



CONFLICT RESOLUTION & BOUNDARY SETTING IN FAMILIES



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PAPILLON PLACE WELLNESS CENTER

PPWC was developed by Megan as a place for peace and reprieve from the sometimes chaotic and often times challenging life that many clients experience. Megan earned her Bachelor's and Master's degrees from Jax State in 2007, 2010, and completing her counseling degree in 2011 just after the tornado outbreak on April 27th of that year. Early in her career she supported people in crisis and recovery. She later served as the Calhoun County Family Drug Court Coordinator, and most recently held a position as a juvenile court liaison for JBS. She now joyfully engages in animal assisted therapy in her private practice.





OBJECTIVES

- 1 Identifying family structure and dynamics.
- 2 Correlate developmental stages with conflict styles.
- 3 Understanding the role of co-regulation and self-regulation.
- 4 Implementation of age appropriate conflict resolution.

THE FAMILY

CHILD

SIBLINGS

MOTHER

FATHER

GRANDPARENT

AUNTIE

COUSINS

FRIENDS, ETC.

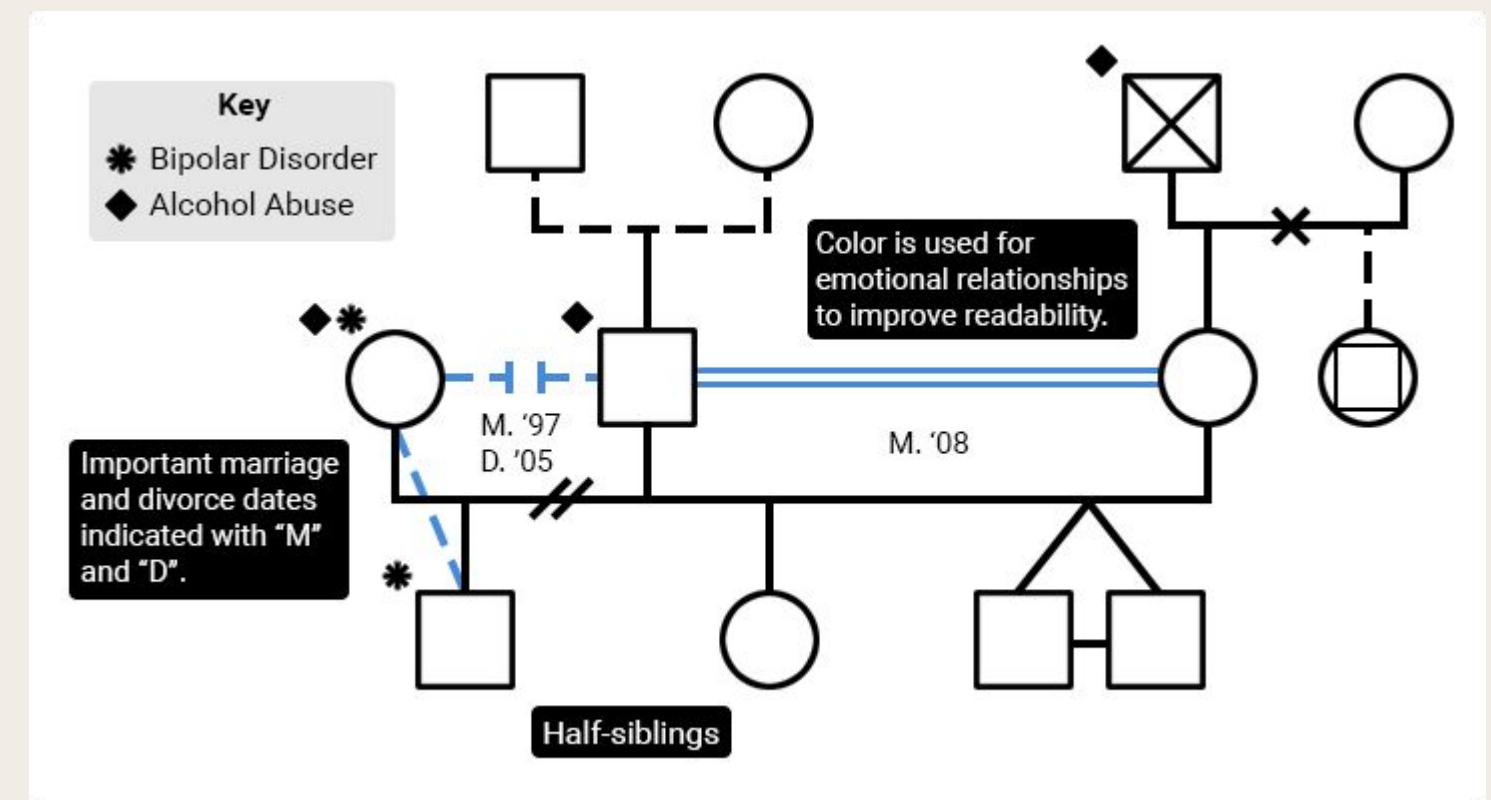
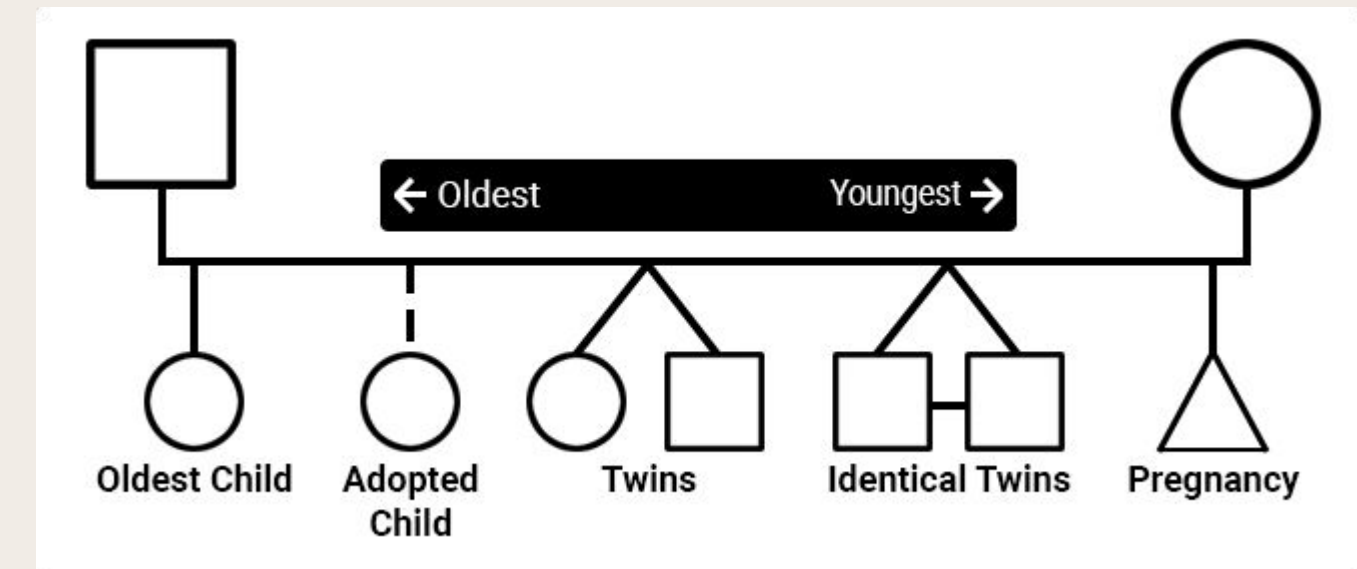
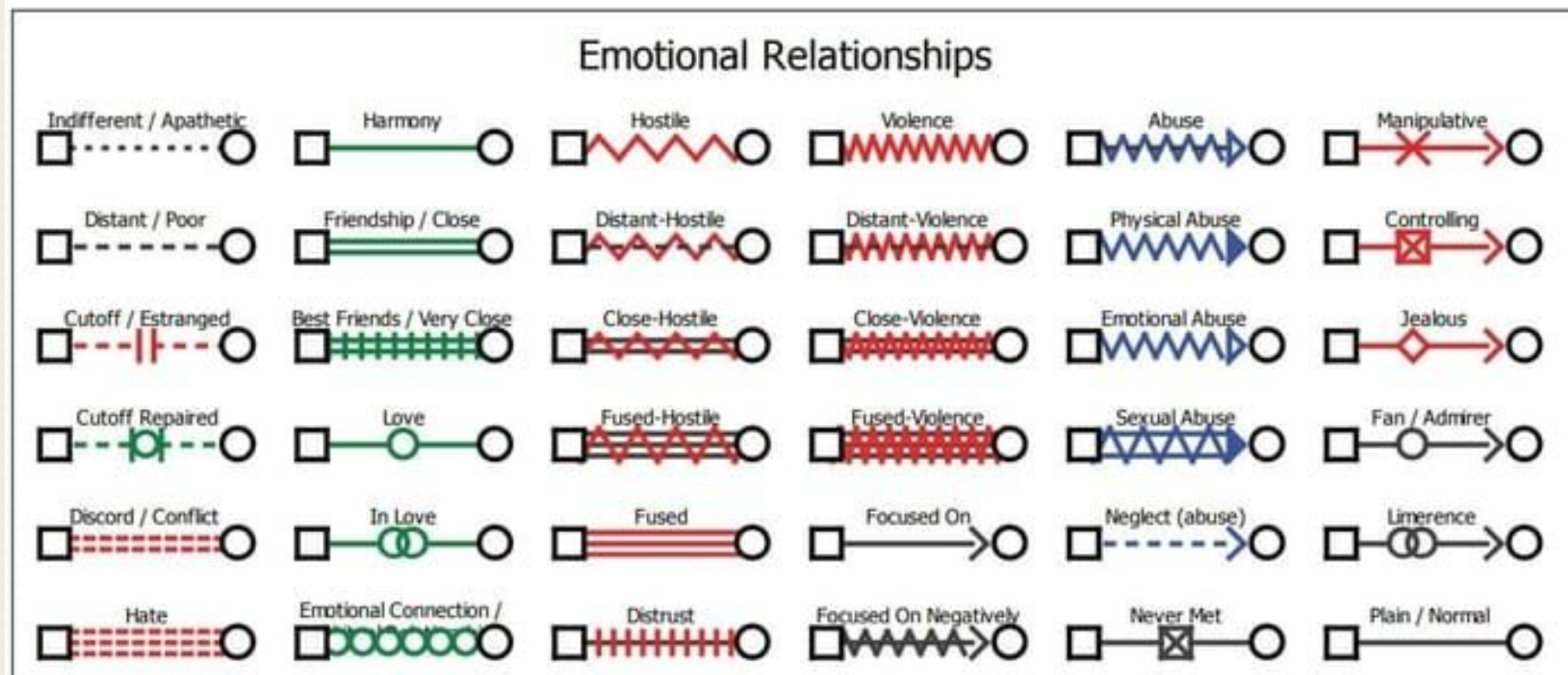
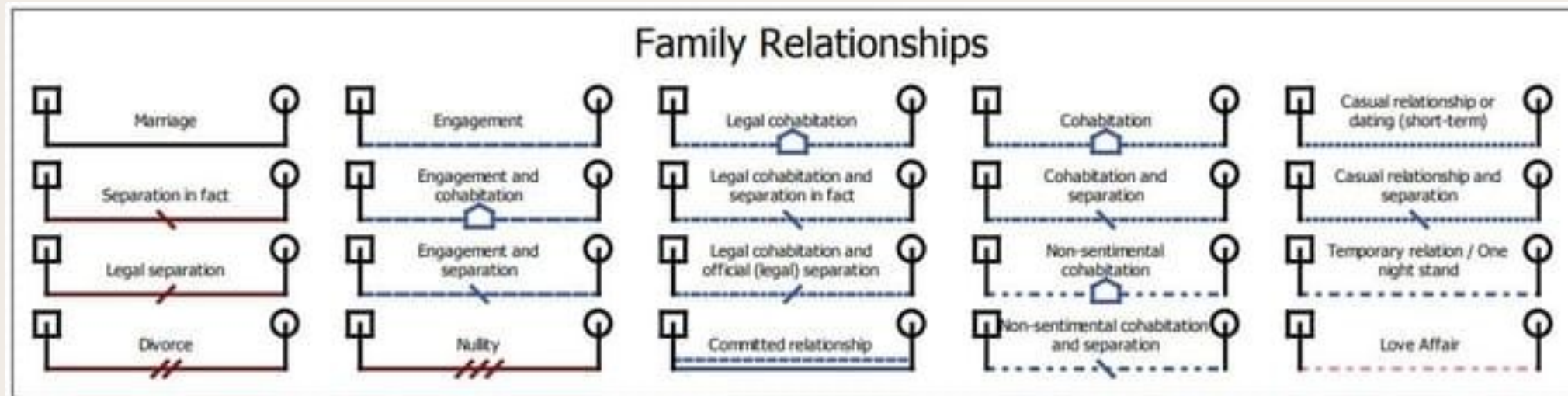
What do the families you work with look like?

