



Welcome

Rogers treats children, adolescents and adults with:

- OCD and anxiety disorders
- Depression and mood disorders
- Eating disorders
- Posttraumatic Stress Disorder
- Addiction



800-767-4411
rogershospital.org



Teaching Problem Solving and Conflict Resolution

Karin Beal, M.Ed., MSW, CAPSW

Coordinator of Behavior Management Services

Learning Objectives

At the end of the presentation, participants will be able to:

1. Learn how to understand where stress develops and how conflicts escalate.
2. Identify alternatives to managing conflict and teaching kids to use the alternative strategies.
3. Identify replacement behaviors and alternative communication styles following Cognitive Behavior Therapy and/or Dialectical Behavior Therapy strategies.

Stress and Conflict

Warning Signs of a Conflict

- Dissenting opinion or ideas/non-compliance
- Being off task
- Blaming, excusing, making explanations - Mistakes need to be viewed as an opportunity for learning rather than being taboo.

Warning Signs continued

People who have backgrounds that include:

- Mental Health diagnosis or symptoms of a diagnosis (including history of trauma)
 - Social withdrawal, social isolation, repeated victimization –now may be seen as the victimizer
 - Academic and Peer pressures or failures
 - High Stress level - family, academic, social, financial (for adult and child)
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Stress

Types of Stress

- Personal Stress
 - Relationship Stress
 - Parenting/Teaching Stress
 - Low Social Support Stress
 - Employment Stress
 - Academic Stress
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Lets Think About It

What are the current events in your day that have added to your stress?

1.

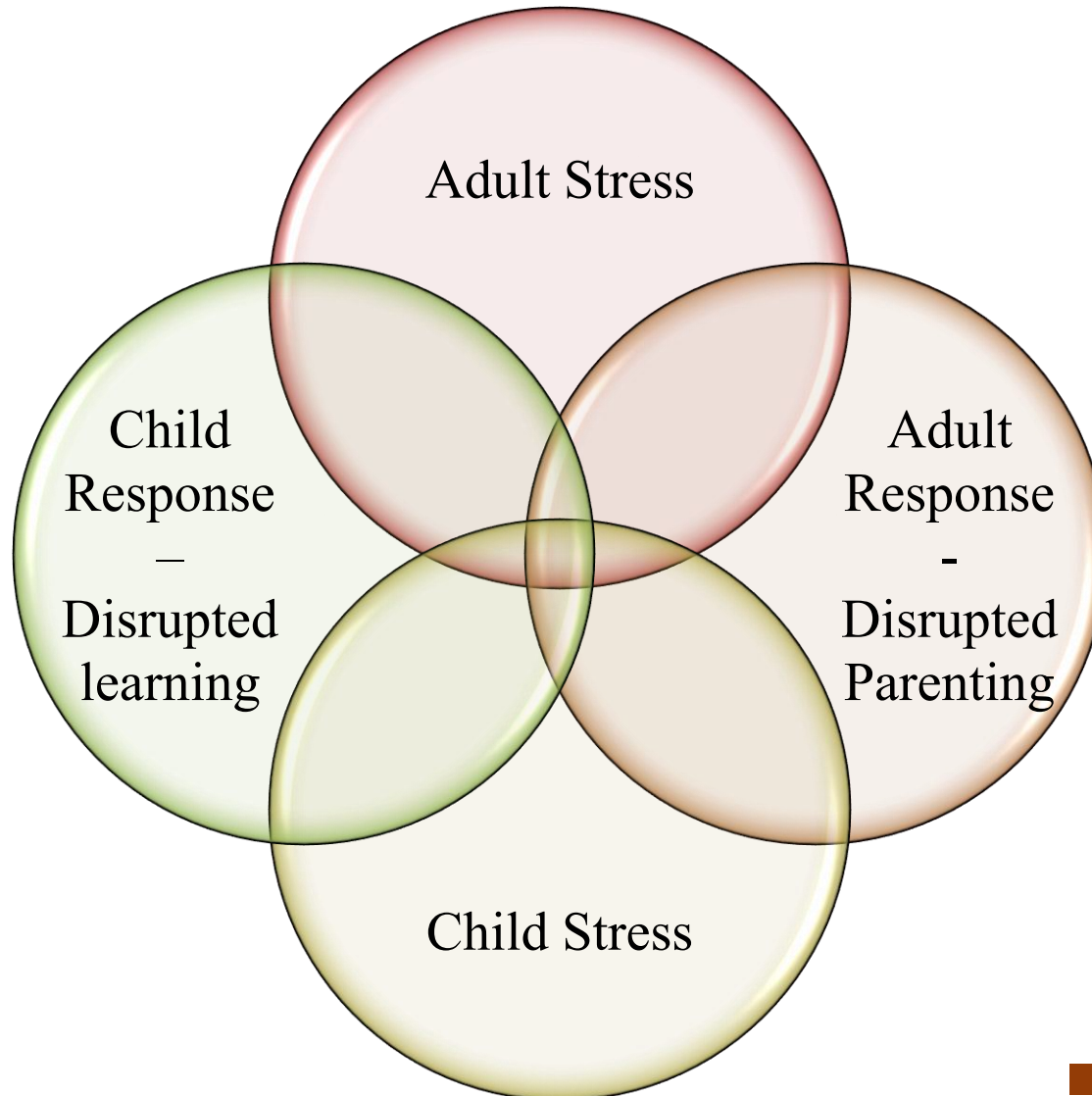
2.

