

Chat and e-mail in social work strength and vulnerability



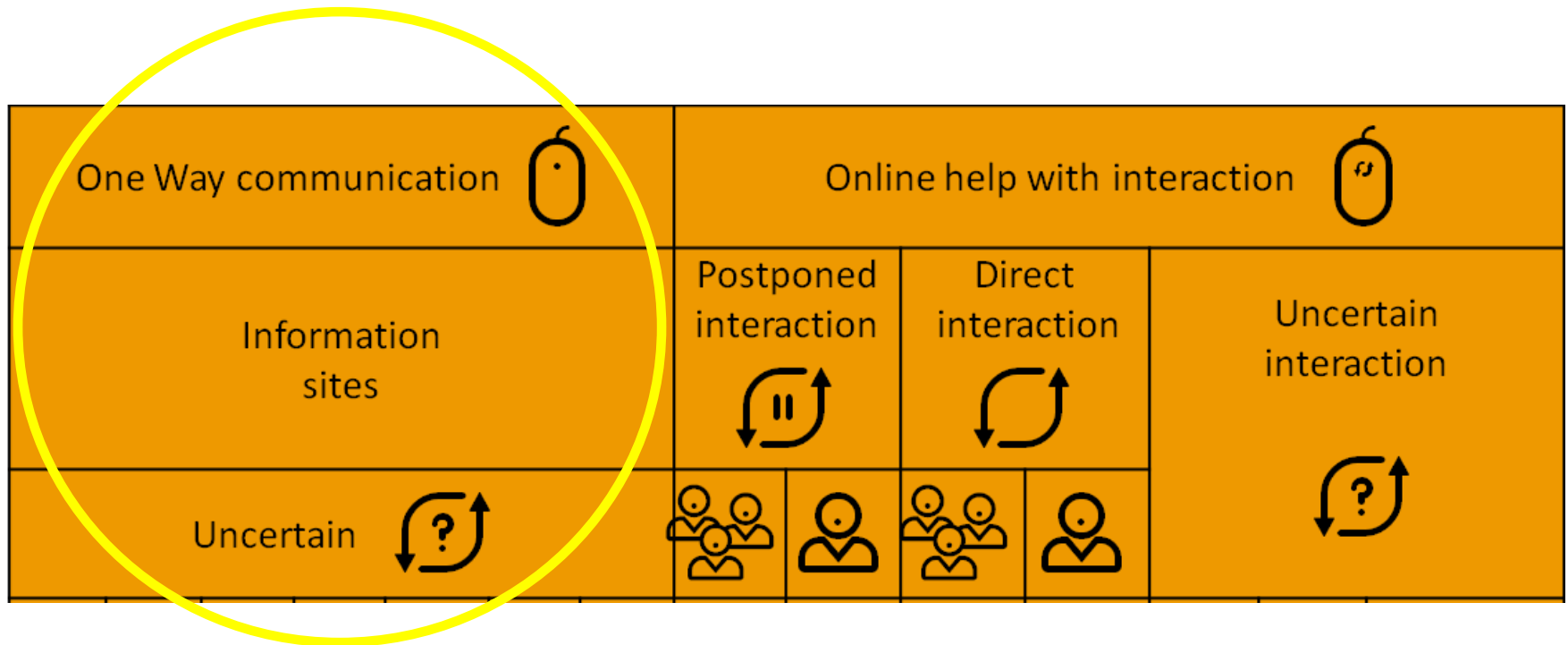
The content of this workshop

- An overview of different ict-applications and tools
- Implementation of online help
- Characteristics of chat
 - Partners / actors in chat
 - Chat as a process
 - Chat skills
- Characteristics of e-mail
 - Actors in an e-mail
 - E-mail as a process









Online help




ICT applications and tools



ICT applications and tools

Information sites						
Uncertain 						
Tips and advice	Tag cloud	FAQ's	Links	Testimonials	News	Reading tips
						

Example 1 : tag cloud









STEUN ONS. **SCHENK NU.**

ALLESOVERSEKS.BE
MET SENSOA

HOME
WOORDWOLK
TOPIC VAN DE WEEK
CONTACT
VERHALEN
IN HET NIEUWS
FORUM
POLL
LINKS & ADRESSEN
CAMPAGNE

DIT IS EEN SITE VAN
SENSOA
PRAT OVER SEKS

FOLLOW ME ON 
 VOLG OP FACEBOOK
 RSS-FEED
 WORD URIEND
 SHARE 

STEL JE VRAAG OF ZOEK EEN WOORD


Home | Woordwolk

WOORDWOLK

Dit is onze woordwolk. Hoe groter het woord, hoe meer je erover zal vinden. Klikken maar.

aambeien aanranding aantrekkingskracht aars
abortus abortuscentrum abortuspil acne adoptie afrodisiacum afspraakje
aftrekken afweersysteem afwijzing aids aidsreferentiecentrum alcohol
amazonestandje amenorroe anaal neuken anale kloven anale seks androgenen androgynie
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aseksualiteit baarmoeder baarmoederhals
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backswing bacteriële vaginose baffen balanitis balonderzoek balzak barebacking barrièremiddelen BDSM
bedriegen beffen beflapje beha behandeling van hiv en aids bekkenbodemspieren
Ben Wa ballen bergbeklimmer-standje besnijdenis bevruchting bijballen
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blauwe ballen blauwtje bloedtransfusie bloot boezemvriendstandje bondage bonnasses boorstandje bordeel
borsten borstonderzoek borstvergroting borstverkleining borstvoeding brazilian wax brug
standje buddy bugchaser butt plug callboy callgirl candida catsuit centrum voor algemeen welzijnswerk
chatten chatten over seks child grooming chirurgie chlamydia chromosomen clitoris
clitorisshoed cocking coitus coitus à unda coitus interruptus combinatietherapie coming in

veilig vrijenlijn
de klok rond info
over hiv, soa en
anticonceptie
078-15 15 15



6

ssen/index.aspx

Lokaal intranet

100%

Example 2 : frequent asked questions

Bezpłatny telefon zaufania dla dzieci i młodzieży

czesto zadawane pytania

ukryj stronę

Powrót

frequently asked questions

Wyszukiwarka: Szukaj

Wybierz kategorię: -- wybierz --

Tutaj możesz zobaczyć najczęściej zadawane pytania.

Please use the search engine to look for interesting You information.
If you do not find answer one burning question You- write to us or call. We Are Waiting.

Zadaj pytanie

Pytanie: I need help-what should I do?

Odpowiedź: If you need someone to talk to, call us at the number 116 111. You can talk with us in hours: 12.00-20.00 7 days a week.

Pytanie: If I'll call number 116 111, or do I pay for this call?

Pytanie: Does anyone knows is that here dzwoniłem?

Pytanie: Is this phone is for me?

Pytanie: Who will I speak at this number?

