Planning Thorough, Detailed, and Complete Interviews

Approaches for Interviewing Individuals with Disabilities

2016 IM4Q Annual Statewide Training
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July 2016

Housekeeping

➤ Questions will be addressed during the course of the training.
➤ Also, we will leave time at the end of the training for Questions.
➤ All Questions are "good" questions
➤ Ask Questions, although we may answer at a later time as the question/content asked will be covered throughout the presentation
➤ Power-point Slides

Approaches for Interviewing Individuals with Disabilities

Focus of Training:
• Interviewing individuals with disabilities often requires a different approach and a need to allow for additional interview time.
• This presentation will focus on how to plan for an interview with someone who has an intellectual or developmental.
• Techniques and strategies will be explored.
This PowerPoint provides tips and things to consider when interacting with people with disabilities.

These are not rules.

Ultimately, you should use your best judgment to decide how best to conduct the interview.

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**General Outline & Topics Covered**

- Communication Needs
- Attitudes About People with Disabilities
- Disability as Diversity
- People First Language
- Disability Diagnosis
- Discussing Interviewing People with Different Disabilities
- Interviewer Tips
- Communication and Communication Aides
- Documenting Responses
- Safety and Terminating an Interview

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**Communication Needs — See Pre-Survey - What is this person’s current primary method of communication?**

- Language type (spoken English/other, sign — ASL/other, board, device, gestures/nods)
- Does the person express yes/no?
- Does this person have hearing or vision difficulties?
- How does this person express that he/she is in pain, happy/content, angry/upset, sad?
- Ask if any special arrangements needed for communicating with this person?
Atitudes – What Do I Think About Disability?

- Your attitudes, beliefs, feelings, previous experiences can all effect how you feel about a person with a disability
- You can be taught to think certain ways about people who are “different” (refer to the handout “You’ve Got to be Carefully Taught” from the play South Pacific by Rodgers and Hammerstein).

From the Play South Pacific – “You’ve Got to be Carefully Taught”

You’ve got to be taught
To hate and fear,
You’ve got to be taught
From year to year,
It’s got to be drummed
In your dear little ear
You’ve got to be carefully taught.
You’ve got to be taught to be afraid
Of people whose eyes are oddly made,
And people whose skins a different shade,
You’ve got to be carefully taught.
You’ve got to be taught before it’s too late,
Before you are six or seven or eight,
To hate all the people your relatives hate,
You’ve got to be carefully taught!

By: Rodgers And Hammerstein

Multi-Dimensional Aspects of Diversity

- People are multi-dimensional in that they belong to racial, ethnic, gender, religious, age, and class groups at the same time
- It is neither appropriate nor beneficial to use a narrow perspective to define people
How do you view a person with a disability?

Their Disability as “Deviance”
- Out of site, Out of mind
- Extermination
- Aggression
- Segregation
- Congregation
- Avoidance

How do you view a person with a disability?

Their Disability is a Tragedy
- Benevolence
- Tolerance
- Burden
- Resignation
- Patronization

A Disability is Diversity

Disability is part of the inherit differences human beings have.

- Disability is NORMAL
- Disability is NATURAL

Disability is an equal opportunity club that anyone can join.
**Disability is Natural**

- Disability is a natural condition
- People with disabilities have been in the world since the beginning of time & will be until the end of time
- Disability is so natural and common it leaves no one out & touches people of all ages, races, religions and socioeconomic groups
- Disability does not discriminate
- Federal laws recognize that Disability is Natural

**Disability as Diversity**

- Respect
- Understanding
- Acceptance
- Appreciation
- Equal Worth
- Mutual Benefit
- Belonging

**Myths, Lies and Labels**

- We must all believe people with disabilities are real people with unlimited potential, just like all people. We must stop believing the myths- the lies- of labels.
- Using People First Language can influence society’s views and treatment of people with disabilities.
People First Language

• People First Language puts the person before the disability
• People First Language describes one aspect of the person – it does not define what a person IS!

Terminology

• First and foremost, call the person by his or her name
• When talking about people with disabilities, use “person first” language.
  – Not “disabled person” but “person with a disability”
  – “Person who uses a wheelchair”
• Avoid outdated terms
  – “handicapped,” “crippled,” “retarded”

Disability is not the “Problem”

• We need to rid our vocabulary of the word “problem” when talking about people’s needs!
• Recognize that what is often called a “problem” is actually a need
• The real problem is attitudinal barriers
Disability Diagnoses

- A disability diagnosis is simply a tool used to assist a person in receiving needed services. A disability diagnosis does not tell us useful information about a person; it is not who they are.

