

# What is your conflict resolution style?



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RACHEL NEMHAUSER  
THE ARC OF KING COUNTY

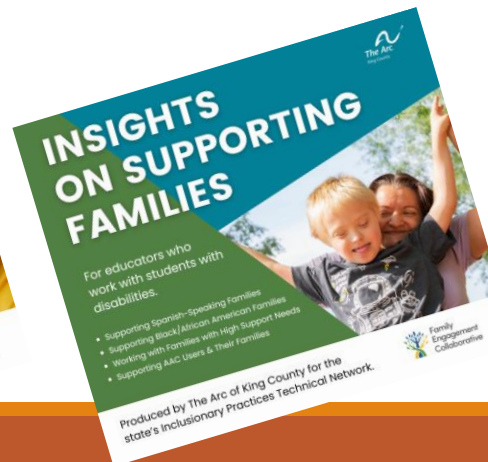


**The Arc**  
King County

This presentation is part of a series of workshops we are doing this spring as part of the [Inclusionary Practices Technical Assistance 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.



# NAVIGATING SCHOOLS



Accessibility & Belonging

Special Education Basics

Conceptos básicos de educación especial

A series for families using special education services.



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](mailto:ask@arcofkingcounty.org)

**Today's presenter:**

Rachel Nemhauser,  
Director of Information & Family Support  
[rnemhauser@arcofkingcounty.org](mailto:rnemhauser@arcofkingcounty.org)





# Welcome!

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We would love to know who is here today!

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

# Agenda

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- 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

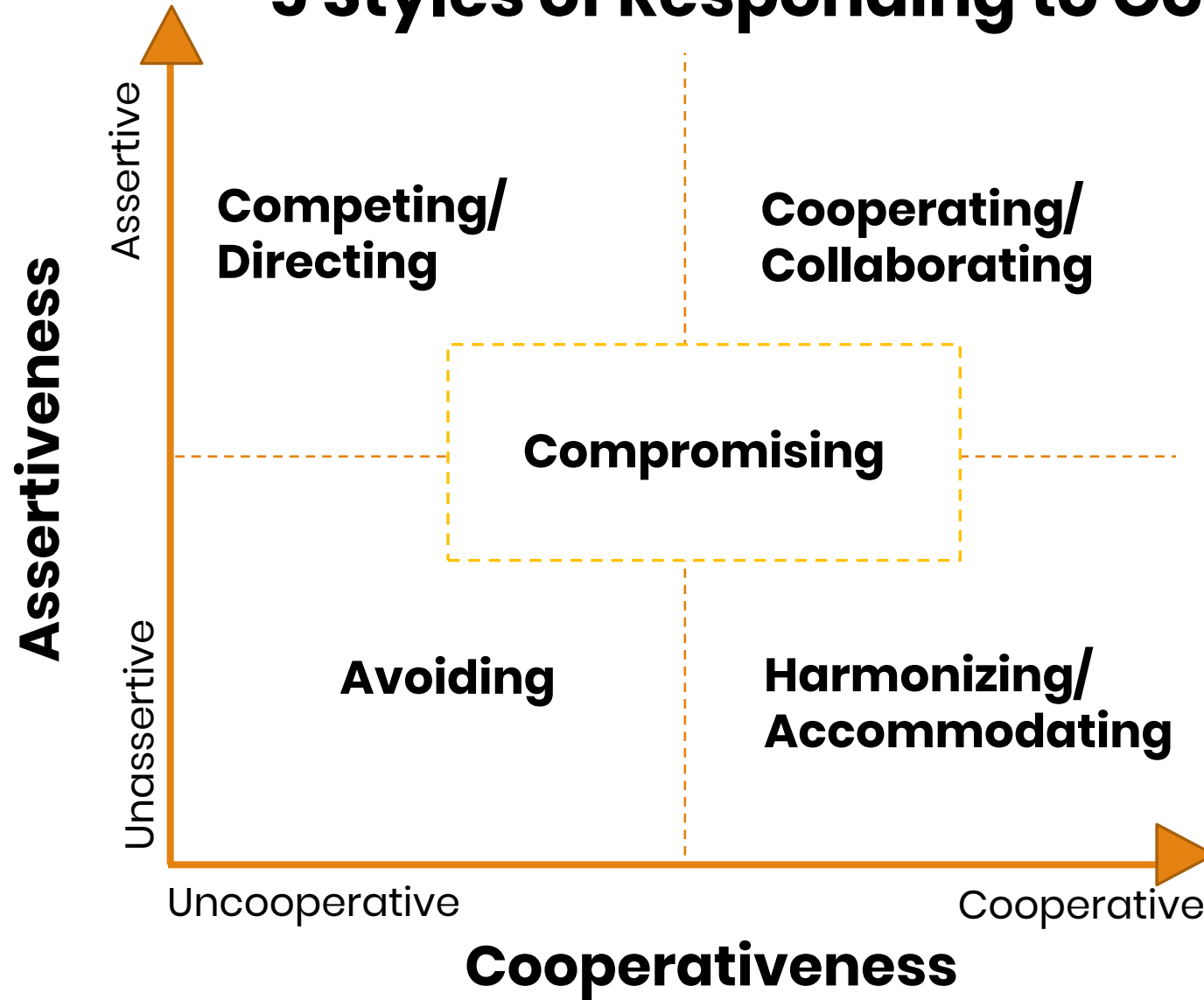
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## Discussion questions:

- 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?

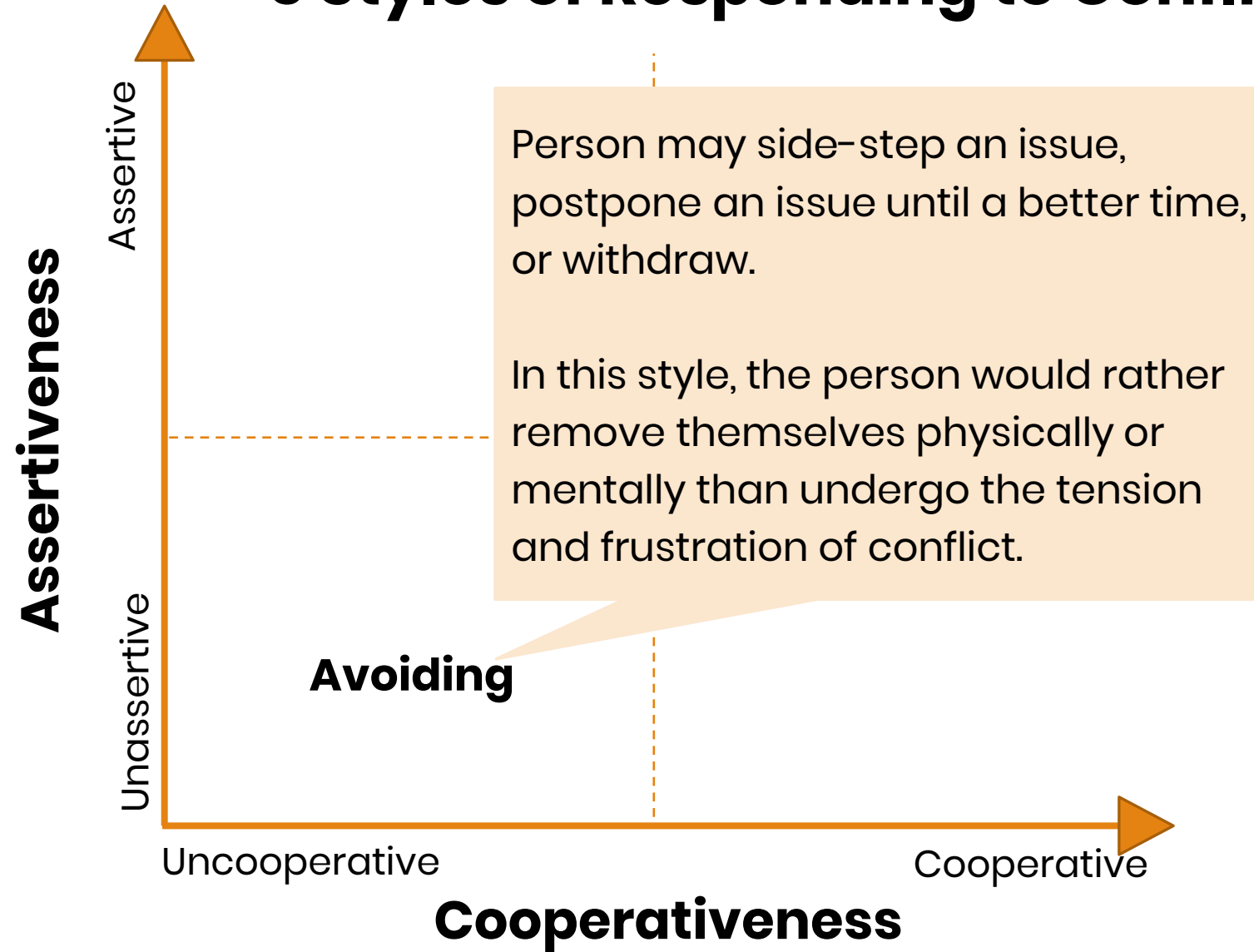


# 5 Styles of Responding to Conflict



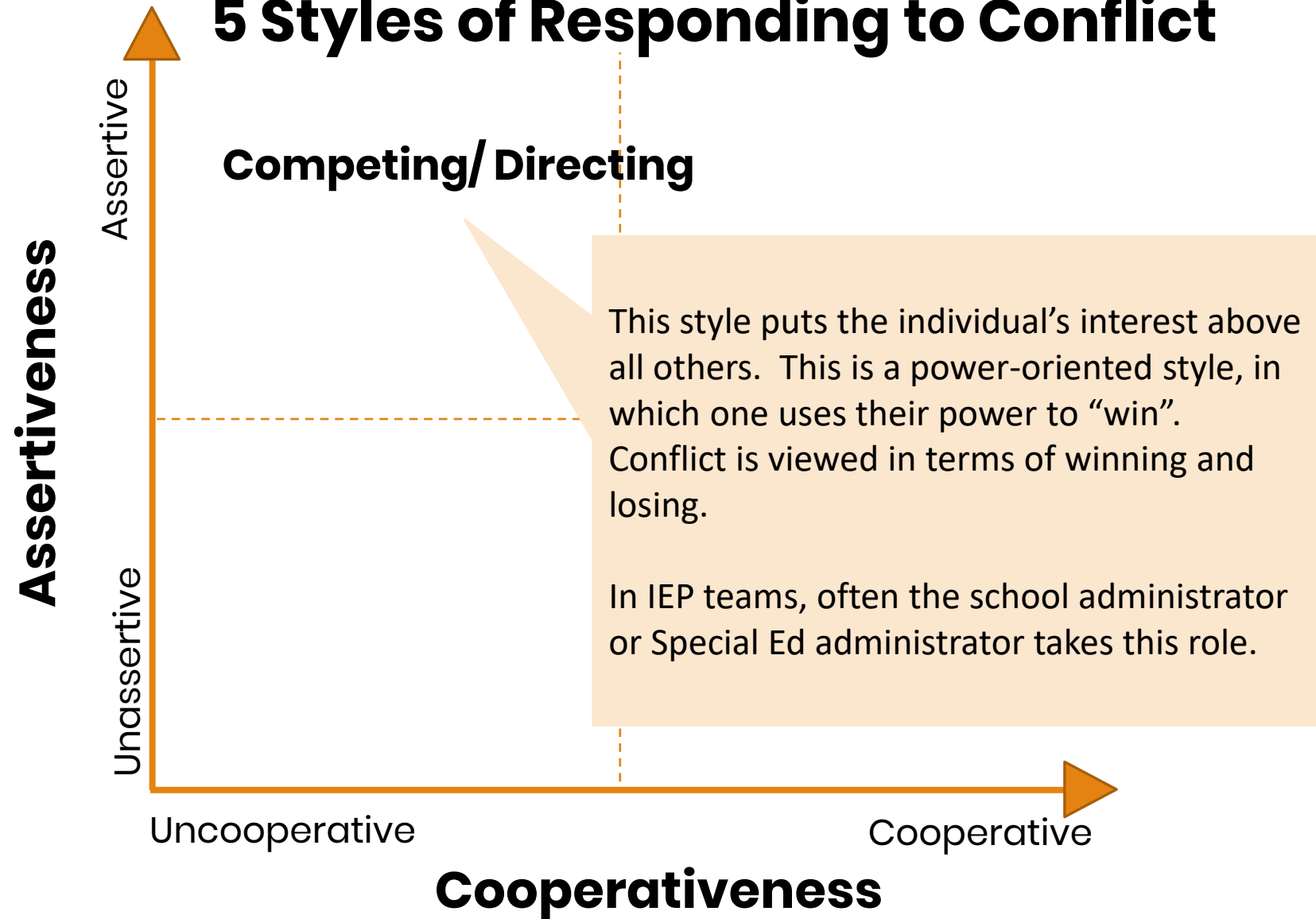
*Adapted from "Style Matters:  
The Kraybill Conflict Style  
Inventory" and a presentation  
by Greg Abel from Sound  
Options Group*