Polish CHL http://www.116111.pl/czesto_zadawane_pytania via google translator - 3.2.2012

Example 3 : testimonials

The screenshot shows the website for the 116-111 support line. At the top, there are logos for the UK, France, and the 116-111 support line. Below the logos, there is a navigation menu with links: Home, Ιστορία, Τι να πω, Συχνές Ερωτήσεις, Links, and Πρωτόκολλο. The main content area is titled "Είπαν για εμάς..." (They said about us...). It features three testimonials in speech bubbles, each with a label indicating the speaker: "Διευθυντής Γυμνασίου" (School Director), "Μαθήτρια 5 Γυμνασίου" (5th Grade Student), and "Μαθήτρια 6 Γυμνασίου" (6th Grade Student). The testimonials are in Greek and describe the support line's role in helping children and adolescents. The website also includes a sidebar with a search bar, a list of services (Στοι και Ένταξη, Εκδηλώσεις, Χορηγοί), and a footer with contact information and logos for various organizations.

Διευθυντής Γυμνασίου

"Στις 18 Φεβρουαρίου 2010 έγινε πολύ επιμελημένη για την ανοικτή γραμμή 116111 στην οποία μπορούν να απευθύνονται ανήλικα αλφειάκια για κάθε πρόβλημα που αντιμετωπίζουν. Η επιμελημένη έγινε κυρίως με διάλογο, με συμμετοχή των παιδιών και γενικά με τρόπο που προκαλούσε το ενδιαφέρον όλων των παρακαταστάσεων.

Στο τέλος δόθηκαν πολλές ερωτήσεις από τους μαθητές, συζητήσαν μαζί τους για αρκετή ώρα και μάρασαν σχετικά ενημερωτικό υλικό. Θα ήθελα να ευχαριστήσω εκ μέρους του σχολείου αλλά και εγώ προσωπικά την ΕΦΠΤΕ, για τη βοήθεια στο σχολείο μας και για την συστηματική προσφορά στις ανάγκες των παιδιών μας και των γονιών τους."

Μαθήτρια 5 Γυμνασίου

"Η Γραμμή 116111 είναι πολύ σημαντική κυρίως για εμάς τα παιδιά γιατί στην ηλικία μας κλεινόμεστε κυρίως στον εαυτό μας και δεν αφήνουμε τα συναισθήματά μας να βγουν προς τα έξω."

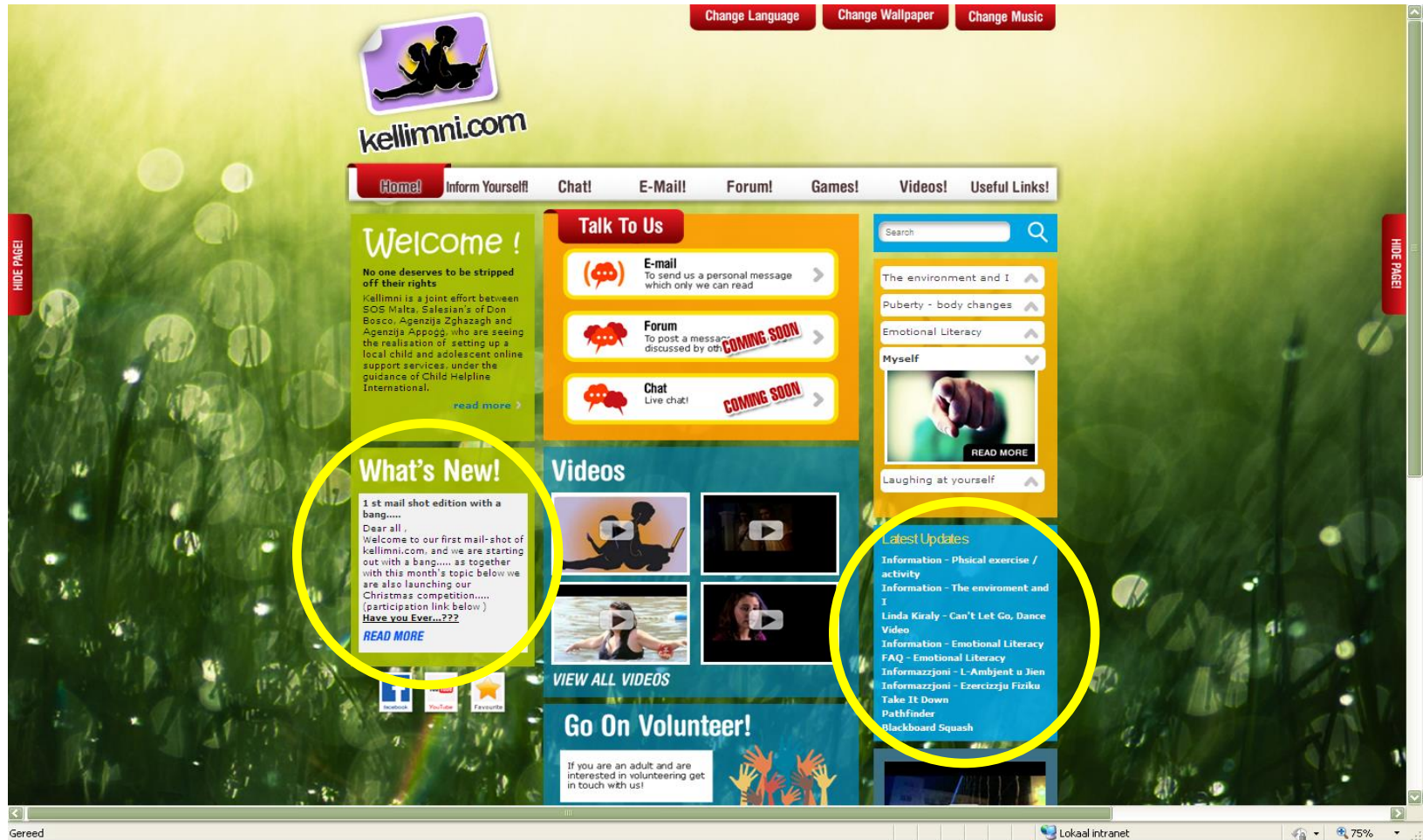
Μαθήτρια 6 Γυμνασίου

"Το τηλεφώνημα είναι διαρκές και δεν είμαστε υποχρεωμένοι να δώσουμε τα στοιχεία μας, έτσι δεν ντρέμαστε για το τι θα πούμε!

Θα έχουμε έναν «βοηθό» για τα προβλήματά μας. Αρα το 116111 είναι μια λύση για παιδιά αλλά και εφήβους! Μην σκεφνέτε τα προβλήματά σας, σκεφνέτε το ακούστέ τους!"

