Show Me Options

Aging and Disability Resource Center
of Northwest Missouri

Module 2

Communications

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Review of Purpose and Values

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Purpose & Values

What is Show Me Options about?

Streamlining hospital discharge-planning so that older adults and people with disabilities can stay in the community...

Providing comprehensive information and referral to help older adults, people with disabilities, and their caregivers make informed choices about community care options...

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Purpose & Values

Challenges & Problems

Long-term Care

- Rapidly aging population
- Mushrooming cost of long-term care
- Lack of access to information and services

Hospital Discharge Planning

- Existing system does not prepare discharge planners to support patients, their families & caregivers in making informed choices regarding post-hospitalization care needs
- Too many avoidable re-admittances due to lack of HCBS

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Purpose & Values

Values & Goals of ADRC

Values

- Person-centeredness
- Informed Choices
- Better Access to Long-term Community Supports

Goals

- Creating Awareness & Information of LTC Options
- Opening Access to LTC Services and Programs
- Providing Assistance

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Purpose & Values

Vision

The creation of a single, coordinated system of information and access for all persons seeking long term support services. Such centers will be highly visible and trusted places where people of all incomes, ages and disabilities can turn for information on the full range of long term support options, public and private.

Centers for Medicare and Medicaid Services (2003)

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Effective and Clear Communication

The Interactive Behavior Skills Model

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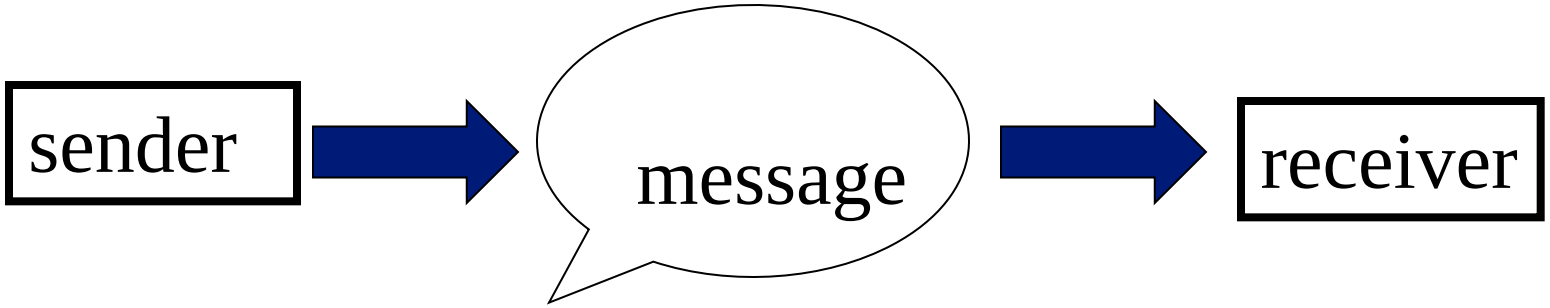
Communication

Elements of Communication



Bostrom (1996)