# 5 Styles of Responding to Conflict



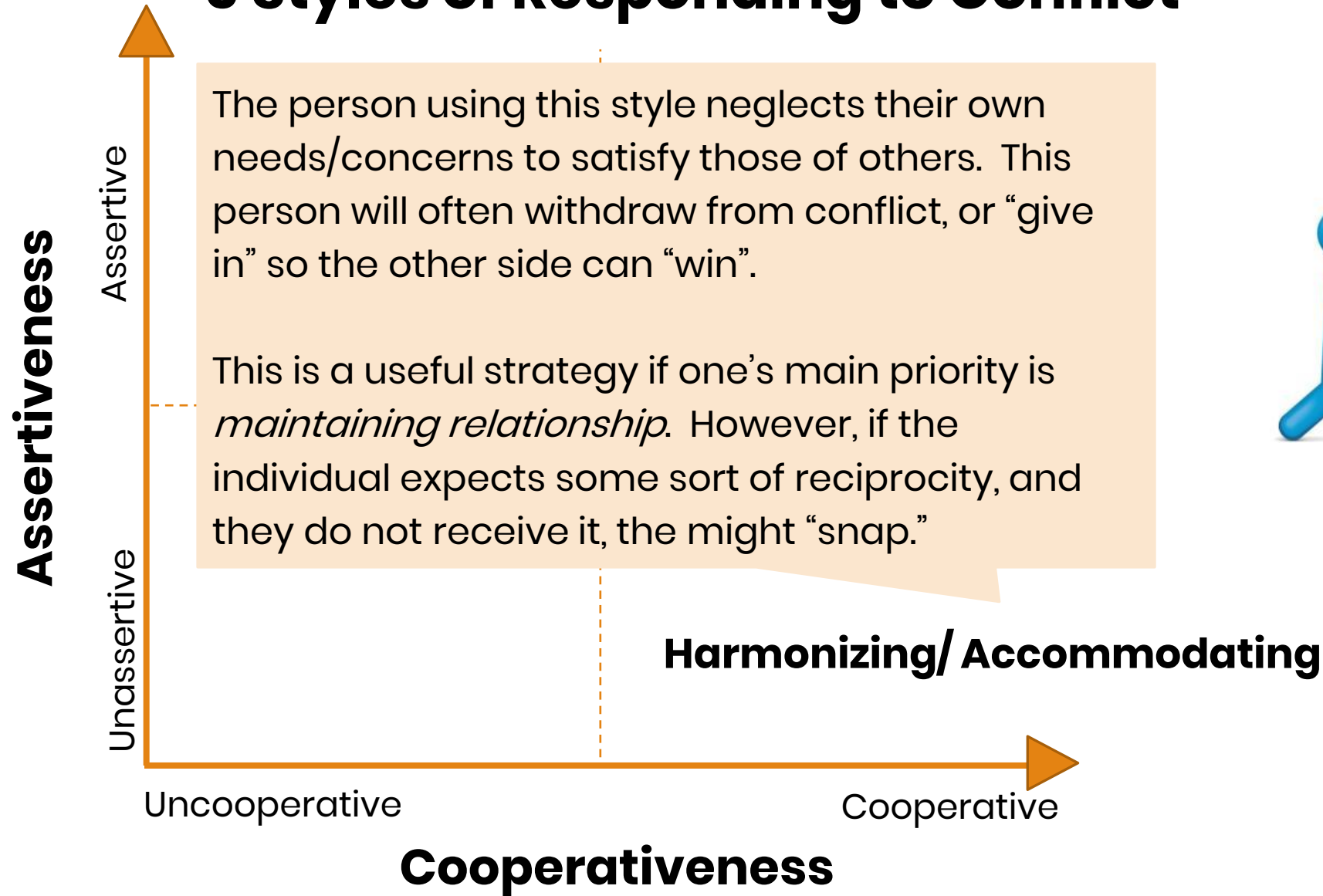
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# 5 Styles of Responding to Conflict



