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Five Techniques for Redistributing Airtime in Family Counseling With Airtime Monopolizers

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Abstract

Family counseling is a powerful modality for working with parents and children on a myriad of issues. Many families enter counseling with ineffective communication patterns. A common ineffective pattern counselors may encounter includes an over-talker who monopolizes the limited amount of airtime each session. The counselor must have a variety of techniques that could assist the family in redistributing airtime as equitable airtime is beneficial to the family in achieving counseling goals. This article provides five varied techniques for
assisting the counselor in structuring the session to equity of airtime while also increasing awareness of communication patterns between family members.

Keywords: monopolizers, family counseling, airtime, techniques

Family counseling can be efficacious when used in treating and improving the relations between and within parents and children struggling with a variety of issues. This modality is a complex form of counseling that often emphasizes a focus on communication between the therapist and members of the family, as well as between family members themselves, for its success. There are many variables that can compromise such communication. For example, when a family is too rigid, a negative feedback loop of unhealthy interactional patterns may exist (Marchionda & Slesnick, 2013). When a family’s interactional patterns are rigidly set with an airtime monopolizer, the unhealthy patterns can shut down some family members, and worse, alienate others. Chu and Kendall (2004) demonstrated that an increase in children’s involvement during family sessions promotes change, while adult monopolizing of airtime might inhibit the engagement level of children. Children who speak less than their family members or who are interrupted frequently develop poor communicative patterns, thus resulting in disengagement in sessions (Arnston, Mortensen, & Lustig, 1980; Mas, Alexander, & Barton 1985; O’Reilly, 2006, 2008). Therefore, it is the goal of the counselor to implement interventions that promote the use of healthy communication styles to ensure open communication from all members. It is the goal of this paper to provide five techniques that are readily employed to assist the counselor in engaging all family members in sharing the airtime of family session.

Monopolizers and Family Dynamics

While the literature regarding characteristics of airtime monopolizers and factors leading to monopolizing is sparse and the bulk of it is decades old, the struggle for the counselor to assist the family in creating communication patterns most conducive to family health and growth is current and critical. What research does show is that airtime monopolizers have two main characteristics (Bostrom, Grant, Davis, & Einerson, 1990). First, monopolizers have the tendency to not stop talking unless another person attempts to interrupt them; second, their talking is perceived by others as a problem. In today’s society where the amount of talking might reflect power and influence, the monopolizing behavior by a parent might imply wanting to seek leadership and influence in a group setting (Arnston et al., 1980). The monopolizing parent could also seek control of the group out of anxiety and feeling that he or she has the responsibility to fill the vacuum of uncertainty (Bogdanoff & Elbaum, 1978). These characteristics may well lead various family members to feel unheard and therefore not understood. Being understood as a family and safe to present one’s full self as well as one’s family secrets is one of the primary factors leading families to return to counseling after the first session—a time when dropout is likely (McAdams, 2015).

While the above characteristics may be those of airtime monopolizers, there are many factors that contribute to the family dynamics of unequal airtime communication such as issues within the parents’ relationship, family disciplinary style, number of family
members, individual personalities, health and mental health of family members, power status, employment, homelessness, and culture and beliefs (Becvar & Becvar, 2013). As a result, children take on roles in which they are most comfortable, such as peacekeepers or scapegoats, which allows them to talk less in order to reduce tension in the family or maintain family status quo. Such roles may not be conducive to the kinds of exchanges and discussions that lend to family dynamic changes that are most helpful to healing and growth for the family or for the individuals within the family (Skenner, 1998). In short, whatever the characteristics of airtime monopolizers or the factors contributing to this struggle, more balanced airtime is a critical contributor to healing and growth within family sessions.

Indeed, tenets of family counseling stress the importance of involving every member as a significant part of the whole that is the family; however, a study conducted by Postner, Guttman, Sigal, Epstein, and Rakoff in 1971 found that the exact opposite happened in session. In this study, it was noted that a major portion of the counselor’s speech was generally directed to only one member of the family—often the parent who spoke the most. Postner et al. (1971) identified that as therapy progressed, the therapist reinforced the parent’s talkative behavior by engaging with them more than with others. The study highlighted specifically that when mothers speak more often and when they were highly involved in the initial sessions than were fathers, the outcome was poorer for those families. What’s more, members who tend to talk excessively do not need prompting to speak initially. They simply jump in. Whereas members who are less likely to monopolize also tend to wait to be invited to join in at all and delay further their next contribution once they have spoken (Kuk, 2000). As noted above, families that perceive that they will be heard and understood as individuals and who feel safe in sharing family secrets are more likely to return to family counseling after the first session (McAdams et al., 2015). This finding makes clear the need for the counselor to make every effort to intervene when one family member monopolizes the airtime.

