What is your conflict resolution style?



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This presentation is part of a series of workshops we are doing this spring as part of the <u>Inclusionary Practices Technical Assistance</u> Network.

This is a statewide collaboration between the Office of the Superintendent of Public Instruction, WestEd, and education partners across Washington state.

One of these partners is the Family
Engagement Collaborative, and The Arc of King
County is part of this collaborative. This spring
we are hosting workshops to help educators
learn more about disability and ways to
support families, and help families learn more
about inclusive learning and ways to navigate
the special education process.





Produced by The Arc of King County for the state's Inclusionary Practices Technical Network.



Who we are ...

The Arc of King County promotes and protects the rights of people with intellectual or other developmental disabilities (IDD) so we can all live, learn, work and play in the community.

The Arc is driven by the fundamental belief that everyone deserves to write their own life story. That means:

- Real access to education
- Meaningful employment
- Quality healthcare
- Genuine community connections

At our chapter, we offer information and family support, systems navigation, education & civic engagement support. We also run a supported living program for adults with IDD.

We help (or refer!) on any topic. The most common are special education, housing, and Medicaid long-term supports.

https://arcofkingcounty.org/



Need assistance? ask@arcofkingcounty.org

Todays' presenter:

Rachel Nemhauser,
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Welcome!

We would love to know who is here today!

Please take a minute to tell us your role/s.

Agenda

- Your Relationship with Your Child's IEP Team
- Identifying Your Style of Responding to Conflict
- Recognizing the Real "Need"
- Prioritizing Issues
- Communicating with School
- Working with Interpreters
- Time for questions and discussion (hopefully)



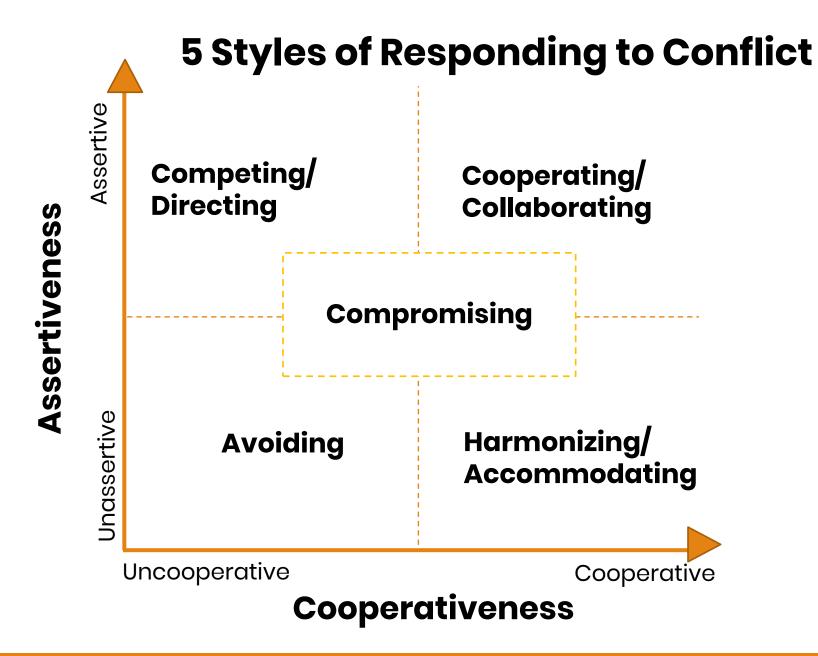
Your Relationship with Your Child's IEP Team

Discussion questions:

- How would you describe your ideal relationship with your child's IEP team, and how successful have you been in achieving that relationship?
- What barriers interfere with your ability to have the type of relationship with the IEP team that you strive for?







Adapted from "Style Matters: The Kraybill Conflict Style Inventory" and a presentation by Greg Abel from Sound Options Group



5 Styles of Responding to Conflict

Assertive

Unassertive

Assertiveness

Person may side-step an issue, postpone an issue until a better time, or withdraw.

In this style, the person would rather remove themselves physically or mentally than undergo the tension and frustration of conflict.

Avoiding

Uncooperative Cooperative

Cooperativeness



Adapted from "Style Matters: The Kraybill Conflict Style Inventory" and a presentation by Greg Abel from Sound Options Group



Assertiveness

Assertive

Unassertive

5 Styles of Responding to Conflict

Competing/Directing

This style puts the individual's interest above all others. This is a power-oriented style, in which one uses their power to "win". Conflict is viewed in terms of winning and losing.

In IEP teams, often the school administrator or Special Ed administrator takes this role.



Adapted from "Style Matters: The Kraybill Conflict Style Inventory" and a presentation by Greg Abel from Sound Options Group



Uncooperative

Cooperative

Cooperativeness

Assertiveness

5 Styles of Responding to Conflict

The person using this style neglects their own needs/concerns to satisfy those of others. This person will often withdraw from conflict, or "give in" so the other side can "win".

