

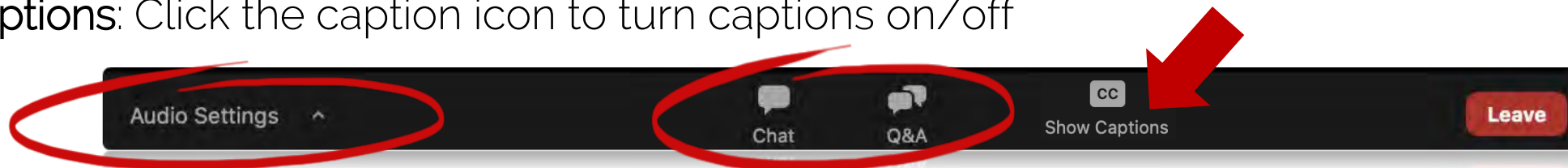
Words Matter: The Transformative Power of Language for Empowering Care

March 26, 2024



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- **Audio Settings:** ability to select your speakers and adjust your volume.
- **Chat:** for sharing of ideas, interacting with speakers and attendees; not for promoting services and products. Make sure you choose '**Everyone**' in the dropdown in the chat box.
- **Q&A:** for submitting questions to review at the end of the webinar
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Our Speakers



Seth Eisenberg
Chief Executive Officer
Purpose Built Families Foundation



Rachel Marmor
Chief Wellness Officer
Purpose Built Families Foundation



PAIRS



ESSENTIALS

For Presentation by Certified PAIRS Facilitators.
More at www.PAIRS4Me.com.

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Why PAIRS?



- 1 Addresses foundation of human connection.
- 2 Extensively researched, strengthens **50** competencies.
- 3 Comprehensive holistic approach.
- 4 **15** Relationship-building skills.
- 5 Quality assurance **45** years.
- 6 Practical, proven, curriculum-driven.
- 7 Highly experiential education model.
- 8 Recognized best practice.
- 9 Rigorous ethical standards.
- 10 Focused on emotions, behaviors, attitudes.

Global, accredited trainer network

Mission and Vision

To teach those attitudes, emotional understandings, and behaviors that nurture and sustain healthy relationships.



Essential Relationship Skills

1 Communication

2 Conflict Resolution

3 Emotional Connection



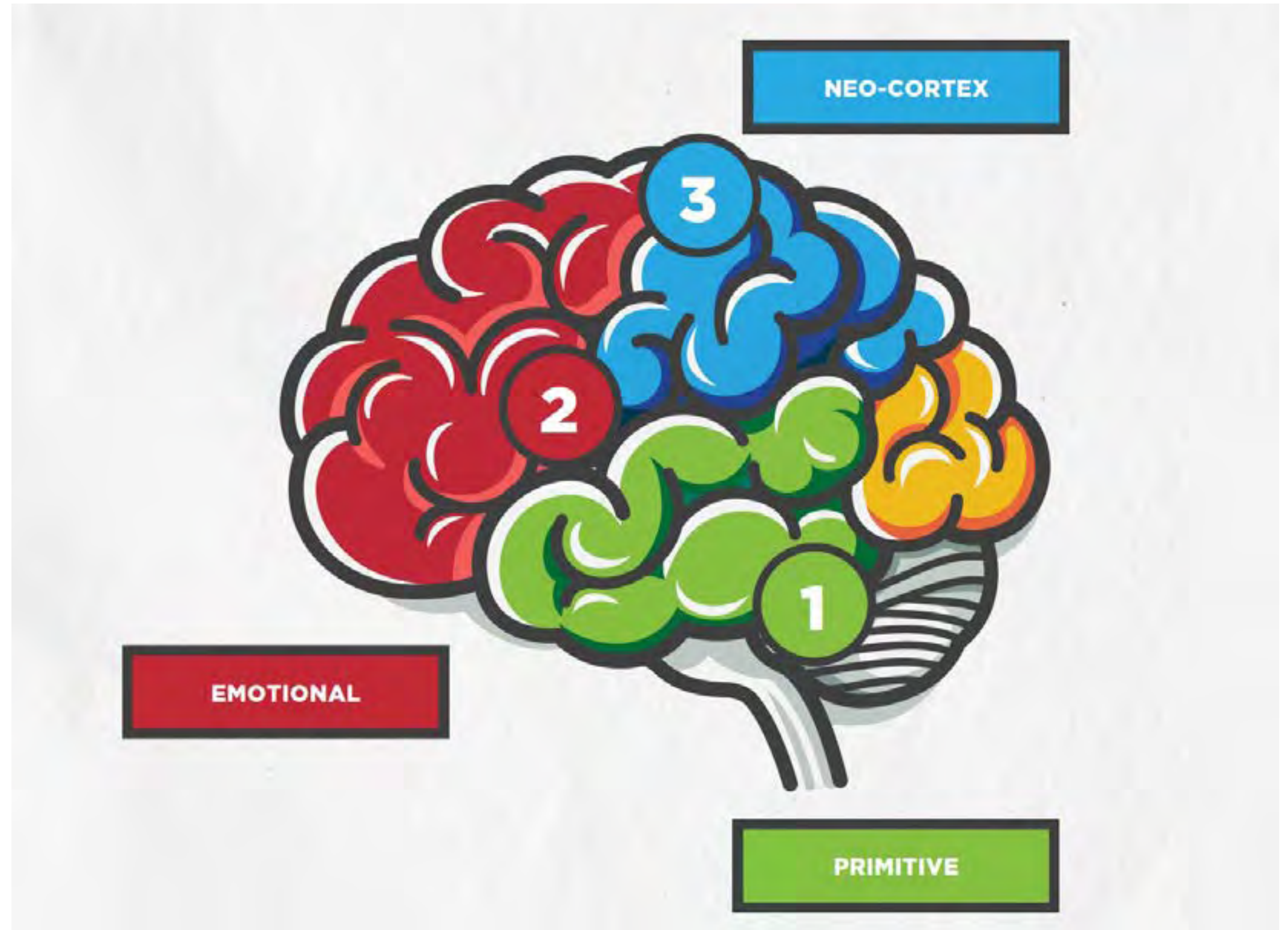
Definition of Neurosis

**An obsolete
response to an
obsolete situation.**

Triune Brain

With appreciation to Dr. Paul Maclean

1. Primitive, Visceral, Survival Brain (“Am I safe? Will I survive?”)
2. Limbic, Emotional System (“Will it be painful or pleasurable?”)
3. Neo-Cortex, Cognition (“Is it logical, rational, reasonable?”)

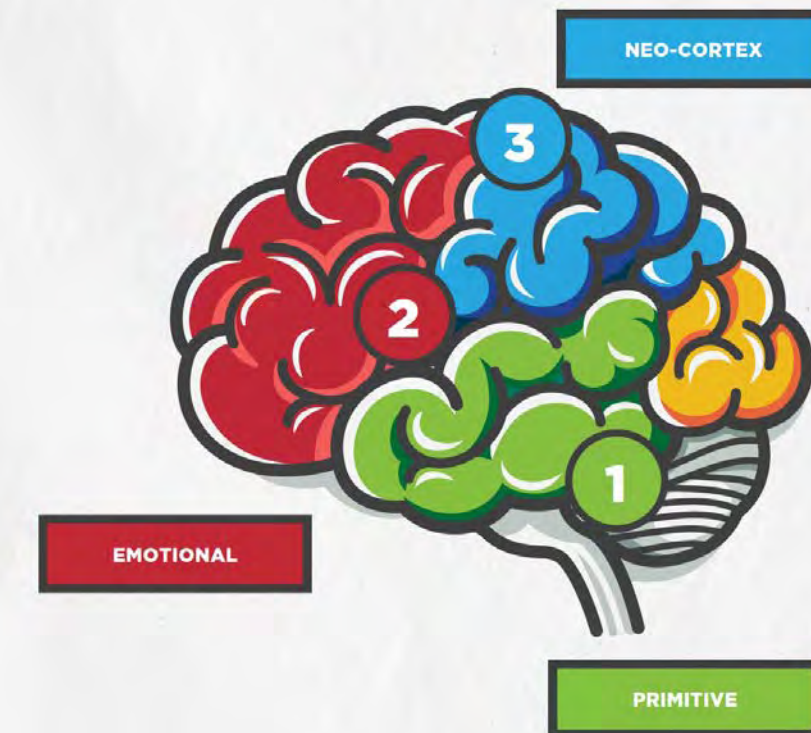


The Triune Brain

- **Neo-Cortex/Cognition:** Coldly Intellectual And Analytical Seat Of Mental Acuity And Rational Judgment -- **Is it logical? Is it reasonable?**
- **Limbic/Emotion:** Warm-Blooded, Mammalian, Bonding, Nurturing, Playful, Communicates in Sound, Seat Of Emotions And Emotional Memory -- **Is it pleasurable? Is it painful?**
- **Visceral/Survival:** Cold-Blooded, Most Primitive Reflexively Reactive, Territorial, Instinctive Seat Of Automatic Behavior -- **Is it safe? Will I survive?**