3.

Who will share during the activity -

Soda Pop!

Unresolved Stress Cycle



Conflict

Consider first:

1. Values – our rules that set up how we behave
2. Worldview – our perception of how the world works in relationship to myself
3. Self Concept – how each person thinks, feels, perceives

**All are dynamic systems that develop who I am as a person

Conflict continued

Consider second – issues of

1. Transference is a person transferring feelings onto a caregiver. (Person is in position of power below)
2. Counter-transference - the feelings that are projected on a situation or person, based on a reaction to an event or communication strategy. (Person is in position of power above)

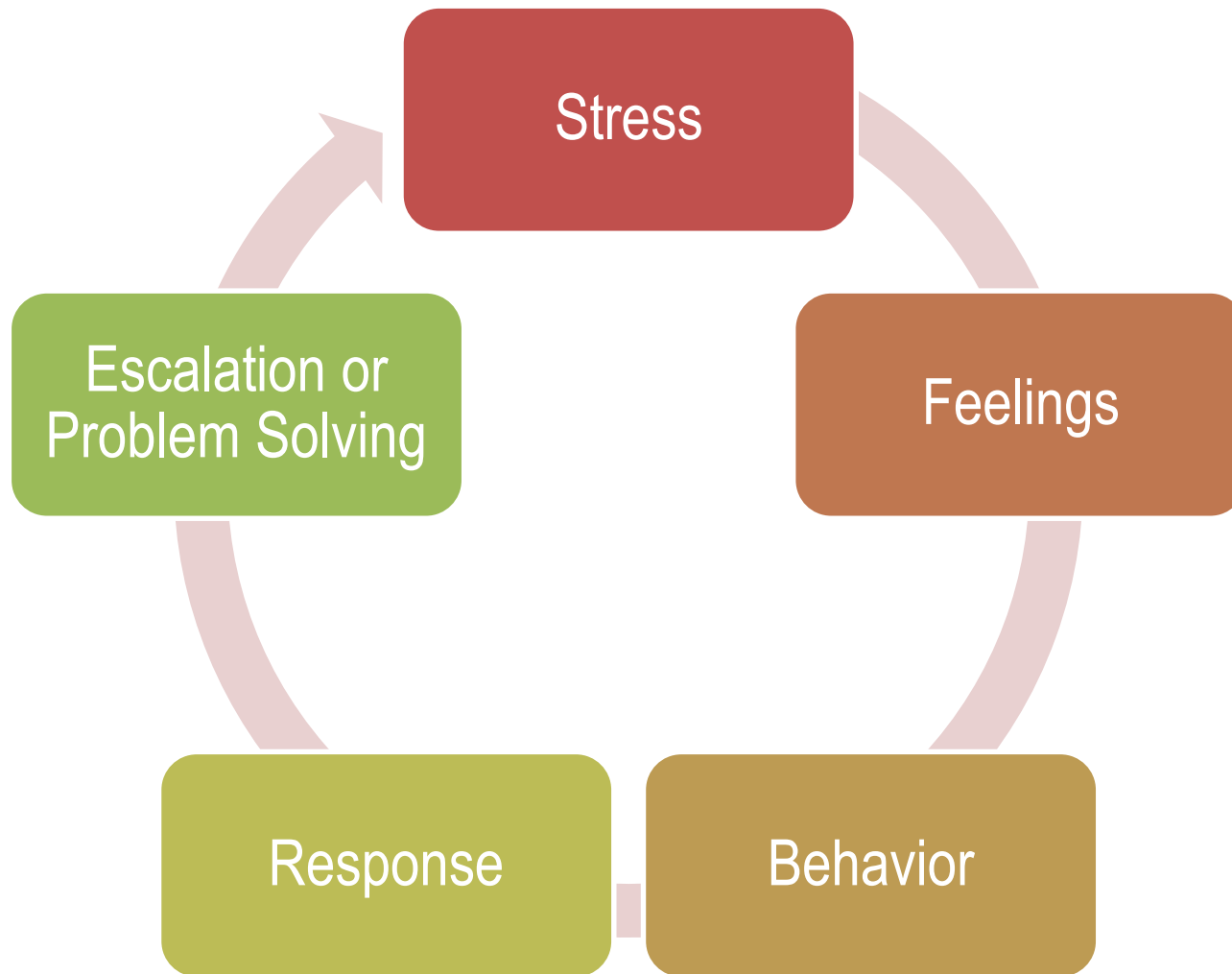
** We all do them at different times, during different events and they should be recognized and validated not avoided or ignored.

Conflict continued

Consider third that problems fall into one of three categories:

1. Direct control - problems with our own behavior
 2. Indirect control - problems involving the behavior of others
 3. No control - problems we can do nothing about
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Conflict Cycle



Conflict Cycle continued

- Vulnerabilities
- Sense of Powerlessness and helplessness
- Escalation continuum – **WHEN** we intervene determines **HOW** we intervene