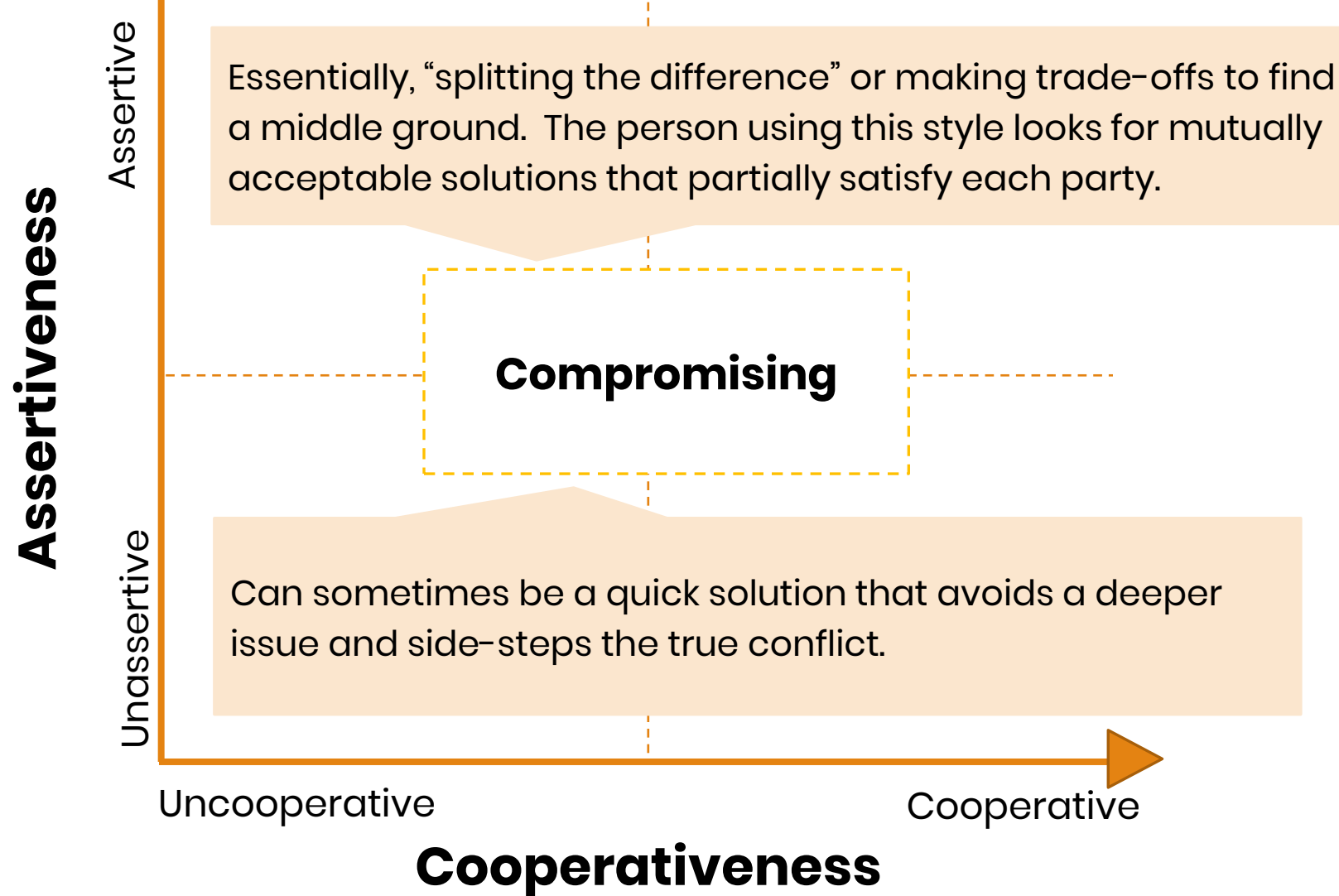
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# 5 Styles of Responding to Conflict