Triune Brain: Three independent neural brain systems:

1. **Visceral Brain:** Survival/Security Consciousness
Registers Life or Death Responses: Rage, Terror, Agony
2. **Limbic System:** Feeling Consciousness
Registers Emotional Responses: Anger, Hurt, Fear, Pleasure, Love
3. **Neocortex:** Thinking Consciousness
Seat of the Rational Mind
Stores Attitudes & Beliefs
Governs Behavior Patterns
“How we think and act” is programmed in the Neocortex



Relationship Road Map

PAIN



PLEASURE



Relationship Road Map

PAIN SIDE

PLEASURE SIDE

Anger

Happiness

Sadness

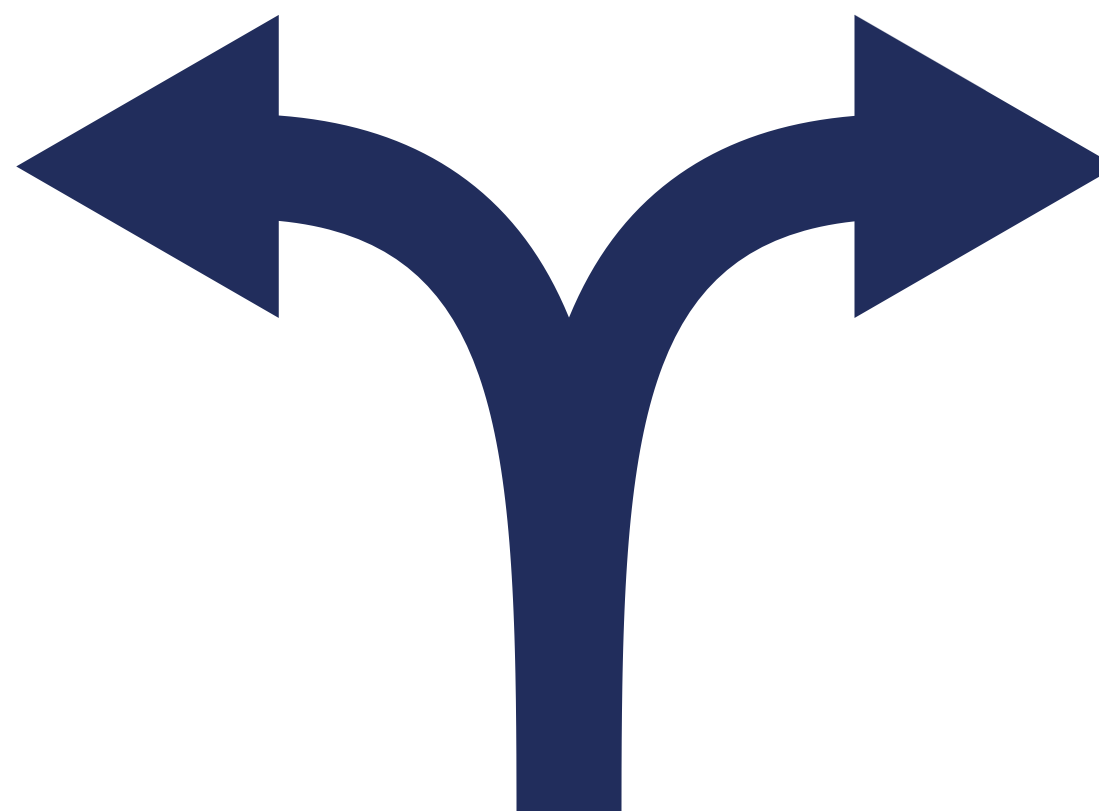
Serenity

Fear

Love

Hurt

Joy



Bonding

Understanding/Communication

Relationship Road Map

PAIN SIDE



**DIS-EASE, DISTRESS,
DISTRUST
UNHAPPINESS
PAIN
DANGER
FEAR/ANGER**

PLEASURE SIDE



**EASE, EUSTRESS,
TRUST
HAPPINESS
PLEASURE
DESIRE
LOVE**

With appreciation to Daniel Casriel

Relationship Road Map

SYMPTOMS OF UNHAPPINESS



ILLNESS, FATIGUE,
DEPRESSION, RIGIDITY
OF PERSONALITY,
CONSTRICTION, ISOLATION,
CLOSEDNESS, GUARDEDNESS,
ANTI-SOCIAL BEHAVIOR,
RANGE OF ADDICTIONS

SIGNS OF HAPPINESS



HEALTH, ENERGY,
WELL BEING, FLEXIBILITY,
CREATIVITY, OPENNESS,
SHARING, PERSONAL
RESPONSIBILITY,
CAPACITY FOR INTIMACY,
RESPECT FOR SELF

With appreciation to Daniel Casriel

BONDING

COMBINATION OF
EMOTIONAL OPENNESS
AND PHYSICAL
CLOSENESS WITH
ANOTHER
PERSON

WATER

AIR

SHELTER

FOOD

BONDING



Relationship Road Map



With appreciation to Daniel Casriel

Relationship Road Map



Bonding (or Connecting)

New born infants need **physical closeness** and **emotional contact** with others.

This need for bonding continues throughout life.

When we don't have it, symptoms of deprivation develop.



Fulfilling Our Needs



Our needs for **bonding** are met through our relationships with others: friends, siblings, parents, teachers, etc.

When **relationships** breakdown, our ability to fulfill our need to connect also breaks down.



Unit Two

Communication

Styles

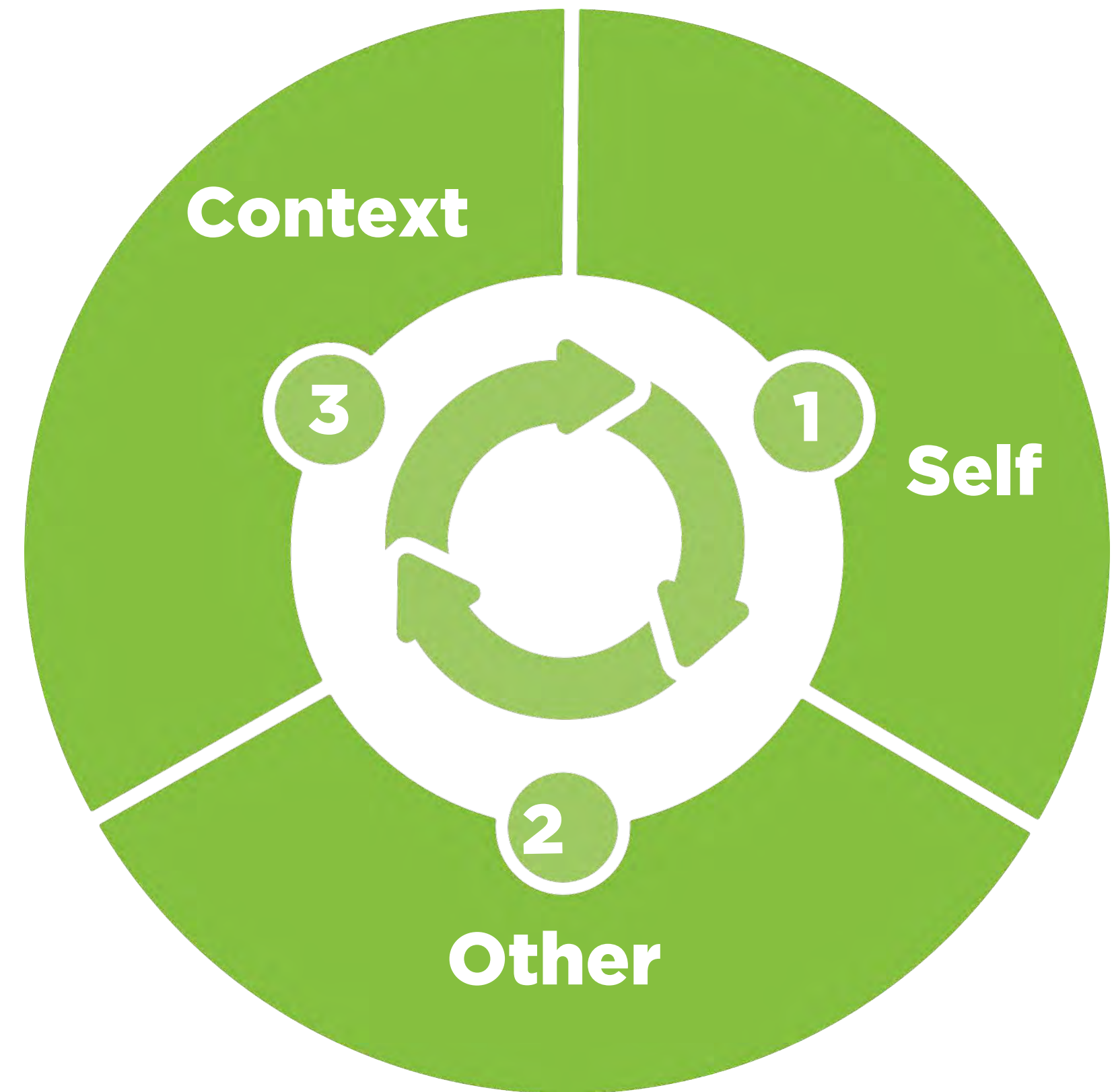
Aspects of Communication

When we're upset with others, each of us tends to react – or overreact – in one of four negative ways.