Things to Do

- Be sensitive about physical contact.
- Speak directly to the individual, and not to an interpreter or companion.
- Shake person’s hand & using left hand is ok if necessary.
- Do not make assumptions about whether the individual can participate.
- If an accommodation is requested, do what is possible to fulfill request.

When Speaking to a Person

Speak directly to the person with a disability, not to his companion or sign language interpreter.
Things to Do

- Avoid perfumes and flashy jewelry
- Wear professional clothing
- Frame the survey as a "conversation." Calling it a "survey" or an "interview" can be stressful.

When Interviewing People With Intellectual/Developmental Disabilities (I/DD):

- Speak in clear sentences using concrete concepts (as opposed to abstract)
- Don't use baby talk.
  - Gauge the pace, complexity and vocabulary of your speech according to the individual's.
- People with DD may be anxious to please. An individual may tell you what he/she thinks you want to hear.
  - Make sure to elicit accurate information.
- Be patient—change in routine or environment may require a period of adjustment.

When Interviewing People Who Use Wheelchairs:

- People who use wheelchairs have different disabilities and varying abilities.
  - They are individuals, and not defined by their equipment.
    - Don't ask a wheelchair user to hold coats
    - Don't set things on a desktop attached to someone's wheelchair
    - Don't touch a wheelchair
    - Place items within a person's grasp
    - When talking to an individual with a wheelchair, try to put your face at eye level. Bending down to see them is OK. Sit next to person for easier eye contact.
When Interviewing People with Mobility Disabilities:
- If you offer a seat to a person who has limited mobility
  - Chairs with arms or with higher seats are easier for some people to use.
- Do what you can to help an individual avoid falls (keep floors dry, make sure rugs are flat)

When Interviewing People Who Are Blind:
- Offer to read written information
- If you enter/leave the room, inform the person that you are entering/leaving
- If more than one person is in the room use names of people for identification purposes
- If you know beforehand that the individual has low vision:
  - Print documents in larger font and appropriate spacing. Avoid using all caps.
  - Make sure the lighting is good (not too bright)

When Interviewing People Who Are Deaf or Have A Hearing Loss:
- Be sensitive to individual's need for amplification and/or seeing your lips as you speak (for lip reading)
- Speak clearly. Avoid chewing gum or obscuring your mouth.
- If you have trouble understanding the speech of an individual, let him/her know.
- When using an interpreter, look directly at the individual who is Deaf and maintain eye contact.
- Rephrase, rather than repeat sentences that the individual doesn't understand.
- Do not shout.
When Interviewing People With Speech Disabilities:

- Give the individual your full attention – listen attentively. Don’t interrupt or finish sentences – be patient.
- If you have trouble understanding, don’t nod.
  - Ask to repeat.
  - If you still have trouble, ask him/her to write down, or use interpreter/person familiar with individual’s speech pattern.
- A quiet environment makes communication easier.

When Interviewing People with Cerebral Palsy (CP):

- Many people with CP have speech that is difficult to understand. Your impulse may be to discount what they have to say, based on their appearance. Monitor your responses and interact with the person as you would with anyone else.

When Interviewing People With Epilepsy or Seizure Disorders:

- Epilepsy is a neurological condition characterized by seizures that happen when the electrical system of the brain malfunctions.
- The seizures may be convulsive, or the person may appear to be in a trance.
- During complex partial seizures, the person may walk or make other movements while s/he is, in effect, unconscious.
People With Epilepsy or Seizure Disorders Continued:

- If a person has a seizure, you cannot do anything to stop it. Make sure the head is protected and wait for seizure to end
- Try to ensure the individual has privacy
- Call for person(s) who know the individual for assistance (i.e., family, staff)

When Interviewing People With Psychiatric Disabilities or Mental Illness and Intellectual Disability – Dual Diagnosis:

- Stress can affect a person’s ability to function. Try to keep pressure and stress at a minimum.
- In a crisis, stay calm and ask how you can help. Find a support person you can trust.

