

Helping Adults Use Restorative Language in Trauma-Informed Schools

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Notes

What is your conflict style?

Instructions: Listed below are 15 statements. Each statement provides a possible strategy for dealing with a conflict. Give each a numerical value. Don't answer as you think you should. Please answer as you actually behave.

1=Always 2=Very often 3=Sometimes 4=Not very often 5=Rarely, if ever

Your Score	Question
	a. I argue my case with peers, colleagues and coworkers to demonstrate the merits of the position I take.
	b. I try to reach compromises through negotiation.
	c. I attempt to meet the expectations of others.
	d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.
	e. I am firm in resolve when it comes to defending my side of the issue.
	f. I try to avoid being singled out, keeping conflict with others to myself.
	g. I uphold my solutions to problems. ▼
	h. I compromise in order to reach solutions.
	i. I trade important information with others so that problems can be solved together.
	j. I avoid discussing my differences with others.
	k. I try to accommodate the wishes of my peers and colleagues.
	l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.
	m. I put forward middle positions in efforts to break deadlocks.
	n. I accept the recommendations of colleagues, peers and coworkers.
	o. I avoid hard feelings by keeping my disagreements with others to myself.

Scoring: The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category.

Style				Total
Competing/Forcing Shark	a.	e.	g.	
Collaborating Owl	d.	i.	l.	
Avoiding Turtle	f.	j.	o.	
Accommodating Teddy Bear	c.	k.	n.	
Compromising Fox	b.	h.	m.	

My dominant style is _____(your LOWEST score)

My back-up style is _____(your second lowest score)

Conflict Management Styles

The Competing Shark



Sharks use a forcing or competing conflict management style

Sharks are highly goal-oriented

Relationships take on a lower priority

Sharks do not hesitate to use aggressive behaviour to resolve conflicts

Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating

Sharks have a need to win; therefore others must lose, creating win-lose situations

Advantage: If the shark's decision is correct, a better decision without compromise can result

Disadvantage: May breed hostility and resentment toward the person using it

Appropriate times to use a Shark style

- o when conflict involves personal differences that are difficult to change
- o when fostering intimate or supportive relationships is not critical
- o when others are likely to take advantage of noncompetitive behaviour
- o when conflict resolution is urgent; when decision is vital in crisis
- o when unpopular decisions need to be implemented

The Avoiding Turtle



Turtles adopt an avoiding or withdrawing conflict management style

Turtles would rather hide and ignore conflict than resolve it; this leads them uncooperative and unassertive

Turtles tend to give up personal goals and display passive behaviour creating lose-lose situations

Advantage: may help to maintain relationships that would be hurt by conflict resolution

Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them

Appropriate times to use a Turtle Style:

- o when the stakes are not high or issue is trivial
- o when confrontation will hurt a working relationship
- o when there is little chance of satisfying your wants
- o when disruption outweighs benefit of conflict resolution
- o when gathering information is more important than an immediate decision
- o when others can more effectively resolve the conflict
- o when time constraints demand a delay

The Accommodating Teddy Bear



Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships

Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation

Advantage: Accommodating maintains relationships

Disadvantage: Giving in may not be productive, bear may be taken advantage of

Appropriate times to use a Teddy Bear Style

- o when maintaining the relationship outweighs other considerations
- o when suggestions/changes are not important to the accommodator
- o when minimizing losses in situations where outmatched or losing
- o when time is limited or when harmony and stability are valued

The Compromising Fox



Foxes use a compromising conflict management style; concern is for goals and relationships
Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs

Compromise is assertive and cooperative-result is either win-lose or lose-lose

Advantage: relationships are maintained and conflicts are removed

Disadvantage: compromise may create less than ideal outcome and game playing can result

Appropriate times to use a Fox Style

- o when important/complex issues leave no clear or simple solutions
- o when all conflicting people are equal in power and have strong interests in different solutions
- o when there are no time restraints

The Collaborating Owl



Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships

Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)