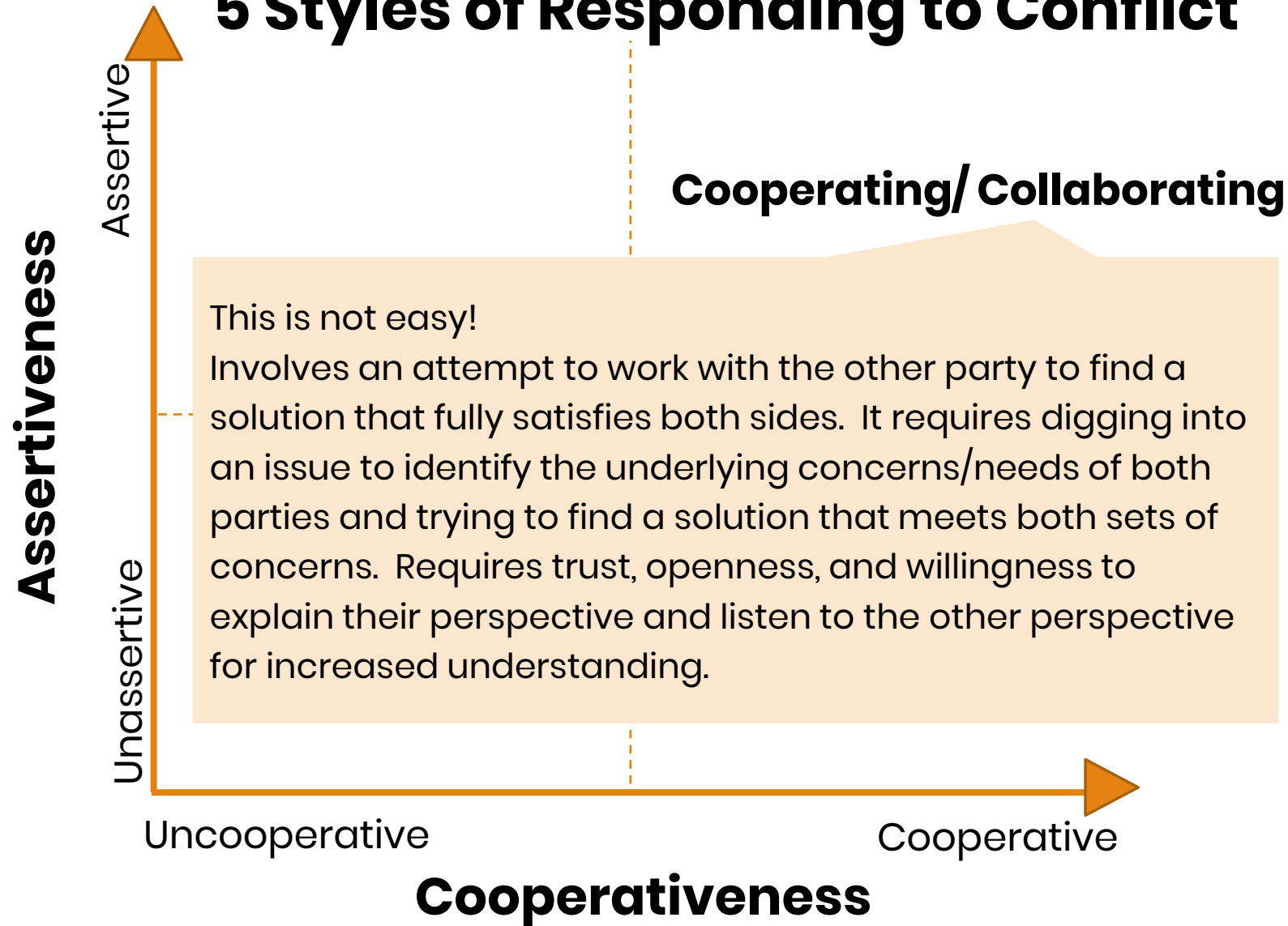
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