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Berg (1994) suggests the following ways to build cooperation and decrease resistance in adolescent clients and their families:

1. Have an open mind about the client and be prepared to give him or her "the benefit of the doubt."
2. Put yourself in the client's shoes and look at everything from that perspective.
3. Figure out what is important to your client at this time, and see this view as a valuable asset that has served him or her well over the years, although this point of view may get him or her into trouble now and then. Maybe as the client begins to develop more insight, he or she will be willing to change.
4. Do not argue or debate with the client. You are not likely to change his or her mind through reasoning.
5. Evaluate how realistic your expectations for the client are, given his or her limitations and circumstances.
6. Look for the client's past successes, however small, ordinary, or insignificant. Ask how they were achieved. This question alone becomes an indirect compliment.
7. Look for any small *current* successes and ask how he or she accomplishes them; what would it take for the client to repeat or expand these to other parts of his or her life? This indicates your confidence in his or her ability to solve problems.
8. Look for positive motivation behind the client's behavior and comment on it. He or she will begin to believe in himself/herself.
9. Be willing to apologize to the client for any mistakes or misunderstandings. It takes strength, self-confidence, and professional integrity to be willing to apologize but, paradoxically, it gives you credibility and power in the relationship.
10. Always frame information in a positive manner and refrain from using negative, threatening communication. (pp. 58-59)

Essential to the establishment of a relationship is a sensitivity and understanding on the part of the social worker of his or her own multicultural issues and those of his or her clients. Gender issues also need to be considered in relation to particular ethnic groups, in addition to issues of economics, education, religion, generation, race, and minority/majority status. This is not only critical to the development of a relationship but is also an integral component of the assessment and intervention process.

The communication of empathy, warmth, and positive regard are important with juvenile offenders, who are likely to be resistant to what they may perceive to be intrusion on the part of a social worker. Of equal importance is the social worker's ability to empower the juvenile to believe in his or her ability to change the situation. Usually this antisocial behavior fits the juvenile's social-ecological context. He or she has merely learned to adapt to and survive in this state generated by feelings of confusion, anger, and an overall sense of hopelessness (Robinson, 1994). Parents are at times unable to provide the monitoring and natural consequences commensurate with the adolescent's