Advantage: both sides get what they want and negative feelings eliminated

Disadvantage: takes a great deal of time and effort

Appropriate times to use an Owl Style

- o when maintaining relationships is important
- o when time is not a concern or when peer conflict is involved
- o when trying to gain commitment through consensus building
- o when learning and trying to merge differing perspectives

Mastering Human Relations, 3rd Ed. by A. Falikowski 2002 Pearson Education <http://www.pearsoned.ca>
<http://www.ipcontherun.ca/wp-content/uploads/2014/06/Conflict-Management-Styles-Assessment.pdf>

NAVIGATING CONFLICT

When a conversation starts to feel uncomfortable, that's the best time to become gently curious.

By being gently curious and asking questions, instead of responding with how you feel, you can collect more information about the situation before responding.

Prompts to get some more information include:

Tell me more about....

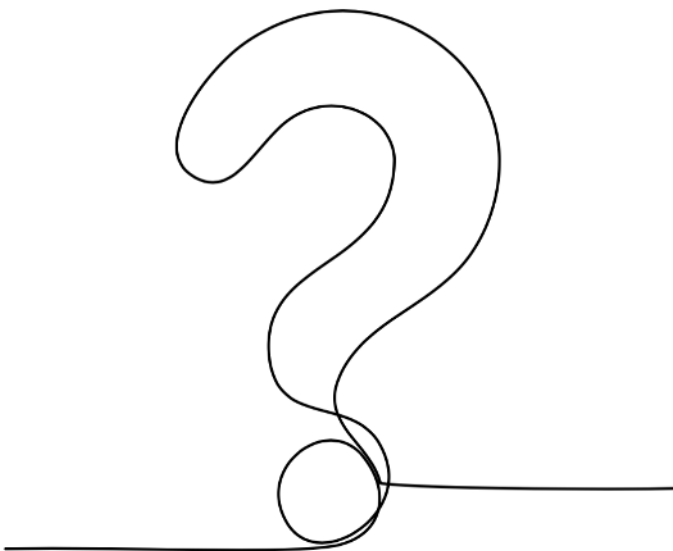
What made you think that...?

Can you please talk a bit about...?

What are your thoughts about...?

What's going on for you with...?

What's happening for you...?



Reflecting on a Challenging Conversation

With whom did you have a challenging conversation?

How could you have begun the conversation with the listening framework? What might that look like?

I am noticing...

Are you feeling...

Are you wanting/needing...

Would xxx be helpful...

How could you have used the speaking framework? What might that sound like?

I notice...

I feel...

I need...

Might you...

Planning for a Challenging Conversation

With whom might you have a challenging conversation?

How could you begin the conversation with the listening framework? What might that look like?

I am noticing...

Are you feeling...

Are you wanting/needing...

Would xxx be helpful...

How could you use the speaking framework? What might that sound like?

I notice...

I feel...

I need...

Might you...

TOOLS FOR COMMUNICATING



The giraffe is a symbol of NVC because it is the animal with the biggest heart. Thus, when we are thinking and acting in terms of NVC, we are using our “Giraffe Ears” to hear and sense our own needs or other’s feelings and needs.

On the other hand, the jackal is the scavenger, attacking our weaknesses and allowing our unmet needs to cloud our ability to stay present. Therefore, when we are listening with “Jackal Ears,” we tend to hear blame, judgment or criticism rather than the feelings and needs behind words.



The 4 Part Framework

What does healthy communication sound like?

When there's a potentially difficult situation, instead of reacting, take a deep breath, then...

1. **Observe** the situation without evaluating or judging. A pure observation is without comparison to the past.
2. Identify a **feeling**. Feelings are always related to your body, and never involve others.
3. Identify your **need** or desire. A basic need is always about oneself, not about another, and is always a simple human quality.
4. Formulating a **request**. Phrase a specific request positively, speaking kindly, but firmly and clearly, without unnecessary emotion such as sarcasm.

Try to obtain feedback on everything you have done so far. "Am I on the right track with this conversation?" or "Time out. How are we doing resolving this issue?"