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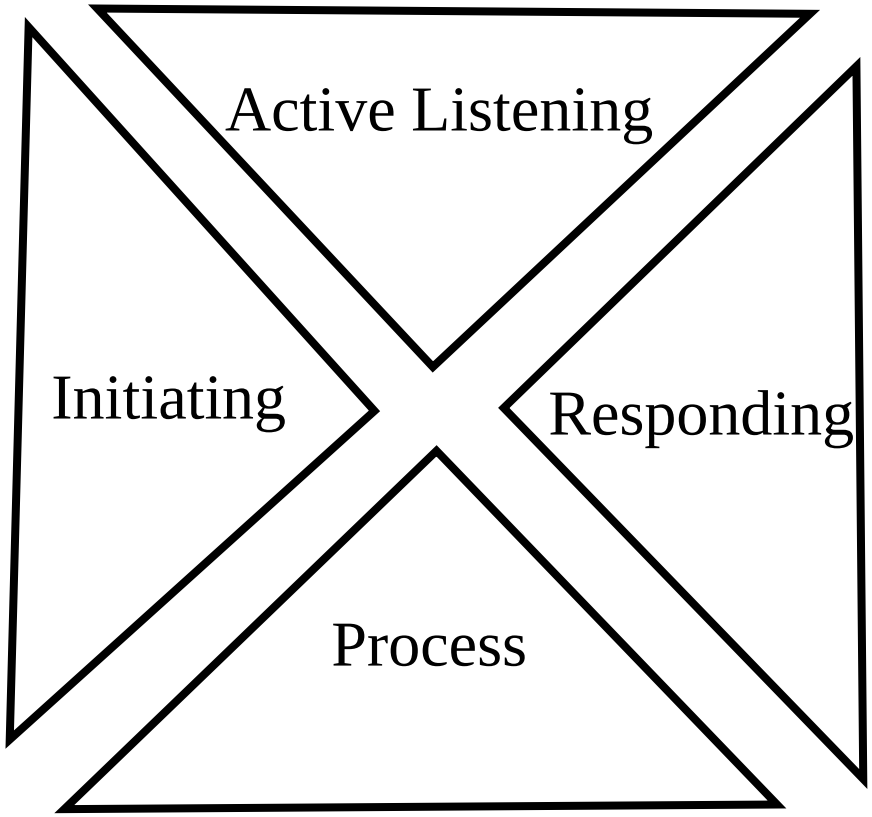
Communication

Elements of Communication Skills



Bostrom (1996)

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Communication

Initiating Skills

- Starting communication*(Proposing):*

  Introduces a new idea, suggestion or proposal; is actionable.

Engraffia, M., Graff, N., Jezuit, S., & Schall, L. (1999).

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Communication

Initiating Skills

- Adding on to an idea *(Expanding)*:

  Enlarges, extends or develops an existing proposal.

Engraffia, M., Graff, N., Jezuit, S., & Schall, L. (1999).

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Communication

Ways of Responding

- Agreeing → actively supports a person's idea or suggestion

- Disagreeing → expresses a lack of support or agreement

Gibson, J.W., & Hodgetts, R.M. (1990)

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Communication

Ways of Responding

- Attacking → attacks another person directly

- Defending → attempt to ward off an attack, whether real or perceived

Gibson, J.W., & Hodgetts, R.M. (1990)

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Communication

Ways of Responding

- Positive responses
  - Agreeing → actively supports a person's idea or suggestion
  - Disagreeing → expresses a lack of support or agreement
- Negative responses
  - Attacking → attacks another person directly
  - Defending → attempt to ward off an attack, whether real or perceived

Hissong, D. (2001)

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Active Listening Skills

- Giving information→ the sender provides facts, opinions or thoughts.

- Seeking information→ sender asks questions to clarify information or collect more information.

Hissong, D. (2001)

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Communication

Additional Skills

- Reflecting→ seeks to identify the emotion of the sender on the basis of non-verbal information.

- Checking in→ seeks to determine if an earlier communication has been perceived accurately.

- Summarizing→ recounts in compact form previous communication.

Hissong, D. (2001)

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Communication

Process Skills

- Bringing in→ Solicits participation from a person present, but not verbally contributing.

- Shutting out→ Excludes a person's participation by seeking to stop their participation. The goal in effective communication is to achieve a balance across participants.

Hissong, D. (2001)

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Communication

Tips on Listening and Asking Questions

- Listen first, then talk.
- Give the person a chance to speak before you ask questions.
- Don’t assume, second guess or jump to conclusions.
- Provide comments or suggestions if invited after the other person is finished.
- Seek to separate emotional accusations or statements from the facts .

Ivey, A.E. & Ivey M.B. (1998)

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Communication

More Tips…

- Don’t react to an attack with another attack.
- Be attentive; maintain eye contact with the speaker.
- Use verbal reactions to indicate listening.
- Be relaxed and prepared to invest time to hear the “whole story.”

Ivey, A.E. & Ivey M.B. (1998)

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Interacting With People with Disabilities

An Overview

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People with Disabilities

Golden Rules

- Treat adults as adults
- Focus on the person, not the disability
- When in doubt, ASK

National Center for Access Unlimited (n.d.)