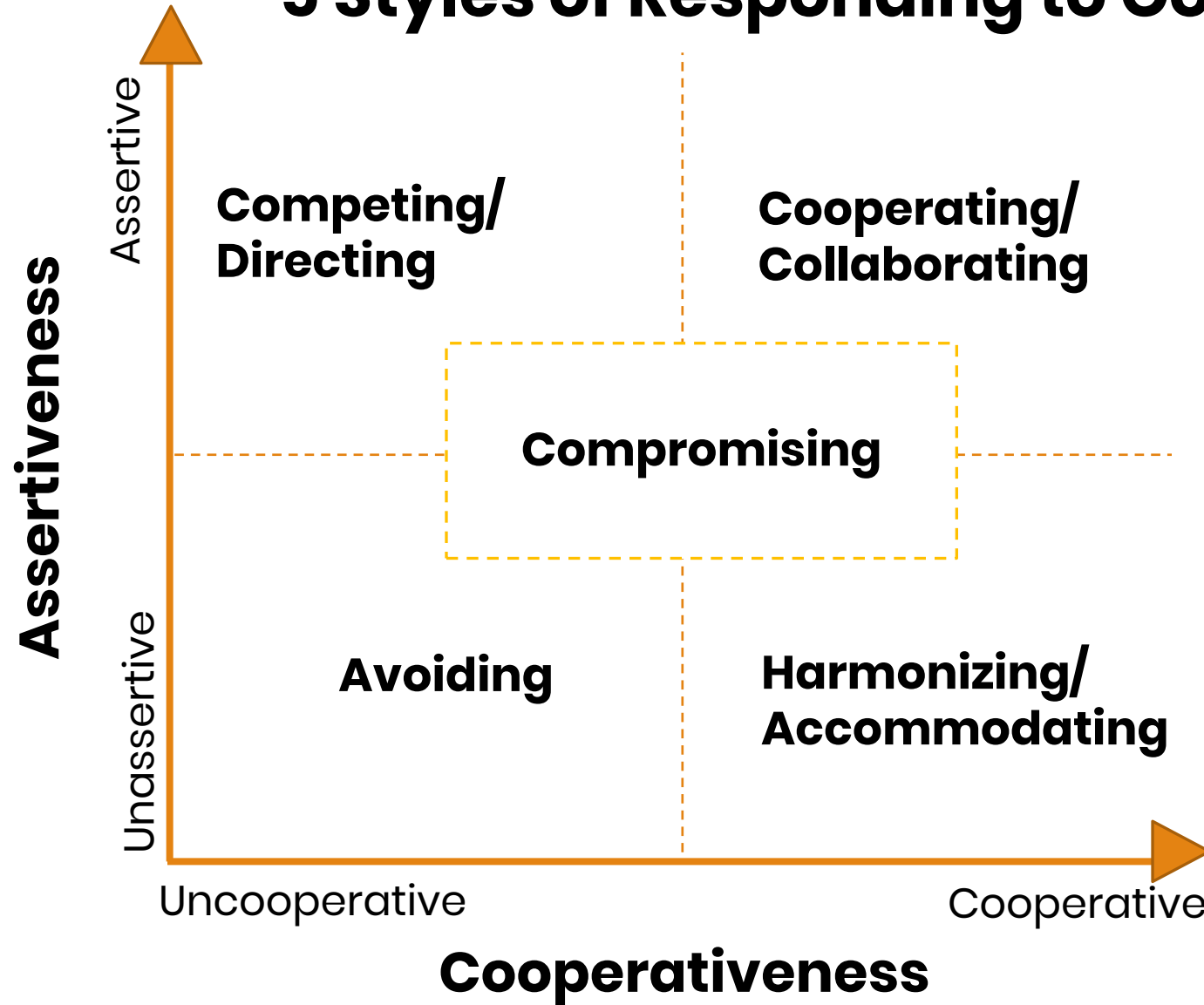
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# 5 Styles of Responding to Conflict