4 Part Speaking Framework

1	Observation	I see....
2	Feeling	I feel...
3	Need	I need...
4	Request	I would like...

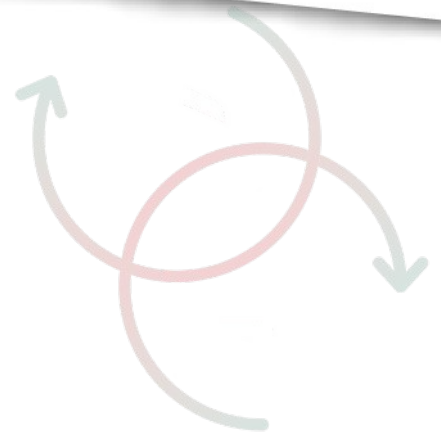
"Margaret, when I (1) see that the classroom still has items not in the proper places. I (2) feel disappointed because I need (3) to know that I can trust you to do what you say you'll do as my partner teacher. (4) Would you be willing to put the last of the social studies materials away before going home? (5) So I see that you're frustrated. Do you need to sit and talk? I have 10 minutes before I need to leave. Let's chat.

4 Part Listening Framework

1	Observation	I see that you....
2	Feeling	Are you feeling...?
3	Need	Do you have a need
4	Request	Would you like me to...?

"Leo, when I (1) hear you raising your voice I (2) am guessing that you feel aggravated about what happened with Kathy earlier today. Is that right? (3) It sounds like you want to feel acknowledged for all of the hard work you've already done for Literacy Night, yes? (4) Would it be helpful to role play with you what a conversation with Kathy might sound like, if you were to speak with her about it?

1. OBSERVATIONS



Write down 5-10 observations of pictures.

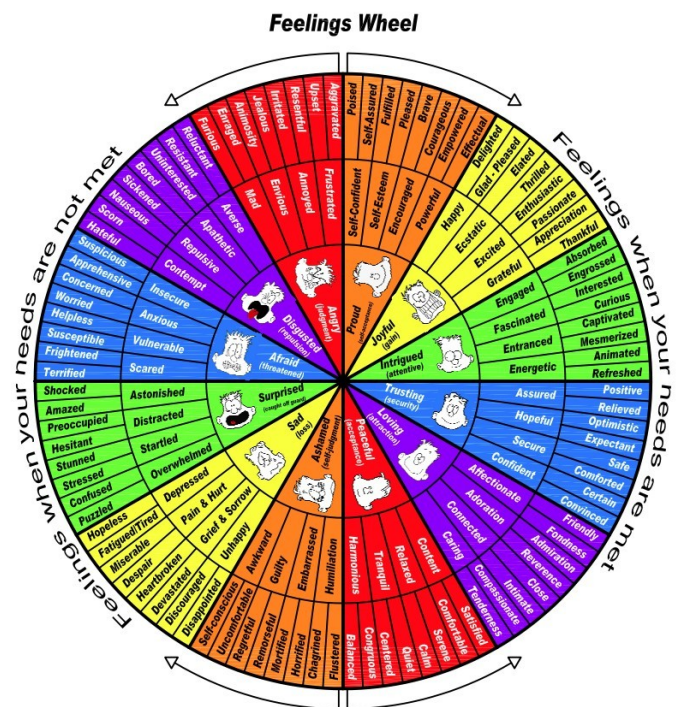
I notice...

I see...