When Interviewing People with Traumatic (or Acquired) Brain Injury (TBI):

- People with TBI may have a loss of muscle control or mobility that is not obvious
  - For example, may not be able to sign her name, although she can move her hand.
- May have poor impulse control, may make inappropriate comments or not understand social cues.
- May have trouble concentrating. Minimize distractions.
<table>
<thead>
<tr>
<th>When Interviewing People with Autism</th>
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<tbody>
<tr>
<td>- The person may or may not be able to communicate</td>
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<td>- Approach gently, speak softly, as high sensory input may cause agitation</td>
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<td>- Do not touch someone with autism without their permission</td>
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<td>- Avoid loud noises, bright lights, high levels of activity</td>
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<td>- Avoid rocking, repetitive movement</td>
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<tr>
<th>Interviewing Tips</th>
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<tr>
<td>- Ask questions in a calm, conversational manner</td>
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<td>- Be patient, allow extra time as needed</td>
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<th>Develop the Art of Rapport</th>
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<td>- Defined as a feeling of comfort and trust</td>
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<td>- It's how responsive a person is to you and your positive intentions</td>
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As an Interviewer

Be warm and understanding, accepting and neutral, respectful, honest and appreciative.

How Can You Be Successful as an Interviewer?
1. Solid Eye Contact
2. Good Posture
3. Natural Gestures
4. Appropriate Dress and Appearance
5. Vocal Variety
6. Effective Use of Language
7. Involve the Listener
8. Be Friendly, establish rapport
9. Be Yourself

Initiating an Interview
• Organize materials ahead of time & avoid lots of paper as it can be intimidating
• Establish eye contact right away
• Comment on surrounding and move quickly to interview
• Explain process – why here, note taking etc.
• Express appreciation for person’s time & effort
• Be neutral & avoid interjecting your feelings & ideas
• If person asks for your opinion say you are interested in their thoughts
Tips for Interviewing

• **Tip #1:** Always be respectful – be on time, dressed appropriately, and thank person at end.
• **Tip #2:** Introduce yourself.
• **Tip #3:** Conduct interview in a private place with no distractions. Ask to turn off TV/Radio/Other.
• **Tip #4:** After introduction start interview ASAP.
• **Tip #5:** Unless necessary do not view home/bedroom/premises.

Tips for Interviewing (cont.)

• **Tip #6:** Call the person by the name he/she prefers.
• **Tip #7:** Take your time in interviewing, speak clearly, some people may respond slowly so be patient.
• **Tip #8:** If you feel uncomfortable, in danger, or the person interviewed feels it then it is best to end interview and re-plan accordingly.

Tips for Interviewing (cont.)

• **Tip #9:** Mentally practice the interview beforehand so you are well prepared.
• **Tip #10:**
  – Do not ask questions in a leading manner.
  – Do not nod or shake your head when asking questions.
  – Check that your tone, expression, or body language doesn’t point a person in answering a question a certain way.
Tips for Interviewing (cont.)

• Tip#11: Sometimes It Is Necessary to Ask a Question in Another Way.
  ❖ Ask open ended questions:
  • Who
  • What
  • Where
  • When
  • Why
  • How

Active Listening

• Hearing the Message
  — Be Attentive, listen to understand, not oppose
  — Be impartial, do not argue or criticize
• Interpreting the Message—what you hear & see
• Evaluating the Message—hear all the message
• Let the person finish what they have to say even if you do not agree with them

Active Listening

Responding to the Message
• Provide feedback
• Use additional questions to get more information
• Make eye contact with the individual
• Be still, do not fidget, do not interrupt
• Ask questions for clarification
• Combine verbal and non verbal feedback
Reflective Listening Points

- It is NOT about you!
- It IS about the person with whom you are speaking/visiting.
- Reflective listening is ...
  - LISTEN, CLARIFY, LISTEN
  - LISTEN, CLARIFY, LISTEN
- Clarifying questions...
  - "Can you tell me more about that?"
  - "Can you tell me how you feel about that?"
  - "Can you help me understand what you mean?"
  - Also, you may reflect back what was said to you. For example, "I did not like that." "You did not like that."

Reflective Listening Points for Review

- You cannot listen if you talk. Limit your talk to the questions and reflective listening clarification.
- Watch the body language!!! It means a lot.
  - Fidgeting/getting tired or bored...REFLECT..."I see that you are fidgeting. Should we take a break/stop for now?" Similarly, yawning/loss of attentiveness, etc.
- Watch the facial expressions!!! It also means a lot.
  - Smiling/gleaming...REFLECT..."I see that makes you smile. Can you tell me more?" Similarly,
    - frowning/scowling, etc.

