

Conflict Resolution Resource Guide

A GUIDE FOR RESIDENTIAL CARE PROVIDERS TO RESPOND TO
CONFLICT USING RESTORATIVE APPROACHES.

Developed by Lough Barnes Consulting Group

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TABLE OF CONTENTS

PREFACE.....	1
MODULE 1: CONFLICT AND CONFLICT TRANSFORMATION.....	8
Introduction to Conflict.....	9
Three Dimensions of Conflict	11
Conflict Transformation	19
Quiz: Test Yourself!	22
Glossary	24
Works Cited and Web Resources	24
Summary	26
Appendix A: Worksheets.....	27
Appendix B: Quiz Answers	34
MODULE 2: COMMUNICATION AND CONFLICT	36
Introduction to Communication	37
Active Listening: Do’s and Don’ts.....	38
Non-Verbal Communication and Conflict	40
Functional Communication Training.....	42
“Listen!”	43
Quiz: Test Yourself!	46
Glossary	48
Works Cited and Web Resources	48
Summary	50
Appendix A: Worksheets.....	51
Appendix B: Quiz Answers	54
MODULE 3: EMOTION AND CONFLICT	56
Introduction to Emotions	57
Anger	60
Aggression	64
Aggressive Behaviour - conflict that involves violence	68
Quiz: Test Yourself!	69
Glossary	71

References and Web Resources.....	71
Summary	74
Appendix A: Worksheets.....	75
Appendix B: Activity and Quiz Answers	80
MODULE 4: POWER	82
Introduction to Power.....	83
Bullying.....	88
Quiz: Test Yourself!	93
Glossary.....	96
References and Web Resources.....	97
Summary	99
Appendix A: Worksheets.....	100
Appendix B: Activity and Quiz Answers	102
MODULE 5: DISCIPLINE VERSUS PUNISHMENT	105
Introduction to Discipline and Punishment	106
Self-Discipline	108
Progressive Discipline.....	109
Behaviour Management.....	112
Quiz: Test Yourself!	116
Glossary	118
Works Cited and Web Resources	120
Summary	122
Appendix A: Worksheets.....	123
Appendix B: Activity and Quiz Answers	126
MODULE 6: ALTERNATIVE DISPUTE RESOLUTION STRATEGIES	129
Reframing.....	130
Mediation and Facilitation	134
Restorative Justice.....	143
Quiz: Test Yourself!	152
Glossary	155
Works Cited and Web Resources	157
Summary	160

Appendix A: Worksheets..... 161
Appendix B: Activity and Quiz Answers 164
Appendix C: Peer Mediator Self-Evaluation..... 167
Appendix D: Mediation Agreement form 168
Sources for Images 169

PREFACE

BACKGROUND

In early 2013, the Youth Leaving Care Working Group released the *Blueprint for Fundamental Change to Ontario's Child Welfare System*¹ (the Blueprint) in light of *My REAL Life Book – Report of the Youth Leaving Care Hearings*² recommendation to recognize and act on the need to fundamentally change the child welfare system to better prepare children and youth in care to succeed. One of the recommendations from the Blueprint³ highlighted the need for residential care providers to build the capacity of its staff to respond constructively to challenging child and youth behaviour by:

1. Attempting to understand the needs behind their behaviour and,
2. Addressing those behaviours in a manner that encourages children and youth to willingly accept and change their behaviour.

Specifically, it was recommended that caregivers are trained in conflict resolution, crisis prevention and de-escalation to prevent situations from escalating to the point where police are called to residences. This conflict resolution resource guide (herein, the Guide), funded by the Ministry of Children and Youth Services, is intended to build the capacity of residential care providers to respond to conflict with residents in more restorative ways. It focuses on the strategies and tools that can be used in preventing and resolving conflict, building positive and healthy relationships, and building a group home culture and environment that fosters youth engagement and positive youth development.

DEVELOPMENT METHODOLOGY

The content in this Guide was informed by a comprehensive literature review and stakeholder interviews. The literature review included research from online databases and internet searches, with the majority of articles retrieved from North America (Canada and the United States). Stakeholder interviews included staff members (frontline, management, senior leadership) from children and youth group/residential care homes, advocacy organizations and Ontario ministries (Ministry of Children and Youth Services, Ministry of Education, and Ministry of Community and Social Services).

THE RESOURCE GUIDE

The overall purpose of this Guide is to improve the experiences and lives of youth in and leaving care. To accomplish this, the Guide provides practical, evidence-informed resources for

¹ Blueprint for Fundamental Change to Ontario's Child Welfare System, (2013). Retrieved from: <http://www.children.gov.on.ca/htdocs/English/documents/childrensaid/youthleavingcare.pdf>

² My REAL Life Book – Report of the Youth Leaving care Hearing, (2012). Retrieved from https://www.provincialadvocate.on.ca/documents/en/ylc/YLC_REPORT_ENG.pdf

³ Recommendation on page 18 of the Blueprint

use/reference by residential care workers (herein, workers) to prevent and resolve conflict in residential care settings. It focuses on improving conflict prevention and resolution practices among workers.

Intended Use

This Guide is intended to build workers' understanding, foundational and practical skills in conflict prevention and resolution. Readers are also given practical references/resources that can further their understanding and provide additional information on the topics outlined.

Limitations of Use

The resource guide is *not* intended to be all inclusive; module topics were selected based on our evidence-informed understanding of conflict dimensions, prevention and resolution and on predominant narrative themes obtained during stakeholder consultations. A variety of resources are included in order to complement this guide. Wherever possible, we provided current web links for accessing specific works and tools, and for additional reading materials both in areas discussed in the modules, and other elements related to conflict *not* covered in the guide. This guide is also *not* intended to replace clinical supervision or the requirement for residential care operators to recruit and train staff capable of working effectively with youth.

In addition, where stakeholder input was limited (e.g. youth in or leaving care, Indigenous, French speaking), we offer existing key resources in the reference list/web resources section of the Guide, which are also evidence-informed. In terms of Indigenous approaches to conflict, we selected resources that were developed (in part or in whole) by and for Indigenous peoples to assist users in furthering their understanding of what to consider when working with Indigenous families involved with the child welfare system, and when working with Indigenous young people in care. Similarly, while the guide does not provide in-depth approaches to the role diversity (e.g. race, gender, sexual orientation and identity) plays in conflict resolution, we included case studies that exemplify challenges related to diversity wherever possible. We also offer practical resources that address anti-oppressive approaches and practices when dealing with a diverse population of children and youth in residential care.

Philosophical Underpinnings

The resource guide is grounded in findings from research literature, documents and reports produced by governments and not-for-profit organizations, as well as in the narratives obtained from the stakeholders engaged to inform the development of this guide. In addition, two 'theoretical lenses' underpin this work; the guide is grounded in developmental theory and in relational/cultural theory; ensuring that proposed learning activities, case study/roleplays and examples are appropriate to all stages of child and youth development while highlighting the premise that psychological well-being is achieved through fostering healthy relationships. Connections between children/youth in care and workers in the residential care context are essential to relationships that are empowering and to fostering self-worth. To this end,

principles associated with youth engagement, and empowerment of children and youth to develop the capacity to resolve their own conflicts are also considered.

The guide also references several well-known experts/authors in the field of dispute resolution (e.g. Appelstein, [2015]; Furlong, [2005]; Greene, [2006]; Lederach, [2003], Mayer, [2000], Zehr, [2002]⁴). In addition, the Guide was developed using the foundational concepts of alternative dispute resolution which include the following elements (tenets):

- Conflict is a normal part of human relationships.
- Conflict is often seen as a competition where there are only winners and losers.
- There are several common responses to conflict (e.g. avoidance, confrontation, acquiescence).
- Conflict can be an opportunity for change.
- Communication lies at the heart of both conflict *and* resolution.
- All parties involved in a dispute must be permitted to express and release their emotions in a safe environment.
- Anger (and all its forms) is one of the most powerful emotions in a conflict.
- Conflict becomes bullying when it is repeated over and over again and creates a power imbalance.
- Discipline differs from punishment in that the focus is more on the lessons learned and development of self-discipline as opposed to the consequences for a 'wrong' that was committed.
- The behaviours of children and youth are determined, to a great extent, by how they feel about the current state of their physical and psychosocial needs.
- There are many strategies of alternative dispute resolution but the most commonly used are reframing, mediation and facilitation, and restorative justice.
- Mediation is viewed as the foundational tool of dispute resolution and peer mediation; it allows children and youth the opportunity to develop their set of skills (e.g. develop their own capacity to resolve conflict).
- The elements of restorative justice and mediation techniques can lead to new forms of conflict resolution in residential care settings taking into account the particular nature of close group dynamics and affective relationships which are inherent features of the setting.

⁴ Full reference can be found in modules where these authors are cited.

Guide Structure: Module Content and Order







The resource guide is organized into six modules. Sound pedagogy, consistent with adult learning principles, is used to support workers as they navigate through the content and learning activities. Each module contains a table of contents in which items are ordered (by convention) similarly across modules. Specifically, module goals, tasks and associated learning objectives are detailed early, which orients users as to what to expect. Topics are introduced, respecting the order of each of the learning objectives, and application activities are interspersed throughout in order to provide opportunities for concepts to be applied practically.

The **first module** entitled *Conflict and Conflict Transformation* is intended to provide the basics for understanding the dimensions and elements of conflict and present ways in which conflicts can be transformed to facilitate resolution. Similarly, **modules two** *Communication and Conflict* **and three** *Emotions and Conflict* explore the effect that communication and emotions have on the prevention, escalation and resolution of conflict. These first three modules are intended to lay the foundation for the rest of the resource guide. **Module four**, entitled *Power* examines the role that power plays in conflict and explores one of the most common misuses of power – bullying; anti-oppression practice in general is also emphasized in relation to power. **Module five** *Discipline versus Punishment* explores various behaviour management strategies and has a focus on key differences between discipline and punishment; challenging behaviours in residential care settings are also explored in this module which in-turn, sets the stage for the final module. **Module six**, entitled *Alternative Dispute Resolution Strategies* is the final and most comprehensive module in the resource guide. The module begins with strategies of reframing and moves through mediation and facilitation. It describes various peer mediation techniques in detail, and users are encouraged to explore peer mediation with youth. The module concludes with an exploration of restorative practices to conflict resolution taking into account their Indigenous roots. Each module can be used as a stand-alone resource and users can work through the guide at their own pace; the resource guide can also form the basis for a training program.

Activities

The Guide provides a variety of activities intended to allow workers to further understand and develop their own conflict resolution skills. Although many of the activities can be completed individually, it may be more beneficial to take the opportunity to discuss the scenarios, case studies/role-plays with colleagues. In addition to activities aimed at developing the capacity of workers, several activities included can be used/applied with children and youth in their care. Case studies and scenarios provide a variety of challenges that workers may face given the diverse nature of children and youth that they serve. Knowledge check/application questions are included at the end of each module to confirm understanding of the module content.

The use of standardized icons to symbolize the various types of learning/application activities are consistently applied across modules. Below is what each represents:

Icon (Symbol)	Activity Type
	Learning Objectives are included at the beginning of each module; clarifying what the workers are expected to learn upon completion of the module.
	Self-Assessment activities/questionnaires are intended for workers and/or child and youth to reflect on their own thoughts and feelings; some of these activities involve priority setting questions/scenarios or responses to short answer questions which can form the basis of a group discussion.
	Small Group Activities are intended for workers and/or child and youth to explore specific topics or situations related to module content; activities involving children and youth are typically led by workers.
	Critical Thinking activities intended for workers that can be conducted individually or with one or more colleagues or in a group format. Activities are focused on application of knowledge related to module content.
	Case Study Discussions/Roleplays are intended for workers to enact themselves, or to conduct <u>with</u> age/developmentally appropriate youth. Activities are focused on integrating knowledge gained in module content. Led by a worker, selected roleplays are intended for children and youth to be conducted individually or in small groups.
	Quiz Questions are aimed for workers to test their knowledge at the end of each module. The knowledge/application 'check' questions are linked to the initial learning objectives and take on a variety of forms including: Scenario-Based Case Studies with multiple choice (single select and/or multiple select) options; Match the Terms with multiple choice options; Priority Setting Questions that require an ordered set of steps; Short Answer Questions that asks workers to document short responses to questions and/or to make decisions about one preferred action/option (among 2 or more sets of actions/options).

Templates, Tools and Resources

Modules in the Guide include a **glossary of key terms** used throughout; on the second page of each module, keywords are listed in the same order as they appear in the module. We recommend users consult the glossary (located near the end of each module) as necessary as they encounter those terms.

A list of **works cited** follows the glossary, listing all the sources cited in modules and recommended resources available on the internet are included. All the **web resources** included on this list have been reviewed for appropriateness and authoritative rigour. While we have included a hyperlink of each of these resources, users may need to copy and paste the web link into their own internet browser to access the resources, in case the hyperlink is not working. While the majority of recommended web resources are available only in English, we have provided selected available resources that are available in French.

Blank worksheets and **templates** are included in the appendix that can be photocopied and used as many times for multiple users as needed.

Summary

Each module ends with a summary goal of what was accomplished in the module, and workers complete a checklist to ensure they have completed all the module tasks. The summary also includes the goal of the next module in the guide.



MODULE 1: CONFLICT AND CONFLICT TRANSFORMATION

MODULE 1: CONFLICT AND CONFLICT TRANSFORMATION

GOAL

Understand the various facets of, and typical human reactions to conflict and how conflict can be transformed.

Conflict

Conflict Resolution

Conflict Transformation

Conflict Triangle

KEYWORDS

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the critical thinking application activity related to the ABC (Attitude-Behaviour-Context) Triangle of Conflict.
4. Complete the knowledge/application questions to confirm your understanding of the module.
5. Lastly, consult/read the web resources listed at the end of the module.



LEARNING OBJECTIVESⁱ

✓ Upon successful completion of this module, you will be able to:	
	Define conflict and its potential impact on relationships in residential and group care settings.
	Identify potential roots of conflict below the 'surface' and factors that contribute to escalation of conflict.
	Consider the three dimensions and associated responses to conflict and how these potentially relate to children/youth in residential and group care settings.
	Describe typical conflict positions in conflict resolution.
	Recognize the strategies you yourself typically employ when faced with conflict.
	Reflect on the Attitude-Behaviour-Context (ABC) Conflict Triangle as the basis of analyzing conflict situations with children/youth in care.

INTRODUCTION TO CONFLICT

Conflict is a normal part of human relationships. Before going any further it is important to understand what conflict means to you. If possible, have a discussion with others about what conflict means.

REFLECT: What does conflict mean to you?

The problem is not the existence of conflict, but rather how we handle it. Conflict can change relationships.

Think about the setting in which you work and consider the number of relationships that could potentially be affected by a conflict. These could be relationships between youth, youth and workers and between workers. One of the recurring themes from the field was the importance of establishing relationships with children and youth. It is important to be aware that like an iceberg, much of the reason for the conflict lies beneath the surface.



Conflict **above the surface** is much easier to deal with. It is more difficult to determine the roots of conflict that lie **beneath the surface**. Often we only see the behaviour related to the conflict. Many factors (trauma, developmental level, race, past experiences, self-esteem, culture, etc.) can affect both the root of the conflict and the potential for escalation. It is important to identify as many of these factors as possible when deciding upon your initial action. You cannot change or control how other people act in a conflict, and in many instances, you cannot change the situation itself; but what you can change is what you do or how you, yourself, behave in a conflict⁵.

⁵ Caspersen, D. (2015). *Changing The Conversation: The 17 Principles of Conflict Resolution*. New York: Penguin Books.



ACTIVITY: WHAT DOES CONFLICT MEAN TO YOU?

Think about a situation in the past where you were involved in a conflict with someone else (e.g., a family member, a colleague, a young person); take a few moments and write down your thoughts or discuss them with someone else. Use a blank worksheet available at the end of the module to write down your answers.



ii

Answer the following:

1. How did this conflict make you feel?

2. What were the factors that affected the 'root' of the conflict?

3. What were the factors that made the conflict worse, or better?

4. What 'purpose' did the conflict serve? (or what was accomplished)?

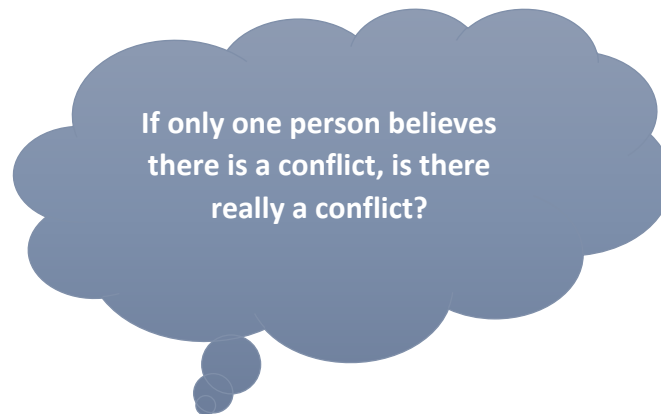
THINK ABOUT IT:

Conflict in residential and group care settings takes on different meanings among different individuals. Identifying what you understand about conflict, including the roots of it, the enablers (facilitating factors) and what makes the situation better (mitigating factors) in conflict, will help you decide what actions you should take in approaching a conflict situation.

THREE DIMENSIONS OF CONFLICT

Conflict can be viewed as occurring along cognitive (what someone perceives), emotional (how someone feels), and behavioural (the action someone takes) dimensions⁶.

Bernard Mayer, an expert in the dynamics of conflict resolution, contends that if at least one person believes the conflict exists, that person engages you in that conflict process whether or not you perceive the same situation⁷.



Too often in conflict situations between youth or youth and staff, the parties think in terms of a competition where there is a winner and a loser. The problem with thinking about conflict in this way is that it promotes win-lose behaviour.

It is important for anyone working with children and youth in a residential or group care setting to take time to investigate the roots of the conflict.

The desire to win is an instinctive part of human nature. In a conflict situation, this desire to win often includes an attempt to dominate the other person sometimes through the use of force. The use of force can create resentment and fear in others. Conversely, when a person feels that they are not likely to win, they may try to avoid the conflict by withdrawing. Children who 'win' using this approach may develop a pattern of dominating and bullying others to get what they want. Children who tend to give in or avoid conflict may lack confidence⁸. Staff working with children and youth should watch for signs of potential dominating behaviour or withdrawal behaviour. Instead of being seen as a win-lose competition, conflict can be seen as an opportunity to build healthier and more respectful relationships through understanding the perspectives of others⁹.

⁶ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

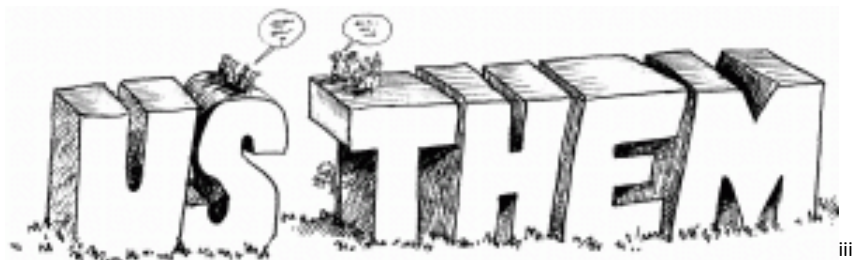
⁷ Ibid.

⁸ Kids Matter. (2013a). *About conflict resolution*. Retrieved from <https://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>

⁹ Ibid.



ACTIVITY: THREE DIMENSIONS OF CONFLICT¹⁰



1. Cognitive (perception)
2. Emotional (feeling)
3. Behavioural (action)

When you think about the conflicts that arise with and between the children/youth in your care, you and the children/youth, or you and another co-worker, can you identify these three dimensions as being present? Use a blank worksheet available at the end of the module to write down your answers.

Answer the following:

1. Have you ever felt that your wants or needs were incompatible with another person's and has that ever lead you into conflict (perception)?
2. Have you ever experienced an emotional reaction to a conflict situation (feeling)?
3. Have you behaved in a way that contributed to a win-lose solution (action)?

THINK ABOUT IT:

The “action” dimension of conflict is usually the most obvious since it often manifests itself in destructive or sometimes violent behaviour. The purpose of this behaviour or ‘action’ is to get one’s needs met using whatever means possible.

¹⁰ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

JOHNSON AND JOHNSON'S FIVE CONFLICT POSITIONS

Other experts in conflict resolution use animal analogies to describe the five conflict positions.

Understanding your own conflict style is important especially when you are in the position where you are helping children/youth identify and understand their preferred conflict style.

Johnson and Johnson outline five conflict positions plotted along an assertiveness and a cooperativeness scale¹¹.



The shark symbolizes **'forcing'**



The owl symbolizes **'collaborating/confronting'**



The teddy bear symbolizes **'smoothing'**



The turtle symbolizes **'withdrawing'**



The giraffe symbolizes **'compromising'**

¹¹ Johnson, D.W., & Johnson, F.P. (1994). *Joining Together: Group Theory and Group Skills*. Essex, UK: Pearson Education Ltd.



SELF-ASSESSMENT ACTIVITY: HOW DO YOU REACT WHEN YOU ARE FACED WITH A CONFLICT?

Try the questionnaire entitled: “**How to Act in a Conflict**” by Johnson & Johnson¹² and score your responses. Use a blank questionnaire available at the end of the module to write down your answers.

Your overall response will give you an introductory glimpse into your own preferred strategy or strategies of reacting to any conflict.

Refer to the *Conflict Mode Instrument* which is listed in the Recommended Web Resources found at the end of this module.

How I Act in a Conflict – Questionnaire¹³

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom and they reflect traditional ways of resolving conflicts. Read each of the proverbs carefully. **Using the following scale, indicate how typical each proverb is of your actions in a conflict.**

5 = very often the way I act in a conflict

4 = frequently the way I act in a conflict

3 = sometimes the way I act in a conflict

2 = seldom the way I act in a conflict

1 = never the way I act in a conflict

- ___ 1. It is easier to refrain than to retreat from a quarrel.
- ___ 2. If you cannot make a person think as you do, make him or her do as you think.
- ___ 3. Soft words win hard hearts.
- ___ 4. You scratch my back, I'll scratch yours.
- ___ 5. Come now and let us reason together.
- ___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- ___ 7. Might overcomes right.
- ___ 8. Smooth words make smooth ways.
- ___ 9. Better half a load than no bread at all.

¹² Johnson, D.W., & Johnson, F.P. (1994). *Joining Together: Group Theory and Group Skills*. Essex, UK: Pearson Education Ltd.

¹³ The full section below is taken verbatim from Johnson, D.W., & Johnson, F.P. (1994). *Joining Together: Group Theory and Group Skills*. Essex, UK: Pearson Education Ltd. with permission.

- ___ 10. Truth lies in knowledge, not in majority opinion.
- ___ 11. He who fights and runs away lives to fight another day.
- ___ 12. He hath conquered well that hath made his enemies flee.
- ___ 13. Kill your enemies with kindness.
- ___ 14. A fair exchange brings no quarrel.
- ___ 15. No person has the final answer but every person has a piece to contribute.
- ___ 16. Stay away from people who disagree with you.
- ___ 17. Fields are won by those who believe in winning.
- ___ 18. Kind words are worth much and cost little.
- ___ 19. Tit for tat is fair play.
- ___ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others told.
- ___ 21. Avoid quarrelsome people as they will only make your life miserable.
- ___ 22. A person who will not flee, will make others flee.
- ___ 23. Soft words ensure harmony.
- ___ 24. One gift for another makes good friends.
- ___ 25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
- ___ 26. The best way of handling conflicts is to avoid them.
- ___ 27. Put your foot down where you mean to stand.
- ___ 28. Gentleness will triumph over anger.
- ___ 29. Getting part of what you want is better than not getting anything at all.
- ___ 30. Frankness, honesty, and trust will move mountains.
- ___ 31. There is nothing so important that you have to fight for it.
- ___ 32. There are two kinds of people in the world, the winners and the losers.
- ___ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- ___ 34. When both people give in half-way, a fair settle is achieved.
- ___ 35. By digging and digging, the truth is discovered.

Score Sheet



TURTLE Withdrawing	SHARK Forcing	BEAR Smoothing	GIRAFFE Compromising	OWL Collaborating/ Confronting
___ 1.	___ 2.	___ 3.	___ 4.	___ 5.
___ 6.	___ 7.	___ 8.	___ 9.	___ 10.
___ 11.	___ 12.	___ 13.	___ 14.	___ 15.
___ 16.	___ 17.	___ 18.	___ 19.	___ 20.
___ 21.	___ 22.	___ 23.	___ 24.	___ 25.
___ 26.	___ 27.	___ 28.	___ 29.	___ 30.
___ 31.	___ 32.	___ 33.	___ 34.	___ 35.
___ Total	___ Total	___ Total	___ Total	___ Total

Use a blank score sheet available at the end of the module to tally your score. The higher the total for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use this strategy.

Interpreting the Five Conflict Positions

Avoiding/Withdrawing

(low assertiveness; low cooperativeness)

Avoiding is the position where we are the most unassertive and the most uncooperative. Here, we attempt to satisfy neither our own concerns nor the concerns of the other party. In other words, our position is “not to take a position,” and the result is a stalemate where frustration and anger can build. Yet avoiding a conflict can be useful, particularly in situations where we feel the conflict is trivial or where we know we have no chance of satisfying our concerns.

Accommodating/Smoothing

(low assertiveness; high cooperativeness)

In taking an Accommodating position during a conflict, we are making an attempt to satisfy concerns – only they’re the concerns of the other party. When we accommodate the other party, we’re being highly cooperative, but unassertive. However, “smoothing over” a dispute can subjugate our own needs, and, in the end, make us feel powerless and frustrated. That action can inadvertently intensify the situation, upping the ante. Still, there are times when we may choose to accommodate the other party for a larger purpose – to maintain harmony and stability in our organizations, for example.