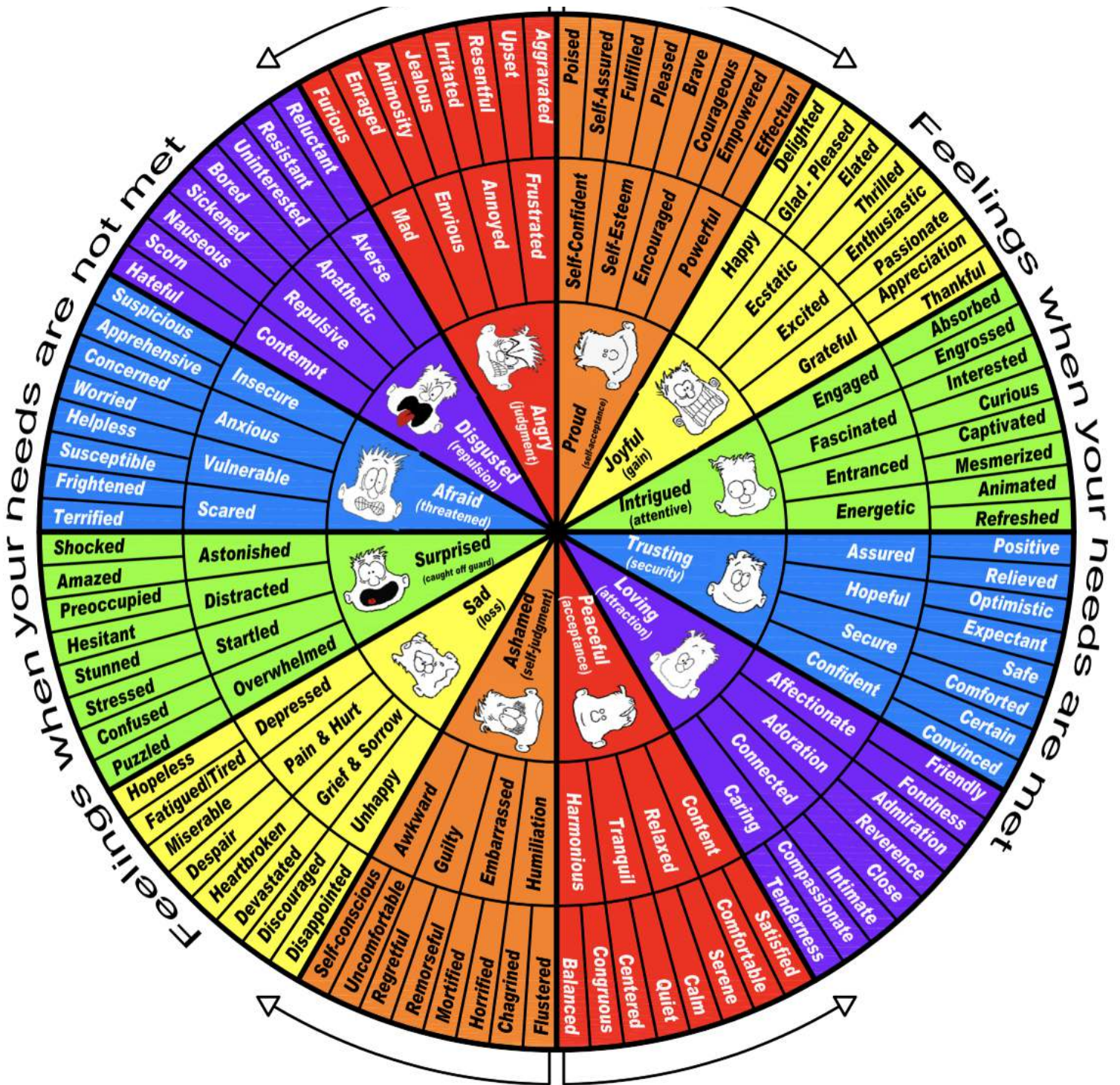
2. FEELINGS

Feelings Charades

Pick 3-5 feelings that you don't typically talk about. Be ready to act them out for a partner.