These ways are known as **Stress Styles of Communication**.

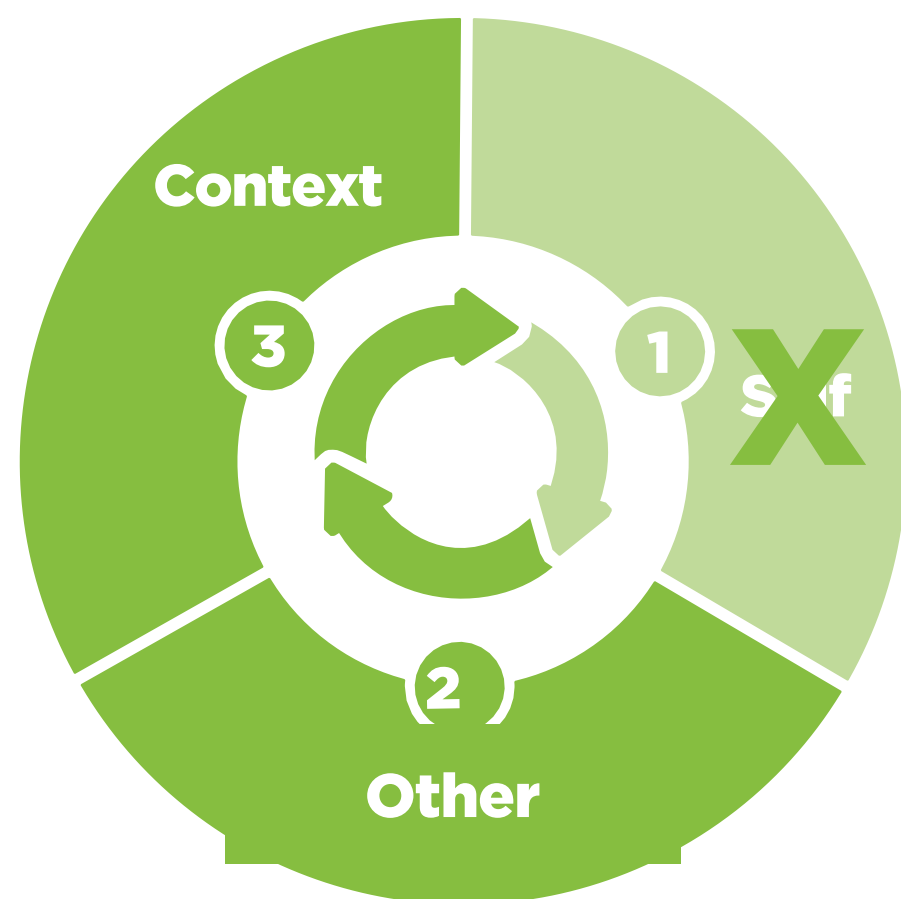
Communication

1. The **act** or **fact** of communicating.
2. An **exchange by words**, letters, or messages; interchange of thoughts or opinions.
3. That which is **communicated** or **imparted**; intelligence; news; a verbal or written message.



The Four Stress Styles

1 Placater



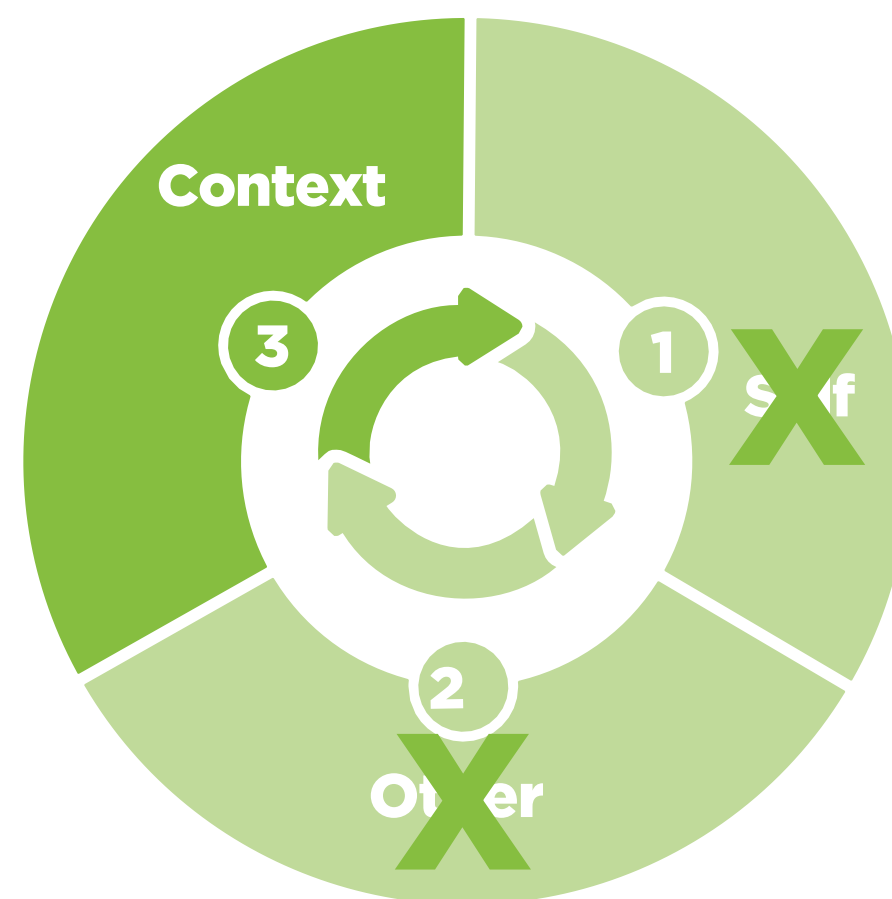
Cancels out
SELF

2 Blamer



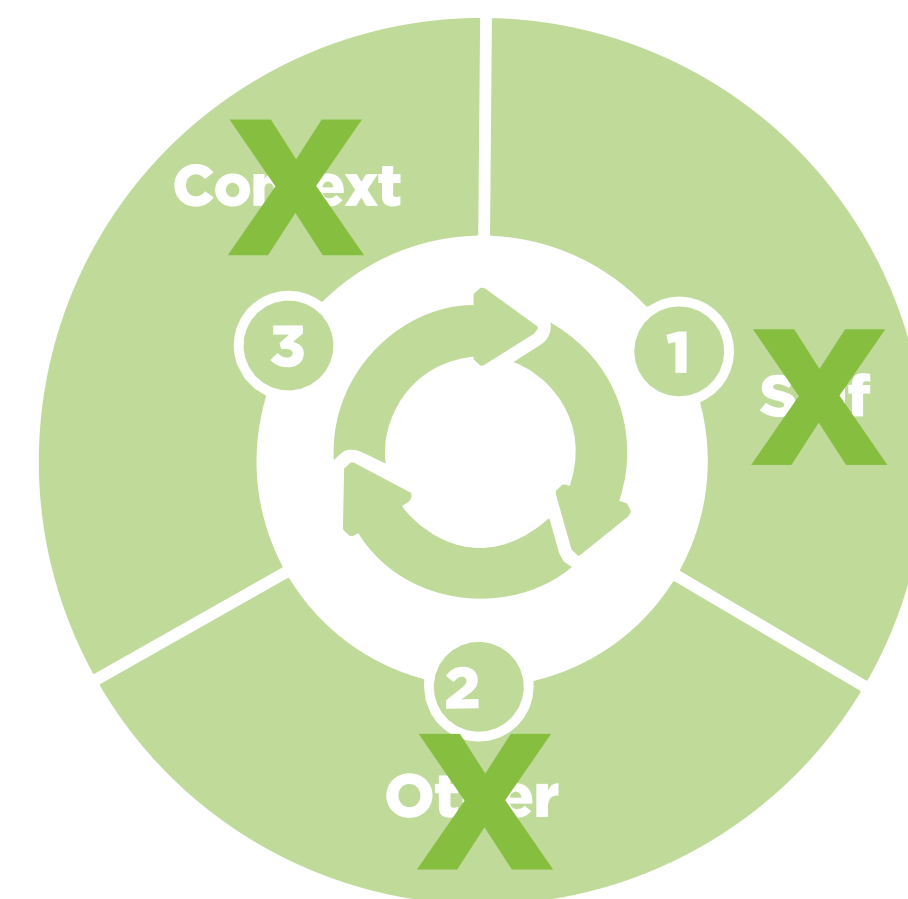
Cancels out
OTHER

3 Computer



Cancels out SELF
and OTHER

4 Distracter



Cancels out SELF,
OTHER and CONTEXT

With appreciation to Virginia Satir

Run, Freeze or Fight

FEAR



RUN

(Rabbit)

Appeaser
Placator



FREEZE



(Turtle)

Super-Reasonable
Computer



ANGER



FIGHT

(RattleSnake)



(Ostrich)

Distractor
Irrelevant



BLAMER
CONTROLLING

(Lion)

Abusive
Violent



Placater Style

Eager to Please – Apologizing.