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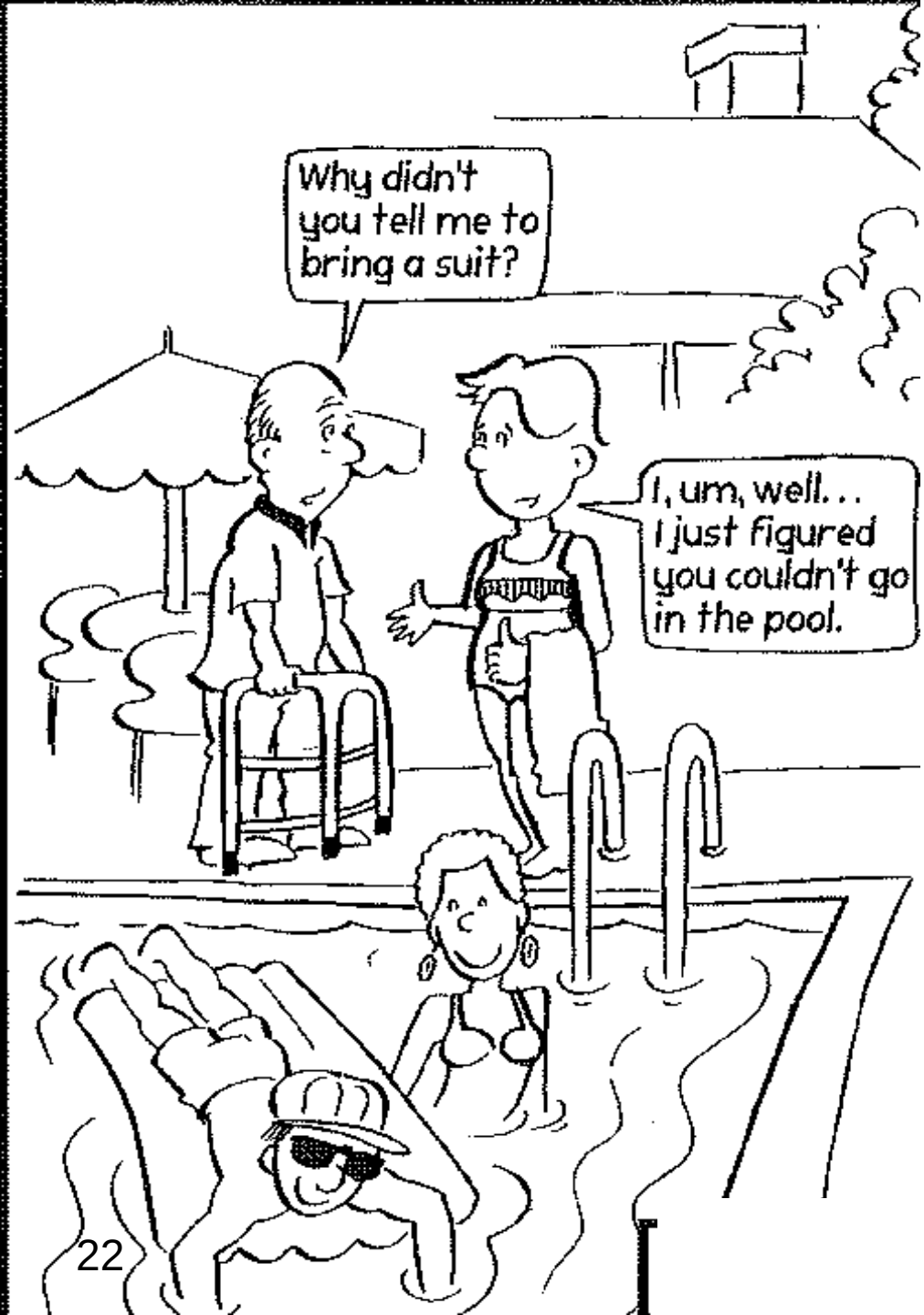

Don’t make decisions for people with disabilities about what they can and cannot do

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People with Disabilities

Video

Institute for Community Inclusion Video: Ask Me First

Institute for Community Inclusion. (University of Massachusetts-Boston). (2000)

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People with Disabilities

Offering Assistance

- Ask
- Listen
- Don’t Assume

Disability.Gov. (2011)

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People with Disabilities

Communicating with People who Have Physical Disabilities

- Place yourself at eye level.
- Don’t hold or lean on a wheelchair.
- Ask before pushing a wheelchair or giving other assistance

National Center for Access Unlimited (n.d.)

