

LSCI INTERVIEWING SKILLS CHECKLIST



QUALITY OF INTERVENTION RATING TOOL

Rating Scale:

0 = Skill was not evident/used 1 = Skill was observed during intervention

1. DRAIN OFF OR DE-ESCALATION

	Rating
Reassurance: <i>"I am here to help. We're going to work this out."</i>	0 1
Decoding: <i>"I can see that you're upset . . ." (name the feeling and validate)</i>	0 1
Validation: <i>". . . and not for nothing. Something important must have happened."</i>	0 1
Affirmation: <i>"I like the way you're using words. You used to use your fists. That shows progress."</i>	0 1
Attending: <i>Show by your words, voice tones, and posture that you care and want to help.</i>	0 1
Remember: Do not begin the Timeline until the youth has begun to calm down.	

2. TIMELINE

	Rating
Ask Questions: <i>Use the Conflict Cycle to find out the sequence of events.</i>	
• <i>"Help me understand what happened . . . Where? When? Who else? . . . etc."</i>	0 1
• <i>"What were you saying to yourself at the time?"</i>	0 1
• <i>"How did you feel . . .?" (scaling 1–10)</i>	0 1
• <i>"What did you do?"</i>	0 1
• <i>"What did others (adults/peers) do?"</i>	0 1
• <i>"What happened next?"</i>	0 1
• <i>"How were you feeling this morning?" (check for Red Flags)</i>	0 1
• <i>"Has this happened before?" (look for a pattern)</i>	0 1
Active Listening:	0 1
• Elaboration: <i>"Tell me more about . . ."</i>	0 1
• Neutral phrases to encourage talking: <i>"Uh-huh . . . I see . . . Oh?"</i>	0 1
• Paraphrase: <i>Repeat what was said in your own words.</i>	0 1
• Clarification: <i>"What do you mean by 'messing' with you?"</i>	0 1
• Summarizing: <i>"Let me see if I have it straight . . ." (then repeat what you heard)</i>	0 1
• Affirming: <i>Frequently give positive statements. "Thank you for speaking with me." "You are doing a good job of remembering what happened."</i>	0 1
Pursuit of Clues: <i>Listen for unusual comments. "You had to get up at 2 a.m.?"</i>	0 1
Drain Off Skills: <i>If the youth becomes dysregulated, utilize Drain Off skills.</i>	0 1
Remember: Really listen. Ask questions to discover the youth's point of view. Don't ask "Why?" Avoid trying to solve the problem. Learn about the issue from the youth's point of view.	

3. CENTRAL ISSUE

	Rating
Determine if this is one of the six LSCI self-defeating patterns of behavior and whether or not to move forward into a full LSCI. If appropriate to continue, identify which of the LSCI interventions (patterns) seems to be occurring for this youth. The Central Issue is your “a-ha” moment—your realization of the pattern. During the Insight stage, you will begin to help the youth to see the pattern.	0 1
State the Central Issue in age-appropriate language. Use the information from the Timeline to make it concrete for the young person. This is the beginning of the shift from your understanding of the self-defeating pattern to helping them realize the self-defeating pattern.	0 1

4. INSIGHT

Selected LSCI Is Carried Out.	Rating
Review the Timeline using the Socratic method of questioning and examples from the youth’s experience to help them gain insight: <ul style="list-style-type: none">• Ask questions that will lead the youth to understanding.• Ask questions so that the youth will gain a new perspective.• Ask questions about other similar incidents, helping the youth to see the pattern. “Could it be possible?”• Ask questions that will lead the youth to an understanding of how this behavior is affecting their life.	0 1
If the youth is <u>not able to accept the Insight</u> , plant the seed for future interventions (“It is just something to think about . . .”), move to New Skills. If the youth accepts the Insight (i.e., sees or considers the self-defeating pattern), move to New Skills.	0 1
Remember: Do NOT lecture or moralize. LEAD the youth to Insight by asking questions (except in New Tools intervention) and using concrete examples.	

5. NEW SKILLS

	Rating
Develop a personal plan with new social emotional skills or new practical strategies based on Insight. <ul style="list-style-type: none">• Brainstorm potential solutions.• Discuss pros and cons of each solution.• Ask the youth which solution they want to use. Which option is most likely to help?	0 1
Teach the social-emotional skills or strategies in a developmentally appropriate manner.	0 1
Role-play/rehearse the new social-emotional skills in a few contexts. If the youth suggests something that you think will not be successful, one strategy might be to say, “OK, if you do that, let’s follow that through—what would happen next?”	0 1
Discuss consequences of behavior (suspension, restitution, loss of privileges, etc.).	0 1
Remember: Rehearse so that the youth will be successful with the new skill.	

6. TRANSFER OF LEARNING

	Rating
Discuss current activity and how peers/staff may react to the youth’s return.	0 1
Role-play the youth’s reentry and Plan for Success for use in current activity/class.	0 1
Share the reentry and Plan for Success with key staff; discuss ways to help the youth with the plan.	0 1
Remember: Rehearse so the youth will be successful returning to the ongoing activity.	

Note. From *LSCI Certification Course Participant’s Manual* by N. Long, F. Fecser, and S. Whitson, 2017. © 2007 by Carol Dawson. Adapted with permission.