Furthermore, treatment efficacy may rely on the way in which counselors deal with the more talkative family member (Diamond, Diamond, & Liddle, 2000). This is especially so if over-talking draws the focus from the family to the airtime monopolizer, who is often the parent. Even without over-talkers, counselors often have a tendency to focus excessively on the parent and the parents’ perceptions and roles than splitting more evenly the airtime between family members (Postner et al., 1971). The focus on the parent can lead to unneeded control and power issues that do not benefit the child, improve the issues, or otherwise enhance family healing (Nicoll, 1992). While overtalking is rarely addressed in family counseling literature, monopolizing the conversation in classroom environments has received attention. Consequently, teachers have developed a number of techniques to manage talkative behaviors such as matching student noise level so that as noise levels increase, the teacher's voice level increases which tends to assist the teacher in regaining airtime control (Rantala, Hakala, Holmqvist, & Sala, 2015). While this technique might poorly translate into family counseling (both counselor and airtime monopolizer elevate in noise levels while quiet members remain quiet) other classroom techniques might provide useful ideas for family counselors to begin to develop effective techniques for distributing airtime and engaging quiet clients. One technique relies on behavioral theory with systems of reward and punishment (Skinner, 1938). Teachers reward students for good behavior (e.g., provide
extra recess time) and take something away for punishment (e.g., cut recess time; Radley, Dart, & O’Handley, 2016). Such techniques might be employed in counseling but would need tweaking in order to assure that what is perceived as reward to one family member is not punishment for another. This technique needs further adjusting in that it tends to keep focus on the airtime monopolizer, which incidentally reinforces the tendency to monopolize (Postner et al., 1971). The impact of rewards and punishments is clear indication that a family member’s behavior can be influenced by the counselor. It seems prudent for the counselor to have a quiver full of techniques that are readily applied to the family counseling session and that would shift the monopolized airtime to an equitable division of the counseling session across all members of the family. Hence, the goal of this article is to provide five techniques directed at fulfilling specific strategies to build communication patterns conducive to full member participation in session and within family dynamics outside of session in families with over-talking parents.

**Structuring the Session in Family Counseling**

The starting point is always preparation. To prepare for the use of techniques to build healthy counseling and family communication patterns, there are structural pieces that are helpful to have in place. The first is to have clarity about and with the family as to the goals and expectations the family has of counseling as they pertain to the family as a whole as well as to each member. What is it they hope to achieve in the end? What role do they perceive the counselor plays in goal achievement? And what roles do they perceive themselves to play individually and collectively as a family? It is vital to have these ideas in mind and to clarify the possibilities, limitations, and structure necessary to achieve the family’s desired outcome (Kuk, 2000; McAdams et al., 2015; Tavormina, 1974). When an airtime monopolizer is present, this may take a bit more time to do as the actions of the one family member affect every other member’s context as a whole (Tomm & Wright, 1979). Arranging to have permission to monitor and to assist in equalizing airtime is an important piece of initial structuring of the family session.

Setting the initial role of the counselor as an interrupter becomes crucial. This means the counselor acknowledges each member’s need to be heard, but also the necessity of stopping the talk at various points and redirecting in order to move the process along (Rait, 2000). It is thus the counselor’s task to facilitate and strengthen the family’s own skills to achieve their goals with the use of structure surrounding the monopolizer (Tomm & Wright, 1979). It is helpful for the counselor to inoculate by addressing how uncomfortable interruptions are for everyone and especially uncomfortable for the one interrupted. The counselor can assure the family that this will only be done when needed and that it in no way is meant to negate the important message the client is attempting to send. By appreciating the participation of all family members in counseling, this increases the likelihood of maintaining their engagement throughout the process (Tomm & Wright, 1979). Interruptions that begin with reassurance and empathy are helpful such as, “Mary, (with a stopping palm held open and up) I’m sorry to interrupt you. Your point about being respectful to each other is important, yet we also need to reserve airtime for each family member as we clarify your goals and roles. Let’s move to Cindy who has not yet spoken with us today.”
Clarifying roles of each participant in achieving the family goals can promote more balanced interactions (Szapocznik, Muir, Duff, Schwartz, & Brown, 2015). Such preparation includes some instruction from the counselor but might best be completed by a mixture of counselor structure and family input. Shaping input is helpful by asking what kinds of behavior in counseling does each believe will be most helpful and what might be a deterrent to reaching goals. An airtime monopolizer may be especially helpful at the assigned role of time manager—one who remains aware of who has and has not spoken as time passes through the session and who has the job of encouraging each member to speak and listen well. This role may come in handy within each of the specific techniques listed in this article. Clarifications of limitations of that role are also helpful. One such conversation might include the following:

You already speak with such ease in session, I’m wondering if you would take on the role of helping others to find their voices with us each session. Would you mind spending just a portion of your attention on observing the time spent in any one person’s talk? And provide gentle reminders that we need everyone to have time and encouragement to engage with their thoughts and ideas. I would not ask you to police us, just help us each be aware and encourage each family member to join in the talk time.

Clarification of the counselor’s role, including interrupter, redirector, and process guide, can set further structure conducive to healthy communication patterns.

Preparing families for potential scenarios and possible reactions that each may have to what transpires in session may also help each to be present and to communicate effectively without taking over the airtime (Liddle, 1995). Common scenarios might include differing family members’ versions of stories or traumas that create an urgency in others to correct, emotional catharsis that may overwhelm others, silence that leads to discomfort while awaiting one person’s talk, and blaming statements that incite. The family can problem solve ahead of time and plan together how they will adjust to each event and how they will provide room for self-soothing or to soothe each other (Wright, 2009).

Finally, preparing families for various modes of checking-in may prove to increase the therapeutic relationship, which is a critical component of any counseling and particularly in support of healthy communication patterns within the session and within ongoing family dynamics (Huey, Henggeler, Brondino, & Pickrel, 2000). Check-ins may include short acknowledgments of thoughts or expressed feelings each session but require clear limits so as not to usurp unreasonable amounts of family session time. For those parents that need more individual expression, it is useful to have regularly scheduled parent consultations wherein parents can check-in with their concerns outside of the family process (R. M. Gordon, 2008). The counselor must be sensitive to the therapeutic relationship with the family as a whole; therefore, any outside meetings must be carefully conducted so that no member feels betrayed or belittled as a result (Chazan, 2003).

**Techniques**

There are many theoretical perspectives a counselor might hold while working with families. The effective counselor is mindful of the family’s life outside of counseling and works to integrate the extra-therapeutic factors that may be useful in
working toward the family’s desired goals (S. D. Miller, Duncan, & Hubble, 1997). Critical attention is paid to the creation and maintenance of the therapeutic relationship as the counselor joins the family and provides a helpful process structure to guide the family toward goal attainment (Minuchin & Fishman, 1981). Following are five techniques the counselor can employ that may make the above factors more easily managed in quieting the airtime monopolizer and opening up the quieter family member without shutting down effective communication.

I. Three Stones and a Stopwatch

The notion behind the authors’ creation and use of Three Stones and a Stopwatch is to actively engage each family member in monitoring one’s own airtime by both frequency of speech and by the length of each contribution. Self-monitoring has been shown to be a more effective means of change over imposed monitoring by others (Hoff & DuPaul, 1998). The steps to Three Stones and a Stopwatch are as follows:

1. Provide each family member with three stones at the start of each session.
2. Discuss the importance of every member contributing to both identification of where the family has struggles and possible solutions. Explain that one form of contribution is verbal while another form is non-verbal and that either form can contribute or detract from the family's healthy communication patterns. Provide samples of each form of communication to make these distinctions clear for all members. Note to the family that verbal communication uses airtime—a limited commodity—while nonverbal communication can intentionally occur at all times without taking airtime. Make sure to reinforce that talking is also good but that the family needs to budget the time so that all members share in the limited resource.
3. Have members self-identify their levels of verbal and non-verbal contributions and assess one's own communication be it verbal or nonverbal for constructive versus neutral or destructive impact on family health and functioning. Instruct family members to determine if they are more dominantly verbal or nonverbal and to identify what they do that contributes and detracts from healthy communication patterns within the family and particularly the family sessions.
4. Reinforce that the family will benefit most by an equitable sharing of airtime while also having a great deal of non-verbal supportive (versus destructive) communication from all members. (Buy-in is important.)
5. Instruct family members to place two stones in their right hand and one in their left hand. The stones in the right hand will represent each time they use their verbal form of contributing. As each family member speaks, he or she must lay down a verbal stone. The stone in the left hand remains in the left hand and represents ongoing non-verbal supportive contributions; it represents a reminder to constantly work to provide supportive non-verbal input. Emphasize that non-verbal contributions may be ongoing while verbal contributions are limited to no more than two times, at least until all others have placed their two right-hand verbal stones in front of them. Once all members have spoken and have placed their two verbal stones in front of them, all members may pick up both stones and
begin again. For families who have verbose members, introduce the stopwatch to measure a 90 seconds or less limit for verbal contributions. Keep a running stopwatch and agree to make a note when someone is approaching 80 seconds so that the speaking member can end their point well. Cell phones are excellent stopwatches that allow each family member to also monitor their own time. Encourage all members to use their stones throughout the session and to try not to have verbal stones remaining in their right hand at the end. Remind them that they cannot contribute verbally without a stone in the right hand.

6. As a twist that can be quite supportive, encourage family members to use their non-verbal stones to support airtime monopolizers to limit their talk to 90 seconds and no more frequently than their verbal stones allow. For example, show family members that they may nonverbally communicate that the speaker’s time is nearly up with a positive nonverbal message agreed upon ahead of session such as a particular hand sign or head nod.

7. Another twist may be to invite family members to contribute their stones to someone they believe needs to speak more frequently in order to make the family communication more complete and to interrupt the old unhealthy patterns in which some members are silent or speak much less than others.

8. Close each session with a “one free stone” moment of processing how the stones worked for each family member. Encourage members to remember the goal that everyone speaks and contributes in supportive non-verbal ways to achieve a healthy family. Be sure to validate the frustration and awkwardness that likely will ensue early on in the exercise.

II. The Talking Stick

The Talking Stick was a concept implemented by the Native Americans to establish democracy in tribal meetings. This permitted participants to be valued equally, heard, and free to speak their mind (Fujioka, 1998). Locust (2016) suggested that the Talking Stick provides a means of fair and objective listening, allows for a designated speaker, and enables freedom of speech. The technique of the Talking Stick can be implemented via the following steps:

1. Family members will be given a brief overview of the talking stick concept, such as the paragraph above.

2. Instruct the family to create a family talking stick of their own together after the initial session but before the next. Encourage them to create an object (or find one they agree on) that has a symbolic meaning to the family and bring it to future sessions (Wolf & Rickard, 2003).

3. For the initial session, the counselor will lead the discussion and use an object that has symbolic meaning to him or her to set the framework to be followed in the next and subsequent sessions with the stick created by the family (Wolf & Rickard, 2003). This is similar to the way in which an elder would begin discussions holding the talking stick (Locust, 2016).
4. Instruct the family that the speaker then determines when to pass the stick. The stick is then passed from the speaker to the next person to speak. A family member may not request the stick out of turn. Each member is encouraged to really listen to the speaker rather than to be concerned with what they would say to interrupt the speaker or what they will say when their turn arrives. Assure them that each will have a turn.

5. It is important to note that talkative family members may well continue to speak disproportionately. This makes this step necessary. Time each person who is speaking and let them know when they have taken their portion of airtime. This may be done by saying, “Mary, you have spoken beautifully for 4 minutes. This leaves you just 30 seconds to conclude before you pass the stick to Paul.”

6. Be sure to spend the last few minutes of session in brief discussion of how the talking stick worked. The counselor may choose to adjust the technique for the next session to fit the family input from this discussion.