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People with Disabilities

Communicating with People who are Blind or Have Low Vision

- Identify yourself when speaking.
- Provide good lighting.
- Ask how they like to receive documents and be aware of the best colors, fonts, and formats for older adults and people with low vision.

American Association of the Deaf-Blind. (2009)

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People with Disabilities

Communicating with People who are Hearing Impaired

- Deaf
- deaf
- Hard of Hearing

What do these terms mean?

American Speech-Language-Hearing Association (2011)

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People with Disabilities

Communicating with Deaf People

- Talk directly to the person, not to an interpreter. Deaf people “listen” with their eyes – maintain eye contact.
- Be aware and respectful of Deaf culture. (See handout)
- To get a Deaf person's attention, wave, tap their shoulder, or flash the lights.

American Speech-Language-Hearing Association (2011)

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People with Disabilities

Late-deafened/Hard of Hearing

- You do not need to speak loudly to someone with a hearing aid.
- Speak normally, provide good lighting, and use gestures and facial expressions.

American Speech-Language-Hearing Association (2011)

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People with Disabilities

Deaf-blind Individuals

So how do you communicate with a person who cannot see AND cannot hear?

American Association of the Deaf-Blind. (2009)

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People with Disabilities

Some Basics

- There are 3 main methods of communication:
  - ✓ Tactile Signing
  - ✓ Print on Palm (POP)
  - ✓ Deaf-blind Communicator (DBC)

- To guide a person who is deaf-blind:
  - ✓ Let the person hold your arm and walk side by side
  - ✓ To go through a doorway, let the person follow you
  - ✓ Pause to indicate stairs are starting

- When you approach a deaf-blind person:
  - ✓ Let them know by a simple touch on the shoulder
  - ✓ Identify yourself by sign name
  - ✓ Always tell them when you are leaving or moving away

American Association of the Deaf-Blind. (2009)

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People with Disabilities

Communication Disabilities

- Take time, relax, and listen
- It’s ok to say “I don’t understand”
- Repeat what you understand
- Don’t pretend to understand

National Center for Access Unlimited (n.d.)

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People with Disabilities

Video

Institute for Community Inclusion Video: What Are You Saying?

Institute for Community Inclusion. (University of Massachusetts-Boston). (2000)

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People with Disabilities

Developmental and Intellectual Disabilities

- Individuals might struggle to express their needs.
- Processing of information can be slow.
- Use simple, concrete language and concepts, but don't talk down.
- You don't need to talk loudly or slowly.
- Remember that an adult with DD is still an adult. Respect the individual's right to make his or her own decisions.

National Center for Access Unlimited (n.d.)

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People with Disabilities

Traumatic Brain Injury

Effects of TBI

- May or may not be noticeable at first.
- Can include slurred speech, short attention span, memory problems.
- People with TBI might appear “rude.” Don’t take it personally.

How to Communicate

- Provide a quiet space with no distractions.
- Avoid figurative or abstract language.
- Allow extra time for responses.
- Pictures, writing, or gestures can help.
- Ask the person what works.

Disability.Gov. (2011)

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People with Disabilities

Summary

Respect each person's independence.

Relax

- Ask questions and listen.
- Be yourself.

Relate to each person as a person, not a disability.

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Tips for Communicating and Interacting with Older Adults

An Overview

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Communicating with Older Adults

General Considerations

Older adults:

- Are not a homogenous group
- Are adults first
- Respond to the same communication techniques as the general population
- BUT, often require special considerations

Peters E, Finucane ML, MacGregor DG, Slovic P. (2000)

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Communicating with Older Adults

Generational Differences

Born in 1950 or before

- “Baby Boomers”
- Veterans/Traditionalists

United Nations Joint Staff Pension Fund. (2010)

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Communicating with Older Adults

Generational Differences

"Baby Boomers"

Born during the mid-20th century (roughly 1945 – 1964)

- Hard-working
- Independent
- Self-reliant
- Rejecting & redefining of traditional values
- Experimental
- Usually more educated & more prosperous than parents