What roles do the children in the families you work with carry?

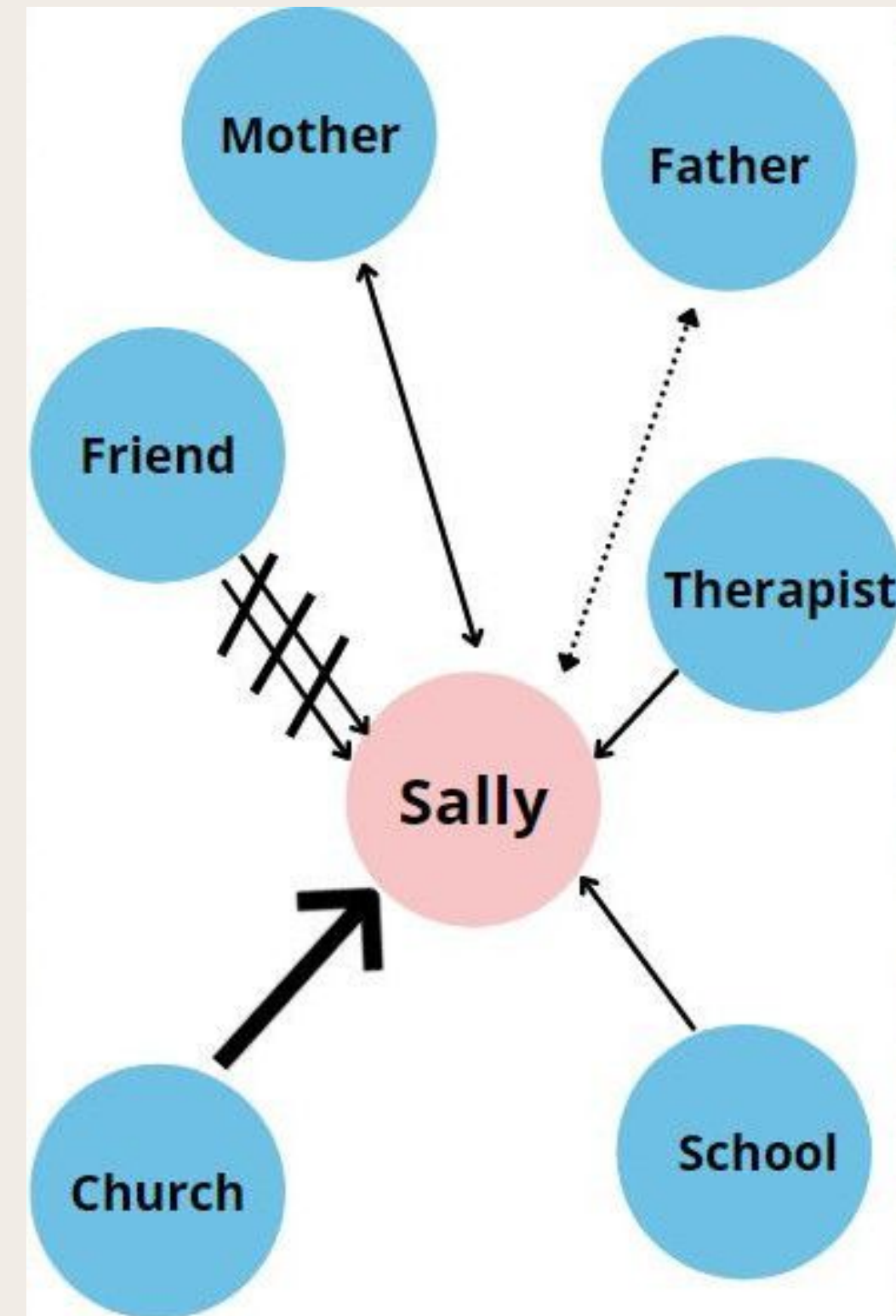
