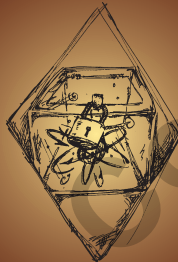
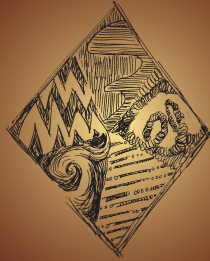
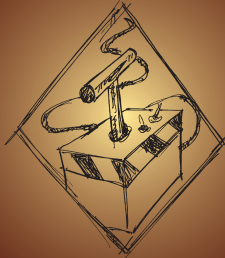


TEEN

**MENTAL HEALTH
AND LIFE SKILLS**

WORKBOOK



Teen

Conflict

Management Skills

Workbook

Facilitator Reproducible
Self-Assessments, Exercises
& Educational Handouts

Ester A. Leutenberg
& John J. Liptak, Ed.D.

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Teen Conflict Management Skills Workbook

Facilitator Reproducible Self-Assessments,
Exercises & Educational Handouts

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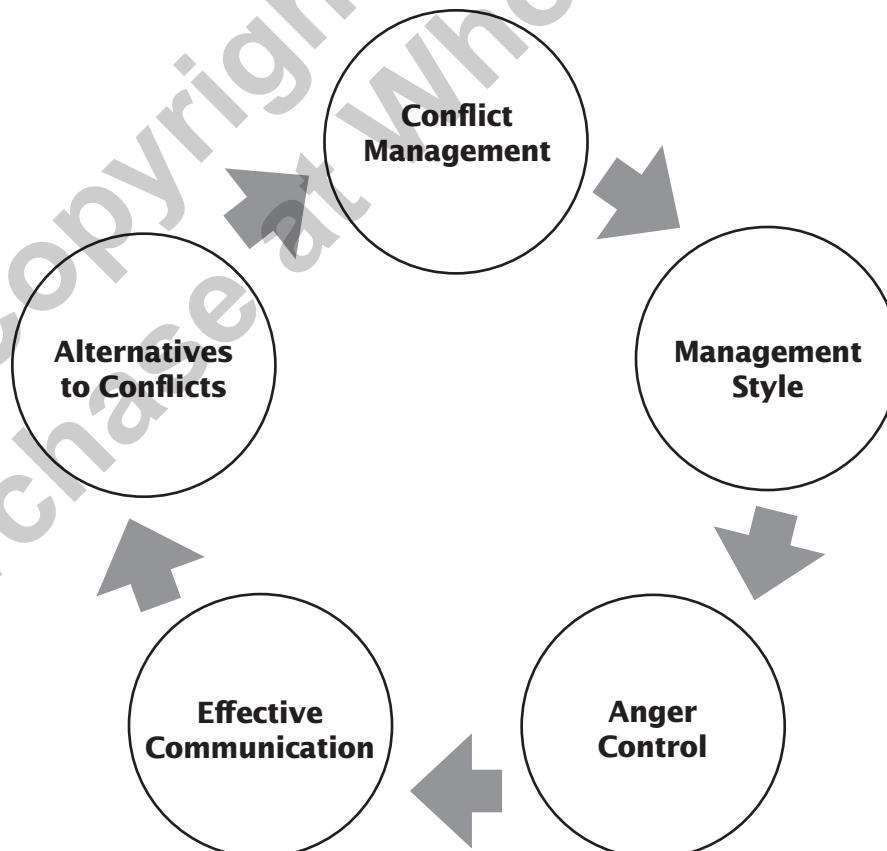
Using This Book *(For the professional)*

Conflict is a basic fact of life. As children, teens and adults we all experience conflict in our lives. Because conflicts are disagreements resulting from people or groups having differences in attitudes, beliefs, values or needs, conflict is inevitable. People experience differences in any type of relationship. That conflict exists is not a bad situation, as long as the conflict is managed effectively by resolving them in a calm, respectful way that will lead to growth and maturity.