Competing/Forcing

(high assertiveness; low cooperativeness)

Competing is the direct opposite of Accommodating. When we compete, we’re attempting to satisfy our concerns while showing little interest in the needs of the other party. In fact, we’re operating at the point of extreme uncooperativeness and high assertiveness. No wonder we clash with others. This classic conflict situation can make it appear to the warring parties that there is no solution in sight. Yet, while competing would seem to be a poor choice, it can be viable. There’s not time, for instance, to address the other party’s concerns in an emergency or when we’re enforcing rules.

Compromising/Compromising

(Moderate assertiveness & cooperativeness)

Many of us think of Compromising as a natural conflict resolution technique. And indeed, it can be partially effective in that way. As the position midway between Competing and Accommodating, Compromising means we give up half of our concerns in order to get the other half. This is also known as “splitting the difference” or “sharing.” According to the model, when we compromise, we have in a moderately assertive and moderately cooperative fashion. Compromising can provide a workable solution in several situations – when we’re operating

under a deadline, when goals are likely to remain incompatible, when the issues are too complex to be addressed in a timely manner, etc.

Collaborating/Confronting

(high assertiveness & cooperativeness)

The most ideal position – and the one that takes the most patience and commitment to achieve – is Collaborating. Unlike Accommodating, Competing, and Compromising, which only partially satisfy concerns, Collaborating satisfies the concerns of all parties. When we take a collaborative position, we are being both highly assertive and highly cooperative. Collaborating is of particular use when we want to work through feelings to improve a relationship, when concerns are too important to be compromised or accommodated away, and when we're looking to build a consensus.

Similarly, to the five conflict positions, the Ontario Ministry of Education (2007) has focused on three most common responses to conflict¹⁴:

- ✓ Avoidance (e.g. turtle)
- ✓ Confrontation (e.g. owl)
- ✓ Acquiescence or giving in to the other person (e.g. smoothing)

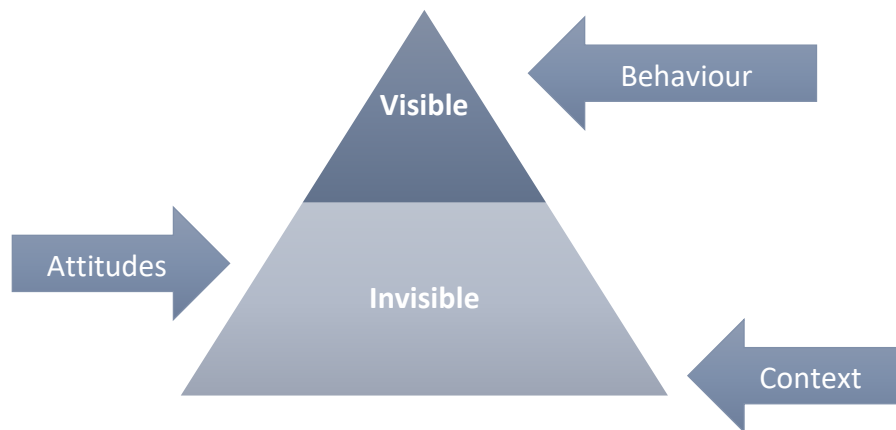
For a more in-depth exploration into your own conflict style, you may want to try the Thomas-Kilmann Inventory. The link has been provided in the list of Web Resources at the end of this module.

¹⁴ Ontario Ministry of Education. (2007). *Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs*. Retrieved from <https://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

CONFLICT TRANSFORMATION

People generally engage in conflict because of their needs, and conflict cannot be transformed or settled until those needs are addressed in some way¹⁵.

Conflict transformation is about seeking constructive change and focuses on building healthy relationships¹⁶. Lederach suggests that you first analyze the immediate situation and look for any underlying patterns and context¹⁷.



ix

The Attitude-Behaviour-Context (ABC) Conflict Triangle first developed by Professor Johan Galtung outlines the basic concept for the analysis of conflict situations¹⁸.

The ABC triangle resembles the iceberg graphic in that much of the aspects of the conflict are invisible and lie hidden beneath the surface.

Attitudes (A) in the form of feelings, beliefs, prejudices and/or perceptions are typically present during a conflict. Often the challenge lies in uncovering these attitudes as they are, for the most part, invisible. Attitudes influence behaviour; both your own and that of the disputing parties.

Behaviour (B) is the visible part of the conflict. Your behaviour is very much affected by the behaviour of others and insults or provocations make it more difficult to; a) see the mutual benefit of ending the conflict and, b) find ways of tackling the negative behaviour, in order to defuse the situation. Your default position may be to inflict punishment on the parties rather than staying the course and working through the conflict to resolution.

Context (C) in which the dispute is occurring. Context is the objective reality to which the conflict relates (the actual situation) and the environment in which it takes place. Its influence

¹⁵ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

¹⁶ Lederach, J. (2003). *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books.

¹⁷ Ibid.

¹⁸ Scottish Centre for Conflict Resolution, from <http://scottishconflictresolution.org.uk/professionals-and-practitioners/training-and-resources>

cannot be ignored if you want to influence any lasting change in attitudes and behaviour of the disputing parties. Various factors related to context can either fuel or block a positive and transformative resolution of a conflict¹⁹.



ACTIVITY: ABC TRIANGLE OF CONFLICT APPLICATION ACTIVITY



Using the ABC triangle on the previous page, think of a conflict situation that you have experienced either with a child or youth, between two or more children or youth, or between you and a colleague. Use a blank worksheet available at the end of the module to write down your answers.

Reflecting on that conflict, answer the following questions:

1. (A) What were the feelings, beliefs, prejudices and/or perceptions of each of the parties?
2. (A) Were the parties aware of the attitudes of the others involved in the dispute?
3. (A) Did you, either as one of the parties or as the intervener, take any steps to explore the feelings, beliefs, prejudices and/or perceptions of each of the parties?

¹⁹ Ibid.

Reflecting on that conflict, answer the following questions:

4. (B) How would you describe the behaviour of each of the parties?

5. (B) In your opinion, did the behaviour of one or more of the parties serve as a blocker to resolution of the dispute?

6. (B) Was punishment used to deal with the conflict?

7. (C) In thinking about the context of the dispute, did you consider any effects that the environment might have had on the dispute?

8. (C) How would you describe the context of the dispute?

9. (C) Was the dispute resolved and if yes, how was resolution reached? If no, why not?

Reflecting on that conflict, answer the following questions:

10. (ABC) Having now thought about how attitudes, behaviour and context can play an important role in a conflict, what might you do differently in the future?



QUIZ: TEST YOURSELF!

Test yourself by answering the following knowledge/application questions. Once completed, compare your responses with the answers at the end of module 1.

QUESTION 1

Linked Objective: Identify potential roots of conflict below the 'surface' and factors that contribute to escalation of conflict.

Richard, a supervisor was discussing the follow-up to a dispute between two adolescent girls with the child and youth worker who had intervened. The supervisor asked the worker to suggest what the root causes of the dispute might have been. All of the following would fit the category of a root cause, **except**:

- a. Poor self-esteem
- b. Excitement about an outing the next day
- c. Concern about an upcoming visit with her mother
- d. Sexual orientation

QUESTION 2

Linked Objective: Consider the three dimensions and associated responses to conflict and how these potentially relate to children/youth in care settings.

Neil, a child and youth worker on shift on a Saturday evening discovered Paula, a fifteen-year-old girl, in her room with the lights on an hour after lights-out curfew. Neil shouted: "Turn off the lights or you'll have two hours subtracted from your lights-out curfew tomorrow evening!". Neil is most likely experiencing what response to conflict?

- a. Indifference
- b. Avoidance
- c. Confrontation
- d. Giving up

QUESTION 3

Linked Objective: Describe typical conflict positions in conflict resolution.

Jane, a counselor in a residential setting was leading a group session with a group of adolescent girls. The topic of the session was a bullying incident that had occurred the previous day. Jane noted that Jessica, the victim in the bullying incident, refused to make eye contact with anyone and would not speak. Angie defended herself by stating that it had been Jessica's fault for starting the argument. Susie shouted at Jessica that it was all her fault that they were here and missing movie night. Katy put her arm around Jessica and asked her if she was ok. Andrea kept begging the group to say they were sorry so they could end the session. Who took on the turtle position?

- a. Katy
- b. Jessica
- c. Susie
- d. Angie

QUESTION 4

Linked Objective: Reflect on the Attitude-Behaviour-Context (ABC) Conflict Triangle as the basis of analyzing conflict situations with children/youth in care.

Tracy, a supervisor was reviewing notes on a conflict between two boys that had resulted in a physical altercation. Which of the following choices would be part of step one in transforming the conflict? **Select all that apply.**

- a. Determine the punishment for the aggressor
- b. Determine what might have precipitated the altercation
- c. Determine the history of both boys
- d. Determine the conflict position of each of the boys

GLOSSARY

Review the definitions related to the key terms in this module.

Conflict Resolution: Conflict Resolution refers to a variety of methods of solving conflicts. There are other terms that are often used to mean conflict resolution: alternative dispute resolution (ADR), appropriate dispute resolution

Conflict Transformation: Conflict Transformation is a comprehensive orientation or framework that shows the immediate situation, underlying patterns and context, and a conceptual framework²⁰.

Conflict Triangle: The ABC (Attitude-Behaviour-Context) Conflict Triangle developed by Professor Johan Galtung, provides a basic concept for the analysis of conflict situations²¹.

WORKS CITED AND WEB RESOURCES

Caspersen, D. (2015). *Changing the Conversation: The 17 Principles of Conflict Resolution*. New York: Penguin Books.

Johnson, D.W., & Johnson, F.P. (1994). *Joining Together: Group Theory and Group Skills*. Essex, UK: Pearson Education Ltd.

Kids Matter. (2013a). About conflict resolution. Retrieved from <https://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve>

Lederach, J. (2003). *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books.

Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

Ontario Ministry of Education. (2007). *Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs*. Retrieved from <https://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

Scottish Centre for Conflict Resolution. (2016). *Training and Resources*. Retrieved from <http://scottishconflictresolution.org.uk/professionals-and-practitioners/training-and-resources>

²⁰ Lederach, J. (2003). *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books.

²¹ Scottish Centre for Conflict Resolution. (2016). *Training and Resources*. Retrieved from <http://scottishconflictresolution.org.uk/professionals-and-practitioners/training-and-resources>.

Recommended Web Resources (copy and paste the url in your browser to access):

Thomas, K.W., & Kilmann, R.H. (1994). Thomas-Kilmann Conflict Mode Instrument. Retrieved from <https://www.cpp.com/products/tki/index.aspx>

Scottish Centre for Conflict Resolution. (2016). *Training and Resources*. Retrieved from <http://scottishconflictresolution.org.uk/professionals-and-practitioners/training-and-resources>

Web Resources available in French:

Gatelier, Karine, Grenoble (avril 2014). *Transformation de conflit*. Fiche de notion, Iremee.net, un site de ressources pour la paix. Repéré à http://www.irenees.net/bdf_fiche-notions-239_fr.html

L'institut Européen Conflits Cultures Cooperations (IECCC) (2016). L'Approche et transformation constructives des conflits (A.T.C.C.®). Repéré à <http://www.ieccc.org/spip.php?article111>

Latendresse, J., & St-Pierre, N. (s. d.). *Faire face aux conflicts*. Repéré à www.centre123go.ca

SUMMARY

Congratulations on completing **Module 1: Understanding Conflict** of the **Conflict Resolution Resource Guide**. You should now be able to:

Explain the various facets of, and typical human reactions to conflict and how conflict can be transformed.

✓ Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?

	Familiarized yourself with the key terms in this module.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the Critical Thinking application activity related to the ABC Triangle of Conflict.
	Completed the knowledge/application questions to confirm your understanding of the module.
	Consulted/read the web resources listed at the end of the module.

In the next module, you will:

Appraise the importance of effective communication in the prevention and/or resolution of conflict.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

What does conflict mean to you?

Think about a situation in the past where you were involved in a conflict with someone else (e.g., a family member, a colleague, a young person); take a few moments and write down your thoughts or discuss them with someone else.

Answer the following:

1. How did this conflict make you feel?

2. What were the factors that affected the 'root' of the conflict?

3. What were the factors that made the conflict worse, or better?

4. What 'purpose' did the conflict serve? (or what was accomplished)?

Three Dimensions of Conflict

1. Cognitive (perception)
2. Emotional (feeling)
3. Behavioural (action)

When you think about the conflicts that arise with and between the children/youth in your care, you and the children/youth, or you and another co-worker, can you identify these three dimensions as being present?

Answer the following:

1. Have you ever felt that your wants or needs were incompatible with another person's and has that ever lead you into conflict (perception)?

2. Have you ever experienced an emotional reaction to a conflict situation (feeling)?

3. Have you behaved in a way that contributed to a win-lose solution (action)?

How I Act in a Conflict – Questionnaire

The proverbs listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Proverbs state traditional wisdom and they reflect traditional ways of resolving conflicts. Read each of the proverbs carefully. Using the following scale, indicate how typical each proverb is of your actions in a conflict.

5 = very often the way I act in a conflict

4 = frequently the way I act in a conflict

3 = sometimes the way I act in a conflict

2 = seldom the way I act in a conflict

1 = never the way I act in a conflict

- ___ 1. It is easier to refrain than to retreat from a quarrel.
- ___ 2. If you cannot make a person think as you do, make him or her do as you think.
- ___ 3. Soft words win hard hearts.
- ___ 4. You scratch my back, I'll scratch yours.
- ___ 5. Come now and let us reason together.
- ___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.
- ___ 7. Might overcomes right.
- ___ 8. Smooth words make smooth ways.
- ___ 9. Better half a load than no bread at all.
- ___ 10. Truth lies in knowledge, not in majority opinion.
- ___ 11. He who fights and runs away lives to fight another day.
- ___ 12. He hath conquered well that hath made his enemies flee.
- ___ 13. Kill your enemies with kindness.
- ___ 14. A fair exchange brings no quarrel.
- ___ 15. No person has the final answer but every person has a piece to contribute.
- ___ 16. Stay away from people who disagree with you.
- ___ 17. Fields are won by those who believe in winning.
- ___ 18. Kind words are worth much and cost little.
- ___ 19. Tit for tat is fair play.

- ___ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others told.
- ___ 21. Avoid quarrelsome people as they will only make your life miserable.
- ___ 22. A person who will not flee, will make others flee.
- ___ 23. Soft words ensure harmony.
- ___ 24. One gift for another makes good friends.
- ___ 25. Bring your conflicts into the open and face them directly; only then will the best solution be discovered.
- ___ 26. The best way of handling conflicts is to avoid them.
- ___ 27. Put your foot down where you mean to stand.
- ___ 28. Gentleness will triumph over anger.
- ___ 29. Getting part of what you want is better than not getting anything at all.
- ___ 30. Frankness, honesty, and trust will move mountains.
- ___ 31. There is nothing so important that you have to fight for it.
- ___ 32. There are two kinds of people in the world, the winners and the losers.
- ___ 33. When one hits you with a stone, hit him or her with a piece of cotton.
- ___ 34. When both people give in half-way, a fair settle is achieved.
- ___ 35. By digging and digging, the truth is discovered.

(Score Sheet on the next page)

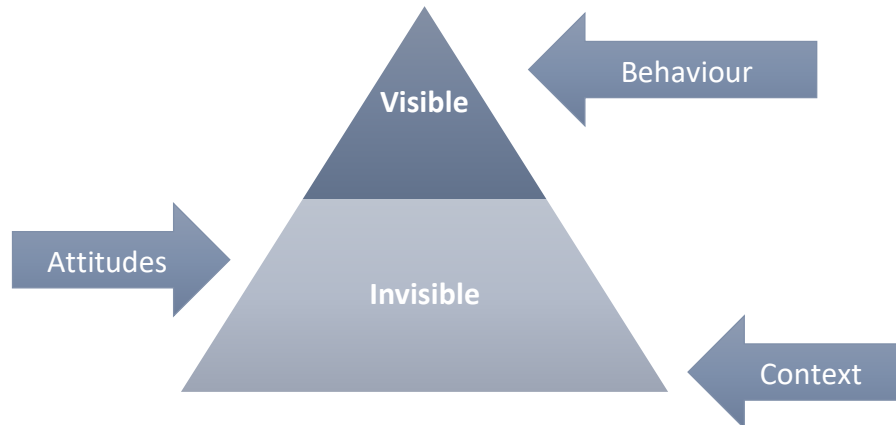
Score Sheet



TURTLE Withdrawing	SHARK Forcing	BEAR Smoothing	GIRAFFE Compromising	OWL Collaborating/ Confronting
___ 1.	___ 2.	___ 3.	___ 4.	___ 5.
___ 6.	___ 7.	___ 8.	___ 9.	___ 10.
___ 11.	___ 12.	___ 13.	___ 14.	___ 15.
___ 16.	___ 17.	___ 18.	___ 19.	___ 20.
___ 21.	___ 22.	___ 23.	___ 24.	___ 25.
___ 26.	___ 27.	___ 28.	___ 29.	___ 30.
___ 31.	___ 32.	___ 33.	___ 34.	___ 35.
___ Total	___ Total	___ Total	___ Total	___ Total

The higher the total for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use this strategy.

ABC Triangle of Conflict Application Activity



Using the ABC triangle, think of a conflict situation that you have experienced either with a child or youth, between two or more children or youth, or between you and a colleague.

Reflecting on that conflict, answer the following questions:

1. (A) What were the feelings, beliefs, prejudices and/or perceptions of each of the parties?
2. (A) Were the parties aware of the attitudes of the others involved in the dispute?
3. (A) Did you, either as one of the parties or as the intervener, take any steps to explore the feelings, beliefs, prejudices and/or perceptions of each of the parties?
4. (B) How would you describe the behaviour of each of the parties?

Reflecting on that conflict, answer the following questions:

5. (B) In your opinion, did the behaviour of one or more of the parties serve as a blocker to resolution of the dispute?

6. (B) Was punishment used to deal with the conflict?

7. (C) In thinking about the context of the dispute, did you consider any effects that the environment might have had on the dispute?

8. (C) How would you describe the context of the dispute?

9. (C) Was the dispute resolved and if yes, how was resolution reached? If no, why not?

10. (ABC) Having now thought about how attitudes, behaviour and context can play an important role in a conflict, what might you do differently in the future?

APPENDIX B: QUIZ ANSWERS

QUESTION 1

Correct response: B

When determining the root causes for a conflict, it is important to examine aspects that may lie beneath the surface as well as what might seem obvious. Although concern about an upcoming visit on the surface might not seem like a root cause, if you look beneath the surface, you might find that past visits have been difficult.

QUESTION 2

Correct response: C

Confronting without seeking information first runs the risk of creating or escalating a conflict.

QUESTION 3

Correct response: B

In a group session, be aware of the behaviours of all participants. It is common for the victim to withdraw which makes it more difficult for the facilitator to encourage all participants to share their feelings and to listen to others.

QUESTION 4

Correct responses: B, C, D

Transforming a conflict takes time. Before deciding on disciplinary consequences, it is important to analyze the immediate situation, look for underlying patterns and examine the context.



MODULE 2: COMMUNICATION AND CONFLICT

MODULE 2: COMMUNICATION AND CONFLICT

GOAL

Appraise the importance of effective communication in the prevention and/or resolution of conflict.

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the small group critical thinking application activity on how to improve your communication skills.
4. Complete the knowledge/application questions to confirm your understanding of the module.
5. Lastly, consult/read the web resources listed at the end of the module.

Communication

Training

Active Listening

Functional
Behavioural
Analysis

Post Traumatic
Stress

Dispute Resolution

Functional
Communication

KEYWORDS



LEARNING OBJECTIVES

✓	Upon successful completion of this module, you will be able to:
	Describe the importance and role of communication in the prevention and/or resolution of conflict in residential and group care settings.
	Differentiate between 'hearing' and active listening.
	Appraise your own active listening skills and its role in the prevention of communication breakdowns.
	Describe non-verbal communication cues detrimental to conflict situations.
	Compare your communications skills with how others view them.
	Understand the basis of Functional Communication Training as a training tool for active listening.

INTRODUCTION TO COMMUNICATION

Communication is a central part in all relationships. Communication is as much about listening as it is about speaking. Because human beings are imperfect communicators, the risk of conflicts escalating because of poor communication is high. Mayer²² believes that effective communication is a key skill to develop; however one must appreciate its importance and role in the prevention and/or resolution of conflict.

"I know that you believe you understand what you think I said but I am not sure that you realize that what you think you heard is not what I meant."



xi

There are many factors or barriers that can affect our ability to clearly communicate. Imagine how much greater the opportunity is for poor communication and misunderstanding when people speaking to each other are from different cultures, speak different languages, have a history of conflict, are under stress or dislike or distrust each other²³.

Communication between adults and children/youth presents its own set of challenges. Children and youth look at the world through different eyes. Their world is more self-centered and this can present communication challenges especially when they are engaged in a conflict. Children/youth in care can be more vulnerable to conflict which can make clear communication more difficult. They most likely experienced situations where they were not listened to which can affect their willingness to trust adults.

²² Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

²³ Jacobson, R., & Rycroft, A. (2007). *Managing Conflict in Schools: A Practical Guide*. Markham, ON: LexisNexis Canada Inc.

ACTIVE LISTENING: DO'S AND DON'TS



Listening is not the same as hearing. The act of hearing someone speak does not guarantee that we are actually listening to what that person is saying. An important skill of good communication is active listening. Active listening is a model for respect and understanding²⁴. Acknowledging what the other person is saying does not necessarily mean that you are in agreement; it means letting others know you have heard their position, without adding your own approval or disapproval of that position²⁵.

The following list outlines the **Do's and Don'ts for Active Listening** whether you are dealing with a child/youth:

DO	DON'T
Do pay attention to the person who is speaking	Don't allow yourself to be distracted
Do allow the other person time to tell his/her story	Don't interrupt or give counter arguments
Do acknowledge that you are listening (e.g., nodding)	Don't half listen while planning your comeback
Do provide feedback with probing questions	Don't turn the other person's story into your own
Do paraphrase ('what I am hearing you say is...'etc.)	Don't pass judgement on the other person's story
Do watch the person's body language	Don't respond with closed body language (e.g., arms folded, turning away, angry expression etc.)

²⁴ Mind Tools (n.d.). *Active Listening: Hear What People Are Really Saying*. Retrieved from: <https://www.mindtools.com/CommSkil/ActiveListening.htm>

²⁵ Caspersen, D. (2015). *Changing The Conversation: The 17 Principles of Conflict Resolution*. New York: Penguin Books.



SELF-ASSESSMENT ACTIVITY: TEST YOUR ACTIVE LISTENING SKILLS

Active listening is a fundamental part of good communication and can often either prevent a conflict from developing or prevent a conflict from escalating. You communicate all the time; with managers/supervisors, colleagues, and children/youth in your care. Test yourself by answering the following questions (use a blank worksheet available at the end of the module to checkmark your answers):

Test your active listening skills	Yes	No	Sometimes
1. Do you make eye contact with the speaker?			
2. Do you watch the speaker's body posture and facial expression?			
3. Do you empathize and try to understand the speaker's feelings, thoughts and actions?			
4. Do you keep from interrupting and let the speaker finish even though you already think you know what the person is trying to say?			
5. Do you ask clarifying questions?			
6. Do you smile and nod to show your interest?			
7. Do you listen, even if you do not like the person who is speaking or what the person is saying?			
8. Do you ignore outside distractions?			
9. Do you listen for and try to remember important points that the speaker has made?			
10. Do you keep from judging that was said and try to remain neutral?			

THINK ABOUT IT:



When two or more children or youth are in conflict with one another, you may be the only person who is actually listening. Your ability to look **beneath the surface** of the dispute through active listening, will be the first step to resolving the issue. Active listening is a skill that is important for staff acting as mediators and facilitators. Mediation/facilitation skills are discussed in greater detail in Module 6.

NON-VERBAL COMMUNICATION AND CONFLICT

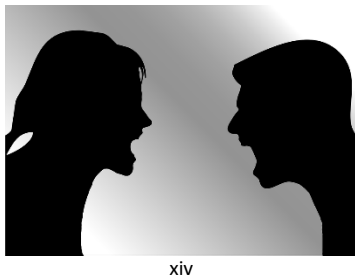
Communication is both verbal and non-verbal. We send non-verbal messages in many ways. Our facial expressions, tone of voice, body movements, posture, and gestures, send strong messages to the listener.

This is even more important when children/youth suffering from post-traumatic stress for example, encounter an adult with a stern expression; they tend to shut down and become very protective²⁶.



Facial Expressions:

When dealing with a dispute, do you maintain a neutral expression rather than adopting a stern, angry look?



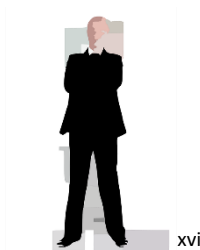
Tone of Voice:

Do you try and keep a level tone of voice rather than respond with a raised voice?



Body Movements:

Are you careful to move slowly and if safe, move closer to the people engaged in a dispute being careful to respect their individual personal spaces? Where safety concerns are an issue, do you maintain a safe distance but still keep your movements slow and calm?



Posture:

Do you keep an open stance? Crossing your arms and planting your feet shoulder width apart can give the impression of a confrontational approach.

²⁶ Appelstein, C. (2015). *Child Care Training, Consultation, and Publications*. Retrieved from www.charliea.com



xvii

Gestures:

Do you tend to point your finger at people engaged in a dispute when speaking to them? The unwritten consequence is that when you point your index finger at someone, there are three more that point back at you. Try to avoid the finger wagging reaction.

FUNCTIONAL COMMUNICATION TRAINING

Communicating is considered an art form and when conducted skillfully, it can enrich your relationships with children/youth. Experts say that miscommunication can compromise even the hardest attachment²⁷. Miscommunication can spark or escalate unnecessary conflicts. Children/youth with mental health problems, and/or special needs in particular, whether cognitive, emotional or behavioural, are likely to have more difficulty communicating effectively especially if they are upset about an incident. Helping them to understand their feelings as well as the feelings of the other person or people involved in the conflict is an effective first step in resolving the dispute and reaching a mutually acceptable resolution.

