**BASIC HELPING SKILLS**

**ATTENDING BEHAVIOR**

**VISUAL/ EYE CONTACT**
- Maintain eye contact appropriately
- Vocal Qualities
- Be aware of your pitch, volume and speed

**VERBAL TRACKING**
- Avoid interrupting the student
- Go along with what the student wishes to talk about, unless the topic has sensitive content that makes you uncomfortable

**BODY LANGUAGE**
- Be authentic and attentive
- Appropriate facial expressions & body gestures
- Be genuine and sensitive to cultural differences
- Physical boundaries (distance, space, touch)
- Be at ease to put your student at ease

**QUESTIONING SKILLS**

**OPEN QUESTION**
- To encourage your student to talk freely and openly
- To elaborate on a point

**CLOSED QUESTION**
- To provide specific information

**REFRAIN FROM:**
- Asking too many questions at a time
- Appearing as interrogating
- Appearing as a busybody
- Asking questions for the sake of asking (questions should be part of the larger picture)

**OBSERVATION SKILLS**

**VERBAL BEHAVIOUR**
- Language (key words, frequently used words etc)

**NON-VERBAL BEHAVIOR**
- Facial expression
- Body language
• Discrepancies
  "I really like the subject, don’t know why I keep failing it
Smiling coupled with a clenched fist
  “This matter does not bother me”; and looked away

Sometimes the student may not be able to express the feeling that he or she has. However, he or she may show it in the following ways:
• Fidgeting
• Incoherent in speech
• Poor hygiene
• Looks lethargic
• Looks deprived of sleep
• Looks depressed
• Cuts, injuries or wounds on visible parts of body
• Irritable or angry

ENCOURAGING, PARAPHRASING AND SUMMARISING SKILLS

ENCOURAGERS: verbal and non-verbal means to encourage the student to talk
• head nods, appropriate smiles, ‘I see’, ‘uh-huh’

PARAPHRASING: feedback to student the essence of what has just been said
• “I hear you saying…”
• “Am I right to say…”

SUMMARISING: can be used to end a discussion, transit to a new topic or clarify complex issues
• “Can I sum up by identifying the key points we just discussed?”
• “In summary, the issues are…”

REFLECTING FEELINGS

IDENTIFYING FEELINGS
• Recognise the key emotional words expressed by the student
• Make (implicit/hidden) emotions explicit

REFLECTING FEELINGS
• Use stems such as “It sounds like…”, “I hear you say you feel…”, “I sense that…” etc
• Examples:
  • “It appears that you are hurting from the unpleasant episode.”
  • “You’re worried that the situation may worsen.”
  • “Right now, you are angry.”