Facts for teens to know about conflict:

- Conflict begins when someone intrudes in another person's comfort zone
- Comfort zones are defined by diverse set of beliefs
- When beliefs are challenged, conflict arises
- Anger is a part of most conflict, either as a primary emotion or a secondary emotion
- Conflict is a good thing if handled well
- Relationships often flourish after a successfully-handled conflict
- Conflict resolution habits can be learned
- Any conflict has the potential to be incredibly destructive to a relationship
- Managed in the wrong way, conflict can lead to extreme actions and reactions between people, and conflict can quickly spiral out of control.

This Teen Conflict Model is based on each participant's point of view in a conflict. The following format will help participants resolve their issues when conflicts arise:



(Continued on the next page)

Using This Book *(For the professional, continued)*

The *Teen Conflict Management Skills Workbook* contains five separate sections that correlate with the Teen Conflict Model which will help teens learn more about themselves and the skills they possess, and learn ways to manage conflicts that occur in their lives. Participants will learn new skills and the importance of preventing, managing and resolving conflicts.

- **Conflict Triggers Scale** helps teens identify the situations that trigger conflict in their lives.
- **Conflict Management Style Scale** helps teens identify their preferred style for managing conflict.
- **Anger Control Scale** helps teens explore how well they are able to control their anger when they find themselves in conflict with another person.
- **Exchange-of-Information Scale** helps teens examine the communication skills they possess for preventing conflicts and dealing with conflict situations.
- **Alternatives to Conflict Scale** helps teens identify alternative options to anger and violence when in conflict.

Use Codes for Confidentiality

Confidentiality is a term for any action that preserves the privacy of people. Because teens completing the activities in this workbook might be asked to answer assessment items and to journal about and explore their relationships, you will need to discuss confidentiality before you begin using the materials in this workbook. Maintaining confidentiality is important as it shows respect for others and allows participants to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain confidentiality, explain to the participants that they need to assign a **name code for each person or each group of people** they write about as they complete the various activities in the workbook. For example, a friend named Joey who enjoys going to hockey games might be titled JLHG (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they should not use people's or groups' actual names or initials, just codes.

Layout of the Book

The *Teen Conflict Management Skills Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

Reproducible Pages in the First Five Sections:

- ❑ **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- ❑ **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- ❑ **Role-Plays** – Suggestions for participants to practice newly learned techniques.
- ❑ **Quotations** – Quotations in each section provide insight and promote reflection. Participants will be asked to select one or more of the quotations and journal about what the quotations mean to them.
- ❑ **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment will enhance self-discovery, learning, and healing.
- ❑ **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups to promote a positive understanding of managing conflict. They can be distributed, scanned and converted into masters for overheads or transparencies, projected or written on boards and/or discussed.

Who Should Use This Program

This book has been designed as a practical tool for helping professionals, such as therapists, counselors, psychologists, teachers, group leaders, etc. Depending on the role of the professional using the *Teen Conflict Management Skills Workbook* and the specific group's needs, these sections can be used individually or combined for a more comprehensive approach.

Why Use Self-Assessments?

Self-assessments are important in teaching various anger management skills because they help participants to engage in these ways:

- Become aware of the primary motivators that guide their behavior
- Explore and learn to “let go” of troublesome habits and behavioral patterns learned in childhood
- Examine the effects of unconscious childhood messages
- Gain insight and “a wake-up call” for behavioral change
- Focus thinking on behavioral goals for change
- Uncover personal resources they possess that can help them to cope better with problems and difficulties
- Explore personal characteristics without judgment
- Identify personal strengths and weaknesses

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score and interpret each assessment at their own pace.

About the Assessments, Journaling Activities and Educational Handouts

Materials in the Assessments, Journaling Activities, and Educational Handouts sections in this book are reproducible and can be photocopied for participants' use. Assessments contained in this book focus on self-reported data and thus are similar to ones used by psychologists, counselors, therapists and career consultants. The accuracy and usefulness of the information provided is dependent on the truthful information that each participant provides. By being honest, participants help themselves to learn about unproductive and ineffective patterns in their lives, and to uncover information that might be keeping them from being as happy or as successful as they might be.