 - Questioning
 - Refusal
 - Release
 - Intimidation
 - **Tension Reduction – this can occur at any time during the continuum – depending on when conflict is resolved, stress reduced, or need met

Positive Behavioral Support

Helpful Interventions

- PETS
- Predetermined
- Speak clear and calm
- Give space
- Provide choices
- Listen
- Compromise
- Teach replacement behavior
- Follow through

Motivating Children

- Explain
 - Reward
 - Care
 - Participate
 - Flexible
 - Assess
 - Ask
 - Attend
 - Act
 - Amend
-

Resources

- A clinicians guide to think good – feel good: Using CBT with children and young people. By Paul Stallard. 2005. John Wiley & Sons, Ltd, West Sussex, England.
- Beyond Behavior Management: The six life skills children need to thrive in today's world. By Jenna Bilmes. 2004. Redleaf Press, St. Paul, MN.
- DBT skills training manual, 2nd edition. By Marsha M. Linehan. 2015. The Guildford Press, New York, NY
- Life Space Crisis Intervention, 2nd Ed: Talking with students in conflict. By Nicholas J. Long, Mary M. Wood, and Frank A. Fecser. (2001). Pro-ed, Austin, TX.
- Time~In: When Time - Out Doesn't Work. By Jean Illsley Clarke. 1999. Parenting Press, Inc, Seattle, WA.

Thank you

Karin Beal, M.Ed., MSW, CAPSW

kbeal@rogershospital.org

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