- **Says:** “Please don’t be mad.” “It’s all my fault.” “Yes, anything you say...”
- **Feels inside:** I’m nothing by myself. I don’t want to be rejected. I have to keep the other person happy.
- **Believes:** I’ll blame myself before you can blame me. Perhaps you’ll feel sorry for me or guilty about yourself.



1 Closes out Self

Blamer Style

Criticizing – Accusing – Finding Fault.

- **Says:** “You never do anything right.” “If it weren’t for you.” “You’re so stupid.”
- **Feels inside:** I’m all alone. Nobody really likes me.
- **Believes:** Demolish the other one before he or she can demolish me. The best defense is a good offense.



2 Cancels out Other

Computer Style

Rigid – Insensitive – Overly-Technical.

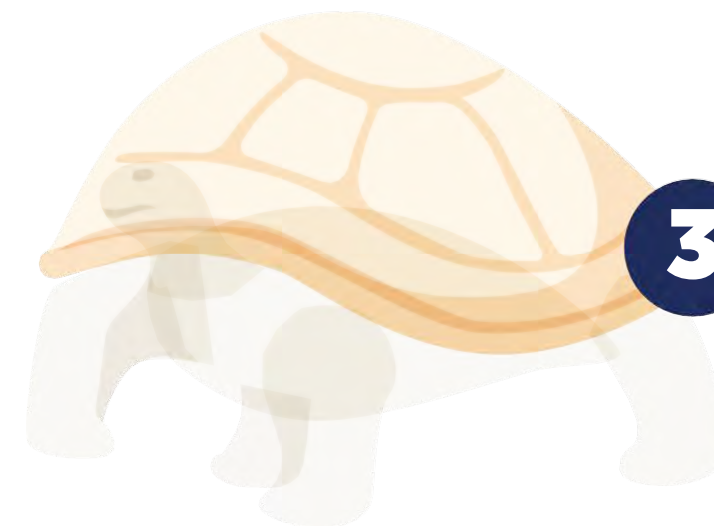
- **Says:** “What, me? Upset? I’m not upset.” “Let’s be reasonable.”
- **Feels inside:** I’m afraid of feelings, yours or mine.
- **Believes:** You can’t get me if I don’t let you bother me.

Showing feelings is a weakness.

I’ll use big words and a cool manner to impress you. I’ll hide behind the facts.



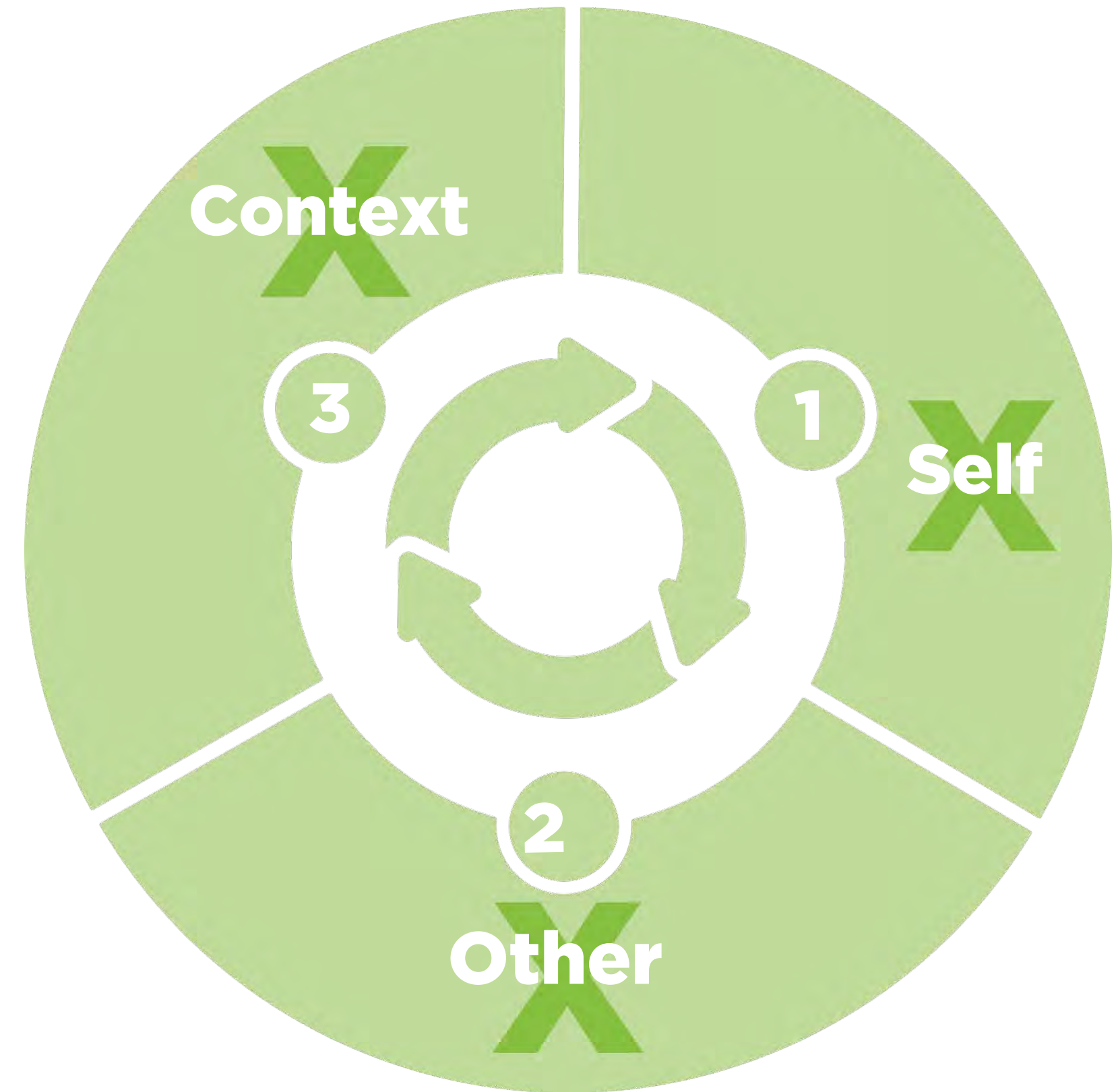
3 Cancels out
Self and Other



Distracter Style

Talkative – “Spacey” – Subject-Changing.

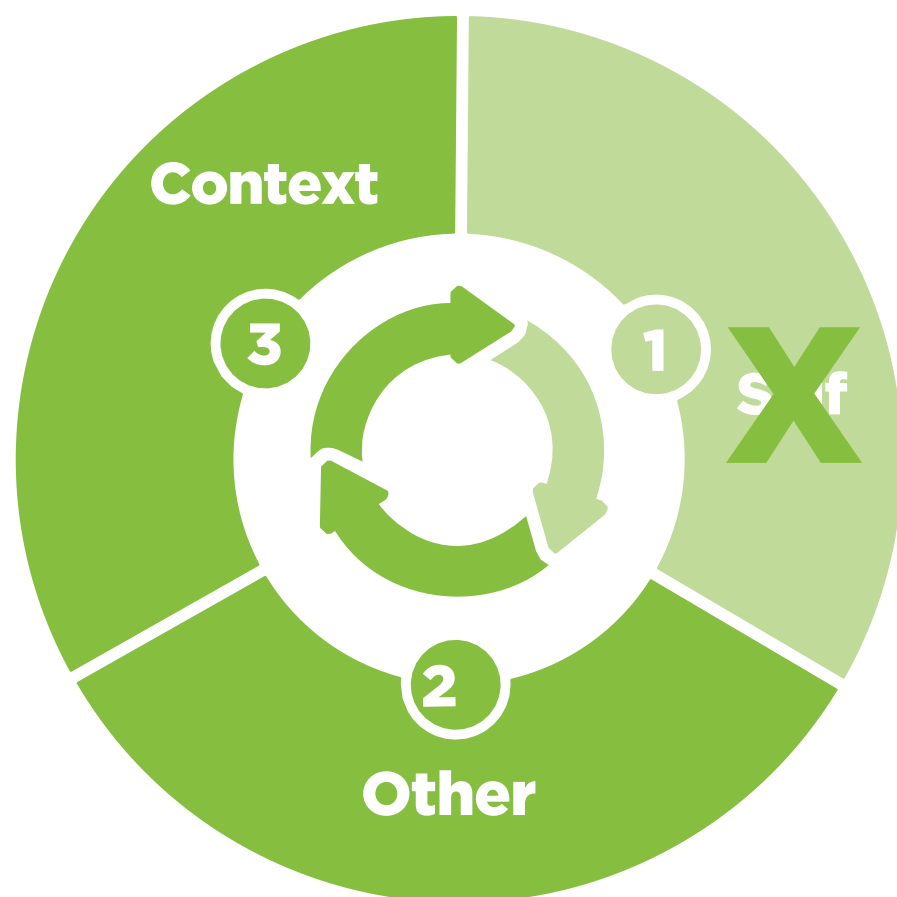
- **Says:** “Problem? What problem? Let’s talk about something else...”
- **Feels inside:** I’m scared of what may happen. I don’t know what to do. I’m basically unlovable.
- **Believes:** If I ignore the problem, it will go away or get better. If I make things fun for you, you’ll accept me.