Greek CHL <http://www.tilefonikigrammi.gr/eipangiaemas.asp>

Example 4: news



Malta CHL <http://www.kellimni.com/#>

Characteristics of online information sites

From the perspective of the client	Strength - advantage	Vulnerability – disadvantage

Characteristics of online information sites

From the perspective of the client	Strength - advantage	Vulnerability – disadvantage
	<ul style="list-style-type: none"> ■ Finding words and language for a vague feeling ■ Finding structure ■ Finding concrete info ■ Well organised ■ You can search info yourself ■ Low threshold ■ Easy to use ■ Available 24/24 hrs and 7/7 days ■ Safe - anonymous ■ Easy to download ■ Being able to read info 	<ul style="list-style-type: none"> ■ It is not your own story ■ But what do I do next? ■ Info alone is often too limited ■ Voyeurism/"accident tourism" in testimonials ■ Often lack of stimulus to do anything further ■ Chance of misinterpretation ■ Source? How reliable is the info? ■ Losing your way in the mass of info (film, tips, ...) ■ Shop behaviour
















Characteristics of online information sites

From the perspective of the organisation/social worker	Strength - advantage	Vulnerability - disadvantage

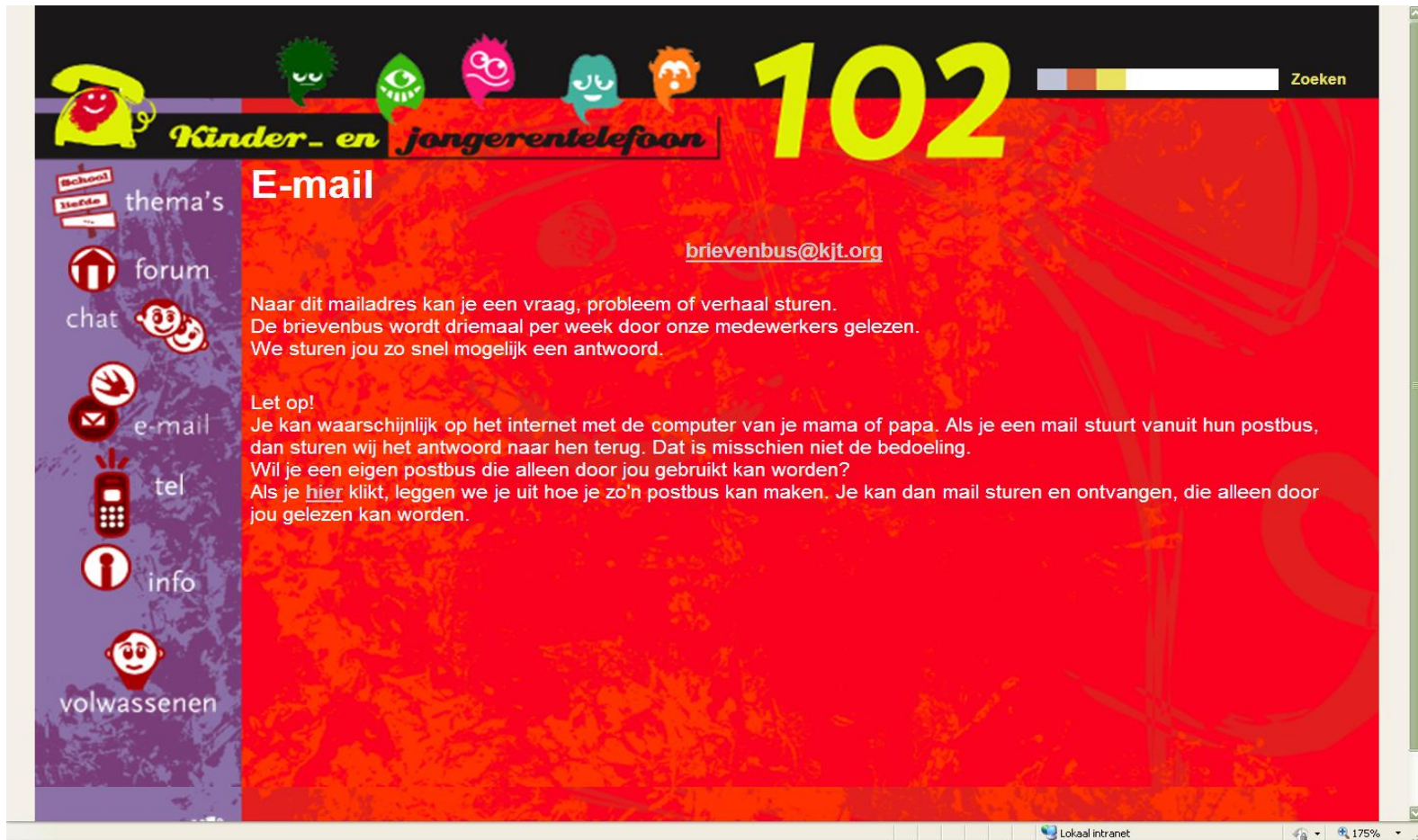
Characteristics of online information sites

From the perspective of the organisation/social worker	Strength - advantage	Vulnerability - disadvantage
	<ul style="list-style-type: none">▪ Low-threshold▪ Selection of info is already a substantial service▪ Info = complete▪ Saving time▪ Combination of tools and interaction▪ Larger outreach▪ Available 24/24 hrs and 7/7 days	<ul style="list-style-type: none">▪ Tailored = much work▪ Updating requires sustained effort▪ Importance of profiling▪ Matching language and style to different target groups is not easy▪ Accessibility on website =?▪ Digital gap!!▪ Chance of misinterpretation▪ Difficult to decide which info to give/not to give▪ Danger of 'self diagnosis'

ICT applications

Online help with interaction 						
Postponed interaction 		Direct interaction 		Uncertain interaction 		
						
Forum	E-mail	Chatroom	One-to-one chat	Social network	Serious games	Self test and Self Help instruments
						

Example 5: e-mail help



CHL Flanders <http://www.kjt.org/email>

Example 6: one-to-one chat

The screenshot displays the ChildLine website's 'Talk' section. At the top, the ChildLine logo (0800 1111) is visible. Navigation tabs include 'Play' (games, vids, fun), 'Explore' (advice, info, help), and 'Talk' (call, email, chat). A search bar and a 'Your locker' section with 'Log In' and 'Sign up' links are also present. The main content area features a green 'Online chat' banner with a four-step process: 1. Enter the waiting room, 2. Chill out while you wait, 3. Start chatting to a counsellor, and 4. Makes sense? Let's go. A 'Enter waiting room' button is located at the bottom of the banner. Below the banner, a section titled 'What kind of person or people will I chat to?' explains that counsellors are trained volunteers. To the right, there are sidebars for 'Opening hours' (24/7), 'Our counsellors' (including an 'Advisor fact No. 21' stating 33% of advisors like peanut butter), and a 'Hide page' button. The footer shows the URL 'http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx...' and a 'Lokaal intranet' link.