Feelings Wheel



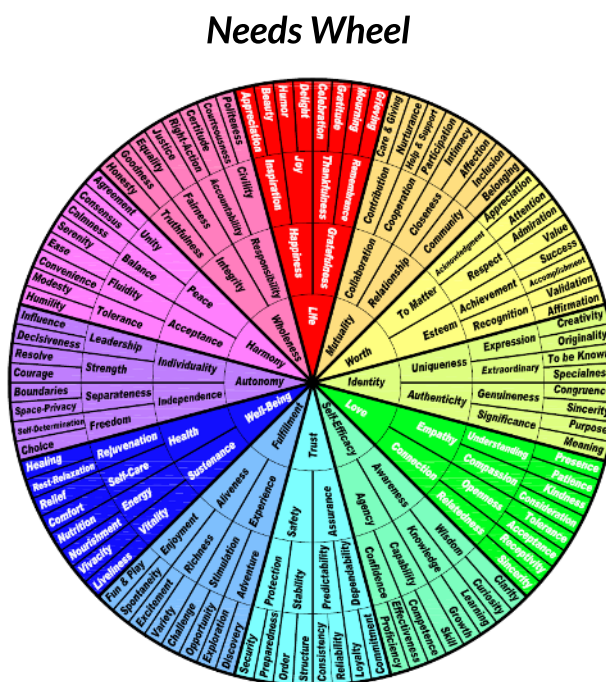
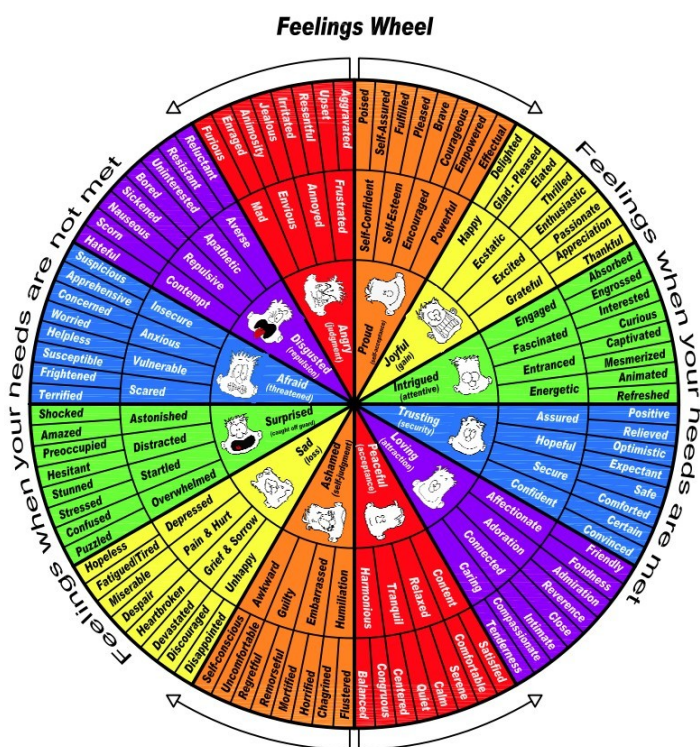
3. NEEDS