III. Family Sculpting and Communication Dance

The family sculpting technique originates from a time when family counselors, such as Virginia Satir, were searching for ways to include experiential visual, physical, and sensory interventions into family therapy rather than relying on explanations of ideas. Sometimes family members understand their roles and their impact on the family process better with visual and kinesthetic activities. Family members are invited to place one another in positions that symbolize relationship dynamics such as boundaries, roles, habits, conflict, or closeness. The sculpting technique allows for a great deal of creativity in adapting to the needs of the clients and the purposes of the counselor (Papp, Scheinkman, & Malpas, 2013; Simon, 1972). Sculpting can be especially useful when talking about the ineffectiveness of inequitable use of airtime; it cuts through intellectualization and refocuses on the family’s experience and process. The communication dance technique explained here is a way to focus family sculpting on problematic communication patterns; it aims at creating solutions and measuring success in creating equity in airtime use (Papp et al., 2013). The counselor gives structure and guides the family through the following steps:

1. Start by addressing the airtime problem by introducing the communication dance technique and explaining its purpose. The counselor explains that the family will create a living sculpture based on the family’s perception of communication patterns (Depestele, Claes, & Lemmens, 2015).

2. Allow the family to place each member of the family according to how much time each spends talking in session, at home, or during family activities.

3. Then begin the “dance” wherein each member has to move his or her chair either toward the person speaking or away from the person. Whether a family member moves towards or away from the speaker will demonstrate how close or distant the family member is feeling in relation to the speaker. The family member will move away when the speaker is not connected with the family, such as when he or she is lecturing or running on and on. Conversely, the family
member will move close when he or she feels understood or when the speaker’s point is simple, clear, and helpful.

4. Finally, process each family member’s experience to help each person gain insight into family communication patterns. Help family members talk about their own and other’s positions, speaking and listening behaviors, thoughts, and emotions. Perhaps this can be a time to allow family members to change the sculpture to reflect desired changes in the family’s communication patterns (Depestele et al., 2015; Simon, 1972).

IV. Reflective Listening and Role Switching

Role switching is a technique borrowed from psychodrama (Johnson, 1967). This technique requires assigning each member to represent a different member of the family for portions of the session. Role switching facilitates attitude change on a cognitive level and generates warmth and trust on an emotional level (Kipper, 2001). In addition, if the counselor teaches the family to use reflective listening, as noted in motivational interviewing, where each family member seeks to understand, connect, and show empathy, each member can both grow to understand others as well as to feel more known and understood (Rogers & Koch, 1959). W. R. Miller and Rose (2009) noted that clients in such Motivation Interviewing conditions voiced about twice as much change talk and half as much resistance as did those in other conditions. Steps to employ reflective listening and role switching include the following:

1. Teach basic tenets of reflective listening. This includes actively listening to understand, communicating that understanding through paraphrasing and mirroring facial expressions, and checking with the family member to see if one’s understanding of that family member is accurate (T. Gordon, 1970; W. R. Miller & Rollnick, 2002).

2. Practice reflective listening with family members, sharing less vulnerable self disclosures to begin. Practice until each member has input from the others that they have accurately understood the thoughts and feelings of the others.

3. Next, discuss with each family member that they will each take on the roles of another family member and explain that this means they will communicate and act as the assigned family member. Instruct each to really think about the other person’s way of being and point of view as they have come to understand through reflective listening. (In the first round, the counselor may have a better outcome by choosing to place family members in similar roles as one’s own. Then, the counselor can progressively shift each member to roles that are more dissimilar.)

4. Then instruct each member to play that role as the family works on a real issue. Impress upon each member that it is important to try to stay in the role of the other member while still being a reflective listener. The counselor may need to remind members occasionally to stay in the role of the other family member.

5. Once the family has completed one issue in their switched roles, discuss how this is different and what is noted by each member about the new roles.
V. The Polaroid-Point Technique

With feedback given in a prior parent education session, counselors can attempt to give a verbal snapshot when the parent monopolizes during family session. In such situations, the counselor can do the following:

1. Pause the monopolizer, “Polaroid” (verbal snapshot) what just happened and ask if you (the counselor) could check-in with the client.

2. Invite the client to engage in the conversation by consulting for an understanding of what was being said by the over-talking parent. The counselor could also check-in for feelings and thoughts regarding such situations and consult the client if it would be better if the conversation can be more precise and pithy.

3. After such consultation, the counselor can direct the over-talking parent to deliver a “point” version of the message. A point is usually a 15 word or less statement; parents practice stopping at exactly 15 words or less but no more. Talk about increasing awareness of making sure that the message they really want to send is heard and not lost in excess words or multiple points.