4 Cancels out
Self, Other and Context

The four Stress Styles

1 Placater



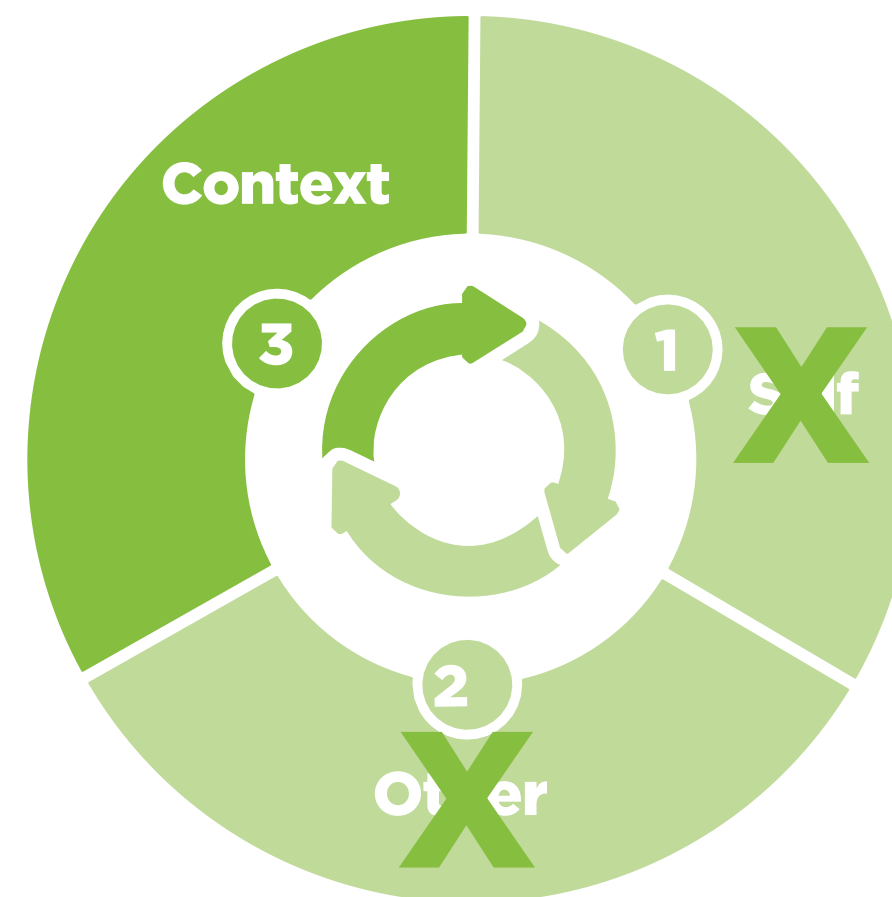
Cancels out
SELF

2 Blamer



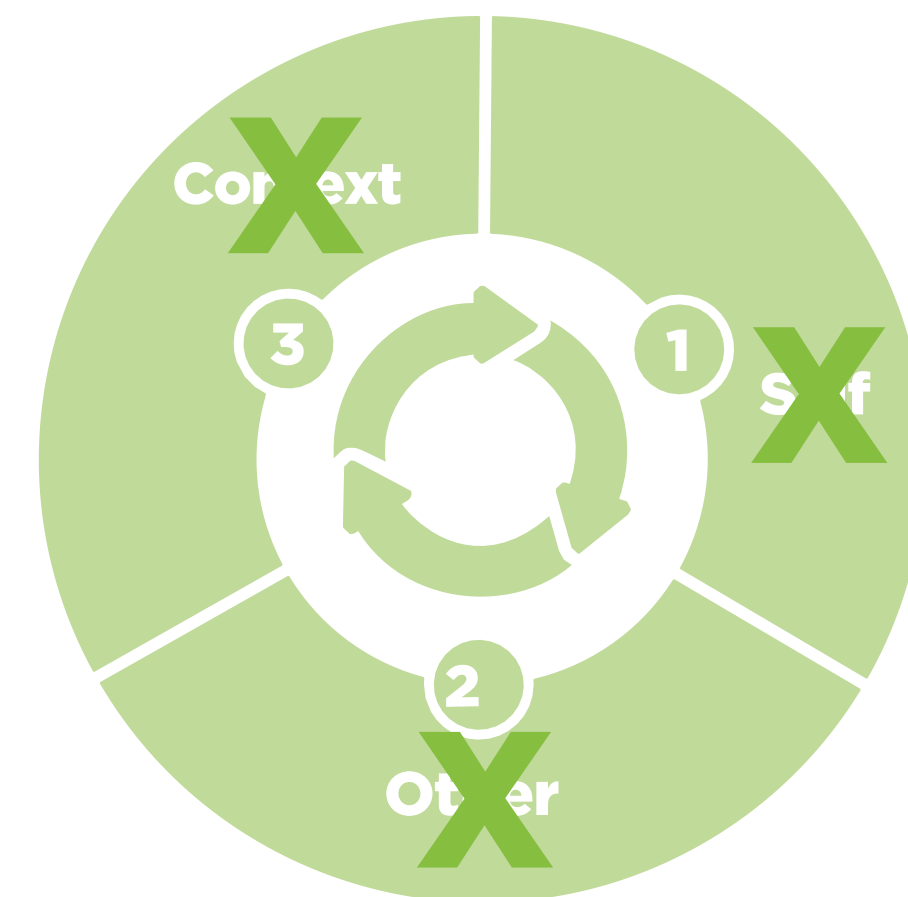
Cancels out
OTHER

3 Computer



Cancels out SELF
and OTHER

4 Distracter



Cancels out SELF,
OTHER and CONTEXT

With appreciation to Virginia Satir

Stress Styles that Affect Connecting

DIS-EASE
DISTRESS
DISTRUST

UNHAPPINESS




PAIN
DANGER
FEAR/ANGER

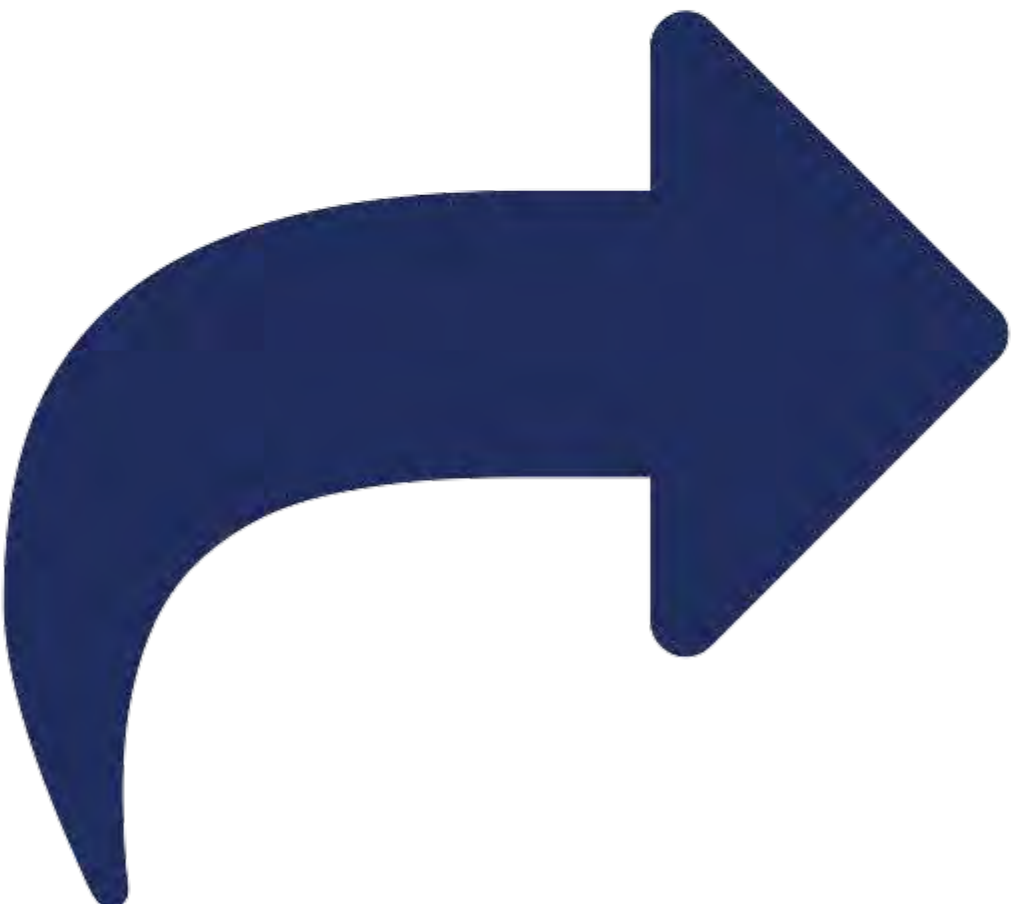
Connecting
Communications/
Understanding

EASE
EUSTRESS
TRUST

HAPPINESS



PLEASURE
DESIRE
LOVE



These Styles Move Away from Connecting

PLACATER
DISTRACTER
IRRELEVANT
COMPUTER
SUPER-REASONABLE
BLAMER
(Control Verbally or Physically)

These Styles Move Towards Connecting

LEVELING
CONGRUENT
Confiding
Responsive
Honest
Open
Authentic

Our Personal Styles



Think about these **four negative communications styles**. Rank them in the order that you most often use them (from one to four). Now, focus on the two styles that you rated highest and consider the questions that follow:

- When was the **last time** you used this style?
- What kind of things did you **say**?
- How did the other person **react**?
- How did you **feel** about yourself?