ChildLine
0800 1111

Change wallpaper Help Accessibility

Play
games, vids, fun

Explore
advice, info, help

Talk
call, email, chat

Enter search term

Your locker
Log In | Sign up

You are here: ChildLine / Talk / Chat

Online chat

Want to chat to a counsellor? Here's how it works

- 1 Enter the waiting room**
We will be with you to start your chat as soon as we can
- 2 Chill out while you wait**
You can watch videos and play games while you wait
- 3 Start chatting to a counsellor**
Chat with a counsellor about what's worrying you (This works like MSN)
- 4 Makes sense? Let's go**

Enter waiting room

What kind of person or people will I chat to?

ChildLine counsellors are trained volunteers who all have experience of listening and talking to children and young people.

A ChildLine counsellor is someone:

- who will listen to you and knows it takes courage to contact us
- who you can trust

Opening hours
ChildLine is open 24-hours a day, 7 days a week for online 1-2-1 chat.

Our counsellors

Advisor fact No. 21

33% of our ChildLine advisors like peanut butter

Another fact

(1 item resterend) Wachten op <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx...>

Lokaal intranet

100%

United Kingdom CHL <http://www.childline.org.uk/talk/Pages/Talk.aspx>

Example 8: social networksites

facebook

E-mail: philippe.bockandt@hotmail.com Parolă: **Autentifică-te**

☐ Păstrează-mă autentificat ☐ Ți-ai uitat parola?

Înregistrează-te Facebook te ajută să comunici cu persoane din viața ta.

Asociatia Telefonul Copilului

Organizație non-profit

Perete

Want to like or comment on this page?

To interact with Asociatia Telefonul Copilului you need to sign up for Facebook first.

Înregistrează-te

It's free and anyone can join. Already a member? Conectare.

Perete

Asociatia Telefonul Copilului

Gestul tau poate face diferenta si in acest an!

Iti multumim pentru ca an de an ai ales sa redirectionezi 2% din impozitul pe venit Asocietii Telefonul Copilului...

· acum 21 de ore

Asociatia Telefonul Copilului

Transformarea din copil in adolescent sau "da, fiica mea devine un om mare!"

Am relatat in ocazii diverse nemulumiri ale adolescentilor cu privire la parintii lor si la faptul ca nu accepta ca nu mai sunt niște copii. Dar sa ascultam ce au de spus si parintii cu privire la transformarea copilului in adolescent...

· 25 ianuarie la 04:07

Cristiana Ionescu si fiul meu! si daca nu ne dam seama sa nu-i mai tratam ca pe bebelusii nostri, atunci nu vom avea nicicand copii independenti si autonomi!

27 ianuarie la 00:39 · 1

Asociatia Telefonul Copilului

"De ce a plecat mama in strainatate?"

Despre

Oricand un copil poate avea nevoie de ajutor. Pastreaza 116 111 in memoria...

Mai mult

3.852
like this

25
talking about this


Gereed

Lokaal intranet

100%

Romanian CHL <http://ro-ro.facebook.com/asociatiatelefonulcopilului>

Example 9: serious games



POVERTY IS NOT A GAME


Home Play the game For teachers FAQ Press Downloads Contact


Play the game online

If you've never played PING before, you need to install the unity plugin for your browser, otherwise you cannot play the game. If you have any problems, take a look at our [frequently asked questions \(FAQ\)](#) for advice!

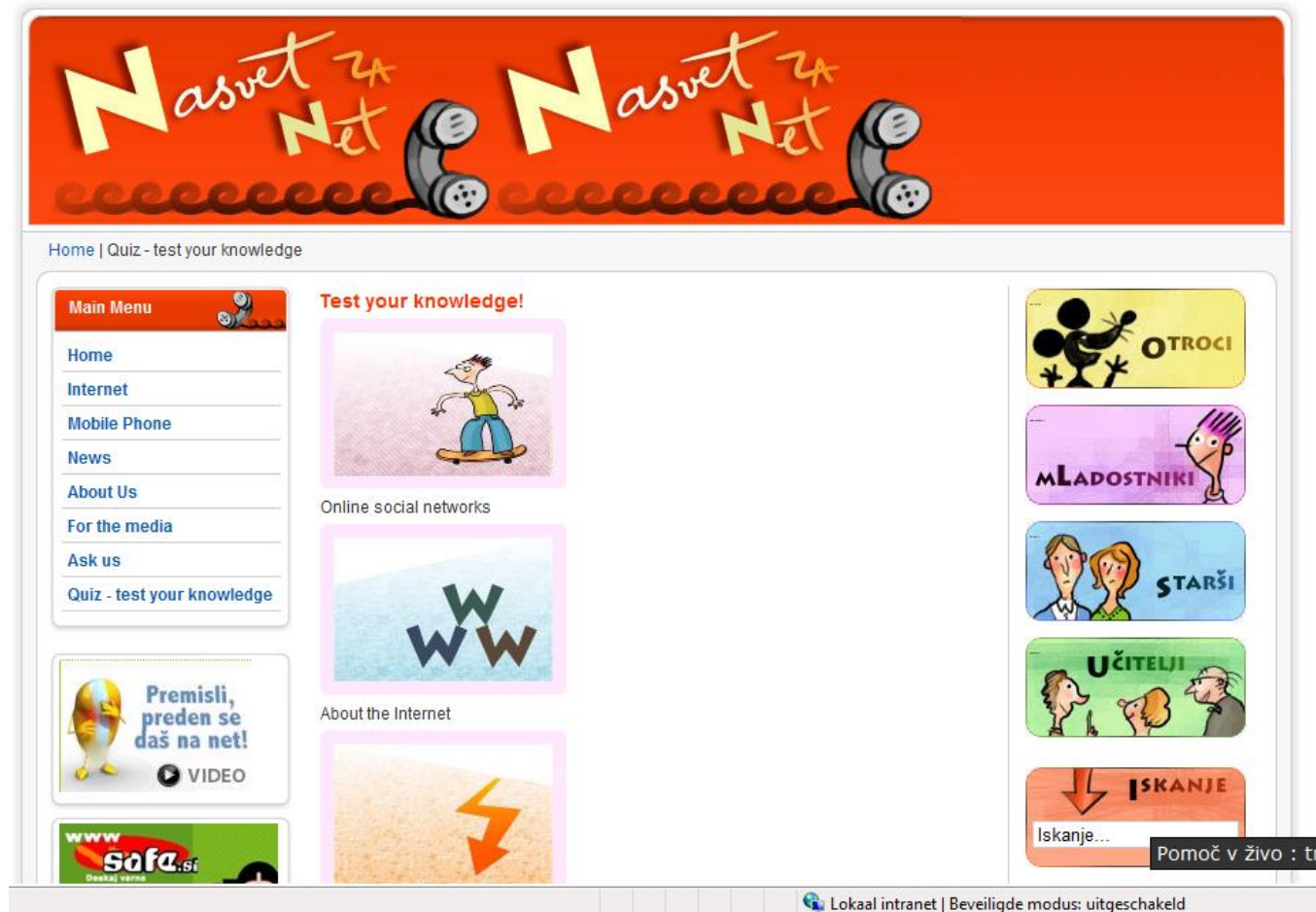
Tip: Once playing, you can go to fullscreen mode by clicking the cog at the top left of the screen.

