



Conflict Resolution Protocol Form

Today we're going to discuss recent incident(s) that led to your limited access to the space. Together we will reflect on the event and explore what could have been differently. We will also spend some time discussing ways AFC staff can better support your needs.

1. What's your understanding of what happened in the incident we're meeting today to discuss?

2. Do you have a sense of why this kind of behavior is not conducive to our community standards here at AFC?

3. Now that we have an understanding of why it's not safe or productive for people to engage in that kind of behavior here, we're going to look at the incident step by step (including the events and circumstances leading up to it) to better understand how it happened and what could be done to prevent it from happening again.

- a. What was happening before the incident occurred? Try to identify the moment things took a turn for the worse.

- b. Why do you think you reacted the way you did? Do you remember if anything else was going on that day that contributed to your mood/the event? (These are things like environmental factors, internal sensations, your mood, thoughts that were going through your head, your prior history, etc.) List them here.

- c. What specific behaviors did you engage in during the incident and what were the consequences?

WHAT I DID	IMMEDIATE CONSEQUENCES FOR ME	IMMEDIATE CONSEQUENCES IN THE ENVIRONMENT	LONG-TERM CONSEQUENCES FOR ME	LONG-TERM CONSEQUENCES IN THE ENVIRONMENT

4. Part of the goal of today is to identify which of these can be changed or altered to prevent incidents like this from happening again. Which ones do you think you--with the support of AFC staff--could change for the future?

FACTOR TO CHANGE	WHAT I CAN DO TO CHANGE THIS IN THE FUTURE	HOW AFC STAFF CAN SUPPORT ME IN MAKING THIS CHANGE

5. As part of the process for regaining full access to the space, you have participated in a number of Stress and Conflict Management sessions. What, specifically, have you learned in those sessions that would have allowed you to make different choices in this situation?

6. Who are staff you trust and get along with in the space? These are people we might call in to help support you in making these changes if another incident arises. List them here.

7. Finally, is there anything else we haven't discussed today that you would like to share about how we can best support you in making these changes?

CRP STAFF TRAINING GUIDE

This document is intended to provide guiding rationale for the revised CRP. It can be used for staff training purposes so that the CRP may be conducted with increased consistency among staff, and with more meaningful engagement and impact for clients.

Though there is a written form that needs to be completed and a “script,” staff are encouraged to make the CRP process as much of an open conversation as possible. Clients should also be encouraged to offer up their own explanations, insights, and suggestions as much as possible throughout the process.

Rationale and tips for each question are below.

1. It's important for clients to offer up their own unique perspective of the incident in question. This will also help staff get an understanding about clients' feelings about having to complete the CRP, which may shape how much they are able to take away from it. Finally, this question allows staff to gauge the level of self-awareness clients have around their own behavioral choices.
2. This question helps ground the rest of the discussion in the importance of maintaining a safe community. It also allows clients to begin to reflect on how their actions impact not just the individuals with whom they interact directly, but the community as a whole.
3. Questions #3 and #4 are adapted from a behavioral chain analysis (Behavioral Tech, LLC, 2002-2011; Linehan, 2002-2011) used in Dialectical Behavioral Therapy (DBT). The purpose of a chain analysis is to enable a client to understand their behavioral choices in the context of their environments; identify the factors that make them vulnerable to making unhealthy or unsafe behavioral choices; and to use this awareness to help plan to make more adaptive choices in the future.
 - a. This question is intended to help the client understand the event or moment that triggered the client to engage in the problem behavior. If a client is unsure how to respond, staff can ask: “If you were to think of the incident like a chain reaction, what was the very first thing that happened that led to everything that followed?”
 - b. Encourage clients to think as broadly as possible for this one. Often, vulnerabilities are the factors of which people are least aware and yet which play a pivotal role in the development of conflict. Vulnerabilities can include everything from being tired/hungry/hungover, to having recently had an upsetting conversation with a family member, to a traumatic incident from years ago. Vulnerabilities are also often engrained thought patterns or assumptions clients have made about the situation or the other people involved in it (e.g., “this person was looking at me in the Community Room, they must have been judging me or planning to jump me later”). All of these can be examined later.

- c. The behaviors to be listed here are the ones that warrant the completion of the CRP (e.g., fighting, screaming, throwing things, etc.). It is helpful to list *all* behaviors a client engaged in in the course of the one incident and to be as specific as possible. Staff should encourage clients to consider the impact of their actions on both a micro and macro scale (aka the impact on the targeted individual[s] as well as any bystanders, the wider community, etc.), and to think of the consequences that occurred immediately as well as those that may have developed in the aftermath.
4. Clients are welcome to pick anything they listed throughout Question #3 *that it is within their reasonable power to change*. These can be vulnerabilities, environmental factors, or the specific behaviors in question. Clients may require support in recognizing the difference between factors they can change and those they cannot, or what the reasonable changes would be. (For example, if a client indicates a vulnerability was being upset by running into their ex earlier that day, they may not be able to prevent such encounters. What they can change, however, is how they manage their emotional response to it. After all, learning healthier coping is not just about the development of new skills to change one's environment and experience, but also about developing the capacity to tolerate distress when it is not possible to make those changes.) If clients have a hard time identifying factors that can be changed, it might be helpful to frame the discussion in terms of "moments" instead (e.g., "and at the moment [event] happened, what were you thinking/feeling/doing? Could you have thought/felt/done something else? Can you imagine another possible way of reacting?" etc.)
5. By utilizing the CRP/HRP as the "final step" of mandated engagement in Conflict & Stress Management, clients are given the opportunity to utilize the skills they learned throughout the psychoeducational program and to see how those skills can be applied to real life situations.
6. As with the HRP process, this question can also be used to help clients identify who their supports in the space are and how they can be called upon when needed.
7. In addition to responding to this question directly, clients may use this time to discuss their needs in the space in general and how they are planning to engage at AFC in the future.