Functional communication training (FCT), popular in the field of autism spectrum disorders, is an effective method for replacing ‘problem behaviour’ with a functionally equivalent response in youth with developmental disabilities in residential settings²⁸. The functional behavioural analysis approach looks beyond the behaviour itself and attempts to identify the reason behind the behaviour. The first step in FCT is identifying the problem behaviour. The next step is completing a functional behaviour assessment. It is important for the worker to look for reasons for the presenting behaviour, thus data collection is important. The final step is identifying the replacement behaviour. Detailed steps for conducting a functional behavioural analysis can be found in the reference list under Schmidt et al²⁹. The decision to follow a functional behavioural analysis approach is best made by the team that supports the young person.

Helping children and youth develop better communication skills can strengthen their ability to advocate for themselves and to develop dispute resolution skills. When children/youth are trained to repeat both **verbatim** and **restating** what another person said, it builds their skill as an active listener. The following are some tips to help them build better communication skills. Try having them:

- ✓ practice story-telling,
- ✓ ask questions and probe for information, and
- ✓ listen.

While the communication process poses the largest challenge to our effectiveness as conflict resolvers, it also presents the greatest opportunity to enhance its effectiveness³⁰.

²⁷ Appelstein, C. D. (1998). *No Such Thing As a Bad Kid: Understanding and Responding to the Challenging Behavior of Troubled Children*. Weston, MA: Gifford School.

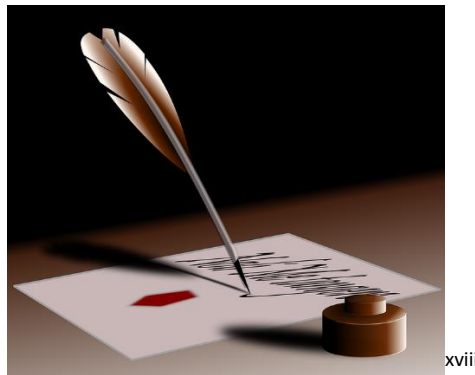
²⁸ Schmidt, J., Drasgow, E., Halle, J., Martin, C., & Bliss, S. (2014). Discrete-Trial Functional Analysis and Functional Communication Training With Three Individuals With Autism and Severe Problem Behavior. *Journal of Positive Behavior Interventions*, 16(1), 44-55.

²⁹ Ibid.

³⁰ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioners’ Guide*. San Francisco, CA: Jossey-Bass.

“LISTEN!”

The following is a poem by an anonymous author that captures perfectly the power of listening:



When I ask you to **Listen** to me and you start giving me advice, you have not done what I asked.

When I ask you to **Listen** to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to **Listen** to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you **Listen**: not talk or do – just **Hear** me.

[...]

And I can do it for myself. I'm not helpless. Maybe discouraged and faltering but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fears and weakness.

But, when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and get about the business of understanding what's behind this irrational feeling.

And when that's clear, the answers are obvious, and I don't need advice.

[...]

[...]

So, please **Listen** and **Hear** me. And if you want to talk, wait a minute for your turn and then I'll **Listen** to you.



SMALL GROUP ACTIVITY: IMPROVING MY COMMUNICATION SKILLS

Ineffective communication skills can cause roadblocks to dispute resolution. Whether you are one of the disputing parties or the facilitator or mediator charged with the task of helping the parties reach an acceptable solution, your skills as a communicator can either **help** or **hinder** the situation.

Instructions:

1. Complete the checklist yourself (use a blank worksheet available at the end of the module to write down your answers).
2. Using photocopies of the blank checklist (found at the end of the module), ask 1 or 2 colleagues to complete the checklist thinking about YOU and YOUR skills as a communicator.
3. Compare and contrast how you see yourself against how others view you as a communicator.
4. Engage in an open discussion about what you could do to improve your communication skills.

		I Need to Do It		
		MORE	LESS	SAME
My Ability to Express Information, Offer Ideas, Give Suggestions				
1.	Am brief and concise and get to the point			
2.	Am forceful and definite rather than hesitant and apologetic			
3.	Give specific examples and provide details when necessary			
4.	Provide explanations and rationale			
My Ability to Express My Feelings				
5.	Let others know when I do not understand something they said			
6.	Let others know when I like something they said or did			
7.	Let others know when I disagree			
8.	Let others know when I think they are adding irrelevant information			
9.	Let others know when I am feeling irritated, hurt or put down by something they said or did			
My Ability to Understand Information, and Ideas				
10.	Listen to understand (active listening) rather than prepare my next remark			
11.	Help others to participate in the conversation			
12.	Check to make sure I understand what the speaker means			
13.	Summarize points that have been said			

		I Need to Do It		
		MORE	LESS	SAME
14.	Ask open-ended questions to get information (not ones with a “yes” or “no” response)			
My Ability to Understand and Respond to Others				
15.	Check to see how people are really feeling rather than assume I know			
16.	Respond to a person who is hurt or angry in a way that does not ignore their feelings			
17.	Check with everyone involved to see that there is agreement			
My General Ability to Communicate				
19.	Participate in group discussions			
20.	Encourage other people to give me feedback			
21.	Understand my own feelings of anger and discomfort with a situation			
22.	Deal with tension and conflict without avoiding			
23.	Allow periods of silence when someone else is speaking			
24.	Give in to others			
25.	Stand up for myself			



QUIZ: TEST YOURSELF!

Test yourself by answering the following quiz questions. Once completed, compare your responses with the quiz answers at the end of the module.

QUESTION 1

Linked Objective: Describe the importance and role of communication in the prevention and/or resolution of conflict in residential and group care settings.

You have been assigned a student from the Co-Op Child and Youth Worker College program. One of the topics that you are mentoring the student on is communication. You have decided to simulate a counseling session by having an experienced worker play the role of the youth while the student observes. You have asked the student to pay careful attention to which parts of your communication could potentially lead to conflict or escalation of an existing conflict.

Simulated scenario: Before the youth enters the room, you placed the chairs in a circle. You asked the counselor from the residence to join you in the meeting. The youth thought he was only meeting with you. When he enters the room, you are already seated with your arms tightly folded across your chest. You call the youth's name and with your index finger, point to the chair across from you and in a firm and loud voice, you instruct the youth to sit down. The session then begins...

Identify what behaviours might lead to and/or escalate a conflict. **Select all that apply.**

- a. Loud voice
- b. Pointing index finger
- c. Circle seating
- d. Crossed arms

QUESTION 2

Linked objective: Differentiate between hearing and active listening.

You are facilitating a therapy session with three teen boys following their involvement in a conflict. You have asked each boy to describe what happened from his perspective. You know that it is important for each boy to actively listen to the other boys. Which of the following instructions will promote active listening? **Select all that apply.**

- a. Please be sure to take notes while the others are speaking.
- b. Be sure to watch the face and expressions of each speaker.
- c. Listen carefully because I am going to ask you to repeat back to the group what the other person said.
- d. Please keep an eye on our timing since we only have a half hour session.

QUESTION 3

Linked Objective: Describe non-verbal communication cues detrimental to conflict situations.

Dawn, a youth counselor, was not looking forward to her session with Robin, a fourteen-year-old girl who had just returned to the unit after being hospitalized for repeated self-harm (e.g. cutting).

Robin did not want to meet with Dawn. She felt that no one understood how she was feeling. When she entered the office, Dawn was seated behind her desk. She was talking on the phone and pointed her finger at Robin, motioning her to take a seat. Robin reflected that Dawn did not care how she was feeling.

Which of Dawn's responses communicated non-verbal cues that could explain how Robin feels?

Select all that apply.

- a. Seated behind her desk.
- b. Talking on the phone.
- c. Waving her finger.
- d. Meeting in the office

QUESTION 4

Linked objective: Understand the basis of Functional Communication Training as a training tool for active listening.

Stage 1 of a functional behavioural analysis is to identify the environmental events that might be causing or reinforcing the problem behaviour. The young girl that you are concerned about has suddenly started to engage in self-harm behaviour. Last week, her worker discovered her trying to cut herself with a nail file. Yesterday, the worker found her banging her head against the table in the dining room. This morning, one of the other residents reported that she was trying to make herself sick in the washroom. Your facility has been exploring functional communication training as a strategy for discussing problem behaviour with youth. You know that the first stage is to examine any events that may have potentially brought on this change in behaviour. Which of the following would be elements to consider in this first stage? **Select all that apply.**

- a. Girl's visit with her biological mother one month ago.
- b. Assignment of a new resident to the girl's ward.
- c. Girl's diagnosis of mild intellectual disability.
- d. Episode the previous day when the girl could not seem to stop crying.

GLOSSARY

Review the definitions related to the key terms in this module.

Communication: Communication means imparting information, thoughts and feelings verbally and nonverbally. Communication is also about listening.

Active Listening: Active listening means giving the speaker your complete attention without allowing any distractions to divert your attention.

Post-Traumatic Stress: Post-Traumatic Stress is anxiety that can be triggered by people, words or events and can evoke emotional and behavioural episodes.

Functional Communication Training (FCT): Functional Communication Training (FCT) is a technique that teaches the person to use socially acceptable alternative responses in place of problem behavioural responses.

Functional Behavioural Analysis: Functional Behavioural Analysis is an approach that looks for the reasons behind the presenting behaviour and uses this information to inform subsequent treatment plans or behaviour plans.

Dispute Resolution: Dispute Resolution refers to processes used to resolve conflicts and includes processes ranging from judicial (eg. litigation) to alternative methods (eg. circles).

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Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). *Functional Communication Training: A Review and Practical Guide*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846575/>

Recommended Web Resources (copy and paste the url in your browser to access):

Appelstein, C. (2015). *Child Care Training, Consultation, and Publications*. Cognitive-Behavioral Technique that Works! One-line raps for girls and chaps lyrics, from <http://www.charliea.com/raps.html>

Mind Tools. (n.d.). *Improve your listening skills with active listening* video, from <https://www.mindtools.com/CommSkill/ActiveListening.htm>

SUMMARY

Congratulations on completing **Module 2 of the Conflict Resolution Resource Guide**. You should now be able to:

Appraise the importance of effective communication in the prevention and/or resolution of conflict.

✓ Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?

	Familiarized yourself with the key terms in this module.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the small group Critical Thinking application activity on how to improve your communication skills.
	Completed the knowledge/application questions to confirm your understanding of the module.
	Lastly, consulted/read the web resources listed at the end of the module.

In the next module, you will:

Analyze the role emotions play in escalating conflict and mitigating strategies for dealing with aggressive behaviour.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

Test Your Active Listening Skills

Active listening is a fundamental part of good communication and can often either prevent a conflict from developing or prevent a conflict from escalating. You communicate all the time; with managers/supervisors, colleagues, and children/youth in your care. Test yourself by answering the following questions:

Test your active listening skills	Yes	No	Sometimes
1. Do you make eye contact with the speaker?			
2. Do you watch the speaker's body posture and facial expression?			
3. Do you empathize and try to understand the speaker's feelings, thoughts and actions?			
4. Do you keep from interrupting and let the speaker finish even though you already think you know what the person is trying to say?			
5. Do you ask clarifying questions?			
6. Do you smile and nod to show your interest?			
7. Do you listen, even if you do not like the person who is speaking or what the person is saying?			
8. Do you ignore outside distractions?			
9. Do you listen for and try to remember important points that the speaker has made?			
10. Do you keep from judging that was said and try to remain neutral?			

Improving My Communication Skills

Instructions:

1. Complete the checklist yourself.
2. Ask 1 or 2 colleagues to complete the checklist thinking about you and your skills as a communicator
3. Compare and contrast how you see yourself against how others view you as a communicator
4. Engage in an open discussion about what you could do to improve your communication skills.

		I Need to Do It		
		MORE	LESS	SAME
My Ability to Express Information, Offer Ideas, Give Suggestions				
1.	Am brief and concise and get to the point			
2.	Am forceful and definite rather than hesitant and apologetic			
3.	Give specific examples and provide details when necessary			
4.	Provide explanations and rationale			
My Ability to Express My Feelings				
5.	Let others know when I do not understand something they said			
6.	Let others know when I like something they said or did			
7.	Let others know when I disagree			
8.	Let others know when I think they are adding irrelevant information			
9.	Let others know when I am feeling irritated, hurt or put down by something they said or did			
My Ability to Understand Information, and Ideas				
10.	Listen to understand (active listening) rather than prepare my next remark			
11.	Help others to participate in the conversation			
12.	Check to make sure I understand what the speaker means			
13.	Summarize points that have been said			
14.	Ask open-ended questions to get information (not ones with a "yes" or "no" response)			
My Ability to Understand and Respond to Others				
15.	Check to see how people are really feeling rather than assume I know			
16.	Respond to a person who is hurt or angry in a way that does not ignore their feelings			
17.	Check with everyone involved to see that there is agreement			

		I Need to Do It		
		MORE	LESS	SAME
	My General Ability to Communicate			
19.	Participate in group discussions			
20.	Encourage other people to give me feedback			
21.	Understand my own feelings of anger and discomfort with a situation			
22.	Deal with tension and conflict without avoiding			
23.	Allow periods of silence when someone else is speaking			
24.	Give in to others			
25.	Stand up for myself			

APPENDIX B: QUIZ ANSWERS

QUESTION 1

Correct responses: A, B, D

Communication is also about being open and invitational. Having a desk between you and the child/youth immediately sets up the appearance of power. Circle seating is a more preferable arrangement. Being welcoming and greeting the youth warmly will more likely put them at ease. Any sign that you are being cold and authoritarian will only raise their defenses; making it less likely for them to engage in the session. Given their likely lack of attachment and ability to trust adults in authority positions, it is even more critical that you present a welcoming and trustworthy communication style.

QUESTION 2

Correct responses: B, C

Your instructions will have a significant effect on each participant's ability to actively listen to the person speaking. What you don't say also can affect their ability to actively listen. Remember that the normal response when listening is to mentally prepare your retort which in itself is a barrier to communication.

QUESTION 3

Correct responses: A, B, C, D

You may not be aware of how your actions are interpreted. The nonverbal messages you send when you do not give the person your full attention, can negatively affect communication. The location you choose for a meeting can also affect the mood of the encounter.

QUESTION 4

Correct responses: A, B

Reference for correct response:

- Schmidt, J., Drasgow, E., Halle, J., Martin, C., & Bliss, S. (2014). Discrete-Trial Functional Analysis and Functional Communication Training with Three Individuals with Autism and Severe Problem Behaviour. *Journal of Positive Behaviour Interventions*, 16(1), 44-55.
- Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). *Functional Communication Training: A Review and Practical Guide*. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846575/>



MODULE 3: EMOTION AND CONFLICT

MODULE 3: EMOTION AND CONFLICT

GOAL

Analyze the role emotions play in escalating conflict and mitigating strategies for dealing with aggressive behaviour.

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the application activity on helping children/youth assess their anger 'triggers'.
4. Complete the knowledge/application questions to confirm your understanding of the module.
5. Lastly, consult/read the web resources listed at the end of the module.

Rational Cortex

Physical Restraint

Relational
Aggression

Adrenaline

Social Stories

Trigger

KEYWORDS



LEARNING OBJECTIVES

✓	Upon successful completion of this module, you will be able to:
	Describe the various facets and forms of emotions that are relevant in conflict situations.
	Create social stories as an effective method to help deal with anger.
	Identify phases of anger, signs of behaviour escalation and strategies for responding to challenging situations.
	Assess anger triggers with children/youth in residential care settings.

INTRODUCTION TO EMOTIONS

Emotions are the energy that fuel conflict and can range from happiness to despair³¹. Emotions such as envy, shame, fear, hatred, and anger are said to be the most common barriers to successful conflict resolution. Individuals that are in conflict with one another experience a heightened state of emotions that can be experienced through physiological changes such as increased heart rate and elevated blood pressure, as well as behavioural reactions such as crying, shouting, insolence, aggression, and expressions of anger³².

As the literature suggests, children and youth in residential care are more likely to experience low self-esteem, poor levels of emotional comfort and psychological stability in general³³. They are also more likely to experience depression and anxiety, poor psychosocial functioning and low psychological well-being. Furthermore, these problems become more pronounced the longer the child is in care³⁴. Consultations conducted with leaders and frontline workers in the field confirm the research evidence related to the emotional fragility of children and youth in care.

The literature also indicates that young people usually enter into care due to family dysfunction or traumatic experiences at home. They often suffer from a variety of difficulties, including psychosocial, academic and health problems. Therefore, they constitute one of the most vulnerable groups in society and are in most need of emotional coping skills³⁵. It is also important to keep in mind that when multiple children and youth live together; each bringing their previous experiences to the residential care setting, unresolved issues increase the potential for conflict.

The challenge is that children and youth in residential settings often express their emotions inappropriately and may feel alienated from other youth, their families and society. This sense of alienation can be further reinforced by the lack of opportunities to be heard in areas that directly and immediately affect their lives. Lack of interest from staff in children and youth issues can potentially lead to a negative concept of self, a greater distrust of authority, a sense of powerlessness, and a sense of exclusion³⁶. It is extremely important to find ways to engage with children and youth in order to encourage them to express their emotions in a safe and non-threatening manner.

³¹ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

³² Ibid.

³³ Sng, R. (2009). Family Therapy for Kids Without Families: Working Systematically With Children and Young People in Residential Care. *Australian and New Zealand Journal of Family Therapy*, 30(4), 247-259.

³⁴ Peters, I., McKelvey, A. Ylioka, T. & Dagleish, J. (2011). *Final Report Central East Region ADR Service December 2011*. Retrieved from http://www.excellenceforchildrenandyouth.ca/sites/default/files/gai_attach/EPG-1343_Final_Outcomes_Report.pdf

³⁵ Attar-Schwartz, S. & Khoury-Kassabri, M. (2015). Indirect and verbal victimization by peers among at-risk youth in residential care. *Child Abuse & Neglect*, 42, 84-98.

³⁶ McMurtry, R. & Curling, A. *Review of the Roots of Youth Violence (2008): Executive Summary*. Retrieved from www.children.gov.on.ca

However, residential care workers engaged during the development of this guide revealed that all too often, front line staff working with children and youth feel the need to 'shut off' their own emotions and never say "I care". They may have a fear of getting overly attached or of being disrespected by children and youth in their care. Although this serves as a coping mechanism to avoid becoming personally involved, workers need to recognize that young people in care need caring adults in their lives. On the other hand, workers need to also acknowledge that the 'transient' nature of being in care may make the establishment of positive, trusting relationships more challenging for some children and youth. In the words of a youth in care, '*how is one supposed to feel the love of a parent or of anyone for that matter if one is bounced around from worker to worker, from foster home to foster home, group home to group home*'.³⁷

Similarly, the following excerpt taken from the Youth Leaving Care Report illustrates important emotional factors related to being in care that might impact relationship building from the point of view of children and youth:


As a child or youth in care we are used to the fact that there are constantly new people entering our lives. From an intake worker to the case worker, emergency home to permanent homes, social workers to child and youth workers, the changes are endless. As these people enter into a new relationship with us, they know all our personal facts, details and I guess not-so-secret family secrets; we enter the relationship only knowing their first names³⁸.

Nevertheless, building relationships is important for modelling caring behaviour as a foundation for children and youth expressing emotions safely and appropriately, and for preventing and managing conflicts. Human nature thrives on positive relationships and children need caring adults in their lives. While it is ideally the role of families to fulfil those needs, children and youth in a residential setting rely on staff to model healthy, caring relationships in spite of the potential for multiple transitions they may experience.

Establishing positive relationships with children and youth involves active listening, honesty, the willingness to apologize, the ability to forgive and the confidence to allow them to make their own choices. Unfortunately, attempts by staff to model caring relationships may at times create conflict with other workers who do not share the same views. In the words of a stakeholder:

³⁷ *My Real Life Book: Report from the Youth Leaving Care Hearings* (2012). Retrieved from https://www.provincialadvocate.on.ca/documents/en/ylc/YLC_REPORT_ENG.pdf

³⁸ Ibid.



“When a worker is nice to a young person, it is sometimes perceived as the youth walking all over the worker.”

(External staff member, interview)

The perception by workers that modeling positive, respectful behaviour with children and youth implies that workers are overly permissive may reflect a lack of awareness related to their role as a ‘caring adult’. Discussing these situations and feelings during regular team meetings with staff is one way to ensure that all members of the team are ‘on the same page’ in terms of how positive relationships with children and youth can be established and maintained.

ANGER

According to Lerner³⁹, anger sends a message that people are hurt, their rights are violated, their needs or wants are not adequately met, or simply that something is not right in their world.

Anger is one of the most powerful of all emotions. It often occurs as a result of fear, and if allowed to build, it can lead to conflict or the escalation of conflict. Anger has been described as a wide-angle ‘scattershot weapon’ often aimed in many directions at the same time⁴⁰.

Unfortunately, anger can get in the way of being able to think through conflicts fairly and reasonably.

Most typically, anger is characterized by venting, attacking verbally or physically, insulting or making demeaning comments, and refusal or inability to communicate. Understanding the various phases of anger is key to being able to recognize feelings of anger in oneself, and in others.

Phases of anger include:	
Phase 1: The Event	<ul style="list-style-type: none">• This is the event that triggers the anger.• It is important to realize that internal or external factors as well as previous history may escalate the event.
Phase 2: Escalation	<ul style="list-style-type: none">• During this phase the body prepares for the ‘event’.• The body automatically releases more adrenaline which increases the heart rate, elevates blood pressure, speeds up breathing and causes increased muscle tension.• The body is actually preparing to attack, defend or flee.• This is sometimes known as the ‘fight or flight’ response.
Phase 3: Crisis	<ul style="list-style-type: none">• The body has reached its maximum stress level.• The body has reached the fight or flight point and the person makes a quick decision whether to attack (fight) or withdraw (flight).• At this point in the anger cycle, the person typically has very poor judgment, diminished communication skills and limited listening skills.

³⁹ Lerner, H.G. (1985). *The Dance of Anger*. New York, NY: Harper & Row.

⁴⁰ Furlong, G. (2005). *The Conflict Resolution Toolbox*. Mississauga, On: John Wiley & Sons

Phases of anger include:	
	<ul style="list-style-type: none"> • When dealing with someone in this phase, it is important not to provoke the person and to keep comments short and simple. • It is important to remember that the person may be unable to hear or to process any new information. • Assume a non-confrontational position, in spite of the person’s potentially abusive language. • It is important to give the person time and space to vent their anger (the next phase will be achieved quicker if the person is allowed to vent their pent-up anger) providing that there is no danger to anyone. • If you determine that there is a risk to the person, to bystanders or to you, then you need to follow the emergency response plan that your facility has in place. • Do not physically intervene since this will only serve to further escalate the situation and present a risk to your personal safety. • Your best strategy is to move out of range and call or send for help all the while trying to maintain a calm and caring demeanor.
Phase 4: Recovery	<ul style="list-style-type: none"> • At this point, the height of the crisis has passed but the body is still in a heightened state of arousal. • It is important to allow the person space since any provocative or threatening comments may cause the person to regress to the Crisis phase.
Phase 5: Post-Crisis Depression	<ul style="list-style-type: none"> • In this stage, the body has returned to a normal state. • Judgment, communication and listening have returned to more normal levels. • The person may be in a withdrawn or depressed state and possibly even self-destructive or self-abusive. • This is the most opportune time to engage in discussion and counseling.



CRITICAL THINKING ACTIVITY: STRATEGIES FOR RESPONDING TO ANGER

When dealing with an angry child, youth or other staff, your response can serve to either escalate or deescalate the situation. It is recommended that you pay attention to the following points:

1. Give the person your full attention.
2. Listen carefully (active listening) and be aware of body language (yours and theirs).
3. Assess the danger factor (stay or leave).
4. Acknowledge their feelings of anger.
5. Check that you understand why they are angry.
6. Remain calm and quiet (take deep breaths).
7. Keep an open mind.
8. Attempt to diffuse the anger.
9. Try to keep the person in the present focusing on what is happening right now.
10. Choose your words carefully and avoid using trigger words (e.g., 'calm down').

Think about it:

There will be occasions when you will have to deal with your own anger especially if you are the target of the other person's anger. When you recognize that you are angry, think about the following:

1. Remain calm. This will also help to de-escalate the person who is angry.
2. Take deep breaths. It is often helpful to count backwards as you breathe deeply.
3. Focus on keeping your body stance open (don't cross your arms etc.).
4. Take a break and give yourself time to calm down. It is better to walk away and take a break before dealing with the issue.
5. Before responding, check off (in your mind) the reasons why you are so angry. This will give you an opportunity to think about the situation.



SELF-ASSESSMENT ACTIVITY: HELPING CHILDREN/YOUTH UNDERSTAND THEIR ANGER “TRIGGERS”

Triggers are words or non-verbal behaviours that produce anger or other negative reactions. When groups of youth live together, triggers can also involve situations such as shared bedrooms, lack of privacy, noise, loss of living with a family and loss of identity just to name a few. It is important to understand that the group living environment has a significant impact on children and youth. This activity can be used to assess anger triggers in general, or specifically related to their living environment. Once anger triggers are out in the open, residential workers can ensure that the team is aware of them, and discuss potential strategies that help mitigate them; and that they are clearly documented in the individual’s plan of service.

Instructions:

Retrieve blank worksheets (found in appendix A at the end of this module and ask children/youth to write down their responses to each of the following questions. Alternatively, for a group format, you can use flip chart paper and provide pens for children/youth to chart their answers):

1. What are my trigger words for getting angry?
2. What kinds of body language are triggers for me?
3. How do I know when I am angry?
4. How do I feel when I am angry?
5. What do I do (how do I act) when I am angry?