Tip: When the game is too slow, you can, once you are playing, click the cog at the top left of the screen and reduce the graphical quality.





























Example 10: self test



Test your knowledge on the Slovenian site <http://www.nasvetzanet.si/>

ICT applications

One Way communication 							Online help with interaction 						
Information sites							Postponed interaction 		Direct interaction 		Uncertain interaction 		
													
Uncertain 													
Tips and advice	Tag cloud	FAQ's	Links	Testimonials	News	Reading tips	Forum	E-mail	Chatroom	One-to-one chat	Social network	Serious games	Self test and Self Help instruments
													

Characteristics of online help with interaction

From the perspective of the client	Strength - advantage	Vulnerability - disadvantage

Characteristics of online help with interaction

From the perspective of the client	Strength - advantage	Vulnerability - disadvantage
	<ul style="list-style-type: none"> ■ Rereading info ■ Writing = therapeutic ■ Taboos more readily open to discussion ■ Anonymity ■ Often available 24/24 + 7/7 ■ Low-threshold/(more) anonymous ■ Avoids travel time ■ Active help as and when ■ From familiar surroundings 	<ul style="list-style-type: none"> ■ Illusion of instant cure ■ 'Non-committal commitment' ■ Channel reduction ■ Chance of misinterpretation ■ Mail = slow ■ Technical failures ■ Digital footprint

Characteristics of online help with interaction

From the perspective of the organisation/social worker	Strength - advantage	Vulnerability - disadvantage

Characteristics of online help with interaction

From the perspective of the organisation/social worker	Strength - advantage	Vulnerability - disadvantage
	<ul style="list-style-type: none">▪ Giving the client 'language'▪ More complete info▪ Faster work alliance▪ Stimulating tools▪ Regaining lost target group▪ Outreach to new target groups▪ Wider accessibility/availability▪ Possibility of work from home (?)	<ul style="list-style-type: none">▪ Ethical uncertainties▪ Over- and under-disclosure▪ Doubt regarding authenticity▪ Chance of misinterpretation▪ Filling in missing info▪ Development/delivery costs time and money▪ Doubt after loss of contact▪ Limited 'google-ability'

Implementation of online help



When your organization goes online the position of your organization is changing

Online help =

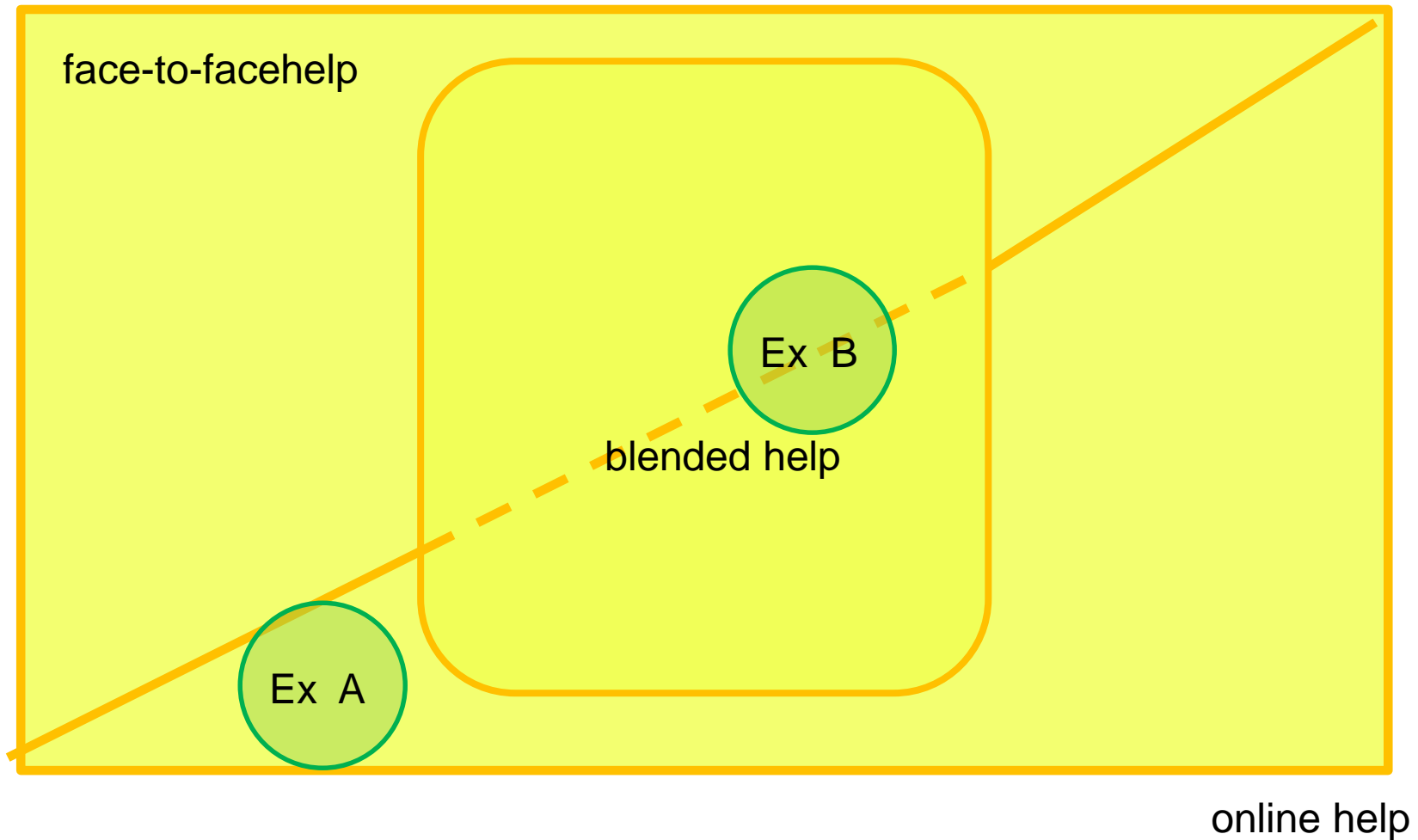
- ⊙ New colleagues and concurrents
- ⊙ Focus changes: from region to country
- ⊙ Contact possibilities all over the world
- ⊙ Contact with your clients is (sometimes)
 - ⊙ Faceless
 - ⊙ Placeless
 - ⊙ 24/24 and 7/7

Position of online help IN your organization

Are your ict-applications ...

- ⦿ complementary with other care modalities ?
- ⦿ substituting traditional care modalities ?
- ⦿ a part of blended help ?