PLAY GROK

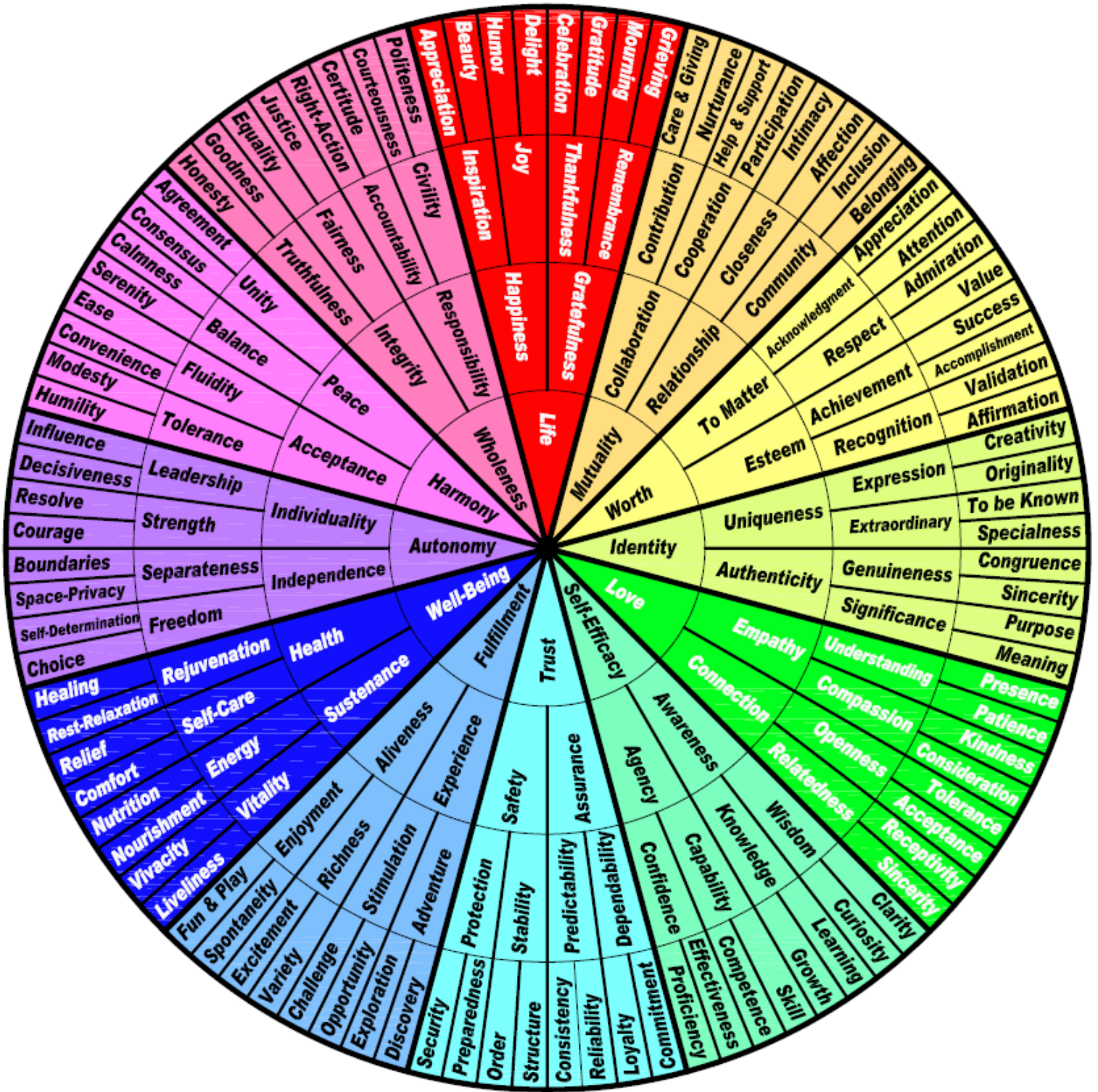
1. Each person thinks of a situation they feel comfortable talking about.
2. For the first round, decide who is the speaker and who is the listener.
3. The speaker shares their story for 1-5 minutes.
4. The listener listens for the feelings that the speaker indicates verbally or non-verbally.
5. When the story is over, the listener looks at the Feelings Wheel and shares 3-5 feeling words they believe the speaker was experiencing without explanation.
6. The speaker then tells the listener which feelings they connect with and why.
7. The listener thanks the speaker for sharing.
8. For the second round, the participants switch roles.
9. Repeat steps 3 - 7.

Be sure to have your Feelings Wheel available for the game.

You can play this game anytime with anyone!



Needs Wheel



Based on Nonviolent Communication by Marshall Rosenberg, PhD.
 May be duplicated for teaching Nonviolent Communication. 17
 Graphic and organization of Needs Wheel by Bret Stein.

4. MAKING A REQUEST

Here are some general criteria for what makes a **request** and **demand**. Not every request or demand will meet each or all of the criteria.

Requests...

- clarify what the speaker wants the listener to do.
- are specific.
- ask for an immediate action.
- are something that the listener is willing and able to do.
- sometimes asks for feedback.
- are designed so that if someone says 'no,' the speaker doesn't get mad.

Demands...

- are vague.
- tell the listener what they need to do or stop doing.
- are for some future time.
- is something the listener may be unwilling to do.
- carry an underlying threat.
- have an unspoken 'or else' attached to them.