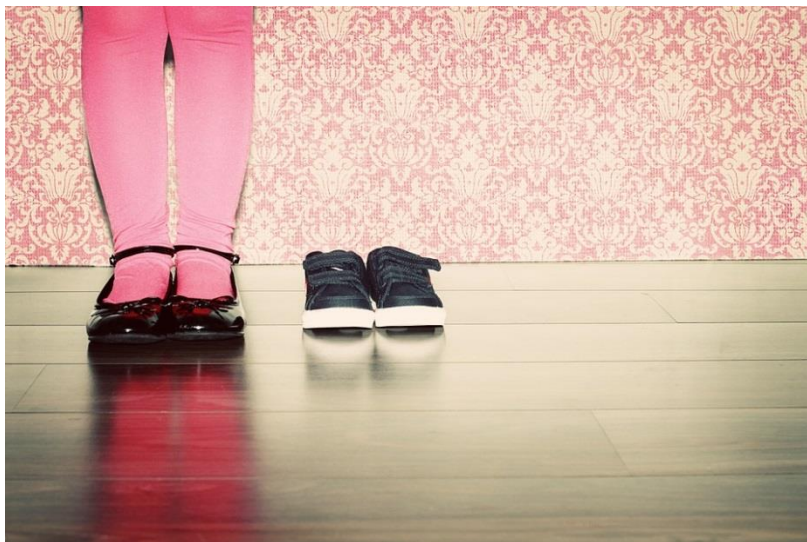
Although this activity can be done with individual children/youth, it is best suited for a small group. Charting the various responses allows you to facilitate a group discussion about triggers to anger. Before doing this activity with youth, it is important to assess each youth’s readiness for this activity.

AGGRESSION

While decision-making regarding how to act in a conflict should be made using logical thinking, in reality, most decisions have an emotional component. An emotional decision is typically very fast because it only takes one tenth of a second for the **rational cortex** (the part of the brain responsible for decision-making) to get going and cause an immediate reaction such as an aggressive act⁴¹.

Aggression is a natural emotion but the risk of aggression increases when someone is hurt, either physically or emotionally⁴². Emotions such as jealousy, fear, sadness and frustration can manifest themselves as anger, and in acts of aggression. When a person is hurting, he or she is more likely to lash out aggressively. **Relational aggression** is aggression that takes the form of teasing, name-calling, spreading rumours, lying, withdrawing affection, and exclusion⁴³.

Self-report surveys can be used so that the youth can rate themselves or peers on perceived occurrence levels of relational aggression⁴⁴. Two examples of such surveys are included in the reference section.



One strategy aimed at dealing with anger or aggression that has been studied is the use of social stories.

⁴¹ Changing Minds. (2002-2016) *Emotions*. Retrieved from http://changingminds.org/explanations/emotions/emotion_decision.htm

⁴² Changing Minds. (2002-2016). *Aggression*. Retrieved from <http://changingminds.org/explanations/theories/aggression.htm>

⁴³ Radliff, K. & Joseph, L. (2011). *Girls Just Being Girls? Mediating Relational Aggression and Victimization. Preventing School Failure: Alternative Education for Children and Youth*, 55(3), 171-179

⁴⁴ Ibid.

Social stories depict a character that the child/youth may identify with; the child/youth then describes his/her behaviours, thoughts, and feelings while trying to accomplish the behavioural goals identified in the story⁴⁵. In the past, social stories have been used mainly with children with autism spectrum disorder but are now being used with children and youth with learning disabilities and/or behavioural problems. Social stories have become an important tool to teach children/youth with learning disabilities both practical and social skills⁴⁶. Social stories help children/youth ‘walk in someone else’s’ shoes in certain emotion-heavy social situations. Other strategies, appropriate for older youth are discussed in modules 5 and 6.



CRITICAL THINKING ACTIVITY: HOW TO WRITE A SOCIAL STORY

Although social stories were initially used with children/youth on the autism spectrum disorder, they can be used effectively with children/youth with behavioural issues. Typically, social stories are written by adults and shared with the children. However, when dealing with children/youth with behavioural issues, the strategy of writing the story in partnership can reinforce the intended behaviour. The following suggestions are intended to provide ideas of what to include in a social story.

Step 1: Together with the child/youth, identify the situation where there has been inappropriate behaviour.

Step 2: Jointly write the text of the story. Usually social stories are written in the first person and from the child/youth’s perspective. However, social stories can be written from the perspective of a character that the child/youth can identify with. It may be helpful to think of the text in terms of:

- Who
- What
- When
- Where
- Why

Step 3: Use the 4 different types of sentences

- **Descriptive:** Sentences that present the situation in an objective manner (setting, people, behaviour, reasons behind behaviour) For example: “I really like to shoot baskets with the other kids.”
- **Perspective:** Sentences that describe reactions, feelings and thoughts of children/youth and/or of others. For example: “I am not a very good player and I get angry when no one gives me the ball.”

⁴⁵ Kalyva, E. & Agaliotis, I. (2009). Can social stories enhance the interpersonal conflict resolution skills of children with LD. *Research in Developmental Disabilities*, 30(1), 192-202.

⁴⁶ Ibid.

- **Directive:** Sentences that indicate in more positive terms, the desired response in a given situation or following a specific cue. For example: “I will try to let the other kids know that I would like a chance to shoot too.”
- **Affirmative:** Sentences that exemplify the importance of relevant issues contained in the story. They also refer to norms and common values. For example “I will try not to lose my temper.”

Step 4: Share (read out loud) the story with the child/youth.

Step 5: Engage in discussion with the child/youth. Encourage the child/youth to set targets/goals and ask what you can do to help them.

Step 6: Monitor the targeted behaviour over a defined period of time and reassess the success of the social story

Think about it:

For young children or for children with special needs, it may be more appropriate for the adult to write the social story. However, for older children/youth, either writing the social story with the youth or having the youth write his/her own story may be more appropriate. It is important to review the story several times as a first step for the youth to internalize the behaviour. It is important to solicit as many ideas as possible from the child/youth whatever the age.

SAMPLES OF SOCIAL STORIES

Sample that could be used with younger children:

Biting

Oscar was a little boy who would bite and hit other people whenever he became angry, upset or afraid. One day another little boy wanted to play with Oscar. They were playing ball but when the other boy would not give the ball back to Oscar, Oscar became very angry and bit the other little boy on his arm. He also hit the little boy. The other boy started to cry because Oscar's bite really hurt. As soon as the little boy started to cry, Oscar knew that he should not have bitten him. The big person who was in charge of watching the little boys heard the crying and came to see what was wrong. Oscar told the big person that he knew it was wrong to bite and hit. He said he was sorry. The big person asked Oscar what he was going to do the next time he became angry at another boy. What should Oscar do the next time?

Sample that could be used with an adolescent:

Homework

Susan is in grade 8. Susan hates doing her homework. Lately Susan has not been doing her homework and every day she gets into trouble with her teacher. Yesterday the teacher called Susan's worker to tell her that if Susan did not start to do her homework, Susan was not going to pass. The teacher asked Susan's worker for suggestions that might help Susan. Susan's worker told Susan that they needed to talk about her not doing her homework. Susan said that her homework took too long and she never had time to watch her favourite TV shows. When her worker asked if Susan thought the homework was easy to do, Susan replied that she often does not understand the homework and does not like to be told the next day that her work was all wrong. Susan's worker asked Susan if she had any ideas that might help her do her homework. Susan said that maybe she could set a time limit for doing her homework. Susan also suggested that she could ask for help when she did not understand the homework. Susan's worker offered to help Susan. What else could Susan do?

AGGRESSIVE BEHAVIOUR - CONFLICT THAT INVOLVES VIOLENCE

Aggression can move quickly from verbal to physical before staff has a chance to prevent it. It is important to be alert to the possible signs of behaviour escalation and to employ conflict resolution strategies when a child, youth or another staff is still in a frame of mind to hear what you are saying. However, when aggressive behaviour crosses the line and becomes violent, experts propose several issues that you need to consider⁴⁷:

- Can you handle this situation alone (are you or anyone else at risk – if yes then you need to seek help)?
- Are there any weapons involved (weapons can take many forms)?
- Are there more than two -participants?
- Has anyone been physically attacked?
- Has any property damage occurred?
- Can the violent person respond rationally?
- Have all intervention strategies failed to this point?
- Is the situation escalating?
- Where are you at personally? Are you now angry or enraged?

Youth violence in particular, can generally be linked to emotional concerns consistent with depression, withdrawal, anxiety and social alienation⁴⁸. In fact, the evidence suggests that children who are older and/or who enter into care at later ages demonstrate the highest rates of emotional and behavioural health problems⁴⁹.

⁴⁷ Kearns, T., Pickering, C., & Twist, J. (1992). *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto, On: Ontario Secondary School Teachers' Federation.

⁴⁸ Leschied, A. (2008). *The Roots of Violence: Evidence from the Literature with emphasis on child and youth mental health disorder*. Retrieved from

http://www.excellenceforchildandyouth.ca/sites/default/files/position_youth_violence.pdf

⁴⁹ Peters, I., McKelvery, A. Ylioka, T. & Dagleish, J. (2011). *Final Report Central East Region ADR Service December 2011*. Retrieved from http://www.excellenceforchildrenandyouth.ca/sites/default/files/gai_attach/EPG-1343_Final_Outcomes_Report.pdf



QUIZ: TEST YOURSELF!

Test yourself by answering the following scenario questions. Once completed, compare your responses with the answers at the end of module 3.

SCENARIO 1

Linked Objective: Describe the various facets and forms of emotions that are relevant in conflict situations.

Don is a front-line worker facilitating a group therapy session with five boys aged ten to twelve in the residential setting. All children have been in the residential setting for at least one year. Today's topic for discussion is their feelings about their school experiences. All children attend the local elementary school and are integrated into regular classrooms. One of the boys was suspended from school the previous day. The incident report that the school principal completed and submitted to the residential home labelled the behaviours leading to the suspension as 'opposition to authority'. The incident involved the boy shouting, swearing, and refusing to comply with the requests from both the classroom teacher and the principal to 'settle down' and to 'report to the office'. The rest of the class had to be moved and the boy remained in the classroom until staff from the residential home arrived. **Identify the emotions that may have affected the boy's oppositional response.** Select all that apply.

- a. Jealousy
- b. Fear
- c. Shame
- d. Happiness

SCENARIO 2

Linked Objective: Create social stories as an effective method to help deal with anger.

It has come to caseworker Casey's attention that four of the girls in the group home have started to 'gang up' on another girl. They are using every possible method to exclude her from their group. Casey has identified their behaviour as aggressive and intends to use the social story strategy to deal with the situation. Because the girls range in age from 8 to 11, Casey has decided that the best method is for her to write the social story and then to have the girls respond to the story. **What aspects of aggression should Casey include in her social story?** Select all that apply.

- a. Spreading rumours
- b. Withdrawing friendship
- c. Importance/feelings of being included
- d. Lying

SCENARIO 3

Linked Objective: Identifying the phases of anger, signs of behaviour escalation and strategies for responding to challenging situations.

When is the best time to engage in counseling with a youth who is going through the phases of anger?

- a. Crisis Phase
- b. Escalation Phase
- c. Post-Crisis Depression Phase
- d. Recovery Phase

SCENARIO 4

Linked Objective: Identifying the phases of anger, signs of behaviour escalation and strategies for responding to challenging situations.

Cole, a child and youth worker in a group home has been called by another staff to respond to an incident in the living room. One of the boys is screaming, swearing, threatening others, and throwing anything within his reach. Other youth have been removed for their safety. **What strategies should Cole use to de-escalate this situation?** Select all that apply.

- a. Remain calm and quiet with an open body stance.
- b. Threaten the boy with removal of privileges.
- c. Use short phrases to acknowledge the boy's anger.
- d. Remind the boy about what happened the last time he lost his temper like this.

GLOSSARY

Review the definitions related to the key terms in this module.

Relational Aggression: Relational Aggression is aggression that takes the form of teasing, name-calling, spreading rumours, lying, withdrawing affection, and exclusion⁵⁰.

Social Stories: Social Stories are stories written to describe social situations that model appropriate behaviour and recommended responses to situations.

Physical Restraint: Physical Restraint is anything that limits or prevents the person's movement. (Recommended that workers consult the Child and Family Services Act (CFSA))

Trigger: A Trigger is a word or non-verbal behaviour (or situation) that produces anger or other negative reactions.

Relational Cortex: The Relational Cortex is the part of the brain that is responsible for decision-making.

Adrenaline: Adrenaline is a hormone that is secreted by the adrenal glands. During periods of intense emotion (stress, anger, fear etc.), the adrenal glands secrete increased levels of adrenaline that in turn increases heart rate and breathing. This response triggers what is often referred to as the '*fight or flight*' response.

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⁵⁰ Radliff, K. & Joseph, L. (2011). *Girls Just Being Girls? Mediating Relational Aggression and Victimization. Preventing School Failure: Alternative Education for Children and Youth*, 55(3), 171-179

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One Place for Special Needs (2016). Complete Guide to Social Stories, from www.oneplaceforspecialneeds.com/main/library_social_stories.html

Empathy – Teen Conflict Survey (1995), from <http://www.performwell.org/index.php/find-surveyassessments/outcomes/social-development/social-competencesocial-skills/empathy--teen-conflict-survey>

Questionnaire on Self-Regulation (2010), from <http://www.performwell.org/index.php/find-surveyassessments/outcomes/emotional-wellbeing/self-management/questionnaire-on-self-regulation#>

SUMMARY

Congratulations on completing **Module 3 of the Conflict Resolution Resource Guide**. You should now be able to:

Analyze the role emotions play in escalating conflict and mitigating strategies for dealing with challenging behaviour.

✓ Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?

	Familiarized yourself with the key terms in this module.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the application activity on helping children/youth assess their anger 'triggers'.
	Completed the knowledge/application questions to confirm your understanding of the module.
	Lastly, consulted/read the web resources listed at the end of the module.

In the next module, you will:

Analyze the components of power and powerlessness as they apply to conflict and bullying.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

Self-Assessment Activity: Helping Children/Youth Understand their Anger “Triggers”

Write down your responses to each of the following questions (alternatively, for a group format, you can use flip chart paper and provide pens for children/youth to chart their answers):

1. What are my trigger words for getting angry?

2. What kinds of body language are triggers for me?

3. How do I know when I am angry?

4. How do I feel when I am angry?

5. What do I do (how do I act) when I am angry?

ACTIVITY WORKSHEETS FOR CHILDREN/YOUTH

Critical Thinking Activity: How to Write a Social Story

Step 1: Together with the child/youth, identify the situation where there has been inappropriate behaviour.

Step 2: Jointly write the text of the story. Usually social stories are written in the first person and from the child/youth's perspective. However, social stories can be written from the perspective of a character that the child/youth can identify with. It may be helpful to think of the text in terms of:

- Who: _____
- What: _____
- When: _____
- Where: _____
- Why: _____

Step 3: Use the 4 different types of sentences:

- **Descriptive:** example “I really like to shoot baskets with the other kids.”

- **Perspective:** example “I am not a very good player and I get angry when no one gives me the ball.”

- **Directive:** example “I will try to let the other kids know that I would like a chance to shoot too.”

- **Affirmative:** example “I will try not to lose my temper.”

Step 4: Share (read out loud) the story with the child/youth.

Step 5: Engage in discussion with the child/youth. Encourage the child/youth to set targets/goals and ask what you can do to help them.

Step 6: Monitor the targeted behaviour over a defined period of time and reassess the success of the social story.

APPENDIX B: ACTIVITY AND QUIZ ANSWERS

QUIZ ANSWERS

Scenario 1

Correct responses: A, B, C

Often children and youth in residential settings have difficulty with those in authority and attachment. They may have had a negative history with adults and transfer these feelings to their current situation. Although group therapy can be a strategy that can encourage them to express their feelings, it is important for the residential worker to be alert to the range of emotions that encouraging them to discuss their feelings may invoke.

Scenario 2

Correct responses: A, B, D

There seems to be a difference between boys and girls when it comes to relational aggression. Over the last ten years, there has been more attention paid to relational aggression prevalent among girls. Because the actions of the aggressors are often intentionally hidden, the psychological effects on the victim can be very difficult to detect. It is critical for the worker to closely examine the situation and identify not only the presenting behaviour but also the behaviour of others that may not be immediately noticeable.

Scenario 3

Correct response: C

It is important to recognize the signs for each of the phases of anger. Trying to intervene too soon may only serve to

escalate the situation. It is important to recognize the stage at which the individual is most likely to listen.

Scenario 4

Correct response: A, C

Your responses both verbally and non-verbally will serve to either escalate or de-escalate the situation. It is important to realize that until the person reaches the post crisis depression phase, they are unable to listen and process information.



MODULE 4: POWER

MODULE 4: POWER

GOAL

Analyze the components of power and powerlessness as they apply to conflict and bullying.

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the group application activity on powerfulness and powerlessness.
4. Complete the knowledge/application questions to confirm your understanding of the module.
5. Lastly, consult/read the web resources listed at the end of the module.

Structural Power	Power-based conflict
Personal Power	Bullying
Power Struggle	Language Impairment
Oppression	Cyber Bullying
Anti-oppressive practice	

KEYWORDS



LEARNING OBJECTIVES

✓	Upon successful completion of this module, you will be able to:
	Differentiate between two categories of power in the context of power-based conflict
	Explore differences in power through an activity with children/youth
	Identify two categories of bullying and their associated behaviours
	Explore behaviours related to cyber bullying from the perspectives of the bully and the person experiencing bullying
	Engage children/youth in discussion/roleplays on various forms of bullying and power-based conflicts

INTRODUCTION TO POWER



Power, in the context of conflict means the ability to get one's needs met and to further one's goals⁵¹. For a conflict to develop, each person brings some degree of power to the dispute. Theoretically speaking, if one person has no power, then there is no conflict. According to Mayer,⁵² people need an adequate basis of power to participate effectively in a conflict. Although children and youth may or may not feel they possess any power, they indeed bring an element of power to any conflict. However, it is important for workers to recognize that when children or youth refuse to cooperate or act out, they are exercising a form of power. Understanding this can prevent workers from entering into power struggles with children and youth in their care.

Most conflicts involve some form of power imbalance. Although everyone brings an element of power to a conflict, the degree of power may differ. In a residential care setting, staff by nature of their authority, hold considerably more power than children and youth. When workers recognize that their authority can affect the way that children and youth perceive the conflict, they can take steps to minimize the effect of the power imbalance. When children and youth have an opportunity to express their feelings and concerns, they are more likely to feel that they have some element of control over the situation as opposed to feeling powerless. Examples of such steps will be provided later in this module in the discussion on anti-oppressive practice.

⁵¹ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

⁵² Ibid.

Mayer⁵³ proposes that there are two categories of power: structural power and personal power.

Structural power refers to the situation, the resources that people bring to the conflict, the legal realities within which the conflict arises, the formal authority of the participants, and the real choices that exist in terms of potential outcomes. In a residential group home setting, this structural power manifests itself in the authority that staff inherently possess. The rules of the residence are also part of structural power as are the circumstances under which youth are placed in residential care.

Personal power refers to the individual characteristics of the disputing parties: Determination, knowledge, courage, communication and life experiences. Children and youth display their personal power through their behaviour. Furlong⁵⁴ describes a power-based process where each person brings to bear all the resources both structural and personal that they have at their disposal against the other party in an attempt to win. This usually results in either a 'win-lose' result or a 'lose-lose' result.

Power-based conflicts are disputes in which offenders abuse the power they hold over the victim who feels powerless to resist, avoid, or even speak about what is going on⁵⁵. The type of power can be physical, emotional, psychological, or social, and is often based on gender, age, relationship, ability, race, sexual orientation, or even physical size. In a residential setting, youth who threaten or bully other youth are engaging in this type of power-based conflict.

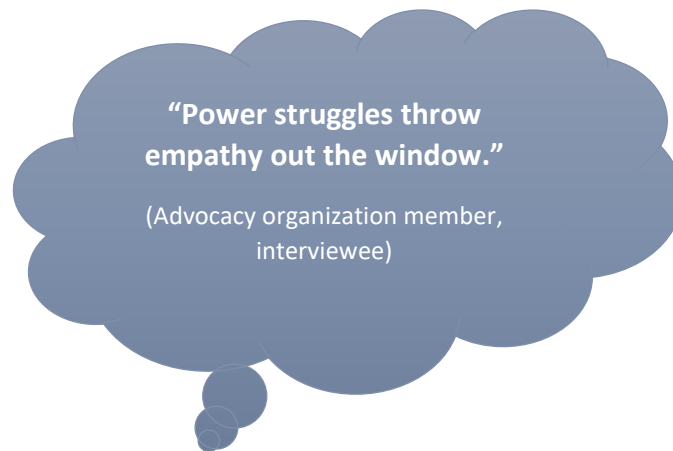
A **power struggle** exists where one person attempts to exert both their personal and structural power on another person. Accounts of some of the stakeholders in the field revealed that workers may approach the resolution of a conflict by exerting their authority over the youth and in so doing, create a power struggle. According to stakeholders, staff often approach conflict resolution as their need to exert their authority over youth. This exertion of power and control is an example of a power imbalance and creates a power struggle. When youth feel that they have no options, they may feel disrespected and may in-turn, exert the power they feel they *can* control in response. It can be likened to 'backing someone into a corner' and giving them no option to escape. Approaching a non-compliant youth who asks why he must do chores by responding: "*because I told you so*" or "*because if you don't you'll be punished*" are

⁵³ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

⁵⁴ Furlong, G. (2005). *The Conflict Resolution Toolbox*. Mississauga, On: John Wiley & Sons.

⁵⁵ British Columbia Ministry of Public Safety and Solicitor General. (2004). *Community Accountability Programs*. Retrieved from <http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/cap-information-package.pdf>

examples of this potential dynamic. This type of reaction on the part of workers, can not only set up power imbalances or power struggles, but also jeopardize positive, trusting relationships.



Anti-Opressive Practice

Power imbalances also occur naturally in relationships, in general, based on other factors, which may include age, abilities, class, ethnicity, employment status, gender, geographic location, race, religion, sexual orientation⁵⁶. For service providers working with diverse children and youth in care, understanding what is and is not oppression, and recognizing the need to embrace anti-oppressive policies and practices plays an important role in power dynamics.

According to the Ontario Centre of Excellence (OCE) for Child and Youth Mental Health *Striving for equity: Anti-oppressive practice in child and youth mental health* online learning module, **oppression** occurs when people who are in positions of power control people with less power in hurtful unfair ways.

Anti-oppressive practice is way of working that recognizes existing social inequalities and power imbalances, and reduces them through meaningful engagement and collaboration with children, youth, families and service providers in all levels of decision-making⁵⁷. Access the OCE online learning module located in the recommended web resources in order to better understand oppression in child and youth mental health and its relationship to power, and how to develop an anti-oppressive lens when working with children and youth in your care.

⁵⁶ Wong, H., & Yee, J. Y. (2010). *An anti-oppression framework for child welfare in Ontario*. Ontario Child Welfare Anti-Oppression Roundtable, from www.durhamcas.ca/wp-content/uploads/oacasaoframework.pdf

⁵⁷ Ontario Centre of Excellence for Child and Youth Mental Health (n.d.). *Striving for equity: Anti-Oppressive practice in child and youth mental health*, online learning module, from <http://www.excellenceforchildandyouth.ca/striving-equity-anti-oppressive-practice-child-and-youth-mental-health>, slide 5, lesson 1, 5.1.

Another helpful resource, is the *One Vision One Voice: Changing the Child Welfare System for African Canadians*⁵⁸ report, which outlines a practice framework and race equity practices for African Canadian children, youth and families. Part 1 and 2 of the framework can be accessed in the recommended web resources section of this module.



MATCH THE TERMS ACTIVITY: STRUCTURAL VERSUS PERSONAL POWER

For a conflict to develop, all participants bring a certain degree of power to the dispute. However, there is a difference between structural power and personal power.

Instructions:

Retrieve a blank worksheet (found in appendix A at the end of this module) and in the following activity, match the types of power to either structural or personal power by placing the appropriate letter beside each term. Once completed, compare your selections with the answers provided in appendix B at the end of module 4.

Type of Power	A) Structural Power or B) Personal Power
Position of Supervisor	
Placement through a court order	
Treatment plan	
Strong-willed personality	
Seems not to be afraid of anything	
Child and Youth Worker	

Think about it: When working with children and youth in conflict, it is important to identify the various sources of power. Understanding the types of power that each person brings can assist in reaching a resolution.

⁵⁸ Ontario Association of Children’s Aid Societies (2016). *One Vision One Voice: Changing the Ontario Child Welfare System to Better Serve African Canadians practice frameworks* Part 1, from http://www.oacas.org/wp-content/uploads/2016/09/One-Vision-One-Voice-Part-1_digital_english.pdf; part 2 from, http://www.oacas.org/wp-content/uploads/2016/09/One-Vision-One-Voice-Part-2_digital_english.pdf



SMALL GROUP CRITICAL THINKING ACTIVITY: POWERFULNESS VERSUS POWERLESSNESS

This activity is intended for a leader (facilitator) and a group of youth. The activity explores the differences in power depending on the individual and/or the situation.

Instructions: Retrieve a blank worksheet (found in appendix A at the end of module 4) and lead the following group activity.

Step 1: All participants gather in a group at one end of the room.

Step 2: Facilitator explains the activity.

Suggested script – “I am going to read a series of statements. I will pause after each statement and ask you to move to one side of the room or the other depending on how you feel about the statement. I will allow a few seconds for you to move and then I will ask you to look around you at the other members of the group gathered. Pay attention to how you feel after each move.”

Step 3: Facilitator goes through the following statements (between each of the statements, remind youth to look around and pay attention to how they feel):

- Please move to the right of the room if you are female.
- Please move to the left of the room if you are Indigenous.
- Please move to the left of the room if you are African Canadian.
- Please move to the right of the room if your first language is not English.
- Please move to the right of the room if you often feel angry.
- Please move to the left of the room if you think you do well in school.
- Please move to the right of the room if you think you have a lot of friends.
- Please move to the left of the room if you have been here longer than 6 months (adjust timeline as appropriate depending on what would be considered ‘longer than usual stay’).
- Please move to the right of the room if you find this activity difficult.