Leveler

Responsible, Understanding, Authentic.

- **Says:** “This is how I feel...” “This is what I think...” “This is what bothers me...” “This is what I’m asking of you...”.
- **Feels inside:** I accept myself. I respect the other person’s rights. I want the best for both of us.

Responsible - responsible \Re*spon”si*ble\

1. **Accountable;** answerable; amenable.
2. **Able to respond or answer** for one’s conduct and obligations; trustworthy, financially or otherwise.
3. **Involving responsibility;** involving a degree of accountability on the part of the person concerned; as, a responsible office.

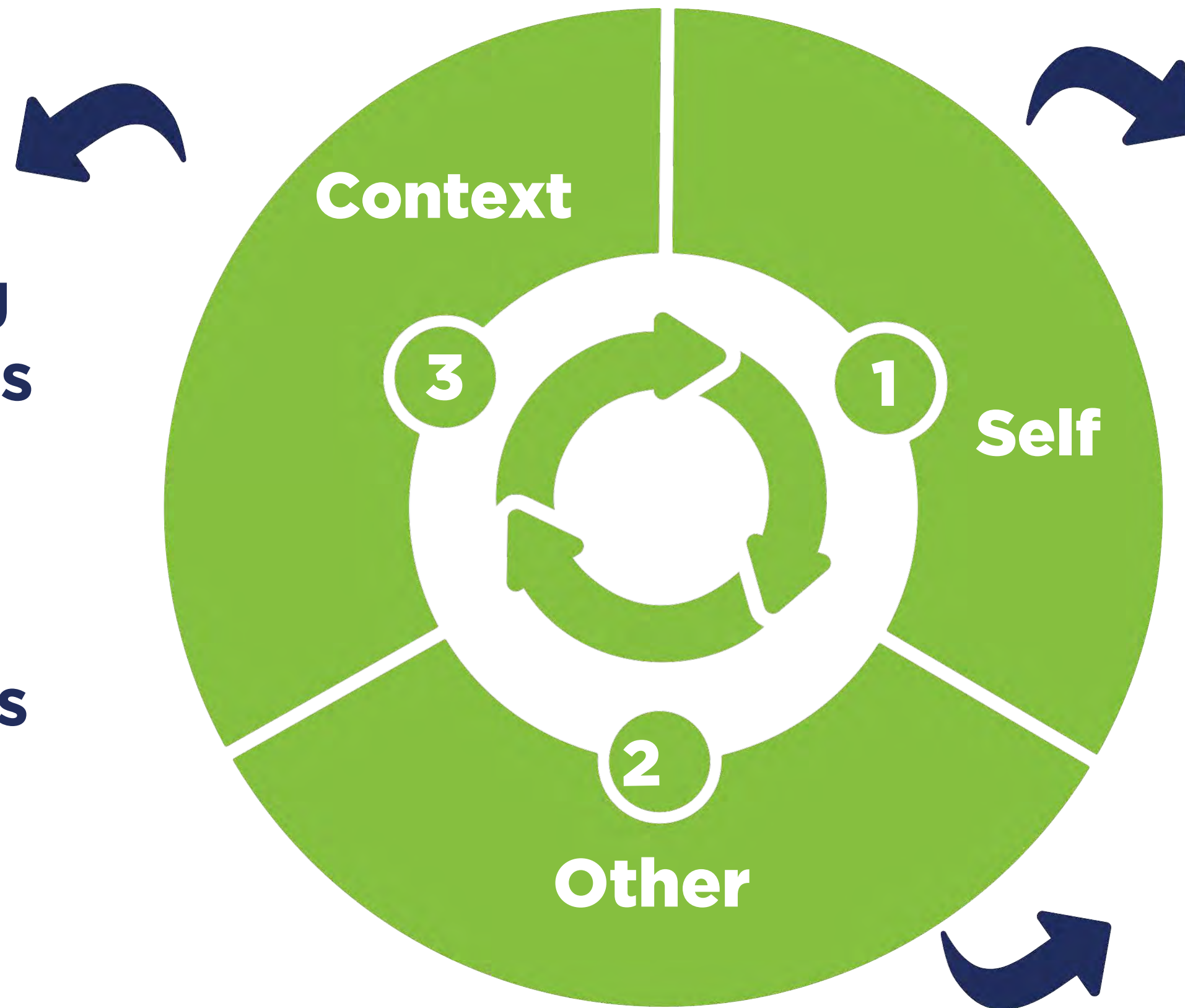
Leveler's Beliefs

- I can talk about how things are for me **without blaming** the other person.
- I can like other people, and want them to like me, **without feeling I have to please** them all the time.
- I can say what I think and what I feel **without hiding behind a mask**.
- I can face and discuss things that bother me **instead of avoiding** them.



Congruent Style

Together we can bring our resources to solving whatever problems or challenges we face.



I can speak on my own behalf.

I can have empathy and show concern for how it is for the other.