When people hear a request from us, they feel more empowered and cooperative, yet independent.

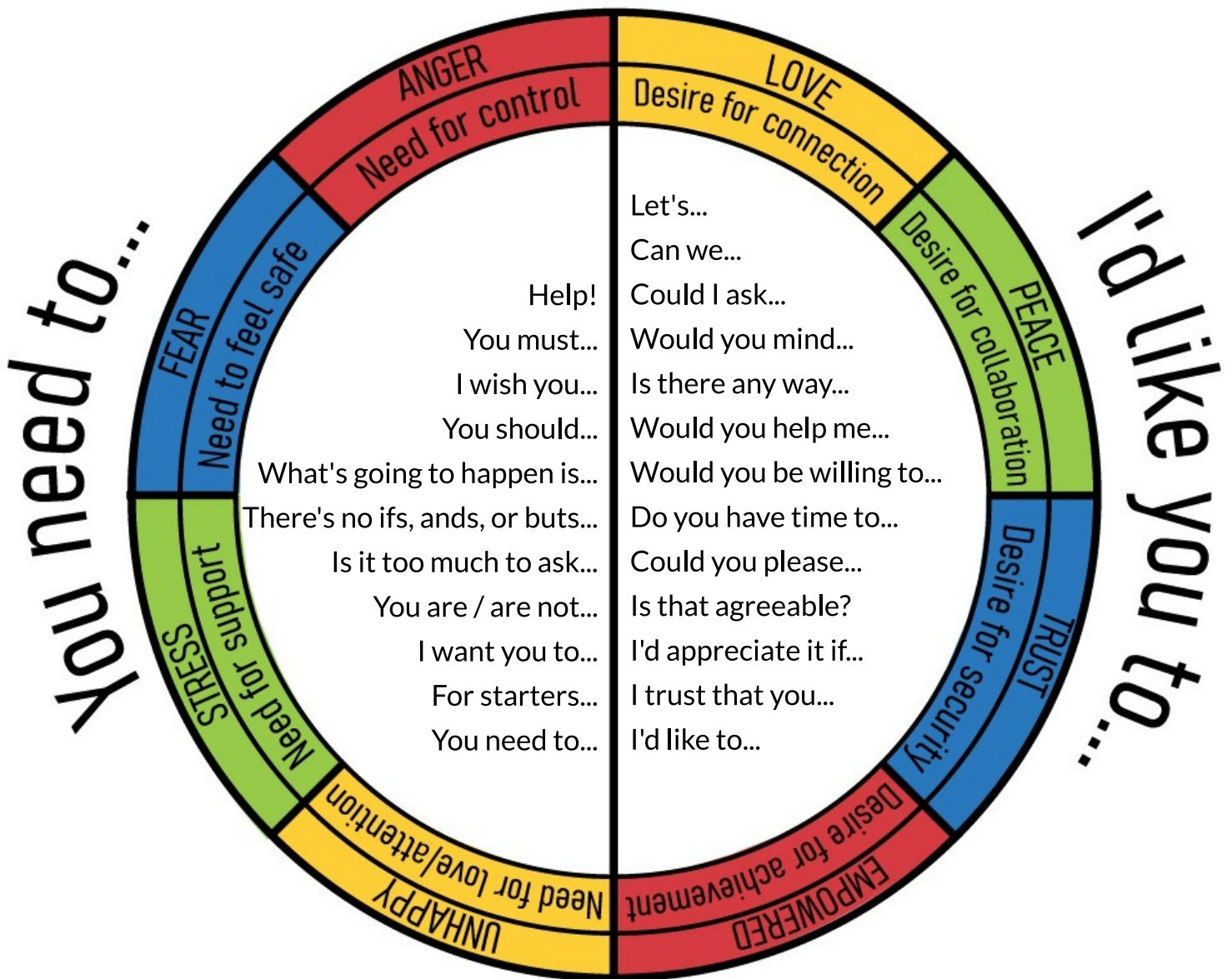
When people hear demands from us, they don't enjoy our presence and their thinking and reaction is limited to either submission or rebellion.