Step 4: Ask the group of youth to reassemble in the middle of the room and form a circle. It is best to have the group seated for this part of the activity. Use the following questions to stimulate group discussion:

- How did you feel during this activity?
- What did you like about this activity?
- What did you dislike about this activity?
- When did you feel that you had the most power (powerfulness)?
- When did you feel that you had the least power (powerlessness)?
- What did you learn from this activity?

The power of this activity lies in the post-activity discussion outlined in step 4. The statements can be adjusted to fit the group (based on the mix of participants, e.g., age, race, gender, etc.).

BULLYING

Conflict only becomes bullying behaviour when it is repeated over and over again and there is a power imbalance⁵⁹.

Bullying has been identified as a significant child health priority in Canada.⁶⁰ Any uniqueness that sets children/youth apart from others (e.g. race, ethnicity, sexual orientation, religion) can leave them vulnerable to bullying.

Bullying is generally divided into two categories:

1. Physical aggression (biting, hitting, pushing, and kicking); and
2. Relational aggression (cyber bullying, verbal bullying, and sexual bullying)⁶¹.

Campbell and Skarakis-Doyle⁶² believe that boys are more likely to be victims of physical bullying, whereas girls are more likely to be victims of indirect or relational bullying.

As children grow older, the proportion of those who use physical aggression declines while other forms of aggression such as verbal, social, and cyber bullying increase⁶³.

People working with youth should look for signs of bullying where the bully is wielding an unusual degree of power over his/her victim. Workers also should look for signs of the type of bullying that is taking place (aggressive or relational). Bullying has been shown to be one of the most pervasive and difficult forms of violence to deal with in residential settings because a high concentration of young people with high levels of emotional, behavioural, and social problems inevitably leads to tension-filled environments which can create conflict in relationships⁶⁴.

Bullying or Bullied: Signs to look for in the child/youth behaviour:

- Unexplained injuries

⁵⁹ Ontario Ministry of Education. (2013). *Bullying We Can All Help Stop It: A Guide For Parents of Elementary and Secondary School Students*. Retrieved from <https://www.edu.gov.on.ca/eng/multi/english/BullyingEN.pdf>

⁶⁰ Campbell, W., & Skarakis-Doyle, E. (2011b). The relationship between peer conflict resolution knowledge and peer victimization in school-age children across the language continuum. *Journal of Communication Disorders*, 44(3), 345-358.

⁶¹ Levine, E., & Tamburrino, M. (2014). Bullying Among Young Children: Strategies for Prevention. *Early Childhood Education Journal*, 42(4), 271-278.

⁶² Campbell, W., & Skarakis-Doyle, E. (2011b). The relationship between peer conflict resolution knowledge and peer victimization in school-age children across the language continuum. *Journal of Communication Disorders*, 44(3), 345-358.

⁶³ Pepler, D., & Craig, W. (2014). *Bullying Prevention and Intervention in the School Environment: Factsheets and Tools*. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf

⁶⁴ Littlechild, B. (2011). *Conflict Resolution, Restorative Justice Approaches and Bullying in Young People's Residential Units*. *Children & Society*, 25(1), 47-58.

- Changes in behaviour
- Unexplained complaints of illness
- Reports of missing personal items
- Incidents of self-harm
- Interrupted sleep patterns

Cyber bullying

With the availability and access technology offers, **cyber bullying** has become a serious issue. Bullying has extended its reach from the physical to the virtual; the Internet has become a new platform for social interactions, giving children and youth the liberty to interact with some degree of anonymity and limited oversight by adult monitors. This establishes an ideal power differential between a bully and potential victim⁶⁵. A cyber bullying survey of 23,420 children and youth ages nine to sixteen across Europe found that five percent were being bullied more than once a week, four percent once or twice a month and ten percent less often however the rates among children in residential settings are likely to be much higher⁶⁶.



For youth in residential settings, the emotional harm caused by cyber bullying can be extreme and tends to exacerbate their existing feelings of insecurity and anxiety. Their difficulties forming attachments make it increasingly difficult for them to trust adults enough to report incidents of cyber bullying. Providing youth with the necessary skills to deal with this type of conflict is as important as is training workers to be vigilant about picking up on signs or clues that could alert them that unseen bullying may be occurring⁶⁷. While in many instances, children/youth in group care settings have limited

⁶⁵ Ang, R. P. (2015). Adolescent Cyberbullying: A review of characteristics, prevention and intervention strategies. *Aggression and Violence Behaviour*, 25(Part A), 35-42.

⁶⁶ Cowie, H. (2011). Reducing cyber-bullying risk in looked-after children. *Community Care*, 1883, 18-18.

⁶⁷ Ibid.

or supervised use of computers and cell phones. Stakeholders reported that incidents of cyber bullying are more prevalent with children who attend school outside the residence.

Cyber Bullying or Cyber Bullied? - Signs to look for in the child/youth behaviour:

- becomes angry or upset during or after using the internet or cell phone
- stops using the computer or turns off the screen when anyone approaches
- appears nervous when using the computer or cell phone
- spends excessive amount of time on the computer and is secretive when questioned
- refuses to go to school or gets into trouble at school
- withdraws from friends
- experiences changes in sleeping patterns
- shows increased signs of depression
- begins or increases self-abusive behaviour (cutting, suicide threats etc.)

Although many of these signs could signal other issues, the most likely sign would be a withdrawal from use of any technology if they are being bullied and an increase and secretive use of technology if they are bullying others.

Establishing a culture of trust where children and youth feel comfortable talking with workers is a good way of dealing with bullying behaviour. Generally the bully counts on the fact that the victim will be too scared to talk to an adult. If staff are suspicious based on the signs described in this module, they should try and engage the child/youth in conversation thus providing an opportunity for disclosure. The OCE for Child and Youth Mental Health has developed a comprehensive online learning module entitled: *Understanding and Preventing Bullying*⁶⁸, accessed via the web resources section of this module. This online module can assist workers in residential settings, working with children and youth, recognize the signs associated with bullying behaviour and victimization, and develop strategies for intervention.

⁶⁸ Ontario Centre of Excellence for Child and Youth Mental Health (n.d.). *Understanding and preventing bullying, online learning module*. Online module Retrieved from <http://www.excellenceforchildandyouth.ca/understanding-and-preventing-bullying#>



DISCUSSION/ROLEPLAY

Instructions for Scenario role play with children/youth

You can handle the role play in different ways.

- One option is for each child/youth in the group to quietly read a scenario and to subsequently make a decision as to which choice they would select from the list.
- Another option is to divide the children/youth into small groups and have them role play the scenario (with enough group members assigned a specific role appropriate to the scenario). After the role plays, the group comes back together in a larger group to discuss each scenario, their decisions and the most likely prudent decisions for each of the scenarios.

Discussion/Role play 1: Bullying and Racism

A new boy has just arrived at the group home. He was born in another country. He doesn't engage with other youth and he keeps to himself. Last night you thought that you heard him crying. Two other boys were making fun of him this morning at breakfast. One boy whispered loud enough for him to hear that he should 'go back home where he belongs'. What do you do?

Discussion points and potential decisions:

1. Join in. After all, he is not your friend so you don't have to worry about him.
2. Tell the staff person on duty what has happened.
3. Offer to help him with his English.
4. Something else?

Discussion/Role play 2: Cyber Bullying

Your friends have started sending you nasty text and email messages. Every time you enter the room they start laughing and pointing at you. Then they all get up and leave. This has been going on since Sunday and now it is Wednesday. You can't sleep at night and don't feel like eating. Today the teacher yelled at you for not paying attention. What should you do?

Discussion points and potential decisions:

1. Nothing. It must have been something you did to cause you friends to do this.
2. Start sending nasty messages back to each of them.
3. Tell the staff what has been going on.
4. Something else?

Discussion/Role play 3: Power-Based Bullying

You just arrived last week at your new placement. Ever since you arrived, one of the older girls has been taking every opportunity to bump into you or to trip you when you walk past her. Yesterday she pushed you up against the wall and held you there with her hands around your neck. She whispered that if you told anyone, she and her friends would retaliate in the middle of the night when everyone is sleeping. This morning you found a note pinned to your pillow when you woke up. The note said: "We are watching you!" What should you do?

Discussion points and potential decisions:

1. Tell the staff what is going on and show them the note.
2. Ask some of your friends to help you get back at the girl.
3. Tell them that you don't like what they are doing and to stop hurting you.
4. Something else?



QUIZ: TEST YOURSELF!

Test yourself by answering the following quiz questions. Once completed, compare your responses with the answers at the end of module 4.

QUESTION 1

Linked Objective: Differentiate between two categories of power in the context of power-based conflict.

You are working as a child and youth worker in a residence located in a major city where several of the youth you work with have been affiliated with gangs. Last week, a youth was admitted to your residence. You suspect that this youth has gang ties. What markers might you look for to determine if there are issues that could result in a power-based conflict? Select all that apply.

- a. The youth that was recently admitted has displayed anti-social behaviours and will not interact with staff or with other residents.
- b. Night staff reported that one of the residents has been wetting the bed for the last week.
- c. The cleaning staff have submitted an incident report when they found graffiti on the walls of one of the washrooms.
- d. One of the youth who had been on a visit home has refused to return to the residence.

QUESTION 2 (SCENARIO SERIES)

Linked Objective: Identify two categories of bullying and their associated behaviours.

Bullying is generally divided into two categories: Physical aggression and Relational aggression. As a manager, you have been concerned with what appears to be an increasing number of incidents that have been labeled by both the youth and staff as bullying. You decide that you are going to facilitate a group session with workers and youth to try and bring the issue of bullying to the forefront. You have written the following statements/scenarios on flip chart paper. You form 2 groups – one group of youth and one group of staff. You ask them to discuss each scenario and answer the question - **is this bullying?** - and if the group decides that it is, **what type of bullying is it?** – physical or relational. You allow 45 minutes for the discussion and then you bring the groups together and have them compare their thoughts. However, before you can conduct this activity, **you need to decide for yourself how you would characterize each scenario.** Keep in mind that for a situation to be classified as bullying, it must be repetitive.

- a. Another girl repeatedly makes fun of your best friend, but always says, “Just kidding” after every mean comment.
 - i. Is this bullying? Yes or No?
 - ii. If yes, is it physical or relational?

- b.** A girl trips in the hallway and everyone laughs and calls her clumsy.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- c.** A group of boys always makes fun of a heavier boy in the residence.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- d.** Every time Joey does not get his way, he punches the person who upset him.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- e.** A friend comes up to you and asks for your help beating up another boy during free time.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- f.** You and a friend walk up to a group of girls and find that they are saying things that are untrue about your friend.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- g.** Someone has written a rumour about you on a table in the dining room. You think it was Melanie who wrote it.
 - i.** Is this bullying? Yes or No?
 - ii.** If yes, is it physical or relational?
- h.** Every day you are tripped in the hallway by Brady. You have tried being assertive and it does not work. You want to try to trip Brady back one day.
 - i.** Is this bullying? Yes or No?
 - ii.** If you trip Brady back, is that bullying? Yes or No?
 - iii.** If yes, is it physical or relational?
- i.** You are cornered by three boys who threaten to beat you up. You see a large stick on the ground behind you. You grab the stick and swing it hitting one of the boys.
 - i.** Were the 3 boys engaging in bullying? Yes or No?
 - ii.** If you pick up the stick and swing it hitting one of the boys, are you being a bully? Yes or No?
 - iii.** If yes, is it physical or relational?
- j.** You hear a rumour about yourself. You figure out that it was started by Wendy. You want to start a rumour about her to make it even.
 - i.** Was Wendy being a bully? Yes or No?
 - ii.** If you start a rumour about Wendy, are you being a bully? Yes or No?
 - iii.** If yes, is it physical or relational?
- k.** You are angry because no one takes your bullying situation seriously. What should you do?

QUESTION 3

Linked Objective: Explore behaviour related to cyberbullying from the perspectives of the bully and the person experiencing the bullying.

Although youth in the residence have limited access to social media, it has come to your attention that access to social media is more readily accessed when they are at school. Kyra's teacher sent you a message indicating that Kyra was upset during class today. When the teacher probed, Kyra said that someone had been posting mean and crude things on one of her social media accounts. She further shared with the teacher that today's post made her feel like she should end her life since "my life is useless anyway". A preliminary check indicated that the messages were coming from a fake user account. As Kyra's worker, you are suspicious that the posts may have come from another one of the youth in residence that attends the same school.

What steps should you take, now that you are aware of the situation? Select all that apply.

- a. Instruct the school that any youth attending their school should not be given any access to the internet.
- b. Talk with Kyra about the situation to see if she has any idea who might be the author of these messages.
- c. Shut down Kyra's social media account.
- d. Do nothing and hope that the sender will soon tire of sending these kind of messages.

GLOSSARY

Review the definitions related to the key terms in this module.

Structural Power: Structural power refers to the situation, the resources that people bring to the conflict, the legal realities within which the conflict arises, the formal authority of the participants, and the real choices that exist in terms of potential outcomes.

Personal Power: Personal power refers to the individual characteristics of the parties involved: determination, knowledge, courage, communication and life experiences.

Power Struggle: A power struggle exists where one person attempts to exert both their personal and structural power over another person against the will of the other person.

Oppression: Occurs when people who are in positions of power control people with less power in hurtful unfair ways.

Anti-oppressive practice: A way of working that recognizes existing social inequalities and power imbalances and reduces them through meaningful engagement and collaboration with children, youth, families and service providers in all levels of decision-making.

Power-Based Conflict: Power-Based conflicts involve situations in which offenders abuse the power they hold over the victim and the victim feels powerless to resist, avoid, or even speak about what is going on⁶⁹.

Bullying: Bullying is repeated behaviour that takes the form of harassment, torments, and threats. Bullying can be physical, verbal, and/or psychological.

Language Impairment: A language impairment presents as difficulty comprehending words properly, expressing oneself and listening to others.

Cyber Bullying: Cyber Bullying is bullying behaviour that uses technology (internet, facebook, phone text messages etc.) as a means to harass, torment or threaten the victim.

⁶⁹ British Columbia Ministry of Public Safety and Solicitor General. (2004). *Community Accountability Programs*. Retrieved from <http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/cap-information-package.pdf>

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Wong, H., & Yee, J. Y. (2010). *An anti-oppression framework for child welfare in Ontario. Ontario Child Welfare Anti-Oppression Roundtable*, from www.durhamcas.ca/wp-content/uploads/oacasaoframework.pdf

Recommended Web Resources:

Stop a Bully (2014). *Teacher & School Anti-Bullying Resources*. Retrieved from <http://www.stopabully.ca/teacher-resources.html>

Ontario Centre of Excellence for Child and Youth Mental Health (n.d.). *Striving for equity: Anti-Oppressive practice in child and youth mental health*, online learning module, from <http://www.excellenceforchildandyouth.ca/striving-equity-anti-oppressive-practice-child-and-youth-mental-health>

Ontario Centre of Excellence for Child and Youth Mental Health (n.d.). *Understanding and preventing bullying*, online learning module, from <http://www.excellenceforchildandyouth.ca/understanding-and-preventing-bullying#>

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SUMMARY

Congratulations on completing **Module 4 of the Conflict Resolution Resource Guide**. You should now be able to:

Analyze the components of power and powerlessness as they apply to conflict and bullying.

✓	Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?
	Familiarized yourself with the key terms in this module.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the group application activity on powerfulness and powerlessness.
	Engaged children/youth in various role play discussions related to bullying and power
	Completed the knowledge/application check questions to confirm your understanding of the module.
	Consulted/read the resources listed at the end of the module.

In the next module, you will:

Describe strategies and interventions for managing behaviours of children and youth in residential care settings.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

Match the Terms Activity: Structural Versus Personal Power

Type of Power	A) Structural Power or B) Personal Power
Position of Supervisor	
Placement through a court order	
Treatment plan	
Strong-willed personality	
Seems not to be afraid of anything	
Child and Youth Worker	

ACTIVITY WORKSHEETS FOR CHILDREN/YOUTH

Small Group Critical Thinking Activity: Powerfulness Versus Powerlessness

This activity is intended for a leader (facilitator) and a group of youth. The activity explores the differences in power depending on the individual and/or the situation.

Instructions: lead the following group activity.

Step 1: All participants gather in a group at one end of the room.

Step 2: Facilitator explains the activity.

Suggested script – “I am going to read a series of statements. I will pause after each statement and ask you to move to one side of the room or the other depending on how you feel about the statement. I will allow a few seconds for you to move and then I will ask you to look around you at the other members of the group gathered. Pay attention to how you feel after each move.”

Step 3: Facilitator goes through the following statements (between each of the statements, remind youth to look around and pay attention to how they feel):

- Please move to the right of the room if you are female.
- Please move to the left of the room if you are Indigenous.
- Please move to the left of the room if you are African Canadian.
- Please move to the right of the room if your first language is not English.
- Please move to the right of the room if you often feel angry.
- Please move to the left of the room if you think you do well in school.
- Please move to the right of the room if you think you have a lot of friends.
- Please move to the left of the room if you have been here longer than 6 months (adjust timeline as appropriate depending on what would be considered ‘longer than usual stay’).
- Please move to the right of the room if you find this activity difficult.

Step 4: Ask the group of youth to reassemble in the middle of the room and form a circle. It is best to have the group seated for this part of the activity. Use the following questions to stimulate group discussion:

- How did you feel during this activity?
- What did you like about this activity?
- What did you dislike about this activity?
- When did you feel that you had the most power (powerfulness)?
- When did you feel that you had the least power (powerlessness)?
- What did you learn from this activity?

The power of this activity lies in the post-activity discussion outlined in step 4. The statements can be adjusted to fit the group (based on the mix of participants, e.g., age, race, gender, etc.).

APPENDIX B: ACTIVITY AND QUIZ ANSWERS

MATCH THE TERMS ACTIVITY: STRUCTURAL VERSUS PERSONAL POWER

Type of Power	A) Structural or B) Personal
Position of Supervisor	Structural
Placement through a court order	Structural
Treatment plan	Structural
Strong-willed personality	Personal
Seems not to be afraid of anything	Personal
Child and Youth Worker	Personal

QUIZ ANSWERS

Question 1

Correct responses: A, B, C, D

All of the above are markers that deserve some investigation. There may be other factors that have led to some of the behaviours observed in the choices but a good strategy is to rule out the ones that do not apply.

Question 2

- a. Another girl repeatedly makes fun of your best friend, but always says, “Just kidding” after every mean comment.
 - i. Is this bullying? **Yes** or No?
 - ii. If yes, is it physical or **relational**?
- b. A girl trips in the hallway and everyone laughs and calls her clumsy.
 - i. Is this bullying? Yes or **No**?
 - ii. If yes, is it physical or relational?
- c. A group of boys always makes fun of a heavier boy in the residence.
 - i. Is this bullying? **Yes** or No?
 - ii. If yes, is it **physical** or relational?
- d. Every time Joey does not get his way, he punches the person who upset him.
 - i. Is this bullying? **Yes** or No?
 - ii. If yes, is it **physical** or relational?
- e. A friend comes up to you and asks for your help beating up another boy during free time.
 - i. Is this bullying? Yes or **No**?
 - ii. If yes, is it physical or relational?

- f. You and a friend walk up to a group of girls and find that they are saying things that are untrue about your friend.
 - i. Is this bullying? Yes or **No**?
 - ii. If yes, is it physical or relational?
- g. Someone has written a rumour about you on a table in the dining room. You think it was Melanie who wrote it.
 - i. Is this bullying? Yes or **No**?
 - ii. If yes, is it physical or relational?
- h. Every day you are tripped in the hallway by Brady. You have tried being assertive and it does not work. You want to try to trip Brady back one day.
 - i. Is this bullying? **Yes** or No?
 - ii. If you trip Brady back, is that bullying? Yes or **No**?
 - iii. If yes, is it **physical** or relational?
- i. You are cornered by three boys who threaten to beat you up. You see a large stick on the ground behind you. You grab the stick and swing it hitting one of the boys.
 - i. Were the 3 boys engaging in bullying? Yes or **No**?
 - ii. If you pick up the stick and swing it hitting one of the boys, are you being a bully? Yes or **No**?
 - iii. If yes, is it physical or relational?
- j. You hear a rumour about yourself. You figure out that it was started by Wendi. You want to start a rumour about her to make it even.
 - i. Was Wendy being a bully? Yes or **No**?
 - ii. If you start a rumour about Wendy, are you being a bully? Yes or **No**?
 - iii. If yes, is it physical or relational?
- k. You are angry because no one takes your bullying situation seriously. What should you do?

Question 3

Correct responses: B, C



MODULE 5: DISCIPLINE VERSUS PUNISHMENT

MODULE 5: DISCIPLINE VERSUS PUNISHMENT

GOAL

Describe strategies and interventions for managing behaviours of children and youth in residential care settings.

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the critical thinking activity on differences between punishment and discipline.
4. Complete the knowledge/application questions to confirm your understanding of the module.
5. Lastly, consult/read the web resources listed at the end of the module.

Discipline	Behaviour Modification
Punishment	
Self-Discipline	Cognitive Behaviour Therapy (CBT)
Zero Tolerance	
Positive Behaviour Intervention Support (PBIS)	Collaborative Problem Solving (CPS)
Progressive Discipline	Functional Communication Training (FCT)
Prosocial Behaviour	
Behaviour Management	Life Space Crisis Intervention (LSCI)
	Motivational Interviewing

KEYWORDS



LEARNING OBJECTIVES

✓	Upon successful completion of this module, you will be able to:
	Differentiate between punishment and discipline in the context of adult - child and youth relationships.
	Explore strategies that promote self-discipline, progressive discipline and behaviour management.
	Identify multiple behaviour management strategies employed in residential care settings.

INTRODUCTION TO DISCIPLINE AND PUNISHMENT

The term '**discipline**' originates from an old English word that means *to teach or train* while the term '**punishment**' came from an old French word *punir* that means a penalty inflicted for an offense⁷⁰. Punishment is something that is done **to** kids , whereas discipline is something that is done **with** kids. One can see differences both in the origins of each term and in the meaning associated with each word. Too often discipline and punishment are used synonymously.

The literature shows that we need to move beyond viewing discipline as punishment and vice versa. Situations requiring discipline can be opportunities for learning, growth and community-building⁷¹. Stutzman et al. claim that punishment may well contain a child temporarily, but does little to teach **self-discipline**. The negative effects of punishment are also well documented; they result in feelings of anger in the person being punished. The focus shifts from the harm inflicted, to resenting the punisher⁷². De Valk et al. examined the effectiveness of the punishment approach used in secure residential settings whereby young people have to 'learn to behave' by means of punishment⁷³. In their findings, they stressed the importance for staff to understand the negative consequences of punishment. Child and youth workers may react to aggression with a need to control the challenging behaviour without uncovering the underlying issues that may be present. Workers need to be insightful and understand issues that arise for children and youth when they are removed from their homes and placed in residential settings⁷⁴. Additionally, group discipline - the tendency to discipline the group rather than the individual - is regarded in almost all contexts as unfair and provocative .

At the heart of discipline lies 'respect'. Respect means considering the feelings, needs, ideas, and desires of the other person without passing judgment. Adults generally believe that children and youth should show them respect just because they are the adults. However, it is important to understand that respect comes from building positive and healthy relationships. Adults owe children and youth the same respect they expect to receive, regardless of living situations, and whether or not they experience behavioural and emotional problems. It is important that the feelings of young people are validated and that workers take steps to find out how they are feeling.

⁷⁰ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

⁷¹ Stutzman Amstutz, L. & Mullet, J. (2005). *The Little Book of Restorative Justice for School*. Intercourse, PA: Good Books.

⁷² *ibid.*

⁷³ de Valk, S., van der Helm, G., Beld, M., Schaftenaar, P., Kuiper, C. & Stams, G. (2015). Does punishment in secure residential youth care work? An overview of the evidence. *Journal of Children's Services*, 10(1), 3-16.

⁷⁴ Kroll, T. (2009). *Skills and strategies used to manage aggression and conflict with children in residential settings* (Master of Arts). Ryerson University.

In the words of a youth, expressing the need to be respected:



The following represent the responses of youth when they were asked what they did not like when interacting with adults (taken from Youth Consultations):

- ✓ Please give me space – I may not be ready to talk right now (one youth called this ‘tailgating’)
- ✓ Don’t order me around – please just ask me nicely
- ✓ Don’t tell me what I need to or should do
- ✓ Don’t tell me to grow a thicker skin when I share my problems with you
- ✓ Don’t lecture me or give me a sermon
- ✓ Don’t put a label on me; I interpret labels to mean that I am stupid or worthless
- ✓ Don’t yell at me and don’t point your finger at me

When working with young people, beginning with an empathy-based approach works best. Empathy means showing people that you can understand why they feel as they do without pretending to know how they feel. Showing them respect and giving yourself and them enough time is the wisest approach. Remembering the strategies of good communication (body language, tone of voice etc.) will support an empathetic approach. Differentiating between punishment and discipline before taking action can avoid negative consequences. In the words of one front line staff:



SELF-DISCIPLINE



When children’s lives and behaviours are overly regulated by others, they sometimes feel no need to control themselves since others do it for them . Teaching self-discipline should be the ultimate goal. Self-discipline is the tool kit that young people need in order to regulate their own behaviours.

Where disciplinary interventions are used, Greene and Ablon stress that discipline must be consistent and appropriate for the needs of those for whom the intervention is designed. The presumption that increased force is a necessary punishment motivated the zero tolerance movement; a strategy that has prevailed in one form or another for over twenty years⁷⁵. Skiba believes that at the core of the zero tolerance philosophy is the presumption that strong enforcement can act as a deterrent to other potentially disruptive youth . Zero tolerance approaches have tended to fall out of favour in place of approaches that are more respectful of the unique challenges that young people possess. Teaching the skills of self-discipline seems to be a much more effective way of assisting young people to regulate their own behaviour.

REFLECT: Are particular groups of children and youth (e.g. Indigenous, African Canadian/Black LGBT2SQ, racialized, youth with disabilities) treated differently from other youth when they are involved in a conflict in a residential care setting? Is there a form of ‘profiling’ in those reactions? Are your approaches based on negative stereotypes? Can you think of an example from your own experience? What was the impact on that youth?