United Nations Joint Staff Pension Fund. (2010)

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Communicating with Older Adults

Generational Differences

Baby Boomers: 1945 – 1955

- Cuban Missile Crisis
- Assassinations of John F. Kennedy, Robert Kennedy & Martin Luther King
- Walk on the moon
- Civil Rights Movement
- Feminist Movement
- Vietnam War
- Social & political unrest

United Nations Joint Staff Pension Fund. (2010)

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Communicating with Older Adults

Generational Differences

Baby Boomers: 1956 – 1964

- Watergate
- Cold War
- Oil embargo & gasoline shortages
- Hostage crisis
- Severe economic Inflation
- Punk & the New Wave
- MTV

United Nations Joint Staff Pension Fund. (2010)

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Veterans/Traditionalists

Born during the early 20th Century (1901 – 1944)

- Hard work
- Dedication & sacrifice
- Respect for rules
- Honor & duty before pleasure

United Nations Joint Staff Pension Fund. (2010)

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Veterans/Traditionalists: 1901 – 1925

Sometimes called the “Greatest Generation”

- First flight
- Einstein’s Theory of Relativity
- World War I
- Prohibition
- Women’s Suffrage
- Workers’ Rights Movement
- Economic affluence
- Rise of European fascism

United Nations Joint Staff Pension Fund. (2010)

Veterans/Traditionalists: 1926 – 1944

Sometimes called the “Silent Generation”

- Charles Lindbergh
- Great Depression
- Hindenburg disaster
- Empire State Building
- Adolf Hitler & Nazism
- World War II
- Pearl Harbor

United Nations Joint Staff Pension Fund. (2010)

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Communicating with Older Adults

Communication Style

Do not be too informal in your communication style

- Use titles (Mr., Mrs., Dr.)
- Never use condescending language or “baby-talk”
- Do not use terms like “honey”, “sweetie”, and “dear”, or “we” for “you”
  - ❖ It should be noted that when communicating with older adults with intellectual disabilities, using first names instead of titles like Mr. & Mrs. is often beneficial.

Finucane ML, et al. (2002)

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Communicating with Older Adults

Physical and Cognitive

- Vision problems
- Hearing problems
- Physical frailty
- Cognitive & mental health considerations

Labouvie-Vief G. (2003)

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Communicating with Older Adults

Physical Barriers

Vision problems

- Cataracts
- Blurred vision or glare
- Age-related macular degeneration
- Blurred or distorted vision
- Difficulty reading and driving
- Increased reliance on brighter lights and magnifying lenses
- Glaucoma
- Loss of peripheral vision and sometimes central vision

Labouvie-Vief G. (2003)

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Communicating with Older Adults

Accommodating Vision Problems

Environment

- Good lighting
- Avoid surfaces with glare
- Have vision aids available (for example magnifying glass)

Print material

- Use a 14 – 16 point font
- Use a common font, like Arial or Calibri
- Avoid using the colors yellow, green, and blue in close proximity to each other
- Use sufficient white-space to orient the reader

Peters E, Finucane ML, MacGregor DG, Slovic P. (2000)

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Communicating with Older Adults

Font Examples

Sans Serif	**Serif**
Arial	Book Antiqua
Arial Narrow	Garamond
Calibri	Georgia
Verdana	Times New Roman

DO NOT use unconventional fonts:

No funky fonts!

No funky fonts!

No funky fonts!

No funky fonts!

Salthouse, T.A. (1990)

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Communicating with Older Adults

Hearing Problems

- Age-related hearing loss is common among people over 60 years of age
- Progresses slowly over time
- Usually lose ability to hear high-pitched sounds, first
- Eventually can lead to inability to hear low-register sounds

Labouvie-Vief G. (2006)

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Communicating with Older Adults

Accommodating Hearing Problems

- Find a place to speak that has reduced background noise
- If speaking on the telephone, ask the person to reduce the noise around them
- Speak clearly and directly
- It may help to speak slowly, but do not exaggerate
- When necessary, raise the volume of your voice, but do not yell
- Try to keep the pitch of your voice in a middle range – neither too high to too low
- Take breaks during conversation
- Use assistive devices when appropriate (for example an amplifier or-hearing aid)
- Some simple drawings or writing basic information can help
- Allow extra time for processing and reaction
- Use teach-back method to ensure comprehension