Requests & Demands Wheel

Just like the Feelings Wheel presented , this tool offers the emotions, the corresponding need or desire and some common phrases associated with Requests (shown on the right side of the circle) and Demands (shown on the left side of the circle).

Demand | Request



Now change the demand into a request...

Demand	Request
But you told me two weeks ago that it would be fine if I were to take a long weekend this month.	Would you be willing to explain why you have changed your mind?
Listen!	
Just do your work.	
I would like you to be more responsible.	
Stop talking.	
Go to your seat.	
Get here on time.	
Sit down and be quiet.	
Please do not shout in this room.	

Rephrasing Requests

Example A

Student 1 says to student 2: "You're a girl – you don't understand anything!"

The teacher might feel:

- uncomfortable because s/he has a need for people to be treated equally
- insecure and in need of the skill to deal with the situation
- frustrated and want to spend time on what was planned, to have a choice.

Student 1 might feel:

- tired/impatient, needing inspiration and stimulation
- irritated, needing understanding

Student 2 might feel:

- angry because she wants to be treated with respect
- sad because she needs emotional security

According to the NVC model, the teacher could say something like this:

"When I hear you say, "You're a girl - you don't understand anything", I get upset because for me it is important that all people are treated equally. How do you feel when you hear me say this?" Note that this example is a suggestion as to how a dialogue could be started by referring to values and willingness to listen to the student's needs. Each situation has to be adapted to suit the people, the relationships and the circumstances.

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Example B

A student is talking while the teacher gives instructions. The teacher manages to treat the student with understanding the first three times. The fourth time the teacher loses his/her patience, gets angry and feels like punishing the student.

S/he thinks or even says something like: "Can't you hear what I'm saying? Either listen and be quiet or get out!"

If the teacher uses NVC and expresses him/herself honestly, it might sound something like this:

"Now I'm angry because I need to be heard. I've told you three times to wait before you talk because I need peace and quiet. Can you help me by telling me what you heard me say?"

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Example C (regretting mistakes)

In NVC, instead of automatically apologizing by saying “I’m sorry” when we have done something we regret, we talk about the needs that were not met by what we did and that we now regret it, in view of the consequences for the other person.

Teacher: “Yesterday I got so angry and told you to leave, do you remember that? I feel unhappy about the way I expressed myself. I got so stressed that I didn’t give myself enough time to think. I wish I had said that I needed to be heard instead of blaming you. How do you feel hearing this?”

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Request	Alternative Request
How do you feel when you hear me say this?”	
I’ve told you three times to wait before you talk because I need peace and quiet. Can you help me by telling me what you heard me say?”	
How do you feel hearing this?	



Hats People Wear that Block Communication



The Judger Hat
What were you thinking?
Why wouldn't you just...
You should have...



The Silencer Hat
(cricket symphony)



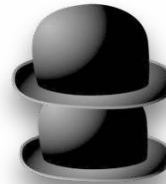
The Sympathizer Hat
Oh you poor thing...
You must feel...



The Interrupter Hat
Why did...
That's ridiculous...
What happened...



The Me-Me Hat
That's just like what
happened to me when...
I had the same thing happen
when...
That reminds me of this
time...



The One-Upper Hat
You think that's bad? Let me
tell you about...
Well, what happened with my
sister was...
You'll never believe this...



The Minimizer Hat
C'mon, it couldn't have been
that bad...
You're just blowing it out of
proportion.



The Educator Hat
This could turn into a very
positive experience for you if
you just...
What could you learn from
this?



The Discounter Hat
There are so many less
fortunate people than us in the
world, we should just be
grateful for our health and all
the opportunities around us.



The Redirector Hat
Well anyway. Did you hear
about this...
Huh. Let me tell you about
what happened last weekend...



The Advisor Hat
Oh, well, have you thought
about doing x?
You know what I do is Y, then
you can just do z!
I think you should...



The MultiTasker Hat
I'm totally paying attention...
I just have to respond to this
text.
Hold on one second...



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