⁷⁵Skiba, R. (2014). *The failure of Zero Tolerance. Reclaiming Children and Youth*, 22(4), 27-33.

In the educational sector, zero tolerance policies have been replaced with **Positive Behaviour Intervention Support (PBIS)** programs, an approach that pays careful attention to the social and emotional circumstances that can lead to challenging behaviour as well as interventions to prevent it⁷⁶. Used widely in schools, the focus of PBIS is on **prevention** as opposed to punishment.

PBIS has three levels of intervention:

1. What's good for all,
2. What's good for some, and
3. What's good for a specific individual.

For children and youth who require specific interventions, a behaviour intervention plan is recommended; inherent in any behaviour plan is a focus on helping the individual develop skills of self-discipline; PBIS can support this development.

PROGRESSIVE DISCIPLINE

Progressive discipline involves interventions used incrementally in circumstances where negative behaviour continues. Understanding that discipline is a teachable moment is fundamental to a positive approach to progressive discipline. The use of incremental interventions whenever possible to address inappropriate behaviour is intended to teach **prosocial behaviour**⁷⁷.

The goal of progressive discipline is to prevent the recurrence of negative behaviour by helping youth learn from their mistakes and develop self-discipline skills. Misbehaviour can also be used as a teachable moment and the community/relationships can be restored when all those impacted/harmed by an incident are involved in a collaborative process of determining unmet needs and solutions to 'make things as right' as possible⁷⁸. This restorative approach is discussed in more detail in Module 6.

Interviews with stakeholders revealed that many child/youth conflict situations that could and/or should have been resolved at the outset are being allowed to escalate. Progressive discipline can prevent or mitigate the occurrence of serious incidents in residential care settings. It operates on the premise that the least intrusive methods are used. As the popular saying goes, 'you don't use a sledge hammer to crack a nut'. Workers should think of disciplinary consequences as moving through a series of steps if necessary rather than jumping to the most severe of consequences at the outset.^{xx}

⁷⁶ Schachter, R. (2010). Discipline gets the boot. *District Administration*, 46(1), 26-32.

⁷⁷ Sgarro, C. (2015). *Citywide Behavioural Expectations to Support Student Learning (Student Intervention and Discipline Code and Bill of Student Rights and Responsibilities, K-12)*. Retrieved from <http://schools.nyc.gov/NR/rdonlyres/CD69C859-524C-43E1-AF25-C49543974BBF/0/DiscCodebookletApril2015Final.pdf>

⁷⁸ District, S. F. (n.d.). *Restorative Practices: Resources*. Retrieved from <http://www.healthiersf.org/RestorativePractices/Resources/>



SELF-ASSESSMENT ACTIVITY: DETERMINING STEPS OF PROGRESSIVE DISCIPLINE

Practice your skills of determining steps of progressive discipline. Put the following disciplinary consequences in order of 1 (least intrusive) to 5 (most intrusive). Once completed, review the answers at the end of the module.

Scenario: The behavioural incident was refusal to complete assigned homework. The youth in question attends class within the residential setting and the teacher has sent a note back to the unit expressing concern that this youth submitted incomplete homework for the last week. This appears to be a recurring problem.

#	Rank the following in the order that you would try using progressive discipline:
	Enforce the rule that the youth must show proof that his/her homework has been completed before he/she can watch television or use the computer.
	Ask the youth if he/she would like a 'peer partner' to work with on the homework assignments.
	Arrange a meeting with the teacher.
	Sit down with the youth in question to have a discussion as to what is going on.
	Remove all television/computer privileges for one week.



ACTIVITY: IS IT DISCIPLINE OR PUNISHMENT?

Read the following scenarios and select whether the staff response was a form of discipline or punishment. For each of the punishment responses, how could you turn the situation into a discipline response? (from the worksheet found at the end of the module, use the column on the right to record your answers.)

<i>Discipline or Punishment?</i>	Scenario	For each punishment response, how could you turn the situation into a discipline response?
	1. The custodian discovered graffiti on the boys' washroom wall that was not there yesterday. The staff person gathers the boys together and asks who was responsible for the graffiti. When no one volunteers, the staff directs all the boys to begin clean-up efforts and states: "Nobody goes for lunch until the mess is completely cleaned".	

<i>Discipline or Punishment?</i>	Scenario	For each punishment response, how could you turn the situation into a discipline response?
	<p>2. Kelsey’s assigned chore for the day was cleaning the dining tables and sweeping the floor after breakfast. However on this particular day, she left the dining room without completing her assigned tasks and returned to her room to get showered and dressed for school. When the staff in charge noticed that Kelsey had not completed her chores, she told Kelsey that she was not allowed to have a shower until her chores were completed.</p>	
	<p>3. Today, hot dogs were served for lunch. Tommy asked the staff in charge for more ketchup. The staff refused and told Tommy: “Eat your hot dog or lose it!” Tommy persisted in demanding more ketchup. The staff removed Tommy’s plate and commanded him to return to his room.</p>	
	<p>4. Group home XYZ is now at full capacity. The staff has been noticing that the girls’ tempers have been flaring and the atmosphere seems tense. This morning, two girls had a physical altercation that resulted in breakage of some personal items belonging to one of the girls. The instigator was sent to her room for the remainder of the day.</p>	

BEHAVIOUR MANAGEMENT

Behaviour management focuses on maintaining a safe environment for children through various methods all intended to foster self-discipline and dispute resolution skills.

An exploratory study that examined the dynamics of behaviour management in the residential environment identified worker-reported tensions involved in the management of challenging and disruptive behaviour⁷⁹. Residential care workers are frequently required to support children with challenging behaviour. The analysis revealed several dynamics that influence workers' management of challenging behaviour:

- the sense of parenting at a distance,
- the pressure for consistency,
- the desire for balance between control and connection,
- the desire for normality, and
- the inconsistent nature of relationships in general.

In 2014, the U.S. Departments of Education and Justice released the document entitled 'Guiding Principles for Providing High Quality Education in Juvenile Justice Secure Care Settings' that use positive behavioural interventions⁸⁰. When youth are given the tools in the form of positive behaviour intervention, they are better able to develop self-discipline skills that will lead to lower incidents of violent reactions to conflict situations⁸¹. Another study linked lower rates of violent behaviour involving youth when they were taught interpersonal problem solving skills⁸².

Interviews with key stakeholders in the sector revealed several strategies and training resources currently in use:

- Restorative Approaches to Conflict Resolution (discussed in Module 6)
- Applied Behaviour Analysis (ABA)
- Crisis Prevention Intervention (CPI)
- Understanding and Managing Aggressive Behaviour (UMAB)
- Prevention and Management of Aggressive Behaviour (PMAB)

As a worker in a residential setting, you may have attended behaviour management training programs as they relate to dealing with children and youth. Take a moment to reflect on your experience.

⁷⁹ McLean, S. (2015). Managing behaviour in child residential group care: unique tensions. *Child & Family Social Work*, 20(3), 344-353.

⁸⁰ Parks Ennis, R., & Gonsoulin, S. (2015). Multi-Tiered Systems of Support to Improve Outcomes for Youth in Juvenile Justice Settings: Guiding Principles for Future Research and Practice. *Residential Treatment for Children & Youth*, 32(4), 258-265.

⁸¹ Eddy, J., Whaley, R., & Chamberlain, P. (2004). The Prevention of Violent Behavior by Chronic and Serious Male Juvenile Offenders A 2-Year Follow-up of a Randomized Clinical Trial. *Journal of Emotional and Behavioral Disorders*, 12(1), 2-8.

⁸² *ibid*

REFLECT: When was your last refresher? How confident do you feel in dealing with the complex needs of the young people in your care?

There exist many more types of behaviour management programs. The following are just a few examples that you may wish to consider and investigate further:

Strategies
✓ Cognitive Behaviour Therapy (CBT)
✓ Collaborative Problem Solving (CPS)
✓ Functional Communication Training (FCT)
✓ Life Space Crisis Intervention (LSCI)
✓ Positive Behaviour Intervention Support (PBIS)

Regardless of the behaviour management strategy employed at the residential care setting, here are a couple of tips to remember:

- Never deny youth their basic rights
- Never use group discipline to deal with individual behaviours

BEHAVIOUR MANAGEMENT STRATEGIES

In behaviour management, regardless of the strategy or program employed, the goal should be to help youth develop self-control, self-monitoring, self-discipline and social skills that will allow them to function in society. Review the Reference List at the end of this module for more information on the following strategies.

Cognitive Behaviour Therapy (CBT)

Cognitive behaviour therapy (CBT) is a common type of ‘talk’ therapy where the individual works with a counselor or therapist with the intent being to help the individual become more aware of their inaccurate or negative thinking so they can view the situation and their response more clearly⁸³. It is intended to be short term and the counselor or therapist sets specific goals with the individual. The intent of the therapy is to change the individual’s patterns of thinking and subsequent behaviour and in so doing change the way that the individual feels about themselves and others. A decision to use cognitive behaviour therapy should be made only after consultation with a psychologist or therapist. Most residences and group homes have a multi-disciplinary team that supports each resident and makes decisions about what behaviour management strategies they should employ. A link to the Mayo Clinic’s Cognitive Behaviour Therapy site has been provided in the Reference section at the end of the module.

⁸³ Mayo Clinic. (2016). *Cognitive behavioral therapy*. Retrieved from <http://www.mayoclinic.org/tests-procedures/cognitive-behavioral-therapy/home/ovc-20186868>

Collaborative Problem Solving (CPS)

Collaborative problem solving (CPS) developed by Dr. Ross Greene and Dr. Stuart Ablon is based on the belief that children with behavioural challenges lack the skill (rather than the will) to behave appropriately. The CPS approach avoids the use of power and control and instead focuses on building relationships and teaching at-risk children the skills to control their own behaviour. Think:Kids is the home of the Collaborative Problem Solving approach. A link to Think:Kids is provided in the recommended web resources list at the end of this module⁸⁴.

Functional Communication Training (FCT)

Functional communication training (FCT) is a procedure intended to teach the individual an alternative response to replace problem behaviour and is thought to be one of the most common and effective interventions for severe behaviour problems. It is most frequently used with individuals with developmental disabilities where the behaviours may include aggression, self-injury and vocal disruptions. FCT can also be found in Module 2.

Life Space Crisis Intervention (LSCI)

Life space crisis intervention (LSCI) is a therapeutic and verbal strategy developed as part of a behaviour management program that views discipline problems or stressful incidents as opportunities for learning, growth, insight and change. LSCI attempts to turn crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviours⁸⁵. LSCI is a non-physical intervention program. The LSCI Institute was founded by Nicholas Long and Frank A. Fecser. A link to the website has been provided in the recommended web resources list at the end of this module. The book entitled “The Angry Smile”, featured on their website⁸⁶, deals with preventing passive-aggressive behaviours by changing people’s response to this type of behaviour.

Positive Behaviour Intervention Support (PBIS)

Positive behaviour intervention support (PBIS) is an approach that emphasizes proactive communication of desired behavioural expectations, reinforcement of appropriate behaviour, as well as monitoring and correction of problem behaviour. The program teaches the following guidelines: be respectful; be safe; work peacefully; strive for excellence; and follow directions⁸⁷. Schools use PBIS as a method to encourage appropriate behaviour. PBIS focuses on prevention as opposed to punishment. With PBIS, the focus is on stepping in early before the undesirable

⁸⁴ Review and try the Thinking Skills Inventory with youth that you are working with. A link to this Inventory can be found by accessing the Think:Kids website at: <http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/> and click the link entitled Thinking Skills Inventory located on the main page under the heading “The Basics: Skill not Will, 3rd paragraph. *Note: The Thinking Skills Inventory is only available in English.*

⁸⁵ Fecser, F. (2014). LSCI in Trauma-Informed Care. *Reclaiming Children & Youth*, 22(4), 42-44.

⁸⁶ The Angry Smile book retrieved from: <https://www.lsci.org/node/874>

⁸⁷ Lane-Garon, P., J., Y., & Kralowec, C. (2012). Conflict Resolution Education and Positive Behavioral Support: A Climate of Safety for All Learners. *Conflict Resolution Quarterly*, 30(2), 197-217.

behaviour escalates. Retrieve and review the special issue of Education and Treatment of Children (2013, August) on the use of *PBIS as Prevention for High-Risk Youth in Alternative Education, Residential and Juvenile Justice Settings*, for practical and evidence-informed information geared for a variety of service providers⁸⁸.

⁸⁸ *PBIS as Prevention for High-Risk Youth in Alternative Education, Residential and Juvenile Justice Settings*, retrieved from <https://www.pbis.org/community/prevention-for-high-risk>



QUIZ: TEST YOURSELF!

Test yourself by answering the following knowledge/application questions. Once completed, compare your responses with the answers at the end of the module.

QUESTION 1

Linked Objective: Differentiate between punishment and discipline in the context of adult - child and youth relationships.

Read each scenario and decide whether the consequence is discipline or punishment.

Scenario and Response	Discipline	Punishment
1. Youth walks in noisily and slams the door		
a. Asked to walk in again		
b. Sent to his room for a time-out		
2. Youth angrily overturns his chair in the dining room		
a. Youth sent to his room with no lunch		
b. Youth asked to stay behind after lunch and help put up all the chairs		
3. Youth shouts out the worker's name		
a. Worker ignores the youth		
b. Worker approaches the youth and quietly asks her to address the worker in a quieter tone		
4. Youth throws her tray on the floor		
a. Youth is sent to her room with no lunch and afternoon privileges are removed		
b. Youth is asked to pick up her tray, finish her lunch and after lunch stay behind to help clean the floor		
<i>Now you create the consequences, both discipline and punishment, for the next 2 scenarios:</i>		
5. Youth rips some charts off the wall after a group therapy session.		
a.		
b.		
6. Youth slams his book shut and yells that this homework is stupid.		
a.		
b.		

QUESTION 2

Linked Objective: Explore strategies that promote self-discipline, progressive discipline and behaviour management.

The youth in the residence attends school at the local secondary school. Recently the school board closed all specialty classrooms (learning disability, developmental, behaviour etc.) and all students are fully integrated into regular programs. You are quite concerned about Ron, who has now been sent home four of the last five days for acting out behaviour. What steps will you take to see that Ron successfully returns to school? Place the following actions in appropriate order of steps that you would take.

Order #	Steps
	Request a review of Ron's Individual Education Plan (IEP).
	Sit with Ron to find out how he is feeling and what he thinks the problem is.
	Ask for a meeting with the Vice Principal of the school.
	Have Ron write a list of things that would help him stay in class.
	Convene a team meeting of the residence staff.

QUESTION 3

Linked Objective: Explore strategies that promote self-discipline, progressive discipline and behaviour management.

It is important to normalize issues that occur when youth are brought together in a residential setting. Workers should ask themselves whether the behaviour is typical of any youth regardless of the setting in which they live. Unless you find yourself in a situation of imminent danger, stepping back and giving yourself time before reacting is recommended. Progressive discipline works on the premise that the type of discipline should be appropriate to the situation thus you should always begin with the least intrusive consequences. Look at the following behaviours and identify the ones that would be appropriate for progressive discipline. For the ones that you feel would be appropriate for progressive discipline, take a moment and write the steps in progressive discipline that you would follow.

Scenario	Appropriate for progressive discipline? Yes or No	What actions would you take?
1. Youth has defaced the wall in his bedroom		
2. Youth has been verbally disrespectful to staff		
3. Youth threatens another youth with a knife		
4. Youth was caught sending notes containing threats to another youth		

GLOSSARY

Review the definitions related to the key terms in this module.

Discipline: Discipline originates from an old English word that means to teach or train⁸⁹.

Punishment: Punishment originates from an old French word ‘punir’ that means a penalty inflicted for an offence⁹⁰.

Self-Discipline: Self-discipline is the ability to take control of your own behaviour.

Zero Tolerance: As is implied by the words, zero tolerance leaves no room for any undesirable behaviour and imposes strict punishment with the belief that strong enforcement will act as a deterrent to other potentially disruptive youth.

Positive Behaviour Intervention Support (PBIS): Positive behaviour intervention support (PBIS) is an approach that emphasizes proactive instruction of desired behavioural expectations, reinforcement of appropriate behaviour, and monitoring and correction of problem behaviour and follows the following guidelines: be respectful; be safe; work peacefully; strive for excellence; and follow directions⁹¹.

Progressive Discipline: Progressive discipline uses incremental interventions in circumstances where the negative behaviour continues. The goal of progressive discipline is to prevent the recurrence of the negative behaviour by helping youth learn from their mistakes and develop self-discipline skills.

Prosocial Behaviour: Prosocial behaviour is targeted at helping others through such things as sharing, co-operation, helping others, volunteering etc.

Behaviour Management: Behaviour management focuses on maintaining a safe environment for children through various methods all intended to foster self-discipline and dispute resolution skills.

Cognitive Behaviour Therapy (CBT): Cognitive behaviour therapy (CBT) is a common type of ‘talk’ therapy where the individual works with a counselor or therapist with the intent being to help the individual become more aware of their inaccurate or negative thinking so they can view the situation and their response more clearly⁹².

Collaborative Problem Solving (CPS): Collaborative problem solving (CPS) developed by Dr. Ross Greene and Dr. Stuart Ablon is based on the belief that children with behavioural challenges lack the skill, not the will, to behave well. The CPS approach avoids the use of power

⁸⁹ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioners’ Guide*. San Francisco, CA: Jossey-Bass.

⁹⁰ *ibid*.

⁹¹ Lane-Garon, P., J., Y., & Kralowec, C. (2012). *Conflict Resolution Education and Positive Behavioral Support: A Climate of Safety for All Learners*. *Conflict Resolution Quarterly*, 30(2), 197-217.

⁹² Mayo Clinic. (2016). *Cognitive behavioral therapy*. Retrieved from <http://www.mayoclinic.org/tests-procedures/cognitive-behavioral-therapy/home/ovc-20186868>

and control and instead focuses on building relationships and teaching at-risk kids the skills to control their own behaviour.

Functional Communication Training (FCT): Functional communication training (FCT) is a procedure intended to teach the individual an alternative response to replace problem behaviour.

Life Space Crisis Intervention (LSCI): Life space crisis intervention (LSCI) is a therapeutic and verbal strategy developed as part of a behaviour management program and attempts to turn crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviours and views discipline problems or stressful incidents as opportunities for learning, growth, insight and change⁹³.

Motivational Interviewing: Motivational interviewing is a technique where a counselor or therapist engages the client in a conversation.

⁹³ Fecser, F. (2014). *LSCI in Trauma-Informed Care*. *Reclaiming Children & Youth*, 22(4), 42-44.

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Recommended Web Resources (copy and paste the URL in your browser to access):

Cognitive Behaviour Therapy from: <http://www.mayoclinic.org/tests-procedures/cognitive-behavioral-therapy/home/ovc-20186868>

The Angry Smile book from: <https://www.lsci.org/node/874>

Think:Kids: Rethinking Challenging Kids, from <http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/>

Functional Communication Training: A Review and Practical Guide, from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846575/>

Life Space Crisis Intervention: LSCI, from: <https://www.lsci.org>

Motivational Interviewing Strategies and Techniques: Rationales and Examples, from http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf

SUMMARY

Congratulations on completing **Module 5** of the **Conflict Resolution Resource Guide**. You should now be able to:

Describe strategies and interventions for managing behaviours of children and youth in residential care settings.

✓	Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?
	Familiarized yourself with the key terms in this module by reviewing the glossary.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the critical thinking activity on differences between punishment and discipline.
	Completed the knowledge/application questions to confirm your understanding of the module.
	Consulted/read the web resources listed at the end of the module.

In the next module, you will:

Appraise alternative dispute resolution strategies for preventing and/or mitigating conflicts in residential care settings.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

Self-Assessment Activity: determining steps of progressive discipline

Practice your skills of determining steps of progressive discipline. Put the following disciplinary consequences in order of 1 (least intrusive) to 5 (most intrusive). Once completed, review the answers at the end of the module.

Scenario: The behavioural incident was refusal to complete assigned homework. The youth in question attends class within the residential setting and the teacher has sent a note back to the unit expressing concern that this youth submitted incomplete homework for the last week. This appears to be a recurring problem.

#	Rank the following in the order that you would try using progressive discipline:
	Enforce the rule that the youth must show proof that his/her homework has been completed before he/she can watch television or use the computer.
	Ask the youth if he/she would like a 'peer partner' to work with on the homework assignments.
	Arrange a meeting with the teacher.
	Sit down with the youth in question to have a discussion as to what is going on.
	Remove all television/computer privileges for one week.

Activity: Is it Discipline or Punishment?

Read the following scenarios and select whether the staff response was a form of discipline or punishment. For each of the punishment responses, how could you turn the situation into a discipline response? (from the worksheet found at the end of the module, use the column on the right to record your answers.)

<i>Discipline or Punishment?</i>	Scenario	For each punishment response, how could you turn the situation into a discipline response?
	<p>1. The custodian discovered graffiti on the boys' washroom wall that was not there yesterday. The staff person gathers the boys together and asks who was responsible for the graffiti. When no one volunteers, the staff directs all the boys to begin clean-up efforts and states: "Nobody goes for lunch until the mess is completely cleaned".</p>	
	<p>2. Kelsey's assigned chore for the day was cleaning the dining tables and sweeping the floor after breakfast. However on this particular day, she left the dining room without completing her assigned tasks and returned to her room to get showered and dressed for school. When the staff in charge noticed that Kelsey had not completed her chores, she told Kelsey that she was not allowed to have a shower until her chores were completed.</p>	
	<p>3. Today, hot dogs were served for lunch. Tommy asked the staff in charge for more ketchup. The staff refused and told Tommy: "Eat your hot dog or lose it!" Tommy persisted in demanding more ketchup. The staff removed Tommy's plate and commanded him to return to his room.</p>	
	<p>4. Group home XYZ is now at full capacity. The staff has been noticing that the girls' tempers have been</p>	

<i>Discipline or Punishment?</i>	Scenario	For each punishment response, how could you turn the situation into a discipline response?
	<p>flaring and the atmosphere seems tense. This morning, two girls had a physical altercation that resulted in breakage of some personal items belonging to one of the girls. The instigator was sent to her room for the remainder of the day.</p>	

APPENDIX B: ACTIVITY AND QUIZ ANSWERS

ACTIVITIES

Determining steps of progressive discipline

Order:

1. Arrange a meeting with the teacher
2. Sit down with the youth in question to have a discussion as to what is going on
3. Remove all television/computer privileges for one week
4. Enforce the rule that youth must show proof that his/her homework has been completed before he/she can watch television or use the computer
5. Ask youth if he/she would like a 'peer partner' to work with on the homework assignments

Is It Discipline or Punishment?

Correct answers in order:

1. Punishment
2. Punishment
3. Punishment
4. Punishment

QUIZ

Question 1

- 1a – Discipline
- 1b – Punishment
- 2a – Punishment
- 2b – Discipline
- 3a – Punishment
- 3b – Discipline
- 4a – Punishment
- 4b – Discipline

Question 2

Correct order: 3, 1, 2, 5, 4

Question 3

Correct answers for “Appropriate for progressive discipline” question:

1. No
2. Yes
3. Yes
4. No



MODULE 6: ALTERNATIVE DISPUTE RESOLUTION STRATEGIES

MODULE 6: ALTERNATIVE DISPUTE RESOLUTION STRATEGIES

GOAL

Appraise alternative dispute resolution strategies for preventing and/or mitigating conflicts in residential group care settings.

TASKS

1. To begin, familiarize yourself with the key terms in this module by reviewing the glossary.
2. Then, work through this module to reinforce the key concepts and complete the activities in the appropriate order.
3. Next, engage in the individual/small group critical thinking activity on reframing problem situations.
4. Engage in case studies related to mediation strategies
5. Complete the knowledge/application case questions to confirm your understanding of the module.
6. Lastly, consult/read the web resources listed at the end of the module.

Reframing
Social stories
Mediation
Alternative Dispute Resolution
Facilitation
Brainstorming
Brain Writing
Circle speak
Peer Mediation
Restorative Justice
Conferencing
Circles
Keeper
Talking Piece

KEYWORDS



LEARNING OBJECTIVES

✓	Upon successful completion of this module, you will be able to:
	Describe principles and techniques for reframing problem situations in residential care settings.
	Differentiate between mediation and facilitation in the context of alternative dispute resolution.
	Apply a variety of mediation techniques with children and youth for resolving problem situations.
	Explore peer mediation processes and ground rules to empower youth to resolve their own conflicts.
	Engage in role play/case study on mediation situations.
	Describe the roots and pillars of restorative approaches for responding to challenging behaviour.
	Differentiate between the types of restorative circles.
	Identify restorative approaches and strategies appropriate in residential care settings.

REFRAMING

Alternative Dispute Resolution (ADR) refers to a variety of methods of solving conflicts where resolution is focused on mutual benefits. Several such methods are indexed in this module.

One of the most powerful tools for resolving conflict is the process of reframing. **Reframing** involves changing how an argument is presented so that its fundamental meaning is maintained while increasing the potential for resolution⁹⁴. Reframing is not about lessening or smoothing over a conflict; it relies on communication skills for success. It is about helping people involved in a dispute tell their stories in a different way. The presence of a neutral third party can help to reframe the situation.

A popular strategy in the areas of learning disabilities and behavioural problems for reframing is the use of **social stories**. As described in Module 3, a social story depicts a character that the young person can identify with and describes behaviours, thoughts and feelings through the persona of the character depicted in the story. This reduces the young person's anxiety and transfers the problem at least temporarily, to the character in the social story. The power of reframing through the use of social stories is that it allows the disputing parties to step back from the conflict and gives both time and space between the conflict and the resolution. Social stories also provide children and youth with a voice as they create narrative accounts of conflict situations, which allow caregivers a glimpse into children's conflicts as they, themselves construe them⁹⁵. Review Module 3 for tips on how to assist children and youth in creating social stories and for real-life examples through case scenarios.