4. Praise the parent for the quick modification and assign practice as homework.

Integration and Maintenance

Any employed technique should be followed by processing of the experience. The counselor makes sure to include each family member while in the family setting (Luckner & Nadler, 1997). Structuring so that the airtime monopolizer provides input later rather than first can help other members to speak and share the impact of new communication patterns (Tomm & Wright, 1979). This can further support change in the family dynamic regarding the use of time by all family members (Thomas, 2006). The counselor strives to hear all input and to integrate that input in restructuring these techniques to have greater impact and less difficulty for each member in the next session. In order to ensure maintenance of this structure in session, it is the counselor’s responsibility to uphold the rules set in place and to transition these from session to session even when the focus of the session may change (Kindsvatter & Lara, 2012). Building the expectancy of interruptions, redirecting, techniques, and processing are all crucial in addressing the over-talkers.

Cautions and Disclaimer

A note of caution is warranted in that any attempt at changing dynamics within a family might be met with defensiveness. Even members who desire changes, such as better dispersed airtime within family sessions, may actually unconsciously or consciously work to maintain the status quo due to comfort and familiarity (Ferreira, 1963). The counselor is wise to be aware of the possibility of defensiveness and to process it aloud with the family so that each member can keep a focus on working toward the originally agreed upon goals (Griffin, 2013) and so that the relationship between
counselor and family members retains healthy therapeutic value (Safran, Muran, Samstag, & Stevens, 2001). It bears repeating that family members who are typically quiet may need extra support to fill in the new airtime allotted for them. This may involve providing verbal and nonverbal encouragement, prompting without directing the content, and holding of their time without allowing others to fill it or to present frustration regarding what appears to be unused time. Early inoculation for this possibility might include saying, “All assigned airtime is sacred. If a member spends their time quietly thinking, we all need to remember that the time belongs to that family member and must be treated sacredly.” This can keep others from unwittingly punishing the less-talkative family member, which may make it more likely that the next airtime will be more fruitful than would otherwise be the case. It also means that when a family member is using their airtime for silence, the counselor needs to prepare the others in being comfortable in this time (Segrin & Flora, 2011).

Family members have macro and micro cultures (e.g., traditions of ethnic origin and inter-sibling dynamics). The counselor must attend to cultural dynamics respectfully and choose and shape techniques with client culture in mind. The counselor seeks input from the family as techniques are discussed to be sure to integrate family culture and respect individual needs and perspectives (McGoldrick & Hardy, 2008). Broaching sociopolitical factors such as culture, ethnicity, and race can assist the counselor in deepening an understanding of each family member’s world and thereby choosing techniques that better strengthen the therapeutic relationship, facilitate each family member’s empowerment, and produce better counseling outcomes (Day-Vines et al., 2007). Such broaching might be employed with the above techniques, such as utilizing the talking stick, as each member divulges that member’s perspective of cultural pieces critical to the family.

On rare occasions, family members may not have the mental or emotional capacity to participate in a safe and helpful manner. For example, a family member may be actively under the influence of mind-altering substances or may be more severely depressed or anxious than is conducive to the work of counseling. The counselor must assess for this and may need to either prepare that individual (work on increasing emotional regulation outside of the family sessions before working to limit or increase airtime) or to excuse a family member from family sessions (as in the case of a member in active phases of mania or psychosis; Saunders, 2003). As is always the case, the family counselor regularly conducts risk assessments and attends to suicidality or homicidality before attempting to institute any of the above mentioned techniques for spreading the airtime in a family session or working to change family communication dynamics (Fowler, 2012).

**Conclusion**

Family counseling is a powerful modality for assisting in the achievement of goals, development of healthy patterns within family dynamics including effective communication, and healing of individual difficulties evidenced in family settings. With many individuals comprising the role of the client, family counseling is complex and is especially so when an airtime monopolizer results in the shift of focus from family to
individual counseling. An effective counselor, therefore, is equipped with a quiver full of varied techniques at the ready for quieting the over-talker and directing airtime to be more equitably available to all members of the family in session. Techniques such as Three Stones and a Stopwatch, Talking Stick, Family Sculpting and Communication Dance, Reflective Listening and Role Switching, and Polaroid-Point are all meant to provide various ways for counselors to equally distribute airtime in their very own practice as they best fit to the family at hand. In using these techniques, the counselor is therefore responsive to the family’s culture and individual input in order to structure the counseling session for success.

References


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