An assessment instrument can provide participants with valuable information about themselves; however, these assessments cannot measure or identify everything. The assessments' purpose is not to pigeonhole certain characteristics, but rather to allow participants to consider all of their characteristics. This book contains self-assessments, not tests. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for personal opinions or attitudes about a topic of importance in the participant's life.

When administering the assessments in this workbook, remember that the items are generically written so that they will be applicable to a wide variety of people but will not account for every possible variable for every person. No assessments are specifically tailored to one person. Assessments are structured to help a variety of participants to identify negative themes in their lives and find ways to break the hold of these patterns and their effects.

Advise teen participants taking the assessments that they should not spend too much time trying to analyze the content of the questions; they should think about the questions in general and then spontaneously report how they feel about each one. Whatever the results of the assessment, encourage participants to talk about their findings and their feelings pertaining to what have they discovered about themselves. Talking about issues such as aggression and bullying can be therapeutic and beneficial.

The *Teen Conflict Management Skills Workbook* sections serve as an avenue for individual self-reflection, as well as group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. In addition, each section includes exploratory activities, reflective journaling activities, insightful quotations and educational handouts to help participants to learn more about the conflicts they have experienced and how to effectively manage the conflicts they will inevitably have in the future.

(Continued on the next page)

About the Assessments, Journaling Activities and Educational Handouts *(Continued)*

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he proclaimed, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a structured reflection and examination of beliefs, assumptions, characteristics and patterns can provide a better understanding which can lead to a more satisfying life and career. A greater level of self-understanding about important life skills is often necessary to make positive, self-directed changes in repetitive negative patterns throughout life. The assessments and exercises in this book can help promote this self-understanding. Through involvement with the in-depth activities, each participant claims ownership in the development of positive patterns.

Journaling is an extremely powerful tool for enhancing self-discovery, learning, transcending traditional problems, breaking ineffective life and career habits, and helping people to heal from psychological traumas of the past. From a physical point of view, writing reduces stress and lowers muscle tension, blood pressure and heart rate levels. Psychologically, writing reduces feelings of sadness, depression and general anxiety, and it leads to a greater level of life satisfaction and optimism. Behaviorally, writing leads to enhanced social skills, emotional intelligence and creativity.

By combining reflective assessment and journaling, your participants will engage in a powerful method for helping teens manage the inevitable conflicts they will have in the future.

Thanks to the following professionals whose input in this book has been invaluable!

Amy Brodsky, LISW-S	Jay Leutenberg
Carol Butler, MS Ed, RN, C	Hannah Lavoie
Kathy Khalsa, MAJS, OTR / L	Kathy Liptak, Ed.D.
Eileen Regen, M.Ed., CJE	

Introduction for the Participant

Violence and conflicts continue to escalate at home, in schools, and in communities. Conflict can be defined as a disagreement in which two or more parties perceive a threat to their interests, needs or concerns. Conflicts can be disagreements about small or very large matters, or reactions to and/or a build-up of annoyances. You probably think that conflict can be avoided. The truth is that you will continue to find yourself in the midst of conflicts of varying intensities. Some of these conflicts might be mild (such as arguing with a friend whether to go to the 7 or 9 p.m. movies), while others might be very intense (arguing with your parents about your curfew). Regardless of the intensity of your conflicts, you need a set of skills that will help you deal effectively with the conflicts that arise.

This workbook will help you develop and polish the skills you need to maintain healthy relationships through effective conflict management. You may encounter many types of conflict in your lifetime. Some of these conflicts revolve around relationships you have and can occur for a variety of reasons including competition over things you want or need (money, time, physical resources), the way things should operate or run (a household), or psychological issues (your perception of trust, cooperation, fairness, and respect). Regardless of the types of conflict that you are encountering, you need to be prepared to manage effectively in the conflict situations that arise.