One other type of reframing, termed '*positive hope-based reframing*' is recommended to enhance positive self-concept⁹⁶. Appelstein suggests that young people who have experienced physical abuse in their former family setting may have learned to use a variety of coping mechanisms to protect themselves. Furthermore, Appelstein suggests avoiding labelling youth as manipulative as this could foster "a sense of badness" and impair youth self-concept⁹⁷. He recommends that group care workers discontinue the use of pejorative labels in favour of more positive hope-based reframing terminology. The voices of youth echo the research evidence; they tend to label themselves the way that staff label them. During consultations, youth speak of workers' use of "default reasoning" in those labels; if a young person has been labeled with a disorder, workers, through their communication with them tend to attribute the specific behaviour exhibited to that disorder rather than digging deeper to uncover underlying causes

⁹⁴ Mayer, B. (2000). *The Dynamics of Conflict Resolution: A Practitioner's Guide*. San Francisco, CA: Jossey-Bass.

⁹⁵ Harris, A., & Walton, M. (2009). "Thank You for Making Me Write This" Narrative Skills and the Management of Conflict in Urban Schools. *The Urban Review*, 41(4), 287-311.

⁹⁶ Appelstein, C. (2015). *Child Care Training, Consultation, and Publications*. Retrieved from www.charliea.com

Appelstein, C. D. (1998). *No Such Thing As a Bad Kid: Understanding and Responding to the Challenging Behavior of Troubled Children*. Weston, MA: Gifford School.

⁹⁷ Ibid.

of behaviour. This often results in youth believing that their behaviour is caused by their particular disorder even when this is not necessarily the case.

Because young people in a residential setting live together in close proximity, the use of a collaborative problem solving approach, described in Module 5, is recommended for reframing.

Using the collaborative problem solving approach, there are four steps you can follow to assist the child or youth to reframe the issue.

Step 1: Identify the issue and seek to understand the child/youth's feelings. It is important at this stage to reassure the child/youth that you will not be imposing your own solution.

Step 2: Share your views and concerns about the issue at hand. Be sure to reassure the child/youth that these are just your perceptions.

Step 3: Invite the child/youth to brainstorm with you all the potential solutions that they can think of. Although you can provide your ideas as well, try to let the child/youth come up with most of the ideas. Remember in brainstorming, there are no wrong ideas.

Step 4: Work together to assess the best solutions from the list that the two of you have generated and select the best solution.

Don't be discouraged if this conversation initially feels like 'pulling teeth'. Children and youth may not be accustomed to thinking about their problem in different ways and they may have experienced adults imposing their solutions.



ACTIVITY: REFRAMING PROBLEM SITUATIONS PRACTICE

This activity is intended for residential care workers and explores ways in which statements (problem situations) made about children/youth in your care could be reframed in more acceptable and/or positive terms.

This activity can be conducted alone or with another worker as an application activity. Alternatively, it can also be conducted in a small group format. A group facilitator should act as the group leader. There are many variations of this activity but the key intent is to practice reframing problem situations.

Instructions:

- 1. For when you may be conducting the activity by yourself, or with another worker:**
 - a. Retrieve and photocopy a blank worksheet of this activity at the end of the module and write down your responses to each of the statements on the left-hand side column.
- 2. For when you may be conducting this activity in a small group:**
 - a. Group facilitator/leader to photocopy the 'recipe card' worksheet of this activity located at the end of the module, cut out the cards with the problem statements written on them, distribute one card to each member of the group (have them double-up as necessary) and ask each group member to reframe the problem situations on the card and share their reframed statements with the group including their rationales for why they selected their responses (hint: in their answers, look for integration of reframing principles explained earlier in this module e.g. does the reframed statement help to preserve the child/youth self-concept? Is the reframed statement void of pejorative labels? Is the reframed statement positively oriented?)
- 3. At the end of the activity, compare your (or group responses) with those provided at the end of the module for this activity.**

Problem Statement	Possible Reframed Statements (include as many as you can come up with)
1. He has whined from the moment he got here and the only time he is not whining is when he is asleep.	
2. She is clingy not only with her worker but with other adults as well.	
3. I have to watch him like a hawk or he'll run down the hall and try to go out the door anytime someone enters the building.	
4. She constantly knocks over other children's constructions or destroys other children's art work.	
5. You never listen to me!	

MEDIATION AND FACILITATION

Mediation is considered the central tool in alternative dispute resolution. Mediation can be thought of as a role, a skill or an approach, depending on the context.

Facilitation is very similar but is less formal than mediation. Facilitation can be useful when a group is divided on an issue and needs to come to a consensus.

Mediation and facilitation are often used interchangeably and mediators are often called facilitators. Facilitators can also act as trainers and coaches but mediators do not typically fulfill this role.

Mediation allows different parties in a dispute to share their experiences and points of view; to potentially resolve their conflict in a safe environment using a facilitator or mediator who is independent from the dispute⁹⁸. In mediation, all participants have the right to speak without interruption and to suggest possible solutions. There are typically no wrong suggestions. The power of mediation lies in the parties objectively discussing which solutions presented would have the most beneficial result for all involved. Mediators employ strategies such as brainstorming, brain writing and circle speak, all of which can be useful techniques for reframing the situation.

Reframing Techniques used in Mediation:

- **Brainstorming** is a technique that encourages all participants to offer thoughts and suggestions on a particular topic or problem. In brainstorming, there are no wrong answers or options. Through discussion, participants arrive at the best solution through building consensus.
- **Brain Writing** is very similar to brainstorming except that in brain writing the participants write down their thoughts and ideas on how to deal with the problem situation. Each participant writes one idea or option on the topic on a piece of paper and then passes the paper to the next person. In turn, each receive a paper from the person next to them and they then add another idea to that paper and so on around the circle. When each piece of paper contains several ideas, the ideas are then shared among the group and through discussion, the group reaches consensus on the best solution.
- **Circle Speak**, (or circle talk) which originates in Indigenous cultures, is a means of sharing thoughts, ideas and feelings in a circle arrangement (format) using a talking piece. A talking piece can be any inanimate object (e.g. feather, special stick, stone) which is passed from person to person around the circle. Members of the group only speak if they are holding the talking piece. Most commonly referred to as circles, this concept will be explored more fully in the section on restorative justice.

⁹⁸ Littlechild, B. (2009). Restorative Justice, Mediation and Relational Conflict Resolution in work with young people in Residential Care. *Practice: Social Work in Action*, 21(6), 229-240.

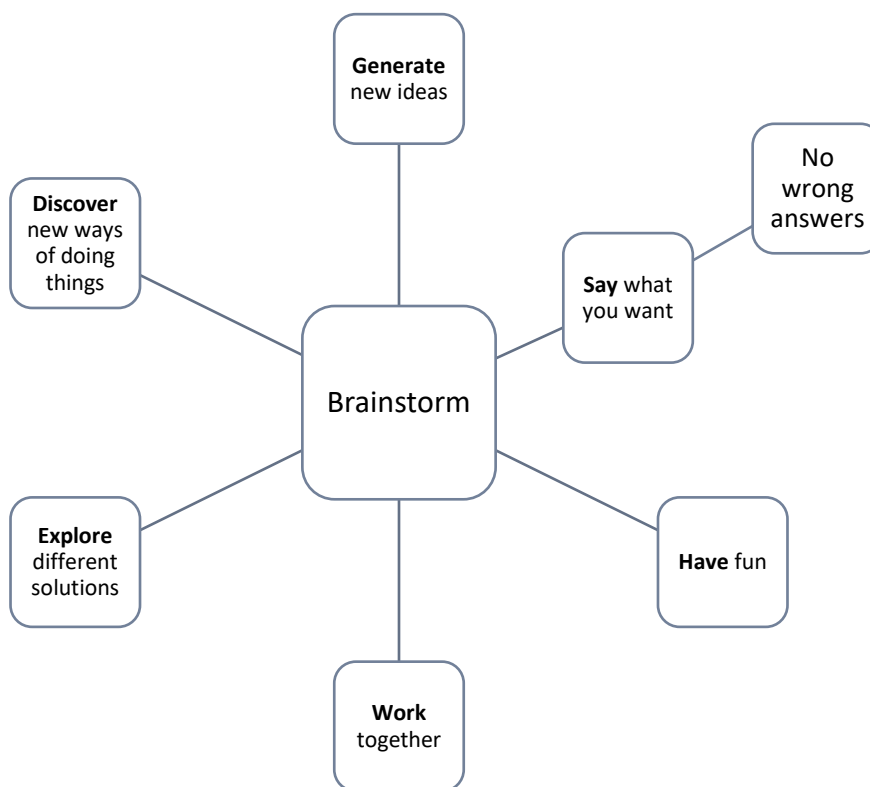


SMALL GROUP ACTIVITY: MEDIATION TECHNIQUE APPLICATION PRACTICE: BRAINSTORMING, BRAIN WRITING, CIRCLE SPEAK

These facilitator-led activities are conducted in a small group format. The activity is intended for children and youth in residential care settings as reframing activities using a variety of techniques in the context of mediation.

1. Brainstorming Practice:

Instructions: Group facilitator solicits input from group members and conducts the brainstorming session – remember the main rule of brainstorming (i.e. there are no wrong answers) and remind the participants of that frequently during the session while arriving at a consensus. Below is a sample (facilitator may wish to recreate this on a white board or on flip chart paper):



2. Brain Writing Practice:

Instructions: Group facilitator gives each child/youth in the group a blank piece of paper and instructs each person to write their suggestion for solving the problem situation. Then,

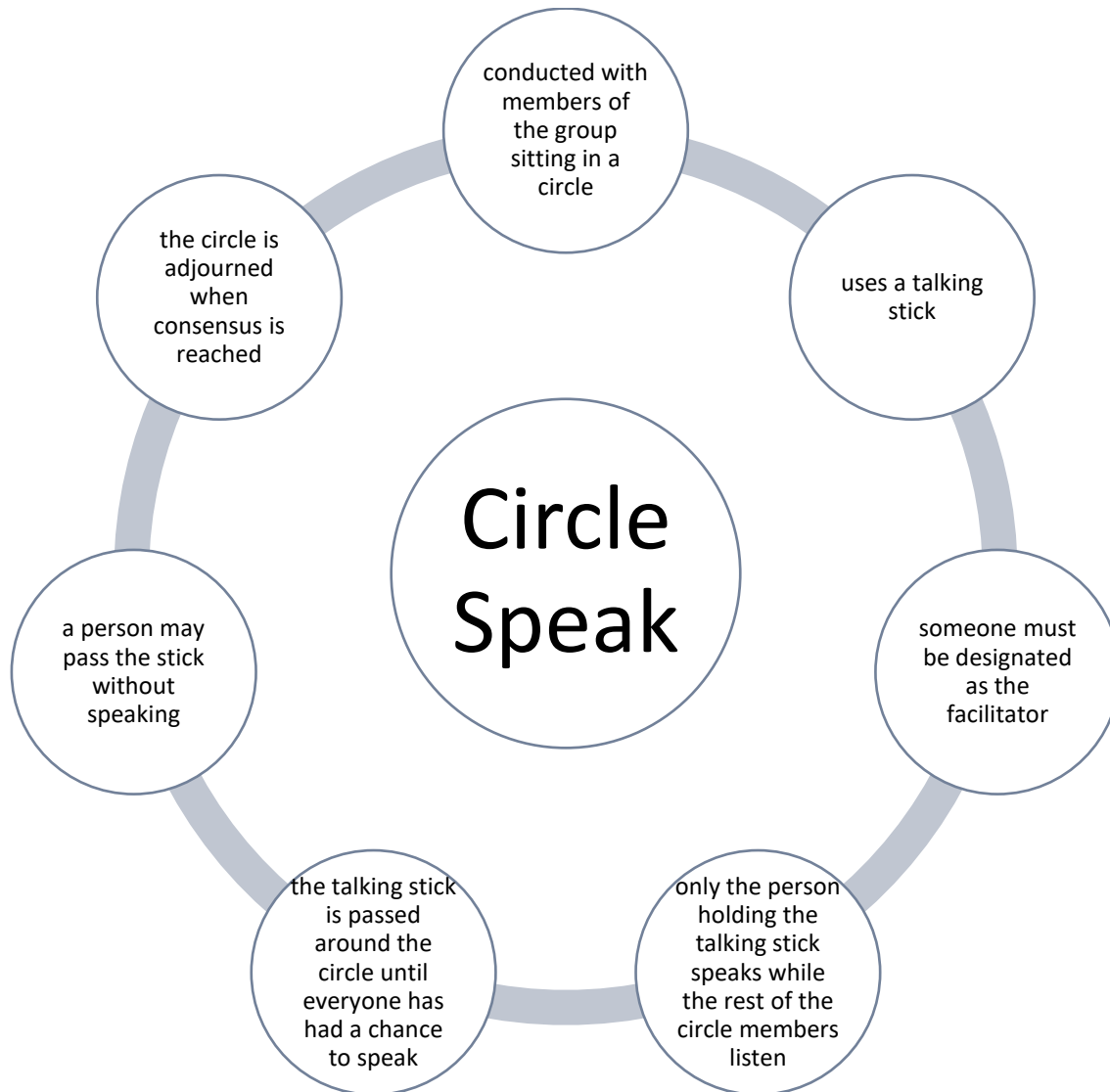
everyone passes their paper to the person sitting on their right. The facilitator instructs everyone to read the suggestion on the paper they just received to themselves and to add their own suggestion on the same piece of the paper. This process is repeated until each piece of paper has at least 3 or 4 suggestions added. The group facilitator at this point stops the passing of the papers, and asks everyone to share all the ideas on the paper they are holding. The wrap-up discussion focuses on what group members consider to be the best solutions to the problem.



xxi

3. Circle Speak Practice:

Instructions: The facilitator conducts a circle speak discussion after reviewing the rules with children and youth in attendance. The problem situation is discussed in the circle using the talking stick and the circle ends when consensus on an acceptable solution is reached through consensus.



PEER MEDIATION

Peer mediation occurs when youth assist each other to develop ways to manage and change behaviour⁹⁹. In peer mediation, youth perform the role of mediator and assist other youth who are in conflict, to talk with each other about the problem from their own perspectives. Youth identify the issues to be resolved between them, explore options to resolve the issues and work out an agreement as to how to resolve them¹⁰⁰.

A study in peer mediation that focused on training related to understanding the nature of interpersonal conflicts, communication, anger management, negotiation and peer mediation determined that the training provided to ten and eleven-year-old students significantly improved their ability to use conflict resolution strategies¹⁰¹. Other authors support the importance of recognizing that young people are competent to participate in the resolution of their own disputes and contend that it also fosters the development of skills such as listening, critical thinking, and problem-solving¹⁰². Narratives from youth consultations support this notion; they often feel frustrated when they are not given credit for having the ability to come up with a plan or solution that is workable.

When young people are acting as mediators, boundaries must be established. Youth mediators can seek solutions to conflicts with peers on the condition that an adult (e.g. the worker) can guarantee the framework in which this collective action takes place. If the need arises, the worker may resort to discipline if the boundaries are breached - sanctions which are both significant and respectful of the youths' integrity as individuals¹⁰³. Boundaries in peer mediation take the form of ground rules which are dealt with later in this module. If the youth in dispute overstep the boundaries of the mediation, the mediation is adjourned, and the worker must then decide on an appropriate sanction that may be necessary, and select the most appropriate consequences for the original dispute. An apology would be an appropriate example of a typical sanction used when boundaries of the peer mediation are breached. Consequences should focus on the original behaviour related to the dispute and not on the individual or on the failure of the mediation.

In this vein, it is important to carefully consider the following types of problem situations that can be appropriately addressed with peer mediation:

⁹⁹ Stutzman Amstutz, L., & Mullet, J. (2005). *The Little Book of Restorative Justice for Schools*. Intercourse, PA: Good Books.

¹⁰⁰ Jacobson, R., & Rycroft, A. (2007). *Managing Conflict in Schools: A Practical Guide*. Markham, ON: LexisNexis Canada Inc.

¹⁰¹ Turnuklu, A., Kacmaz, T., Gurler, S., Turk, F., Kalender, A., Zengin, F., & Sevkin, B. (2010). The effects of conflict resolution and peer mediation training on Turkish elementary school students' conflict resolution strategies. *Journal of Peace Education*, 7(1), 33-45.

¹⁰² Jacobson, R., & Rycroft, A. (2007). *Managing Conflict in Schools: A Practical Guide*. Markham, ON: LexisNexis Canada Inc.

¹⁰³ United Nations Educational, Scientific, and Cultural Organization. (2002). *Best Practices of Non-Violent Conflict Resolution in and out-of-school Some examples*. Retrieved from <http://unesdoc.unesco.org/images/0012/001266/126679e.pdf>

- Rumours or gossip
- Jealousy and relationship problems
- Property loss (theft or damage)
- Name-calling and abusive language
- Prejudicial language and/or behaviour
- Communication misunderstandings

If you are considering setting up a peer mediation program in your setting, it is important to plan training for the mediators. Do not assume that youth in your care cannot be an appropriate choice as peer mediators simply because they come with their own set of problems. In many instances, youth who have experienced more than their fair share of problems make the best peer mediators. Supporting at-risk youth to become peer mediators builds their skills of problem-solving, empathy, self-awareness, communication, critical thinking and self-esteem¹⁰⁴. Although models for training tend to target school settings, they may be useful in residential care settings. Links to training models can be found under the web resources at the end of this module.

Peer mediation often takes the form of co-mediation where two youth act together as mediators. Depending on the situation, a worker may serve alongside a youth as a co-mediator. In cases of co-mediation, it is important for the co-mediators to establish one another's role in advance. It is also important when using youth as co-mediators to debrief with them after the mediation session so that they may learn from one another.

¹⁰⁴ Kearns, T., Pickering, C., & Twist, J. (1992). *Managing Conflict: A Practical Guide to Conflict Resolution for Educators*. Toronto, ON: OSSTF.

Peer Mediation Tips and Ground Rules

Process:

1. Seek the agreement of the disputing parties to engage in peer mediation (mediation only works if parties are willing to engage in it).
2. Choose a quiet, confidential location for the mediation session.
3. Select one or two trained youth to act as mediator(s) (sometimes it is beneficial to have 2 mediators – this is known as co-mediation – co-mediation could also involve one youth and one worker).
4. The mediator(s) establishes the ground rules with the disputing parties.
5. The mediator(s) sets the timeframe for the mediation (it is recommended to have settled on an end-time at the outset).
6. The mediator(s) (with the disputing parties):
 - a. Solicits the information
 - b. Identifies/clarifies the situation and feelings
 - c. Determines common interests
 - d. Generates solutions (the mediator(s) notes the possible solutions on flip chart paper)
 - e. Seeks agreement on a solution
7. If and when the parties reach a resolution, the mediator(s) notes the resolution and parties sign to acknowledge their agreement (resolutions that are in writing have a greater chance of success). A sample Mediation Agreement is included in Appendix D at the end of the module.
8. Remember that peer mediation is conducted in a less formal manner than is mediation.
9. Because mediation is voluntary, parties are free to leave the mediation session at any time (the mediation is considered ended if this happens).
10. It is important that an adult (e.g. worker) debriefs with peer mediators after the mediation has concluded. A Peer Mediator Self-Evaluation form is also included in Appendix C at the end of the module for this purpose.

Ground Rules:

The Mediator(s) clarifies at the outset that disputing parties must:

1. 'tell the truth and the whole truth'
2. 'listen to the other person'
3. not interrupt the other person or engage in any name calling
4. not use any profane/inappropriate language
5. focus on a solution that will be acceptable to everyone

MEDIATION CASE STUDIES

Case Study #1

Two youth seem ready to fight in the dining room. One of the youth, John, has asked to speak with you. He reported that Darrin who sits two tables away in the dining room, keeps making faces at him when no one is looking. He whispers to others and John is sure that he is whispering about him. Today Darrin threw food at John when the worker was busy with someone else. The food hit John on the side of his head. This made John so mad that when he was taking his food tray back, he walked by Darrin's table and dumped his leftover food on Darrin's lap. Just as Darrin jumped to his feet ready to fight, the worker saw what was going on and instructed both to take a time out. The worker said that she would speak with both John and Darrin later. John is sure that Darrin is not going to admit to any wrong doing and that he is going to get all the blame.

The discussion of the case study can be treated as a group activity providing that 3 workers can take on the 3 roles (John, Darrin, and a worker, who can take on the role of the mediator). Alternatively, this can be applied as an individual critical thinking case study activity.

Discussion Questions & Activities

After reading the case study, discuss/answer the following questions:

1. Is this an appropriate situation for mediation? Why or why not?
2. As the mediator, what additional information beyond what John has told you, would you probe for?
3. What potential solutions can you think of that might help to resolve the situation?

Try creating a written mediation agreement using the sample template found in Appendix D.

Case Study #2

Workers reported that there is an issue brewing between a group of girls. Amy has been open about her sexual orientation as a lesbian and the other girls appear to have been harassing her. Today the worker noticed that Amy was in tears but when probed, would not say what the problem was. The worker learned from other workers that a small group of girls has been calling Amy names and sending her harassing notes. The worker believes that this is oppressive behaviour related to her sexual orientation.

This case study is intended for workers in residential care settings as an individual or small group critical thinking case study activity.

After reading the case study, discuss/answer the following questions:

1. Is this an appropriate situation for mediation? Why or why not?
2. What additional information beyond what other workers have told you, would you probe for?
3. What potential solutions can you think of that might help resolve the situation?

If you have decided that mediation was appropriate in this scenario, try creating a written mediation agreement using the sample template in Appendix D.

RESTORATIVE JUSTICE

Restorative approaches for inappropriate behaviour have a long and varied history, with roots in the healing circles of Indigenous cultures and the non-retributive teachings of faith communities¹⁰⁵. Indigenous approaches to conflict require that appropriate language be used to describe the culturally diverse variety of people who are First Nation, Inuit or Métis. The Ontario Centre for Excellence for Child and Youth Mental Health recommends that when working with Indigenous children and youth, it is best to avoid outdated and offensive terminology in favour of more respectful terminology (*First Nation, Inuit or Métis*). In situations where Indigenous youth are present, it is also important to recognize that Indigenous youth may prefer to refer to themselves in their own language (e.g. *Anishinabek* (Ojibway), *Onkwehonwe* (Mohawk), *Nehiyaw* (Cree), *Michif* (Métis))¹⁰⁶. Given the over-representation of Indigenous children and youth in the child welfare system across Canada¹⁰⁷, educating children and youth and workers alike in the residential setting about culturally-appropriate language is key to successful restorative approaches to conflict. Towards this end, referring to Indigenous youth as ‘minorities’ would be considered offensive:

As the original peoples of North America, Indigenous peoples are considered separate from groups considered minorities within Canada (such as women, new Canadians, individuals who identify as LGBTQ2S (Lesbian, Gay, Bisexual, Trans, Queer or Questioning, 2-spirited) etc.) because Indigenous peoples have inherent rights to the land on which Canada is situated¹⁰⁸.

Restorative justice promotes values and principles that encourage us to listen and speak to one another in ways that validate the experiences and needs of everyone within the community¹⁰⁹. Restorative justice draws upon the belief that because crime inflicts harm, justice should repair that harm by restoring the relationships between all parties. To achieve this, individuals must be held accountable for their behaviour and accept responsibility for the harm they have caused¹¹⁰.

¹⁰⁵ British Columbia Ministry of Public Safety and Solicitor General. (2004). *Community Accountability Programs*. Retrieved from <http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/cap-information-package.pdf>

¹⁰⁶ Ontario Centre of Excellence for Child and Youth Mental Health. *Working with Indigenous families: An engagement bundle for child and youth mental health agencies*, from <http://www.excellenceforchildandyouth.ca/resource-hub/toolkits>

¹⁰⁷ Canada’s Premiers, Council of the Federation Secretariat (2015, July). *Aboriginal Children in Care Working Group: Report to Canada’s Premiers*, from http://canadaspremiers.ca/phocadownload/publications/aboriginal_children_in_care_report_july2015.pdf

¹⁰⁸ Ibid, p. 5.

¹⁰⁹ Stutzman Amstutz, L., & Mullet, J. (2005). *The Little Book of Restorative Justice for Schools*. Intercourse, PA: Good Books.

¹¹⁰ British Columbia Ministry of Public Safety and Solicitor General. (2004). *Community Accountability Programs*. Retrieved from <http://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/cap-information-package.pdf>

The principles of restorative justice include;

- ✓ respect,
- ✓ inclusiveness,
- ✓ accountability,
- ✓ reparation, and
- ✓ restoration.

In educational and residential care settings, restorative approaches have been advocated by many as a means of bringing young people in conflict together, to undertake a deeper enquiry of the incident, including who has been affected and who is obliged to make amends, before agreeing to their own long-term solution to the problem¹¹¹. Findings from a study examining the effectiveness of restorative justice in cases involving bullying in children's residential units did not demonstrate that restorative justice was effective in dealing with incidents of bullying per se. The findings, however, did confirm that restorative approaches to conflicts improved the staff's way of dealing with conflicts in residential care units and reduced the frequency of police involvement¹¹². The study reinforces the notion that when staff use restorative approaches to conflicts, they enact principles such as respect and accountability while strengthening their own listening and communication skills.

Restorative practices are a framework for building community and for responding to challenging behaviour through authentic dialogue, coming to understanding, and 'making things right'¹¹³. In examining the connection between restorative justice programs and restorative justice education, Toews¹¹⁴ determined that restorative justice education is a form of restorative justice. Educating young people about restorative practices, even in the absence of conflict, builds problem-solving skills that they can use when conflict occurs.

¹¹¹ Sellman, E., Cremin, H., & McCluskey, G. (2013). *Restorative Approaches to Conflict in Schools: Interdisciplinary perspectives on whole school approaches to managing relationships*. Abingdon, OX: Routledge.

¹¹² Ashworth, P. (2010). Restorative justice in children's homes. *Community Care*, 1832, 33-34.