This is a useful strategy if one's main priority is maintaining relationship. However, if the individual expects some sort of reciprocity, and they do not receive it, the might "snap."

Harmonizing/Accommodating

Adapted from "Style Matters: The Kraybill Conflict Style Inventory" and a presentation by Greg Abel from Sound Options Group



Uncooperative

Cooperative

Cooperativeness



Unassertive

ssertive

ssertive

5 Styles of Responding to Conflict

Essentially, "splitting the difference" or making trade-offs to find a middle ground. The person using this style looks for mutually acceptable solutions that partially satisfy each party.



Can sometimes be a quick solution that avoids a deeper issue and side-steps the true conflict.

Uncooperative

Cooperative

Cooperativeness



Adapted from "Style Matters: The Kraybill Conflict Style Inventory" and a presentation by Greg Abel from Sound Options Group



ssertive

Assertive

5 Styles of Responding to Conflict

Cooperating/Collaborating

This is not easy!

Involves an attempt to work with the other party to find a solution that fully satisfies both sides. It requires digging into an issue to identify the underlying concerns/needs of both parties and trying to find a solution that meets both sets of concerns. Requires trust, openness, and willingness to explain their perspective and listen to the other perspective for increased understanding.

Uncooperative

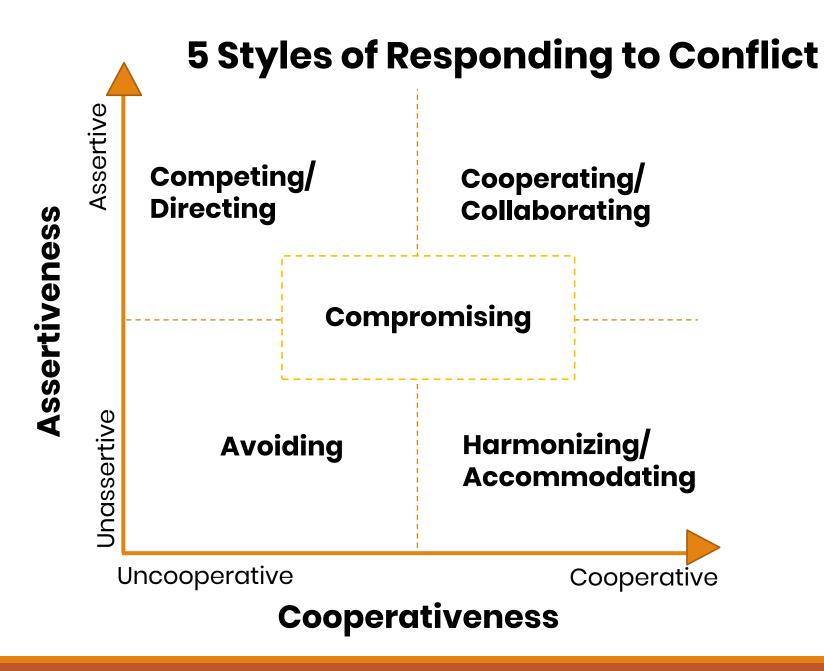
Cooperative

Cooperativeness



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Recognizing and respecting "needs" builds trust.







People struggle the most to think rationally when their emotions are strongest.

People de-escalate when they feel heard and valued.



Recognizing the Real "Need"

People are not against you; they are merely for themselves.



Possible Needs of School:

- Fiduciary (\$\$\$)
- Liability
- Pride
- Lack of knowledge or skill
- What else?

Possible Needs of Family:

- Safety
- Educational Growth
- Social
- School vs Home
- What else?





Figuring out the "Need" Through Active Listening

- Non-verbal communication
 - o Posture, eye contact, head nodding, etc.
- Reflecting & reframing
 - Restating the facts and ideas, expressing the perceived emotions, and testing out hypotheses for the underlying "need"
- Using "intentional questions"
 - Being thoughtful with your questions to help move the conversation forward. Includes mainly open-ended questions.





Using "Intentional" Open-Ended Questions

- To draw out
- To tease out the "need"
- To promote understanding
- To generate solutions
 - NOTE: This is often brought in too early, you must ensure the "needs" are understood before jumping to solutions.





Communicating with School

- Email ordered list of topics to address with school at least 1 day before meeting
 - Include all or as many IEP team members as possible
- If you are attending as an advocate or support ally, be sure to tell the school ahead of time, including who you are and your role.





Working with Interpreters

- Request an interpreter for the school meeting ASAP.
- Family has the right to a skilled interpreter for all school meetings. Reschedule if no skilled interpreter present.







Questions?





Before you go...

Please let us know what you thought of today's presentation.

Your feedback allows us to understand and improve upon our training.

You can take the on-screen poll, or respond via this online form:

https://www.surveymonkey.com/r/FLK5VPG