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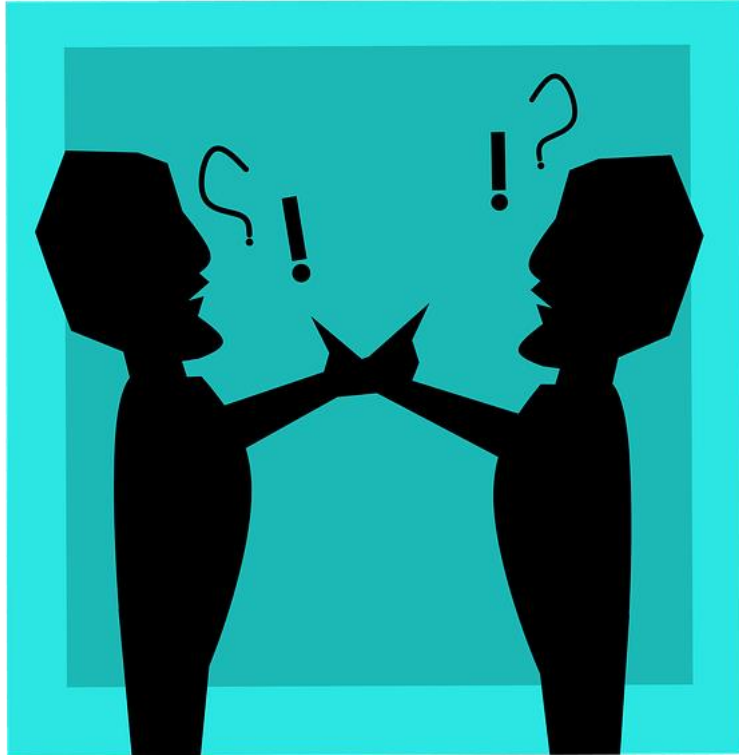
# 5 Styles of Responding to Conflict



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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
  - 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

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- 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

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- 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

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- 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...

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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>