¹¹³ Clifford, M. (2015). *Teaching Restorative Practices with Classroom Circles*. Retrieved from <http://www.centerforrestorativeprocess.com/restorative-practices.html>

¹¹⁴ Toews, B. (2013). Toward a restorative justice pedagogy: reflections on teaching restorative justice in correctional facilities. *Contemporary Justice Review*, 16(1), 6-27.

PILLARS OF RESTORATIVE JUSTICE

Restorative thinking is a significant shift from punishment-oriented thinking. Restorative strategies can take many forms, the most common of which are mediation, conferencing and circles. Restorative circles build community, teach restorative concepts and skills, and harness the power of restorative circles to ‘set things right’ when there is conflict¹¹⁵. Restorative justice strategies whether mediation, conferencing or circles, are guided by a facilitator or elder through a structured dialogue that allow participants to share details about how the conflict happened, how they were affected and what needs to happen to ‘make things right’¹¹⁶.

Zehr¹¹⁷ describes the three central concepts or pillars of restorative justice:

- ✓ harms and needs,
- ✓ obligations, and
- ✓ engagement.

Restorative justice focuses first on the needs of the victim and the harm done. As Zehr writes, ‘wrongs or harms result in obligations’¹¹⁸. Restorative justice approaches to conflict require at a minimum, that victims’ harms and needs are addressed, that persons that caused harm are held accountable to ‘put right’ those harms, and that everyone involved is voluntarily engaged in the process¹¹⁹. A fundamental component of restorative practice is respect as a lack of respect could further victimize participants. Not all incidents are appropriate for restorative justice practice. For example, it may not be appropriate when there has been a physical assault¹²⁰.

¹¹⁵ Clifford, M. (2015). *Teaching Restorative Practices with Classroom Circles*. Retrieved from <http://www.centerforrestorativeprocess.com/restorative-practices.html>

Barnes, D. (2015). *Restorative Peacemaking Circles and other Conflict Management Efforts in Three Ontario High Schools* (Ph.D). University of Toronto.

¹¹⁶ British Columbia Ministry of Public Safety and Solicitor General. (2010). *Crime Prevention Information Series: 3 Restorative Justice*. Retrieved from www.pssg.gov.bc.ca/crimeprevention/publications/docs/crime-prev-series3-restorative-justice.pdf

¹¹⁷ Zehr, H. (2002). *Restorative Justice*. Intercourse, PA: Good Books.

¹¹⁸ *ibid.* (p. 23)

¹¹⁹ *ibid.*

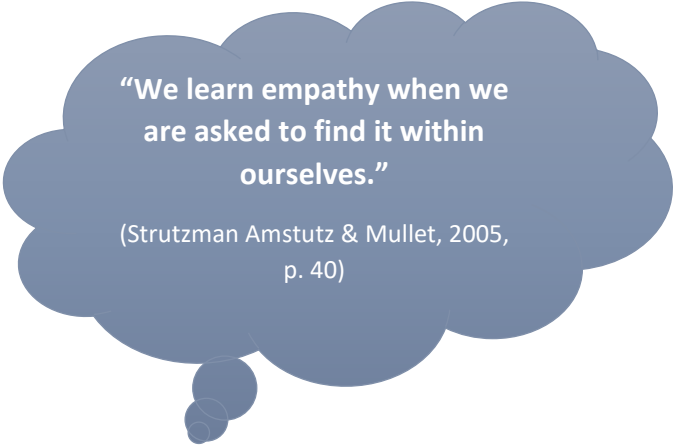
¹²⁰ Edwards, A., & Haslett, J. (2011). Violence is Not Conflict: Why it Matters in Restorative Justice Practice. *Alberta Law Review*, 48(4), 893-903.

Consider the following **5 Key Questions** before opting for one of the strategies of restorative justice:

1. Who is/are the victim/victims of conflict?
2. How have they been hurt and what are their needs?
3. Who is responsible for inflicting the hurt and what are their obligations?
4. Who else has a stake in this situation?
5. Is restorative justice the appropriate strategy to involve both victim and the person that caused harm in an effort to 'make things right'?

The point that discipline can provide an opportunity for learning has been explored in Module 5; so in fact can restorative justice. Restorative justice addresses the way that people live together in a community. This is particularly important when considering the residential care setting. Relying on rules rather than on restoring relationships when harm has been inflicted is said by some researchers to be a lose-lose situation¹²¹.

Restorative justice does not ignore the reality that additional consequences for behaviour may be necessary. The goal of restorative justice is to help the person that has caused harm recognize the effect that the harmful behaviour has on another person. Restorative justice seeks to clarify the reason for the assigned consequences and involves the person that has caused harm determine how to 'right the wrong'.



"We learn empathy when we are asked to find it within ourselves."

(Strutzman Amstutz & Mullet, 2005, p. 40)

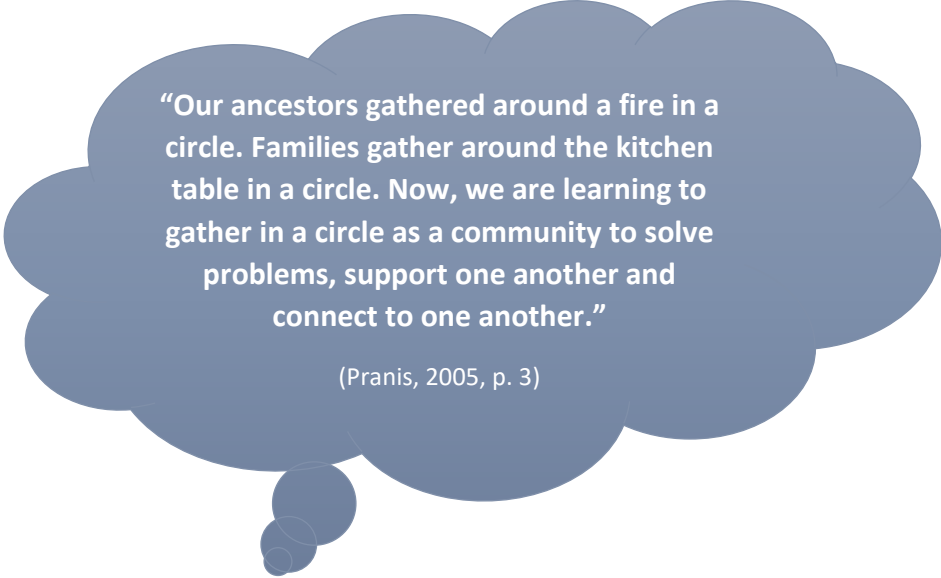
¹²¹ Stutzman Amstutz, L., & Mullet, J. (2005). *The Little Book of Restorative Justice for Schools*. Intercourse, PA: Good Books.

RESTORATIVE JUSTICE STRATEGIES: CONFERENCING AND CIRCLES

There are several strategies that fall under the umbrella of restorative justice. This section of the module addresses conferencing and circles, specifically. Mediation and facilitation, discussed earlier in this module, can also be considered restorative justice strategies.

Conferencing arose from the practice of family group conferencing. The concept of bringing the ‘family’ together when there is a problem or a major decision to be made is a way of engaging all members of the ‘family’ community in decisions. It ensures that everyone in the ‘family’ owns the problem and takes responsibility for the resolution.

In residential care settings, the ‘family’ consists of the group of residents and staff. Conferencing differs from circles in that it is a less formal means of bringing a group together to discuss or problem-solve an issue. Conferencing requires a leader or facilitator and works best when there is a set of guidelines to help establish a culture of respect among ‘family’ members. These guidelines are less formal than in mediation or circles. Conferencing encourages ‘family’ (group members) to reach decisions through consensus.



“Our ancestors gathered around a fire in a circle. Families gather around the kitchen table in a circle. Now, we are learning to gather in a circle as a community to solve problems, support one another and connect to one another.”

(Pranis, 2005, p. 3)

Circles are a means to tell a story. Each person’s story differs from that of others and it is in the sharing of stories that people come to better understand one another. Peacemaking circles, rooted in Indigenous experience and tradition¹²², promote the inclusion of all those impacted by a harmful behaviour and devises strategies for repairing the harm¹²³.

Circles are based on the belief that people need one another. They operate from the belief that because people are connected and interdependent, everyone possesses inherent dignity and

¹²² Canadian Resource Centre for Victims of Crime. (2011). *Restorative Justice in Canada: what victims should know*. Retrieved from <http://crcvc.ca/docs/restjust.pdf>

¹²³ Pranis, K. (2005). *Circle Processes: A New/Old Approach to Peacemaking*. Intercourse, PA: Good Books.

worth, add value to the whole and equally deserve respect and the opportunity to voice their own perspectives¹²⁴.

Some residential settings in Ontario use what they refer to as a circle of security.



¹²⁴ *ibid.*

Circles are used for many purposes and there are many different types of circles:

Talking Circles – allows participants to discuss an issue without having to reach consensus

Circles of Understanding – intended to further explore an issue or conflict without reaching a decision or consensus

Healing Circles – intended to share the pain or grief of an individual with the outcome possibly being a plan for support

Support Circles – intended to support an individual through a difficult time or major change and may or may not result in a plan of support

Community-Building Circles – intended to build relationship among members of a community and is not a decision-making circle

Conflict Circles – brings together disputing parties for the purpose of resolving their differences and through consensus reach an agreement or resolution

Reintegration Circles – intended to bring back into the community an individual who has been removed or estranged with the intention to reach consensus on a reintegration plan

Celebration or Honouring Circles – brings together a community or individuals to recognize or honour an individual

CIRCLES ELEMENTS AND STEPS

Deciding to use a circle process is about more than placing chairs in a circle. To be successful, circles must have structure. The following are some key elements to review before conducting a circle.

Step 1: Use the 5 Key Questions (page 149) to determine whether the incident or situation lends itself to a circle process.

Step 2: If you have determined that a circle process would be appropriate, seek the agreement of all parties to participate. Remember that participation in a circle is voluntary.

Step 3: Place the chairs in a circle with no tables. It is important that there be no obstacles separating the circle participants. Select a private space free from as many distractions as possible. It is also important to set aside a reasonable amount of time since circles are not quick fixes. Circles done properly take time.

Step 4: Appoint a **Keeper** or Facilitator of the circle. This is the person who guides the process and ensures that all the steps are followed. The keeper does not make decisions. Unlike a mediator or facilitator, the keeper can offer thoughts, ideas and stories. The keeper's role is to initiate a space that is respectful and safe and to engage participants in sharing responsibility for the space and for their shared work¹²⁵.

Step 5: The keeper begins with an Opening Ceremony acknowledging that all participants have entered into this circle. The circle is a distinctly different space because the circle invites participants to be in touch with the value of connecting deeply with others, and it encourages people to drop their 'ordinary masks' and protections that create distance from others¹²⁶.

Step 6: The keeper will use consensus to decide upon guidelines. These are much like ground rules in mediation. Guidelines are commitments or promises that each member of the circle makes about their own behaviour in the circle process. It is the responsibility of the keeper to monitor that these guidelines are followed by all members of the group. If the guidelines are not working, it is the responsibility of the keeper to draw the group's attention back to the guidelines.

Step 7: The **Talking Piece** is an object that is passed from person to person around the circle. Choose a talking piece that has some meaning to the group. Each speaker holds the talking piece and in so doing expects that there will be

¹²⁵ *ibid.*

¹²⁶ *ibid.*

no interruptions from other members of the circle. Although strictly symbolic, the talking piece does ensure order and is a powerful equalizer. Because the talking piece is intended to be passed from person to person around the circle, it prevents two people from engaging in back and forth dialogue with each other. Rarely is the keeper of the circle allowed to speak until the talking piece has come full circle back to the speaker. Participants can choose to pass the talking piece to the next person if they do not wish to speak. There is no limit to the number of times that the talking piece can be passed around the circle. As it passes physically from hand to hand, the talking piece weaves a connecting thread among members of the group¹²⁷.

Step 8: Circles are a storytelling process. As the talking piece is passed around the circle, each member of the circle is encouraged to tell their story. By sharing our individual stories, we open places for others to connect to us, to find common ground with us, and to know us more completely¹²⁸.

Step 9: Although not all circles make decisions, when appropriate, all decisions are made through consensus. Reaching consensus on a decision means that all participants in the circle are willing to support and live with the decision. Consensus challenges participants to speak truthfully if they cannot live with a decision, and then to help the group find a solution they can live with that meets the needs of the group as well¹²⁹. Reaching consensus can take a lot of time. It is possible to adjourn a circle and continue it at a different time. However, in so doing, momentum may be lost and it may take time to regain that same momentum when you reconvene the circle. It is also important to remember that sometimes it is just not possible to reach consensus. If this is the case, then the keeper adjourns the circle.

Step 10: It is important for the keeper of the circle to conduct a Closing Ceremony before adjourning the circle. This is an opportunity for the keeper to acknowledge the contributions of all members of the circle.

Conducting effective circles to resolve deep rooted conflicts requires more specialized training, however using these steps, try conducting one around an issue that does NOT involve conflict.

YOUR TASK: Try convening a circle with a small group around an issue of interest or concern to all. The purpose of the circle should be a non-decision making circle (Talking Circle, Circle of Understanding or Community-Building Circle).

¹²⁷ *ibid.*

¹²⁸ *ibid.*

¹²⁹ *ibid.*



QUIZ: TEST YOURSELF!

Test yourself by answering the following knowledge/application questions. Once completed, compare your responses with the answers at the end of the module.

QUESTION 1

Learning Outcome: Apply a variety of mediation techniques with children and youth for resolving problem situations.

What would you do?

It is a hot and humid July day. Some of the youth have day passes with family. As the supervisor, you are short-staffed because a few workers are away on vacation. You had hoped that because some of the youth were out of the residence, being short-staffed would not be an issue. However, one of the workers has just called you to one of the units/residences where there appears to be trouble brewing. You hurry to the unit and find two groups of youth involved in a verbal altercation. The worker reports that the altercation is limited to swearing and name calling but she is afraid that the situation may quickly escalate to physical violence. What could you do?

- a. Offer to convene a mediation session?
- b. Suggest that you set up a peer mediation session?
- c. Suggest that you sit down with the whole group for a conferencing session?
- d. Ask the youth if they were willing to convene a circle.

Based on the answer you selected, what specific type of technique/strategy would you suggest?

- I. Brainstorming
- II. Brain writing
- III. Circle speak
- IV. Co-mediation
- V. Conferencing
- VI. Circles
 - a. Talking Circles
 - b. Circles of Understanding
 - c. Healing Circles or Support Circles
 - d. Community-Building Circles
 - e. Conflict Circles
 - f. Reintegration Circles
 - g. Celebration or Honouring Circles

QUESTION 2

Learning Outcome: Describe principles and techniques for reframing problem situations in residential care settings.

What would you do?

Emily, Jessica's roommate, shares with you that she is not very fond of Jessica. Jessica has shared with Emily her diagnosis of Oppositional Defiant Disorder (ODD). Although Jessica has been diagnosed with ODD, you have come to believe that she does not consistently exhibit these defiant behaviours in the residence. Today, Emily comes to you to report that Jessica has not started to clean up her side of the room. She found her lying on her bed with her headphones listening to music, and she said to Jessica:

"Jessica you are so lazy and irresponsible! No wonder everyone knows that you are ODD. You think that the rules don't apply to you. Get off that bed and get your room cleaned."

As Emily moves to take the iPod and headphones from Jessica, she slaps Emily's hand away and exclaims: *"If you so much as touch me, you will be sorry"*. With that said, she jumps off the bed, shoves Emily out of the way, and runs out of her room.

Think about this scenario and answer the following questions:

1. How could Emily have approached this differently?
2. How could Emily have reframed her comments to Jessica?

QUESTION 3

Learning Outcome: Explore peer mediation processes and ground rules to empower youth to resolve their own conflicts.

Several youth have been trained as peer mediators. You are using the model of co-mediators where two youth are acting as co-mediators or one of the staff mediates with one of the trained youth. You are facing an incident where a theft of property has occurred and you believe that peer mediation may be the most appropriate strategy to use but you feel it is best if you act as one of the mediators.

Read the steps listed below and place them in order of priority from 1 (beginning step) to 17 (last step).

Order #	Steps
	Have all parties including both mediators sign the agreement
	Try and reach agreement on one solution that both can live with
	Debrief the mediation with the youth mediator
	Determine if they are both comfortable with their peers acting as one of the mediators.
	Adjourn the mediation being sure to thank both parties for their participation
	Find areas of common ground
	Set a time frame for the mediation
	Schedule a time and determine a suitable private location
	Find a youth that is willing to act as a co-mediator.
	Gather all the information from the two parties
	Brainstorm possible solutions
	Determine whether both parties are willing to enter into mediation
	Write down the agreement using the Mediation Agreement template
	Plan with the youth mediator, who will take what role in the mediation
	Identify the problems and feelings and write these down on chart paper
	Have the youth mediator complete a self-evaluation
	Establish ground rules

GLOSSARY

Review the definitions related to the key terms in this module.

Alternative Dispute Resolution (ADR): Alternative Dispute Resolution refers to a variety of methods of solving conflicts where resolution is focussed on mutual benefits.

Reframing: Reframing is about helping people tell their stories in a different way. It is about changing the way a thought is presented to encourage people to look at the problem in a different way.

Social Stories: Social stories depict a character that a person can identify with and the social story can describe their behaviours, thoughts and feelings through the persona of that character.

Mediation: Mediation allows the different participants in a dispute to put forward their experiences and points of view, and to discuss and potentially resolve the conflicts between them in a safe environment with a facilitator or mediator who is independent from the dispute (Littlechild, 2009).

Facilitation: Facilitation is less formal than mediation. Facilitation can be useful when a group is divided and needs to come to a consensus decision.

Brainstorming: Brainstorming is a technique that encourages all participants to offer thoughts and suggestions on a particular topic or problem.

Brain Writing: Brain Writing is very similar to brainstorming except that in brain writing the participants write down their thoughts and ideas on paper.

Circle Speak: Circle Speak, sometimes called circle talk, is a means of sharing thoughts, ideas and feelings in a circle arrangement using a talking piece.

Peer Mediation: In peer mediation, youth perform the role of mediator and assist other youth who are in conflict, to talk with each other about the problem from their own perspectives.

Restorative Justice: Restorative justice is an approach to misbehaviour that promotes values and principles that encourage us to listen and speak to one another. Restorative justice draws upon the belief that because crime inflicts harm, justice should repair that harm by restoring the relationships between all parties and to achieve this, individuals must be held accountable for their behaviour and accept responsibility for the harm they have caused.

Conferencing: Conferencing originated from the concept of bringing the 'family' together when there was a problem or a major decision to be made as a way of engaging all members of the 'family' community in decisions.

Circle: Circles are a means for each participant to tell their story in a 'family' or community setting for the purpose of solving a problem, supporting each other and connecting to each other.

Keeper: Keeper is the person who guides the circle process and ensures that all the steps are followed. The keeper does not make decisions. Unlike a mediator or facilitator, the keeper can offer thoughts, ideas and stories.

Talking Piece: The Talking Piece (also known as a 'talking stick') is an object that has some meaning to the group and is passed from person to person around the circle. Members of the group only speak if they are holding the talking piece.

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Recommended Web Resources (copy and paste the URL in your browser to access):

Think:Kids: Rethinking Challenging Kids - <http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/>

Recommended Standards for School-Based Peer Mediation Programs - http://www.creducation.org/resources/Recommended_Standards_Final_Formatted.pdf

Skills You Need: Peer Mediation - <http://www.skillsyouneed.com/ips/peer-mediation.html>

Restorative Justice in Canada - <https://crcvc.ca/docs/restjust.pdf>

Evidence In-Sight: Best Practices in Providing Residential Treatment: Ontario Centre of Excellence for Child and Youth Mental Health - http://www.excellenceforchildandandyouth.ca/sites/default/files/eib_attach/ResidentialTreatment_EBP_FINAL_REPORT.pdf

Restorative Conference Facilitator Script - http://www.iirp.edu/article_detail.php?article_id=NjYy

Ontario Centre of Excellence for Child and Youth Mental Health. *Working with Indigenous families: An engagement bundle for child and youth mental health agencies*, from <http://www.excellenceforchildandandyouth.ca/resource-hub/toolkits>

SUMMARY

Congratulations on completing **Module 6**, the final module in the **Conflict Resolution Resource Guide**. You should now be able to:

Appraise alternative dispute resolution strategies for preventing and/or mitigating conflicts in residential group care settings.

✓ Use this checklist to be sure you have completed all the tasks related to this module. Have you done the following?	
	Familiarized yourself with the key terms in this module by reviewing the glossary.
	Worked through this module to reinforce the key concepts and completed the activities in the appropriate order.
	Engaged in the individual/small group critical thinking activity on reframing problem situations.
	Engaged in case studies related to mediation strategies.
	Completed the knowledge/application questions to confirm your understanding of the module.
	Consulted/read the web resources listed at the end of the module.

APPENDIX A: WORKSHEETS

ACTIVITY WORKSHEETS FOR WORKERS

Reframing Problem Situations Practice

This activity, intended for residential care workers, explores ways in which statements (problem situations) made about children/youth in your care could be reframed in more acceptable and/or positive terms.

This activity can be conducted alone or with another worker as an application activity. Alternatively, it can also be conducted in a small group format. A group facilitator should act as the group leader. There are many variations of this activity but the key intent is to practice reframing problem situations.

Instructions:

- 1. For when you may be conducting the activity by yourself, or with another worker:**
 - a. Retrieve and photocopy a blank worksheet of this activity at the end of the module and write down your responses to each of the statements on the left-hand side column.
- 2. For when you may be conducting this activity in a small group:**
 - a. Group facilitator/leader to photocopy the 'recipe card' worksheet of this activity located at the end of the module, cut out the cards with the problem statements written on them, distribute one card to each member of the group (have them double-up as necessary) and ask each group member to reframe the problem situations on the card and share their reframed statements with the group including their rationales for why they selected their responses (hint: in their answers, look for integration of reframing principles explained earlier in this module e.g. does the reframed statement help to preserve the child/youth self-concept? Is the reframed statement void of pejorative labels? Is the reframed statement positively oriented?)
- 3. At the end of the activity, compare your (or group responses) with those provided at the end of the module for this activity.**

(cards^{xxii} on the next page)

He has whined from the moment he got here and the only time he is not whining is when he is asleep.



She is clingy not only with her worker but other adults as well.



I have to watch him like a hawk or he'll run down the hall and try to go out the door anytime someone enters the building.



She constantly knocks over other children's constructions or destroys other children's art work.



You never listen to me!



Extra



APPENDIX B: ACTIVITY AND QUIZ ANSWERS

ACTIVITY

Reframing Problem Situations Practice

Below are a few sample responses:

Problem Statement	Possible Reframed Statements (include as many as you can come up with)
1. He has whined from the moment he got here and the only time he is not whining is when he is asleep.	<i>He must really miss his family</i> <i>He must really be unhappy</i>
2. She is clingy not only with her worker but other adults as well.	<i>She might be slow to warm up in new settings or in the presence of other children and adults</i>
3. I have to watch him like a hawk or he'll run down the hall and try to go out the door anytime someone enters the building.	<i>He may not understand my expectations about staying with the group</i> <i>He must not be very settled here</i> <i>He is very active</i>
4. She constantly knocks over other children's constructions or destroys other children's art work.	<i>She may want to join other children's play, and she may not know how to ask</i> <i>She may be frustrated because she does not know how to play with the materials or complete her art project</i>
5. You never listen to me!	<i>Let's sit down and you can explain what you would like to tell me</i>

QUIZ: TEST YOURSELF!

Question 1

- a. Probably not
- b. Probably not
- c. Maybe
- d. Talking Circle, Circle of Understanding or Conflict Circle. This is likely as long as all the youth involved were willing.

Feedback: There are no right or wrong responses to this scenario. This is an example where you have very little time to weigh your options. You have to quickly assess the situation. It is hot and humid; tempers seem to be flaring; you are short-staffed. All of these factors may have led to this altercation. You have to obtain more information and get to the root of this conflict. A circle or possibly a conferencing strategy would likely be your best options. That way, you can intervene before the conflict escalates any further and seek clarity on what the drivers for conflict are. The circle or the conferencing strategy alike would allow youth to hear from all members involved. The circle or conference format could allow the group to more calmly reach a resolution to the conflict.

Question 2

N/A

Question 3

Order #	Steps
14	Have all parties including both mediators sign the agreement
12	Try and reach agreement on one solution that both can live with
17	Debrief the mediation with the youth mediator
2	Determine if they are both comfortable with their peers acting as one of the mediators
15	Adjourn the mediation being sure to thank both parties for their participation
10	Find areas of common ground
7	Set a time frame for the mediation
4	Schedule a time and determine a suitable private location
3	Find a youth that is willing to act as a co-mediator
8	Gather all the information from the two parties
11	Brainstorm possible solutions
1	Determine whether both parties are willing to enter into mediation
13	Write down the agreement using the Mediation Agreement template
5	Plan with the youth mediator, who will take what role in the mediation

Order #	Steps
9	Identify the problems and feelings and write these down on chart paper
16	Have the youth mediator complete a self-evaluation
6	Establish ground rules

APPENDIX C: PEER MEDIATOR SELF-EVALUATION

✓	Place a check mark (✓) beside each step that you believe you did well. Place an X (✗) beside any steps that you think you could have done better.
	Opened the mediation session
	Established the ground rules
	Focused on common interests
	Reached resolution
	Created the written resolution agreement and closed the session

1. What do you think you did well?

2. If you could conduct this mediation session again, what might you do differently?

3. Were certain steps more difficult for you than others? If so, why do you think that was?

4. Do you have any concerns or questions?

APPENDIX D: MEDIATION AGREEMENT FORM

Date:

To resolve this dispute, we

_____ [First and last name] _____ and _____ [First and last name] _____

agree to do the following:

- 1.
- 2.
- 3.

Signature of Party A

Signature of Party B

Signature of Mediator

Signature of Co-Mediator (as applicable)

SOURCES FOR IMAGES

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