

# Opening space for dialogue

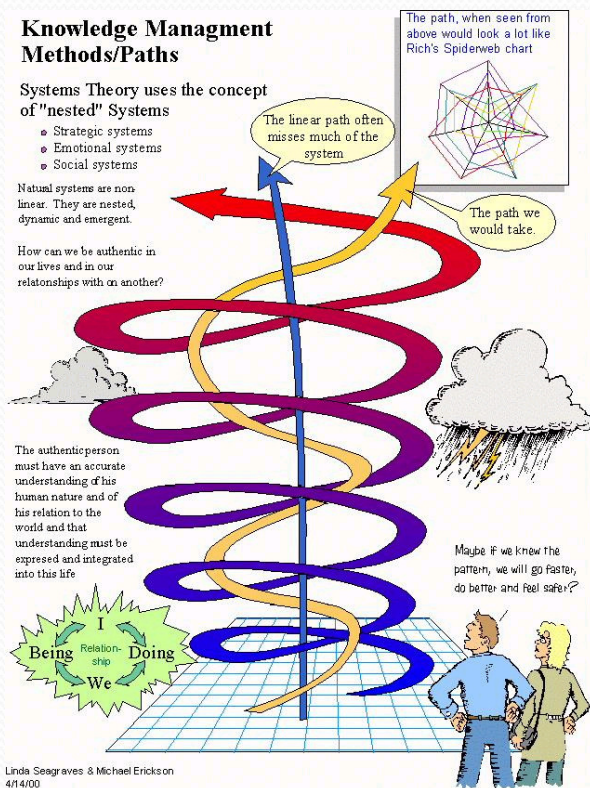
Workshop 14.00 – 16.30

Södertälje, Sweden


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# Overview – Workshop



- Video extract focusing on how one might begin; ways of opening space for dialogue
- Introducing different ways of including or attending to the voice of person with ID
- Taking the perspective of the other
- Focus on IOI
- Exercise
- People with profound ID
- Discussion



# In groups of 3s consider

- What practices did you notice that opened space for dialogue?
- How does this connect with your own practice?
- Which additional practices might you want to add?



Different techniques for stepping into the shoes of others, or for taking the perspective of others

- Iverson, 1990

- Internalized Other Interviewing (IOI)  
(Tomm, 1999 ; Burnham, 2000)

## People with severe intellectual disabilities

- “If Saleha could speak and if I were to ask her to choose someone to speak for her at this meeting, who do you think she would choose?” A discussion may follow among participants about which choice the person would make which in itself may be helpful. Iveson suggests further questions along the following lines, where the ‘me’ refers to Iveson and Muni refers to Saleha’s sister:
- “Me: So, Muni, will you agree to be Saleha’s ‘voice’ for this meeting?”
- Muni: Yes.
- Me: Well, what I’d like you to do is when I want to ask Saleha a question, I want you to answer as if you were Saleha. Will you be able to do that?
- Muni: But I might not be able to get I right.
- Me: No, I’m sure you won’t get it right all the time because you’re a different person, but I’d still like you to do it. Will you?
- Muni: Yes.
- Me: It will mean that sometimes you’ll have to speak twice, once for Saleha and once for yourself. *[Everyone laughs]*”
- (Iveson, 1990, pp. 82-83)

# Internalised Other Interviewing: A technique for stepping into the shoes of others...



## Internalised Other Interview

“A method to explore, enhance, and/or modify a clients inner experience of another persons inner experience, and potentially alter the virtual and lived relationships between the client and the other person” (Marks , Sibilia & Borgo, 2010)





*Some reasons for using IOI with people with ID*

- Problems are often located inside the person
- Problems may be discourses as emerging from impairment (Goodley, 2001)
- Working with PMID
- A problem-saturated story organises interpretation of the person's actions
- We might struggle to understand the person





# *‘Andrew and Rob’*

*Opening space for  
dialogue & challenging  
disabling discourses*



## Working with the network: INTERVIEWING ROB AS ANDREW

- A man with a label of severe ID- referred for ‘anger’, damaging property, and shouting at staff
- Referrer is service manager - Rob.
- Andrew has lived in the service for about 18 months and his behaviour is described as ‘deteriorating’.
- Who’s concerned?



# The session

- Rob, the manager, three staff and therapist
- Apparent characteristics ("aggressive" & "jealous") and behaviours ("hits out" & "destroys property")
- **Setting the context** and explaining the interview

## Who to interview?

Who is best placed to keep new meanings alive in the person's life?

Who might be most ready to take on such an imaginative task?

Who knows the person a little bit?

# Some questions to help the person take the perspective of the other.

- What's your name?
- Ok Andrew, where do you live?
- Who lives with you?
- Andrew, how are you able to find out what your day will hold?
- Talk me through a typical day.

# EPIODIC QUESTIONS: retelling the story of challenging behaviour

- ROB: I damaged property-kicked the door in and shouted at staff.
- TH: Really? Tell me where you were. What had happened?
- ROB: I came back from the day centre, I was upset ...
- TH: What about?
- ROB: I don't know. I was upset though ...
- TH: What happened when you got in? Who did you talk to?
- ROB: Erm ... I wanted to talk to someone ... but after Jess [staff member] opened the door she went into the office. They were all busy doing things in the office, paperwork in the office, with the door closed. I was in the corridor outside. I was trying to listen but I couldn't hear. I opened the door and they all said "Andrew, we are having a meeting, we will see you in a bit" and I had to close the door and stay outside while they had their meeting.
- TH: How did you feel?
- ROB: Hmm I felt hurt, upset, excluded, let down, erm ... like they didn't want me ...
- TH: Like they didn't want you...
- ROB: Yes, I was upset and they didn't say hello to me-just said go away. I was angry.
- TH: What happened next?
- ROB: I waited and then I shouted and nothing happened so I kicked the door.

## Comments and reflections from the rest of the staff team (who have been listening )

- The way staff talked about Andrew changed
- Greater appreciation of Andrew's difficulties
- Awareness of limitation of choice
- Expression of blame for the family



# STEPPING BACK INTO ONES' "OWN" VOICE

- Rob's name is used again
- Biographical questions
- Reflections on the experience



# Working in pairs take it in turns to interview and to be interviewed...

Call to mind a person with profound and multiple intellectual disabilities that you know. Imagine being that person while being interviewed.

## Some questions the interviewer might use :

- *Can you tell me who you are?*
- *Where you live? Who you live with?*
- *What is important to you – what you like – what you don't like?*
- *What you think is important for others to know about you?*
- *How you would like others to respond if you are upset?*
- *What you would like others to do if they are not sure if they have understood you or what is happening for you?*

**The interviewee responds from the position of the person with pmid**



# Please bear in mind...

- The internalised other may be used by the interviewee to further their agenda.
- If goodwill is absent think twice about using IOI.
- Beware of using IOI as a way of directing or insisting that people change their ideas about a person.
- I have found it work best in relation to **specific episodes** rather than a general empathy enhancing strategy. To create alternative narratives based on the - internalised - experience of another character in an important episode.



‘It can be very dangerous to see things from somebody else’s point of view without the proper training’

(Adams, D., 1992)  
pp142



## In the pre-meeting we considered...

- How might we arrange our seating so T feels comfortable?
- Who knows her best?
- What might she like or need to feel comfortable?
- Who would she like to keep within eyesight?
- How can we co-ordinate our action so everyone with a speaking voice has a chance to speak, listen and be heard?