Reflective Listening Points for Review

- Reflective listening is...
  - LISTEN, CLARIFY, LISTEN
  - LISTEN, CLARIFY, LISTEN
- If it takes a long time for someone to answer and you feel awkward, remember, IT IS YOUR
  - PROBLEM...not theirs. Stay focused; maintain eye contact; do not look at your watch or fiddle with your papers.
- Remember, it is not about you!
Non-Verbal Communication Ways to Establish Rapport with Person

- Eye Contact
- Body Posture
- Proximity
- Gestures/Facial Expressions
- Tone of Voice/Tone of Message

Not Everyone Speaks – Communication Recommendations
Adapted From: Bucks County IMAQ – Break the Sound Barrier Project (7/18/07)

- Everybody communicates and has an opinion about his or her life – find out how
- It is possible to learn from people who communicate in alternative ways
- Always assume intelligence.
- Adopt an attitude of high expectations and the belief that everyone communicates, and a person’s style of communication can be identified and understood.

Not Everyone Speaks – Communication Recommendations

- If gathering information primarily from staff, talk with the staff who knows them the best.
- Also, talk with more than one staff member (could be supports coordinator, day support staff, other residential staff, etc.). This helps to validate the information, gathers more information and gives a better picture of the person’s life/situation.
Not Everyone Speaks – Communication Recommendations

- Be prepared for the visit by gathering more information before the interview about the person's communication style. For example, how does the person respond when he or she is happy, sad, angry, likes something, doesn't like something, etc.

- Obtain more information from family and staff about the person's communication history including assessments, speech therapy, device usage, the use of a communication profile, communication goals, etc.

- If a communication device is used, which should be identified beforehand, set up the appointment at a time when the device is with the individual and in working condition, otherwise he/she will be voiceless.

Possible Communication Aides

- If the individual has some type of communication device, please try to get responses via the device since that is what the individual is familiar with. If you have no luck with this, then you may want to try the picture tools.

- The "Yes/No", "Good/Bad", "Sad/Happy" picture tools may be used with individuals who do not have expressive language skills. They could also be used for someone whose means of communication would be by your tracking their eye movements.

YES NO Pictures

- Explain what the pictures mean to the individual and show them how to respond by pointing to the picture that describes how he/she feels. You might want to ask of couple of practice questions with the individual you are interviewing to see if it works.
GOOD/BAD PICTURES

bad  I don't know  good

SAD/HAPPY FACES

YES

NO

Documenting Literal Responses, Asking Follow-Up Questions, and Accuracy

Follow-Up Questions & Literal Responses

The goal is to ask the best questions to get the most accurate response.
Follow-Up Responses

<table>
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<tr>
<th>Appropriate</th>
<th>Leading</th>
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</thead>
<tbody>
<tr>
<td>Can you tell me more about that?</td>
<td>Are you sure?</td>
</tr>
<tr>
<td>Could you repeat that?</td>
<td>That doesn't sound right.</td>
</tr>
<tr>
<td>Are you comfortable sharing any more about that with me?</td>
<td>XYZ Provider will be glad to hear that.</td>
</tr>
<tr>
<td>Why?</td>
<td>I've heard that a lot about Dr. X.</td>
</tr>
<tr>
<td>Do you have any other comments?</td>
<td>Provider X respects you, right?</td>
</tr>
<tr>
<td>Explain that to me.</td>
<td>There's nothing else you need to tell me about that, right?</td>
</tr>
</tbody>
</table>

Documenting Literal Responses

- Responses should be written verbatim.
- Grammatical errors – (ain't, double negatives, incorrect verb tense) should be recorded as the respondent says them.
- Spelling errors can be corrected later.
- 1st person from respondent's point of view
  - "I feel they treat me respectfully." vs.
  - "She feels they treat her respectfully."
- If you need to, write down key words, then fill in at end of interview.
- Write down responses even if they don't seem to make sense.
- Ask to have the response repeated if you need to!

Literal Response Tips

- Be aware that many people are not able to communicate verbally.
- If anyone other than the individual offers a response or "translates" the individual's communication, write down who said or did what.
- You MAY rephrase the question if the individual doesn't seem to understand.
- You may record actions or behaviors that seem relevant.
We Love accuracy!

One accurate measurement is worth a thousand expert opinions
Grace Hopper

Questions

Audio-Visual Pieces You Can Use

• End the Silence (why it is important to listen to people seriously – 7 minutes).
• The 10 Commandments of Communicating with People with Disabilities (3 minutes)
• Disability Sensitivity Training Video (4 minutes)
• Are You Putting Your Best Foot Forward -National Core Indicators -Human Services Research Institute – 10 minutes long.
Please take a few moments at the end of the training to complete the evaluation. Thank you!

Some Resources

- National Core Indicators – Human Services Research Institute For more info, contact: Josh Engler, jengler@hsri.org
- IMAQ material developed by the Institute on Disabilities
- Reporting Crime and Abuse
  http://disabilities.temple.edu/aavocabulary/CRIME.shtml