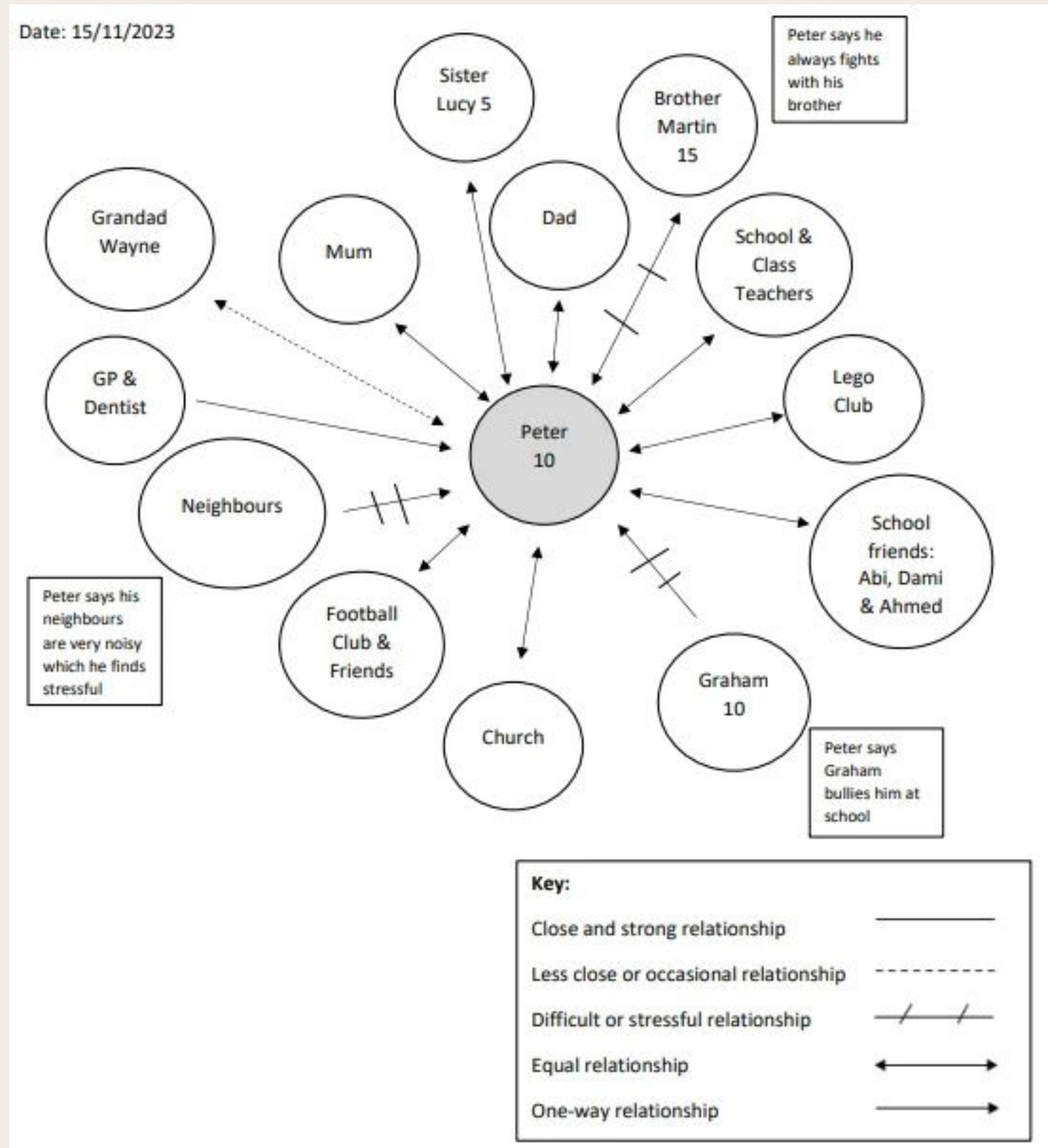
Looking at Genograms and Ecomaps.



