

Interview 5a: Orientation to a Parenting Class: Directing Style
Interviewer: Stephen Rollnick, Ph.D.
Client: Fred
Context: Child Protective Services referral to a parenting class
Time: 3 minutes
Focus: Orientation to parenting class

1	I	Fred. How do you do. My name's Steve.	NC
2	C	How are you, Steve.	
3	I	I'm a social worker in charge of the parenting program.	GI (could be structure)
4	C	OK	
5	I	OK? And the purpose of our discussion today is to go through the processes that we need to talk about, check how you feel about them. Also for me to give you every encouragement to take advantage of the opportunity that you've been given here. So first of all, do you mind if I just check a few things with you? OK? My understanding was that there was an incident at home which was picked up by the school, is that right?	PERSUADE WITH (1) SEEK Q
6	C	Yes, that's true.	
7	I	Yeah, it was picked up by the school. Then the teacher called the social worker, and you had a discussion with the social worker.	GI
8	C	Yes.	
9	I	Is that right?	Q
10	C	Yes, that's true.	
11	I	And you spoke to the social worker who felt that because you were involved in physical contact with your child, that that was something that might make you suitable for this program that I run here.	GI
12	C	Yeah, I guess so.	
13	I	Have I got that right?	Q
14	C	Yeah.	
15	I	So now we're in the situation where we are asking you to come along to these parenting classes which . . do you understand how long they go on for and that sort of thing?	PERSUADE Q
16	C	Yeah. Six classes. Yeah.	
17	I	Six classes. That's right. And are you OK about attending?	GI Q
18	C	Yeah. <i>I don't want to go.</i>	
19	I	You don't want to go. Tell me why you don't want to go.	Q (2)
20	C	<i>Because I think I do . . I think I'm a good Dad already. I don't have a problem with the way I've been doing things.</i>	
21	I	And then how do you see the link between being a good Dad and hitting your child like that? I don't mean to be rude, but if you don't want to come to the classes, how does that puzzle fit together for you. Can you see what I'm saying?	CONFRONT
22	C	<i>He needs to know who's the boss, who's the authority. I mean it's my house, so he's got to listen to me.</i>	
23	I	Oh right. I get it. So as far as you're concerned, it's OK to hit the child, because you're the father of the house, and so coming here	CONFRONT

- now is not something that you really want to do.
- 24 C *Well, it's not OK to hit the child,* but *sometimes it could . . . a kid needs a good smack.*
- 25 I Right NC
- 26 C *Definitely.*
- 27 I Well, I, you know, I must say to you that the purpose of the parenting classes is to help you learn different ways of going about it, so I'm just hoping that you will take advantage of that opportunity, and so that this kind of episode that happened at school and so on can be avoided. PERSUADE
- 28 C Yes. *Well, it doesn't happen all the time anyways, so I really don't see where the problem is.*
- 29 I OK. Well, it can be a problem if somebody hits their child to the point where there's a mark and it's noticed by a teacher. Can you see why that's a problem? CONFRONT
- 30 C Yes, I can understand that, but *that's not me. That's not who I am.*
- 31 I Right OK, but I mean, you did hit the child. CONFRONT
- 32 C Well yeah, that's true.
- 33 I You did hit the child, and that's the problem that we want to try and tackle in the parenting classes, to see if there are more constructive ways of disciplining the children, other than by hitting them. CONFRONT (3)
- 34 C *Well, I really don't see how someone can tell me how to raise my kid. It's my kid.*
- 35 I Right. OK. Well, I mean I don't want to get into an argument with you here now about it. You know, we've just got a few more minutes. I just wanted to say to you that it is something that you could get some benefit from, and I'm hoping that those classes won't take the form of someone telling you how to raise your kid, but just discussing with you and other parents – mothers as well as fathers – ways of handling children so that they don't receive as much physical contact or abuse, and I don't want to say whether yours was physical contact or abuse. That's what the classes will help you work out. PERSUADE
- 36 C OK
- 37 I You see what I mean? Q
- 38 C *Yeah, well, I'll be there, so . . .*
- 39 I Yeah. OK. Excellent. Well thank you very much for coming down here. NC
- 40 C Right.

Global ratings (4)

CCT	1
SST	3
Par	1
Emp	1

(1) "To encourage you to take every advantage of the opportunity you've been given here" is a Persuade

(2) We did not code an SR because we viewed it as a set up for the question only.

(3) Once the CONFRONT is coded, persuade language does not require a code

(4) Global ratings should NOT be coded for short segments, however we include an approximation of the global codes for learning purposes.