Salthouse T.A. (1990)

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Communicating with Older Adults

Physical Frailty: Pain & Fatigue

- Pain and fatigue may be a barrier for communicating with older adults
- Be prepared to break your conversation/interview into a series of smaller conversations
- Ask the individual if there is someone else (e.g., a spouse, child, sibling) who can help provide the information you are seeking

Labouvie-Vief G. (2003)

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Communicating with Older Adults

Cognitive & Mental Health Considerations

- “Senility” is NOT a normal part of aging
- Normal memory loss in advanced age
- Abnormal memory loss – dementia
- Depression

Labouvie-Vief G. (2003)

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Communicating with Older Adults

Dealing Effectively with Dementia and Late Onset Depression

- Always be patient
- Do not directly challenge or criticize a person with dementia's version of reality
- Be aware of evasive techniques
- Be empathetic
- Use "chunks & checks" technique of relaying information

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Non-verbal communication

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Non-verbal Communication

Non-Symbolic

- Represents messages that are communicated using non-symbolic representations
- How might you communicate the following w/o language?
  - ✓ Agreement
  - ✓ Disagreement
  - ✓ Confusion?

Jandt, F.E. (2009)

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Non-verbal Communication

Non-Symbolic Continued

- Everyone uses non-verbal communication!
  - ✓ Non intentional
  - ✓ Intentional
- Most language is accompanied by non- verbal communication methods.
- Sometimes non-verbal is the only communication method employed

Bethel, C.L., & Murphy, R.R. (2008)

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Non-verbal Communication

Non-verbal Channels

- Appearance
- Facial expression
- Body posture
- Spatial distance
- Eye contact
- Others??

Bethel, C.L., & Murphy, R.R. (2008)

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Non-verbal Communication

Non-verbal Communication is Less Precise

- Goal of language is use of agreed upon symbols with agreed upon meanings.
- Lack of precision means non verbal can be missed, misinterpreted or not understood.
- Don’t assume!!

Edwards, C., & Shepards, G. J. (2004)

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Non-verbal Communication

Interpreting Non-verbal Communication

- Be aware of the context.
- What, if any, verbal messages accompany the non verbal?
- Are there individual or cultural factors?
- Look for discrepancies between verbal and non-verbal.
- Use active listening skills to clarify.

Segal, J. (2008)

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Non-verbal Communication

Only Using Non-symbolic Communication

- Examples:
  - ✓ Someone who had a stroke
  - ✓ Some people on the autism spectrum

- Non symbolic communicators may exercise a wide range of methods:
  - ✓ Pointing
  - ✓ Gestures
  - ✓ Facial expression
  - ✓ Vocalizations (e.g., pain, pleasure, surprise)

Bethel, C.L., & Murphy, R.R. (2008)

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Non-verbal Communication

Non-symbolic Communication

- Almost like an individual's own language.
- May be understood well only by the person and those who spend time with them.
- Can be interpreted in multiple ways, especially by those unfamiliar with the person.
- Need to rely on someone well versed in the individuals communication.
- This is probably not someone the options consultant will see without a family member, friend or support person.

Jandt, F.E. (2009)

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Non-verbal Communication

Non-symbolic Communication Continued

- Non-symbolic communication is not of less value.
- It is simply more difficult to interpret, and may limit the person's audience.

Bethel, C.L., & Murphy, R.R. (2008)

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Facilitating Conflict Resolution

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Conflict Resolution

Goals

- Define or describe conflict.
- Recognize when conflict is occurring.
- Identify an individuals “approach” to conflict.
- Be able to use active listening skills to facilitate conflict resolution.

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Conflict Resolution

Definition

- From the “outside”:
  - ✓ Conflict represents a lack of current agreement on an issue, problem or outcome.
- From the “inside”:
  - ✓ From the individual’s perspective: a “gap” between what the person wants, needs or expects and what they are getting.

