sections, other teachers. Maybe I can switch Ethan to a more experienced teacher.*
Y *Yakety-yak-yak – talking to avoid silence*	***Parent:*** *What is going to happen about the low quiz grades he's already gotten? Why should Ethan get bad grades because things are so disorganized?* ***Teacher:*** *I understand how important grades can be. My daughter is applying for colleges and she is under so much pressure…* ***Parent:*** *But what are you going to do for Ethan? Perhaps I should talk to the principal about our problem.*

These scenarios were taken from the following source: McNaughton, D., & Vostal, B. R. (2010). Using active listening to improve collaboration with parents: The LAFF don't CRY strategy. *Intervention in School and Clinic*, *45*(4), 251-256. doi:10.1177/1053451209353443

Interpersonal Communication Skills

Source: Verdeber, K. S., & MacGeorge, E. L. (2015). *Inter-act: Interpersonal communication concepts, skills, and contexts* (14th ed.). New York, NY: Oxford University Press.