In every one of your relationships, you need to know how to manage conflicts that arise. Conflict management skills are probably the hardest interpersonal skills to master constructively. In conflict resolution, you must learn to work to achieve your goals, keep your cool while compromising, and work to maintain effective relationships. Conflicts often lead to a negotiating process between you and other people. You will be successful in relationships when you are able to resolve conflicts effectively in situations in which you and another person share a common interest but differ on how to achieve an outcome in which both of you get what you want.

You will be encouraged throughout this workbook to complete assessments, journaling activities and exercises. Because active involvement and doing is as important as talking about theories, it is critical that you take the time to complete all of the skill-building exercises. The suggested role-plays enable you and others to practice conflict resolution skills.

The *Teen Conflict Management Skills Workbook* is designed to help you learn more about yourself, identify the primary reasons you get into conflicts, and find better ways to use your newfound conflict management skills to develop and maintain happy, healthy, casual, personal, intimate and workplace relationships.

IMPORTANT

You will be asked to respond to assessments and exercises and to journal about some experiences in your relationships. Everyone has the right to confidentiality, and you need to honor the right of their privacy. Think about it this way – you would not want someone writing things about you that other people could read. Your friends feel this way also.

In order to maintain the confidentiality of your friends, assign code names to people or groups, based on things you know about them. For example, a friend named Sherry who loves to wear purple might be coded as SWP (Sherry Wears Purple). **Do not use any person's or groups' actual name when you are listing people or groups of people – Use only name codes.**

Teen Conflict Management Skills Workbook

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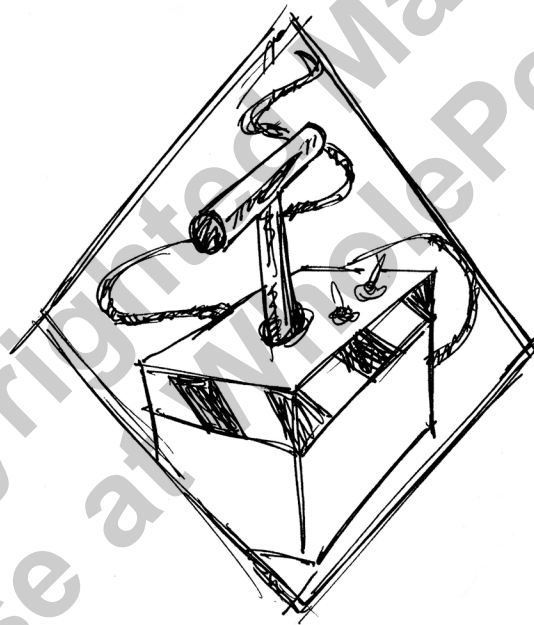
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SECTION I:

Conflict Triggers Scale



Name _____

Date _____

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Conflict Triggers Scale Directions

Conflict triggers are your personal *hot buttons* that get pushed and which may involve you in a conflict. In reality, hot buttons come from within you, not really from someone or some external situation pressing them. When you perceive a threat to some part of your identity, you are triggered to respond.

This assessment contains 30 statements related to what triggers conflict for you. Read each of the statements and decide whether or not the statement describes you. If the statement *does* describe you, circle the number in the YES column. If the statement *does not* describe you, circle the number in the NO column.

In the following example, the circled number under YES indicates the statement is descriptive of the person completing the inventory.

	YES	NO
I get into conflicts mostly when someone . . .		
Does not give me the respect I feel I deserve	2	1

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will likely be the most true for you. Be sure to respond to every statement.

(Turn to the next page and begin)

Conflict Triggers Scale

I get into conflicts mostly when someone . . .