Tools for drawing a genogram:



Tools for drawing an Ecomap:



THE DYSFUNCTIONAL FAMILY

COMMON DYSFUNCTIONAL FAMILY ROLES



The golden child



The scapegoat



The parentified child



The mascot



The addict



The lost child



The peacemaker



The narcissist



THE ADDICT

The focal point of the family. Family members spend time and energy helping, enabling, or covering up for them to preserve the status quo or create a sense of balance.

THE ENABLER

The caretaker. Often covers up the problem by making excuses and over functioning to keep everyone happy.



THE HERO

Typically seen as responsible, self sufficient or a perfectionist. They project a good image to the outside world and insist that nothing is wrong.

THE SCAPEGOAT

The problem child. They take on the blame and often act out which diverts attention from the problem.



THE MASCOT

The comedian of the family. They use humor and goofiness to distract from the family problems.

THE LOST CHILD

The quiet one or the "dreamer" who flies under the radar. They stay out of the way, and essentially disappear to avoid the family chaos.



Understanding Family Dynamics

FAMILY STRUCTURE

Nuclear families; Single-parent families; Extended families; Childless families; Stepfamilies; Grandparent families. Also consider rule setters/enforcers, caretakers, etc.

SPOKEN & UNSPOKEN RULES

Invisible behavioral guidelines and "rules of engagement" that dictate how members interact, handle emotions, and manage conflict within a household.

TRAUMA HISTORY

Trauma is stored in the body and has dramatic impacts on a person's ability to regulate their emotions and communicate effectively. Trauma often spans generations.

EPIGENETICS

Epigenetics is the study of how the environment and other factors can change the way that genes are expressed.



Developmental Stages



Trust vs. Mistrust

• Infancy (Birth to 18 months):
Can I trust the people around me?

Autonomy vs.
Shame and Doubt

• Early Childhood (18 months to 3 years): Can I do
things by myself, or must I always rely on others?

Initiative vs. Guilt

• Preschool (3 to 6 years): Am I good or bad?

Industry vs. Inferiority

• School Age (6 to 12 years): How can I be good?

Identity vs. Role Confusion

• Adolescence (12 to 18 years): Who am I and
where am I going?

Intimacy vs. Isolation

• Early Adulthood (19 to 40 years): Am I loved
and wanted, or am I isolated?

Generativity vs. Stagnation

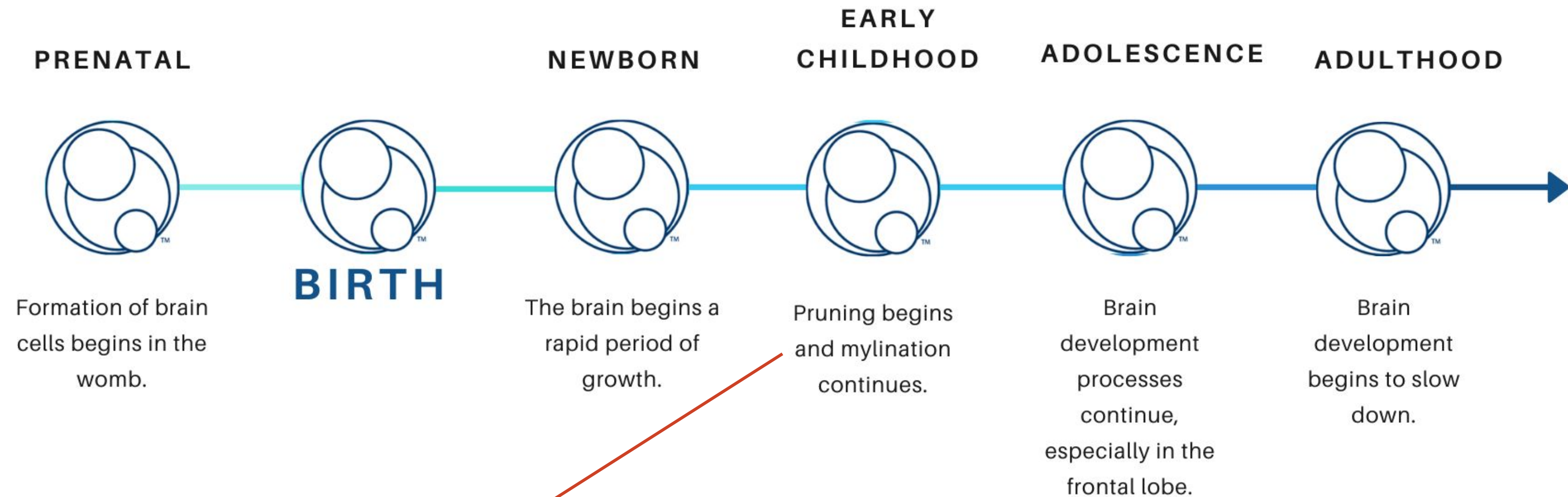
• Middle Adulthood (40 to 65 years): Will I produce
something of value that benefits society?