Position of online help



Ex A : Chat as an equal alternative next to phonehelp, forum or e-mail














Ex. B : Blended help



A self test, talks by skype and an activities agenda
= three online tools in a face-to-face treatment programma

Mixing different help modalities and ICT applications

	offline			online										
	letter	phone	face-to-face											
Tele-Onthaal														
JAC's														
Zelfmoordlijn														
Holebifoon														
Slachtofferchat														
Kinderrechtswinkel														
KJT														
Teleblok														
druglijn														
Alcoholhulp														
Boysproject														

Position of online help IN your organization

Which ICT-applications do you offer to which target groups ?

Ex : Child Helpline of Croatia



<http://www.hrabritelefon.hr/hr/home>

About chathelp

Chat-partners / chat-actors

Chat-process

Chat-skills





Imagine

- You are a social helper ...
- Looking at your computer screen ...
- Not knowing who is going to be online ...
- Somebody enters the chat room ...
- An adult ... a child ... a boy ... a girl ???
- Faceless
- Voiceless ...

Just seeing signs and symbols on the screen !

Daily practice : chathelp

- **organisation**: hello and welcome
- **Mary**: difficult to start. Been waiting one hour to talk to somebody, glad it's 7 pm
- **organisation**: just tell what you have in mind
- **Mary**: feel frightened
- **Mary**: afraid for calls coming in, afraid that they'll knock again on the frontdoor
- **Mary**: : I just don't know what to do. I feel like hurting myself = going to the railway.
- **Organisation**:

Answering Mary

- Step 1: Screen reading
 - What exactly do you see on the screen?
 - What do you think? What do you feel?
 - What is invisible? Unknown?
- Step 2: Screen writing
 - Write a reaction to Mary

Daily practice : chathelp

- organisation: hello and welcome
- Mary: difficult to start. Been waiting one hour to talk to somebody, glad it's 7 pm
- organisation: just tell what you have in mind
- Mary: feel frightened
- Mary: afraid for calls coming in, afraid that they'll knock again on the frontdoor
- Mary: : I just don't know what to do. I feel like hurting myself = going to the railway.
- Organisation:

Characteristics of the chat medium

- Channel reduction:
 - The listener's eye (instead of the listener's ear)
- Direct one-to-one-communication
 - Time to answer is short
- Disinhibition: intimate outpourings in a very short time
- Communicating in silence: no need to formulate, to express, *“they can't hear me crying”*
- The therapeutic effect of screenwriting
- The phenomenon of 'multitasking', influencing the tempo

chathelp: vision and position

Structure

in length

In broad

in depth

A method in progress

Paradoxes

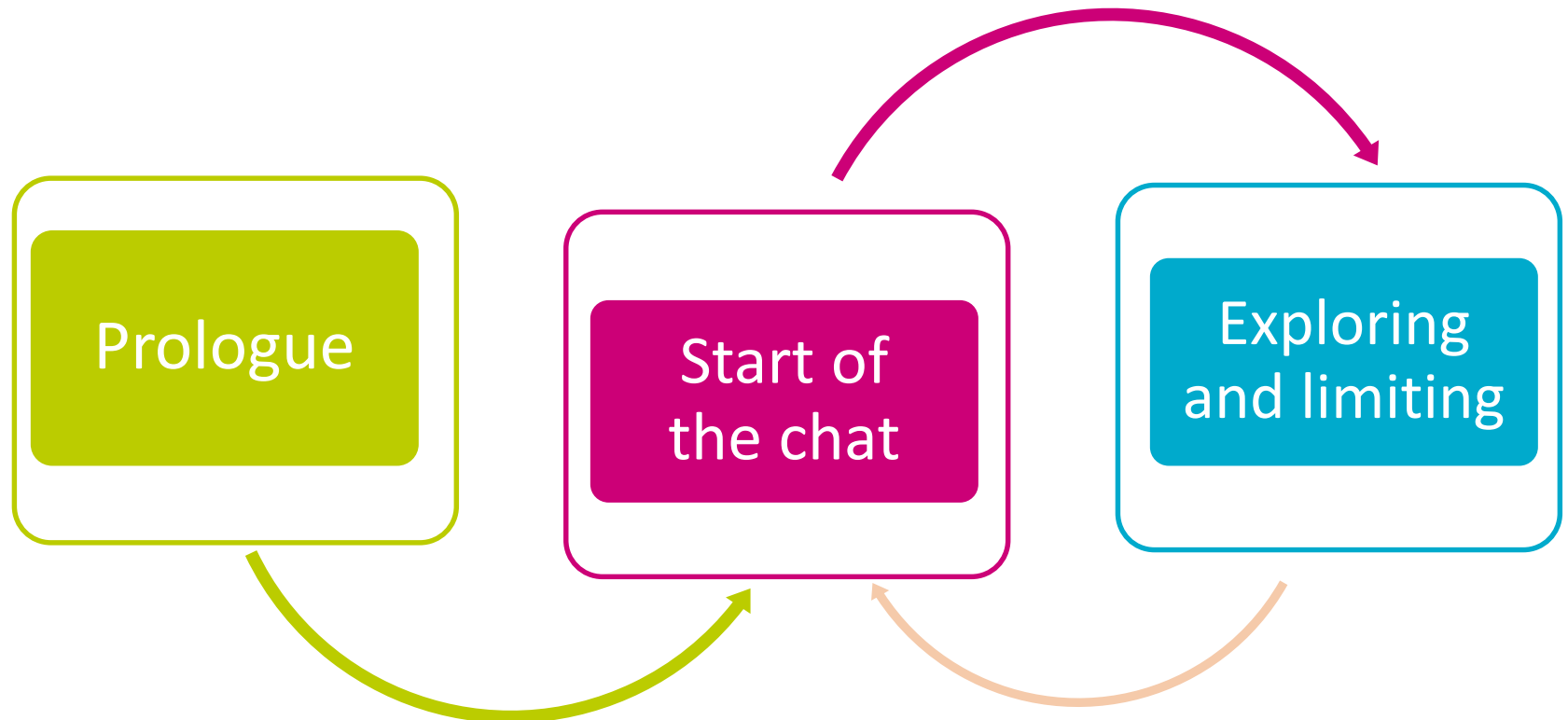
Ethical
questions

Further
research

vocabulary

Ch@tlas ... structure in length

several steps in a chat conversation



Prologue

- The phase between the log-in and the start of the chat
- Essential: the website has ...
 - necessary information on chat conditions and rules (anonymity)
 - to reduce the threshold
 - to explain clearly the way to go from the log-in to the start of the chat