	YES	NO
does not give me the respect I feel I deserve	2	1
does not acknowledge my accomplishments	2	1
does not appreciate me	2	1
does not realize I am growing up	2	1
does not treat me fairly	2	1
does not include me	2	1
R TOTAL = _____		
criticizes me unkindly	2	1
makes fun of me	2	1
censures what I say	2	1
judges me	2	1
talks about me behind my back	2	1
says negative things to me	2	1
N TOTAL = _____		
tells me what to do	2	1
holds power over me	2	1
makes rules I do not agree with	2	1
holds me back	2	1
takes control away from me	2	1
tries to influence my decisions	2	1
I TOTAL = _____		
tries to cheat me	2	1
takes my possessions without my consent	2	1
withholds what I need	2	1
gets what I want	2	1
leaves me without the resources I need	2	1
receives more than I do	2	1
P TOTAL = _____		
creates unrealistic expectations for me	2	1
treats me aggressively	2	1
threatens me and others	2	1
uses hurtful humor	2	1
ignores me	2	1
manipulates me with nasty or rude comments	2	1
H TOTAL = _____		

(Go to the Scoring Directions on the next page)



Conflict Triggers Scale Scoring Directions

The *Conflict Triggers Scale* is designed to help you identify the situations that trigger conflict reactions for you. For each group on the scale, add the numbers that you circled. You will get a total in the range from 6 to 12. Put that number on the line, do the same for all of the groups and then transfer those totals to the spaces below:

R – Respect Total = _____

N – Non-Constructive Criticism Total = _____

I – Influence and Control Total = _____

P – Physical Resources Total = _____

H – Hostility Total = _____

Profile Interpretation

Total Individual Scales Scores	Result	Indications
11 and 12	high	If you scored between 11 and 12 on any scale, this indicates that this area tends to have trigger issues for you that probably lead to conflicts with other people.
8 to 10	moderate	If you scored between 8 and 10, this indicates that this area tends to have some trigger issues that can sometimes lead to conflicts with other people.
6 and 7	low	If your score was between 6 and 7, this indicates that this area tends to have very few trigger issues that can lead to conflicts with other people.

Regardless of your scores on the scale, the following exercises have been designed to help you explore your *conflict triggers* and gain more insight into the types of things that erupt into conflict in your everyday life. Following are scale descriptions for the assessment.

Conflict Scale Descriptions

Respect

Respect is a positive feeling of esteem and a feeling of high regard for the qualities of a person by another person, followed by actions and conduct that represent these feelings. People scoring high on this scale tend to find themselves in conflict when they feel they are not receiving the respect they feel they deserve.

Non-Constructive Criticism

Some criticism can be constructive and helpful, and some criticism is a negative judgment about someone's character, merits or actions. Depending on how the criticism is given, it can be constructive or non-constructive. People scoring high on this scale tend to find themselves in conflict when someone is critical of them in an unkind way.

Influence and Control

When one's thoughts, feelings or actions are influenced by someone else against that person's will or better judgment, he or she feels controlled by them. Many people who try to control often feel they are doing it for the other person's benefit. People scoring high on this scale tend to find themselves in conflict when they feel like others are trying to control them.

Physical Resources

People possess physical resources that help them feel safe and secure in the world. People scoring high on this scale tend to find themselves in conflict when others attempt to take or use their resources without their consent.

Hostility

Hostility can best be described as people treating others in aggressive and unkind ways. Hostility can also be a feeling or attitude of hatred toward others. People scoring high on this scale tend to find themselves in conflict when they are treated with antagonism.

Conflict escalates because of negative ways people are treated by others, or by the ways they treat other people. In the following exercises, you will have the opportunity to explore the behaviors of others as well as you own behaviors that may be leading to conflicts.



People I Respect and Do Not Respect

In the following table, in the left-hand column, list the people *whom you respect* and in the right-hand column, explain how you show them that respect. Use name codes.

People I Respect	How I Show Respect to Them
<i>Ex: Student in my English class.</i>	<i>She has trouble learning and does not read well. However, she is willing to get up in front of the class and read aloud. I always tell her she did a great job!</i>

In the following table, in the left-hand column, list the people *whom you do not respect* and in the right-hand column, explain why you have this lack of respect.

People Whom I Do Not Respect	Why I Lack Respect
<i>Ex: MSH</i>	<i>He's nice to people when he wants something or wants to impress someone but very unkind to other people.</i>