Unit Four

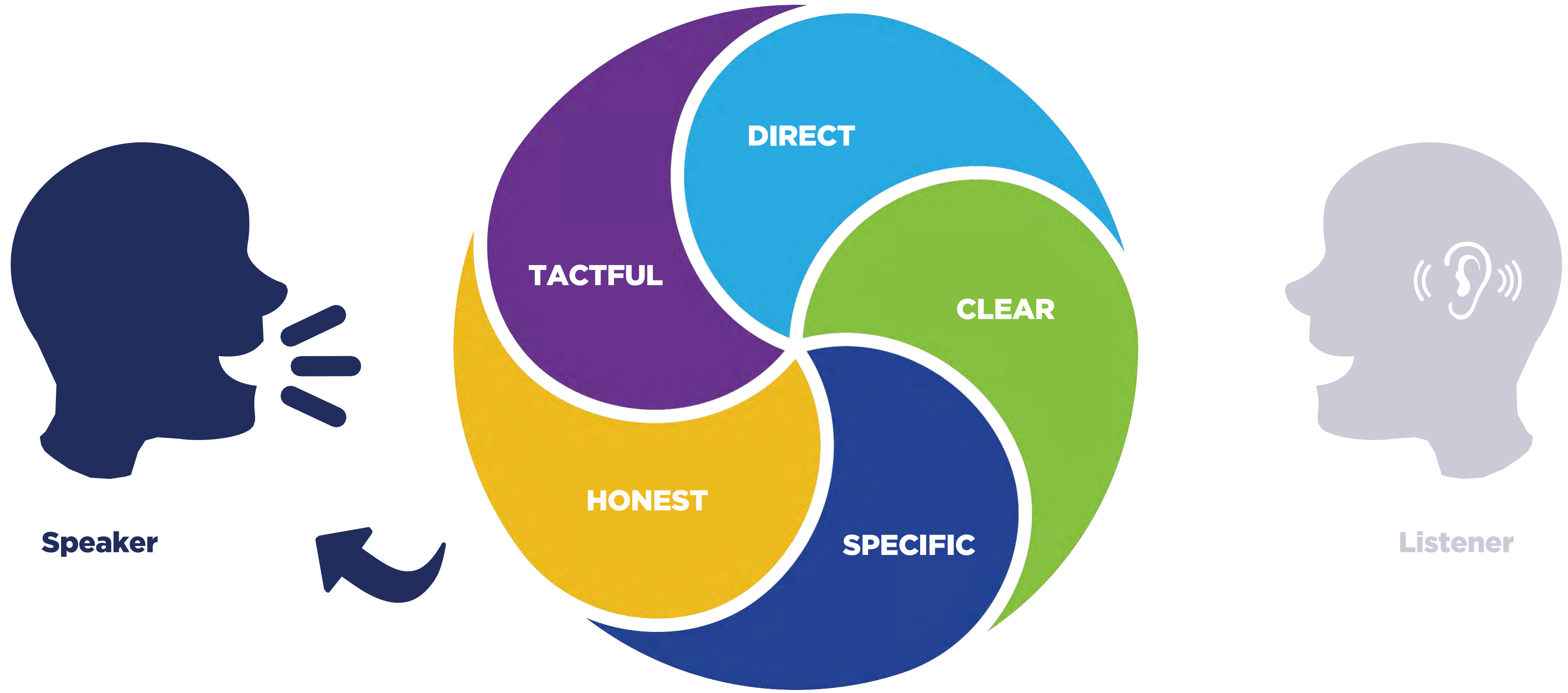
Clear Communications

Good Communication



**GOOD
TALKING
+
GOOD
LISTENING
=
GOOD
COMMUNICATION**

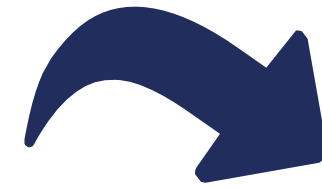
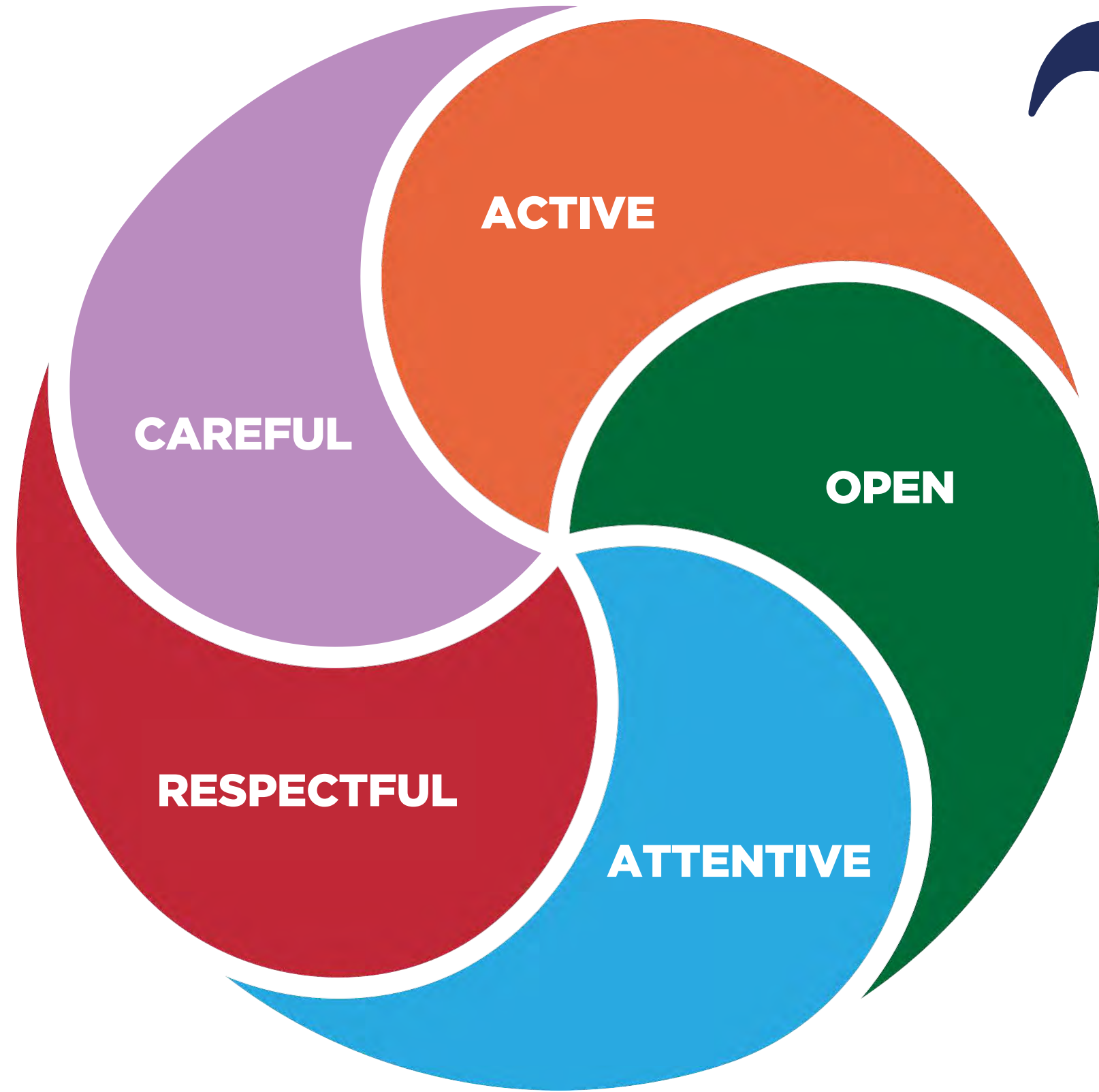
Good Talking



Good Listening



Speaker



Listener

Empathic Shared Meaning

Good listening includes repeating back to the Speaker the words and meaning – **with empathy** – of what you heard them say.



PAIRS Talking Tips

The **Talking Tips** method is a simple, **ten-step process** for talking that you're about to learn. It offers you the chance to do something smart! **Talking Tips** is the most sensible way of letting other people know what's bothering you.



Talking Tips Help you...

Know **what to say** and **how to say** it, so that you don't have to suffer in silence.

Express what's bothering you without making the other person feel bad, angry or attacked.



Be clear and **specific**, so that the other person understands the problem better and can figure out more ways of solving it.

Realize more about why you are angry, hurt, or frustrated, so you can resolve these feelings and keep them from happening again.

Allow the person to know you better and respect you more, which means the person can be more interested in helping you.

Before you use Talking Tips

Pick the right time to talk. It should be a time when you and the other person has at least a half-hour free to do nothing else but talk and listen to each other.

Pick the right place to talk, somewhere you can have privacy, quiet, and comfort.

Tell the other person that you have **something you want to talk about.** If you want, you can say you want to use a **special guide** for talking that you think would help.

Ask the other person if he or she would be **willing to listen** to you talk about something, to hear you out, **without interrupting.** This is very important. Tell the other person you'll do the same thing in return after you've finished talking.

If the other person agrees to do this, say that you will let him or her know **when you have completed** what you wanted to say.

Notice “I-Talk” -- Stay Specific

Each step begins with a different “I” phrase that focuses on just one part of the problem. You start with the first phrase, “**I notice...**”

Using that phrase, you complete the sentence to fit your situation. “I notice...” must be about a behavior that you have noticed, not a feeling or a thought that you assume is there.

Brief, Direct and Complete

If you feel it would make things more clear, add another sentence or two about what you “**notice**” before moving on to the next phrase (“**I assume...**”). But try to be as **brief** and **direct** as you can. Remember, you have several other **statements coming up**, and an important part of the process is to talk about just one issue at a time, staying with the same problem.

Cover All Important Points

Move on to the next phrase (“**I assume this means...**”), say what you think their behavior means. When you’re finished, go on through each phrase in order, without skipping a phrase, until you have finished the last one (“**I hope...**”). This way, you make sure that you say all the **important points**, and that the other person has every chance to **understand** and **appreciate** all the facets of what you are communicating.



Talking Tips Step #1

I NOTICE...

Say the specific behavior that is bothering you.

Example: “I notice that whenever I make phone calls, your face looks as if you are angry with me.”



Talking Tips Step #2

I ASSUME THIS MEANS...

Say what you assume is the reason for this behavior.

Example: “I assume this means that you don’t want me to spend time talking to my friends on the phone.”