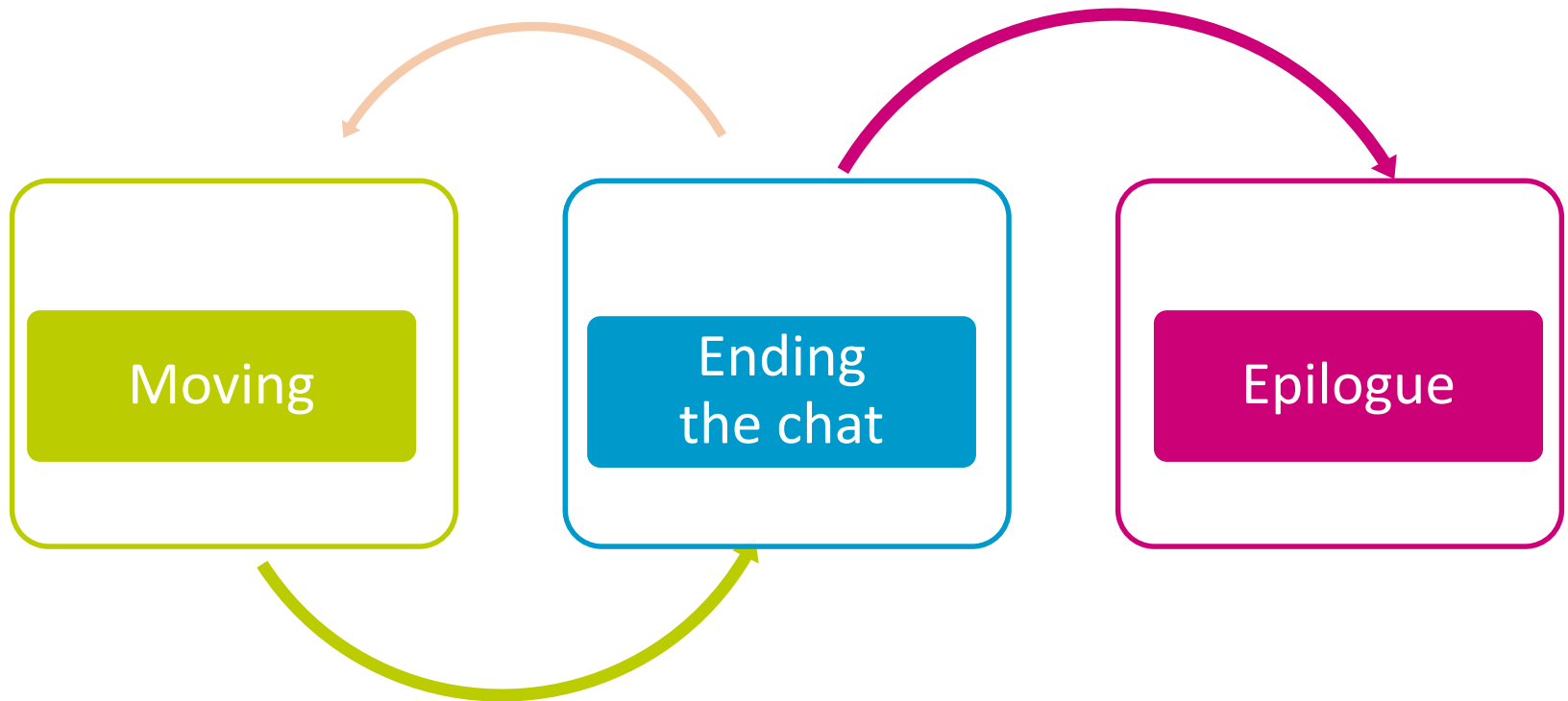
The start of the chat

- Chat start =
 - introduction, welcome, making acquaintance
 - an open and invited question
 - the first description of the problem, question or need
- Recommendations:
 - the chat counsellor initiates
 - offers a warm welcome
 - immediately makes use of the nickname of the client
 - recognizes the first description of the problem

Exploring and limiting

- The need of the client has to be explored and limited
- Recommendations:
 - give the client the opportunity to focus
 - check again and again if the problem or question has been correctly understood
 - refrain and control the inclination to offer immediate solutions
 - ask helping questions in case of underdisclosure and temporise in case of overdisclosure

Ch@tlas ... structure in length several steps in a chat conversation



Moving

- No solution, no profound change
 - Only a slight modification in the visible signs, symbols and tempo
- Possible methods to achieve 'movement'
 - Give personalised information
 - Give support, develop a chat alliance
 - Introduce another perspective on the problem
 - Refer to other (online) services

Ending chat

- Announcement of the ending of the chat
 - by the client
 - by the counsellor
- Recommendations:
 - be aware of circular reasoning
 - offer the opportunity for reflection and feedback
 - check if the chat brought 'rest' or 'enlightenment'
 - tell the client that he can finish the chat

Epilogue

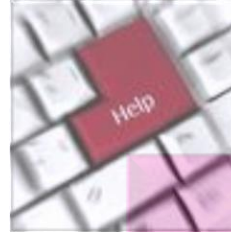
- Epilogue =
 - A phase in which the client as well as the counsellor are given the opportunity to evaluate and register impressions, insights and signals, in order to optimize the chatservice
- Recommendations:
 - Create a dropbox for the client
 - Stimulate the client to send reflections by email
 - Ask questions to evaluate the ending chat
 - Write a reflection report for (peer) supervision

ch@tlas... structure in broad the actors in a chat



The chat client

- The nickname
- Under- or over-disclosure
- The context



The chat counsellor

- Nickname and chataalliance
- 'I' or 'we' or 'the team'

The chat client

- The nickname
 - Mary
 - An emoticon
 - A problematic term: e.g. 'depressed'
 - An initial
- Information about the age
- Information on gender
- Information of the context

Who are the chat clients?

Research results (416 clients)

- 80% women
- 43% already knew the website + 27% 'via Google' + 18% via other channels such as school
- 9/10 used internet daily
- 45% got an immediate account online,
- 38% reported the chat room was occupied
9% : mentioned a technical default
- 13%: was not alone during the chat

The chat counsellor

- A nickname
- The real first name
- The name of the organisation
- Information about the expertise
- Information about the age
- Information about gender

Chat counsellors report ...

At first I sometimes panicked. I am much quieter now and the conversations are totally different now.

"Your senses focus online... I try not to imagine a face. My work as a volunteer on the phone, helps me to realise that there is a human being on the other side of the line."

"Chat is totally different. I have difficulties with the lack of nonverbal communication online."

"Online is special because you have to write and to formulate something. The other one must do this as well. That is fascinating. It is important that you don't keep yourself too much at a distance."

ch@tlas... structure in depth using chat skills

Screenreading

- What do you see?
Words, signs and symbols
- What do you assume?
- What is invisible?

Screenwriting

- How do you write?
- Which signs or symbols do you use?
- How to emphasize ?
- How to express ?

Conversational skills

- Active listening: 'mmm'
- Questioning
- Summarising
- Helping to structure ...

