

## PROCESS RECORDING

**Client/ First name:** N

**Age:** 6

**Gender:** Male

**Race:** White mix

**Ethnicity:** Puerto Rican mix Caucasian

**Occupation:** Student

**Presenting Problem:** N has acted out in class and not listened to his teacher.

**Purpose of Meeting:** The meeting was consisted of a series of interview questions to find out if he is aware of his behavior in class and find out if there is a root cause. My supervisor mentioned that his parents recently got divorced.

<b>Content</b>	<b>Analysis/Skills Used</b>	<b>Gut Level Feelings</b>	<b>Supervisor's Comments</b>
Me: Hi N, it's nice to officially meet you, my name is S.	I wanted to say something in a tone that seemed friendly and respectful to all ages.	I have spoken to him before, so it is kind of awkward to introduce ourselves now, but I wonder how he will respond.	
N: Hi, its nice to meet you. I'm N.	Politeness. Smiling is always a good indication of being willing to talk.	He is really jittery. Maybe he is nervous?	
Me: I've definitely seen you around! You seem like a very fun friend.	I wanted to make the conversation light hearted and easy to begin with so I do not	This seems like a conversation ender. I hope he says something after this	That is very smart, I never would have thought of that.

	bombard him with questions.	so it is not quiet.	
N: Thank you. How is your day?	Trying to understand that he is genuinely curious.	Wow, he actually asked me about my day.	Kids will just keep talking because they are very conversational and blunt. Only a few will know how to respond well though.
Me: My day is going good, but I am a little tired. I heard that you weren't listening to Ms. C in class. Tell me about that.	Being assertive about why I pulled him out of class to talk to him.	I don't actually know if I was supposed to keep doing small talk before going into the actual topic.	It's good of you to share. Makes them feel included. Good transition too. You are inviting him to talk.
N: Yeah, she said that I wasn't listening to her talking in class... I didn't eat like I was supposed to.	He is fully aware of his actions and behavior. That is a good start.		
Me: Okay that's what I heard. Do you know why that's wrong?	Subtle re-enforcement. Allowing him to think and decide for himself why his actions were wrong and why he got in trouble for it.	What if he doesn't think it's wrong?	Good.
N: Because I didn't listen to my teacher.	His body language is weird. He can't sit still, either because he is nervous/ guilty or he's just a kid.	Good, he knows.	
Me: Good! So how do we change that so that we don't get in trouble?	Affirming his response. Also subtle re-enforcement, forcing him to think about the right thing	How do I transition this into asking him about his parents without completely changing the subject.	A lot of times they feel guilty because they know that they are wrong. But it is good to re-enforce

	to do instead or for next time.		like you said.
N: Listen to my teacher next time and answer her when she says my name. I don't know.	He knows what the right thing to do is, it is just how he listens to his own voice.		
Me: Can I ask you a question? Do you think you don't listen to her because you are sad or happy?	Transitioning. Allowing him to find out what kind of feelings he has that is making him act that way in class.	It seems like a more personal question; so let me make sure he is okay with me asking that.	Don't be afraid to have authority. You are there as an authority figure and to ask him questions.
N: I feel fine... I just didn't want to do anything		That is definitely a sign of emotional lacking.	
Me: Really? Mrs. S said that your parents recently separated... how do you feel about that?	Making him think about his family situation and how that may affect his mind.	I hope that that wasn't too much and too serious too soon.	Like I said before, its okay for you to ask these questions.
N: I feel sad. My mom and I moved to a different house and we got two cats to live with. So it's me and my mom and two cats.	Listening to him and nodding.	Catching feelings a bit, but trying not to show it. At least he is opening up.	It is sad. But remember that as a social worker, we cannot transfer our feelings over to our clients.
Me: What about it makes you sad?	Making him dig deeper.		Good open ended question.
N: I miss my dad. I miss his cuddles. He sent me a message telling me he misses hugging me.		I wonder if this is even the root of his behavior in class.	

## ***VII. Overall Assessment of the Interview***

**Reflecting on the interview as a whole, how effective were you in achieving your purpose?**

Overall, I thought it was a pretty good conversation with a 6 year old. I do not know if it was as effective because I feel like it was more for him than for me. Knowing what is already going on with him helped to remember why he may have a hard time in class. But its hard to tell if he can see the root and could fix his behavior.

**What techniques and skills were successful?**

A. Some techniques and skills that were used were listening skills, re-enforcement, transitioning and affirming.

**B. What specific skills should you emphasize in the future?**

A specific skill I realize that I could emphasize in the future is probably authority.

**What specific lessons have you learned that you will take into consideration in your next interview with this client and/or other clients?**

I think for me, it is definitely important to be confident about my role and establish myself as a stronger authority figure. I think it is also important to be friendly so that trust and relationship can be established.

## **VIII. Plan/Contract for future intervention**

**IX. What have you and client system decided to work on at this point?**

I don't really have a set client. However, I do feel like it is my job to check in every now and then and see his progress of how he is dealing with his parents divorce.