I assume
this means...

2

Talking Tips Step #3

I THINK...

Say your reason (logic) for doing what you do or wanting what you want.

Example: “I think it’s important to me to be able to talk with my friends whenever they call me.”

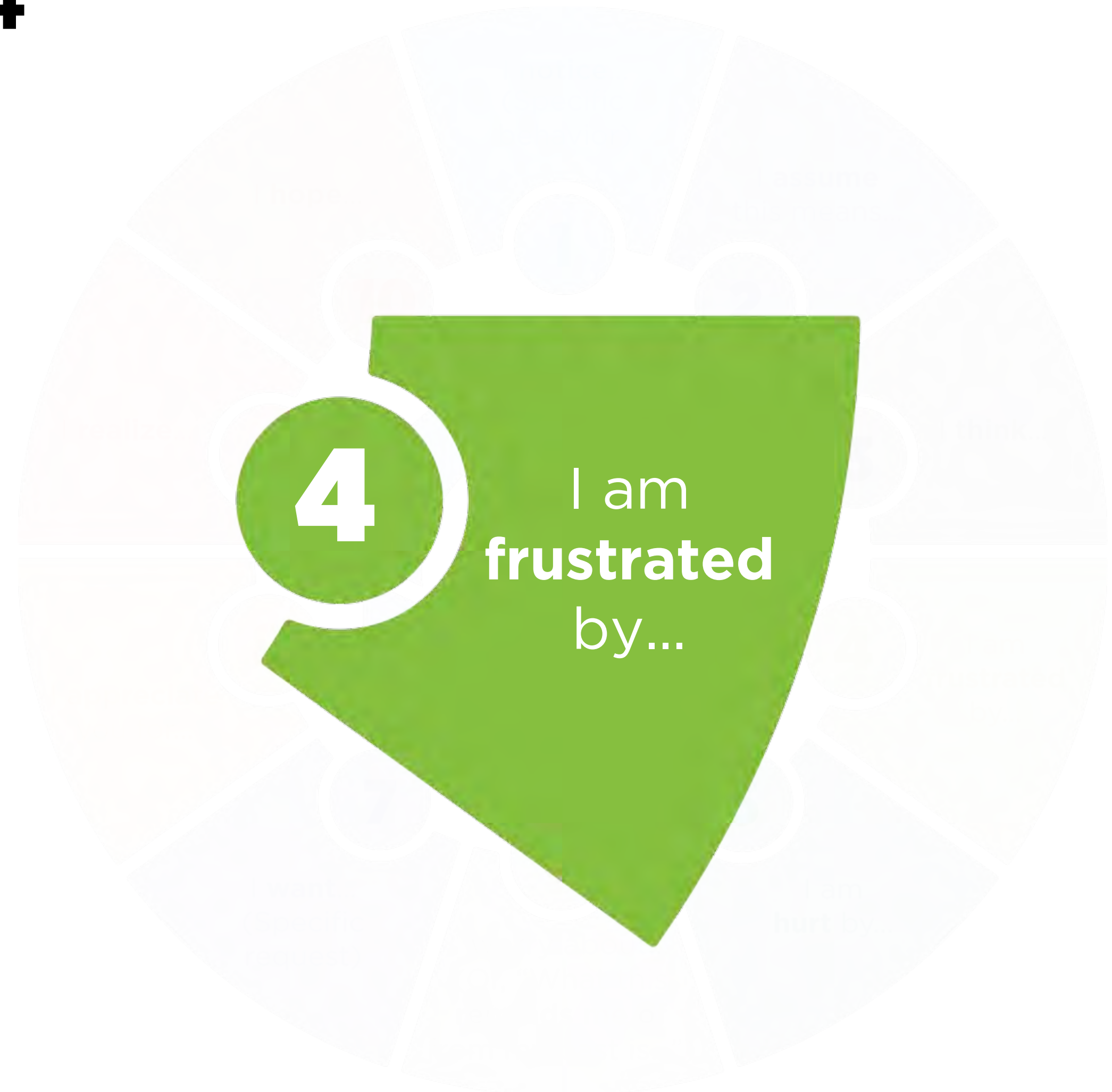


Talking Tips Step #4

I RESENT...

Say what makes you upset about the other person's behavior.

Example: "I resent the feeling that you are hanging over me when I'm talking on the phone."



Talking Tips Step #5

I AM HURT BY...

Say what hurts you about the other person's behavior.

Example: "I am hurt by feeling that you don't let me decide for myself when I can talk to my friends on the phone."



Talking Tips Step #6

I WORRY ABOUT...

Say what this behavior makes you fear.

Example: “I worry about this making me not want to be at home with you and not want to be friends.”



Talking Tips Step #7

I WANT...

Say something specific that you want the other person to do instead of doing the thing that bothers you.

Example: “I worry about this making me not want to be at home with you and not want to be friends.”



Talking Tips Step #8

I APPRECIATE YOU FOR...

Say something that shows you value the other person and respect their rights.

Example: “I appreciate you for being such a great friend and wanting to spend time with me after school.”



Talking Tips Step #9

I REALIZE...

Say something that shows you can understand why they may be behaving the way they are.

Example: “I realize that it’s hard for you to be at my house and feel like I’m not paying attention to you because I’m on the phone.”



Talking Tips Step #10

I HOPE...

Say something that you hope will happen as a result of this talk.

Example: “I hope you’ll realize that I’m really glad we’re friends but that I also need to be able to talk on the phone after school to people who call without it making you upset.”



Reflecting on Talking Tips

- What steps were **the easiest** for to do?
- What steps were **the most difficult**?
- Thinking about each difficult step separately, **why was it difficult**?
- Thinking about the **near future**, when and where could you actually use these **Talking Tips** sentences with the person involved?
- Thinking about other chances for using Talking Tips, who are some other people whose behavior bothers you, and what, **specifically**, is that behavior?
- Who are some other people who are often bothered by you – people you could teach to use **Talking Tips**, so that things would go better for both of you when they're upset with you?



I - Talk, I - Statements



YOU-statements:

- “**YOU** think you can do whatever you want.”
- “**YOU** keep picking on me.”
- “**YOU** make me furious when you...”

I. statements:

- “**I think** that you believe you can do whatever you want.”
- “**I feel** as if you are picking on me.”
- “**I get angry** when you...”

“You” Talk & “I” Talk

| “YOU Talk (-) | “I” Talk (+) |
|--|---|
| You don't care about me. You're just using me. | I feel as if you don't care about me. Sometimes I think you're just using me. |
| Can't you at least try to act better? | I would appreciate it if you tried to behave better towards me by talking to me without yelling. |
| You forgot to pick me up after the game. | I am upset because you forgot to pick me up after the game. |
| You're lying! | I find it hard to believe you. |
| What are you going to do about it? | It would help if I knew what you plan to do about it. |
| You shouldn't have done that. | I don't think you should have done that. |
| You get on my nerves. | I get really upset with you. |
| You keep refusing to talk about this. | I've noticed that you don't want to talk about this. |
| You let me down when... | I was disappointed when you... |
| You're wrong. | I think differently about that... |





Wishes Hopes Dreams



PURPOSE
BUILT
FAMILIES

www.PAIRS4Me.com

www.MyPAIRSCoach.com

www.PurposeBuiltFamilies.com/upcoming

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Upcoming Events & Programs

WEBINARS

March 28 | Where are my things? An Introduction & Application Tutorial

April 11 | Harnessing Technology for Patient-Centered Rounding: Trends and Best Practices

April 23 | Volunteers: The Key to Patient and Employee Satisfaction

CONNECTION CALLS

April 10 | Lost Belongings Workgroup

April 16 | Membership Benefits Overview

April 17 | Physician Community Connection Call – Three Ways Physicians are Elevating PX

April 19 | PX Chat on PFA/PFACS: New/Getting Started

April 24 | Ambulatory Care Connection Call - Wait Times

PROGRAMS

April 16 | Foundations of Volunteer Management



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ELEVATE^{PX}

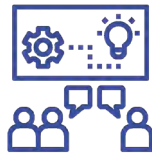
The Global Patient Experience Event

ELEVATE PX is a combination in-person/virtual gathering bringing together the voices of the global community committed to elevating the human experience in healthcare.

Denver, CO || April 3-5, 2024



Community Gatherings



Pre-Conference Workshops



Networking Dinner & PX Party

...and more!



55+

Innovative breakout and poster sessions from leading organizations around the world

Hear from Inspiring Keynote Speakers:



Nicole Malachowski

First Woman Thunderbird Pilot, Combat Veteran



Dennis W. Pullin

President & CEO, Virtua Health



Rick Guidotti

Photographer & Founder, POSITIVE EXPOSURE



Samantha Harris

Breast Cancer Survivor, Emmy-Winning TV Host

Thank You