Screenreading and screenwriting

- Language
- Text
- Tempo
- Signs

language

Characteristics

- Chat callers and chat repliers use a different language / grammar
- The grammar is influenced by the dynamics and the tempo of chat conversations (aim: to gain time)

Recommendations

- Don't copy the callers grammar: use an informal spoken language in a 'written' form
- Tempo is crucial – no need to correct all writing faults
- Use marks or smileys to add extra meaning to messages
- Pay attention to sudden changes in the text
Is the caller angry, upset, sad or desperate ?

text

Characteristics

- What is said/written, stays on the screen
- Mixed messages
Sometimes a message comes in while you're typing ...
... storylines get mixed

Recommendations

- Help to structure
- Mixed messages
Ask for clarification if something is not clear.

tempo

Recommendations

- Type fast
- Use abbreviations (*idd / indeed, OMG / Oh my God*)
- Use short sentences
- Use lassos (type 'enter') to split long messages
- Don't correct all spelling mistakes. Use * if necessary
- Send a question mark (?) in case it takes too long before you receive an answer
- Use sounds (*hmm, aah, ok*) and smileys to express emotions
- Don't lose time writing harmonious phrases

Non verbal communication

- Marie: ... then she told me to go away
- Marie: then SHE told me to go away
- Marie: then she told 'me' to go away !?
- Marie: then she told me to ... 'go away'
- Marie: then ... she told me to go away :(
- Marie: THEN SHE TOLD ME TO GO AWAY !!!

signs

- Emotic😊ns
- CAPITALS, nooooooooooooo “ “, !!!
- Abbreviations
- Sounds ‘hmm’, ‘waw’
- ??? en *
- Empty messages, pregnant pauses ...

Ch@tlas

- description
- function and effects
- tips
- 4 steps to handle signs
- FAQ's about handling signs

Recommendations

- Read the messages carefully
- Can you discover what's between the lines?
- Ask for clarification if necessary
- Vary in the way you express, use words, smiley's, signs.

About e-mail help

E-mail process

E-mail partners



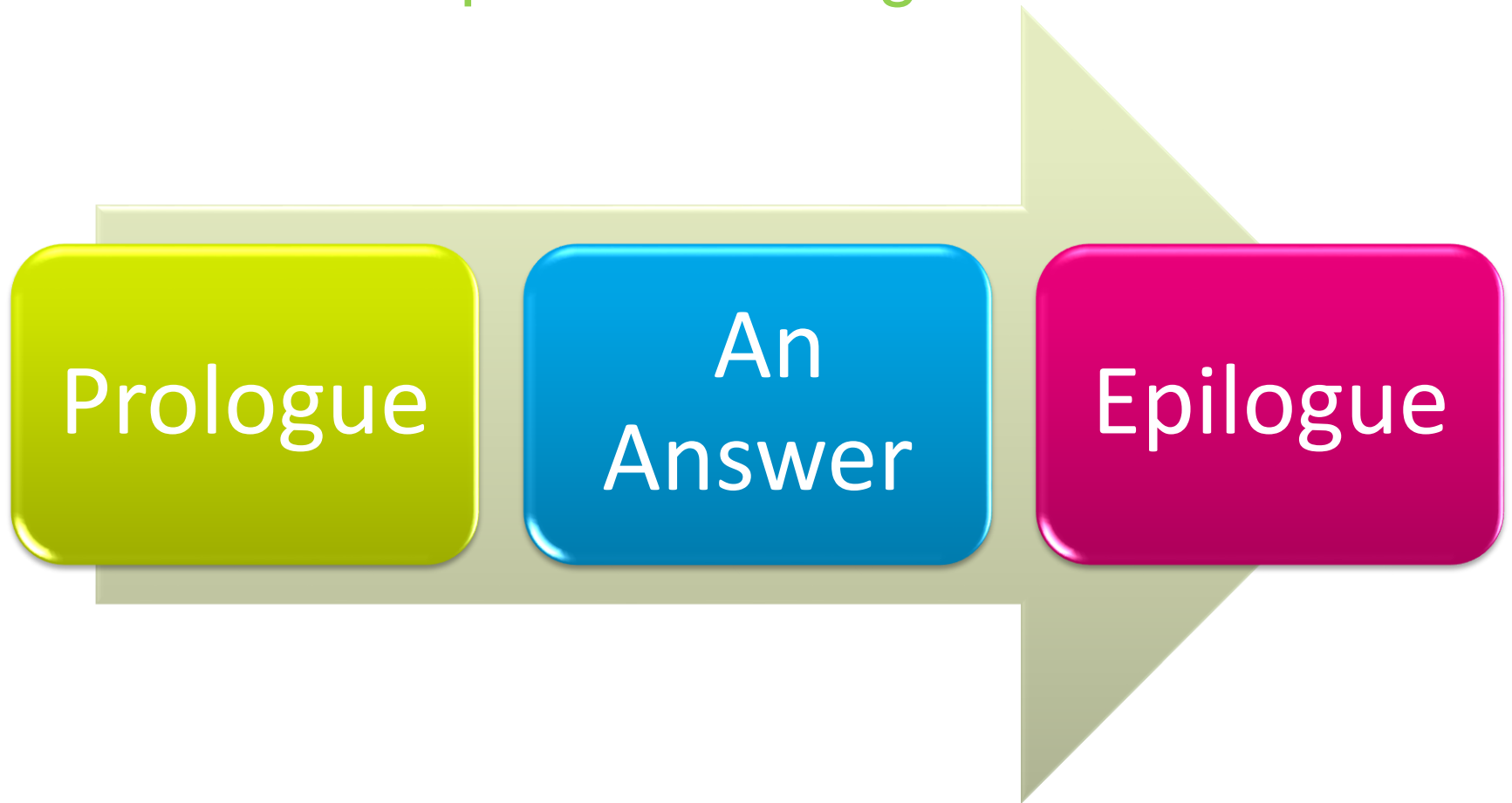
E-mail ... structure in length

7 topics for qualitative e-mail help

- An e-mail adress or a web form ?
- Autoreply or not ?
- Dispatching an e-mail question ?
- The response deadline ?
- Obligatory information or not ?
- How to refer ?
- Attachments ... When en what ?

E-mail ... structure in length

several steps in handling an e-mail



Prologue

- To read and analyse the e-mail question
 - Who is the e-mail client ?
 - What kind of question ?
 - What is the core question ?
 - Which information you have (not) ?
 - Legal and ethical challenges ?
- Research
 - Do you need specific information to answer ?
 - Do you need advice of an expert or a colleague ?

Formulating an answer

- Greeting and introduction
- (re-)formulate the (core) question
- Strengthen and recognize the client
- Answer the question
- Finish the e-mail
- Sign

Before sending the answer ... Is someone available to reread or review the answer ?

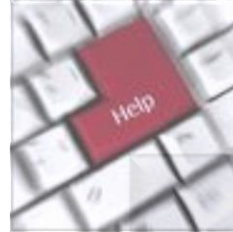
E-mail ... structure in broad

the actors in an e-mail conversation



The chat client

- Nickname or identity
- (Over-) disclosure
- The context



The chat counsellor

- Nickname or identity
- Using 'I' or 'we' in the answer

More information or questions ...



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... and thank you