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Conflict Resolution

Misconceptions

- Conflict (need not be) a battle or a contest.
- Can be positive:
  - ✓ Reveals new or different perspectives
  - ✓ Can create opportunity for creativity
  - ✓ Can result in new skills and ideas

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Conflict Resolution

Role of the Options Consultant

- Recognize when conflict is occurring.
- Facilitate a resolution.
- Your job is not to resolve.
- Keep focused on the immediate issue.
- The key: facilitate and model effective communication behaviors.

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Conflict Resolution

Role of the Options Consultant

- Things to avoid!
  - ✓ Discussion beyond support in long term care planning or decision making (avoid other agendas).
    - Personality conflicts
    - Dysfunctional dynamics
  - ✓ Being overly directive.
  - ✓ Becoming an arbitrator.
  - ✓ Don’t become part of the conflict.

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Conflict Resolution

Recognizing Conflict

- Statements of disagreement
- Non-verbal messages
- Conflict might be “disguised” as an attack

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Thomas and Kilman, 1970; and O’Neill, 1990

Conflict Resolution

Approaches to Conflict

high	**Competition**	**Collaboration**
assertive	Avoidance	Accommodation
low		

low **cooperation** high

Thomas and Kilman, 1970; and O'Neill, 1990

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Conflict Resolution

Getting to the Collaboration Space

- Recognize when competition, accommodation or avoidance are occurring.
- Competition: focus on win/win.
- Accommodation: focus on individual's wants, needs and desires.
- Avoidance: propose action steps.

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Thomas and Kilman, 1970; and O'Neill, 1990

Conflict Resolution

Three Dynamics

- Assertive: meet's one's own needs and sensitive to others.
- Non-assertive: meeting others' needs w/o regard for your own.
- Aggressive: meeting own needs w/o sensitivity to others'

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Thomas and Kilman, 1970; and O'Neill, 1990

Conflict Resolution

interactive Behavior Strategies

Too competitive	Focus on win/win	Inquiry Information Clarity about outcome
Too accommodating	Focus on outcome	Look for discrepancies Bringing in Shutting out Focus on issues
Avoidance	Focus on dialog	Encourage proposing Use brainstorming Emphasize consensus building

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Thomas and Kilman, 1970; and O'Neill, 1990

Active listening skills can help

Informing	You may not realize that your home and its contents are not considered assets with respect to your benefit eligibility for Medicaid
Inquiring	Does anyone know how many hours of personal assistance might be available through a community agency?
Reflecting	Wow! You seem like you are really afraid that in home staff might take advantage of your dad..
Testing understanding	So you are saying that you are OK with in home support staff if you can be involved in the recruiting, hiring and interviewing along with your dad. Is that right?
Summarizing	OK. I think you three are in agreement that you will look at what community support agencies will provide in home services, determine if you can be involved in hiring and be sure there is sufficient oversight.. Does that sound like what you've both agreed to?

Thomas and Kilman, 1970; and O'Neill, 1990

of Northwest Missouri

Conflict Resolution

Tips for Using Active Listening Skills

- Clarify each party's needs wants and desires:
  - ✓ What do you hear or observe?
  - ✓ What are points of agreement?
  - ✓ Points of disagreement
  - ✓ Seek clarity re: outcome
    - Test understanding
    - Summarizing
  - ✓ Determine what information is available (accurate?) and what info is needed

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Thomas and Kilman, 1970; and O'Neill, 1990

Conflict Resolution

Process Tips for Reaching Resolution

- Set boundaries.
- Determine negotiable and non negotiables.
- What is most and least important.
- What does each party need? Specific requirements!
- Seek clarity regarding what resolution “looks like.”
- Negotiate needs, not positions.
- Put all other agendas on hold.
- Restate and clarify frequently.
- Seek consensus.
- Have a plan for further action.

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What if…

- Some dissenting parties are not actually present?
- One of the parties “gets you aside”?
- Consensus cannot be reached?
- No resolution seems feasible?

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Conflict Resolution

Summary

- Conflict is not necessarily a bad thing.
- Conflict can lead to new solutions and growth, and creativity.
- If done well and respectfully, conflict can strengthen relationships.
- All parties should feel like they have been heard.
- All parties need to agree to support the proposed solution.

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