Integrity vs. Despair

• Late Adulthood (65+ years): Have I lived a
meaningful life?

BRAIN DEVELOPMENT TIMELINE

From birth to death

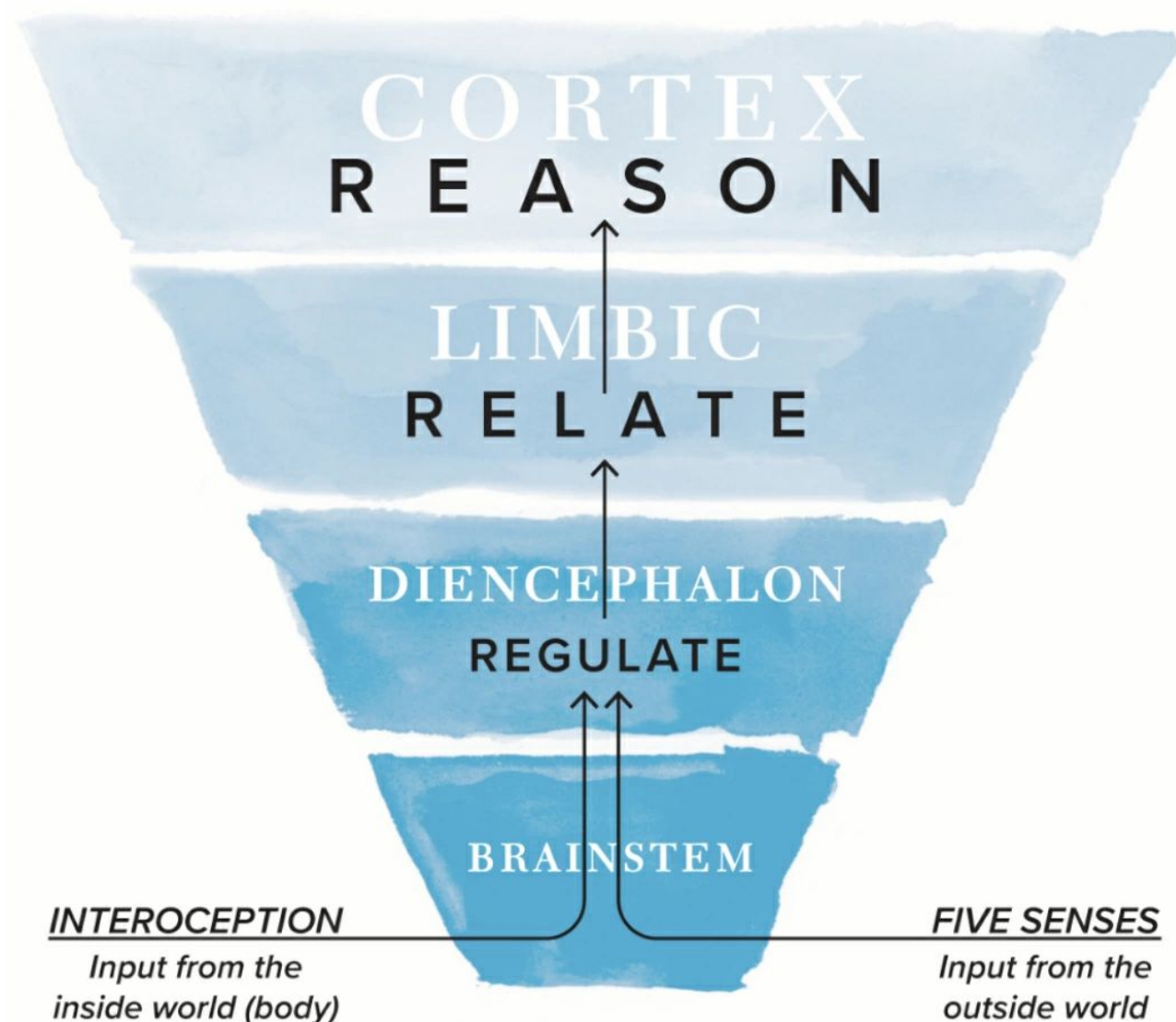


Note autism differences



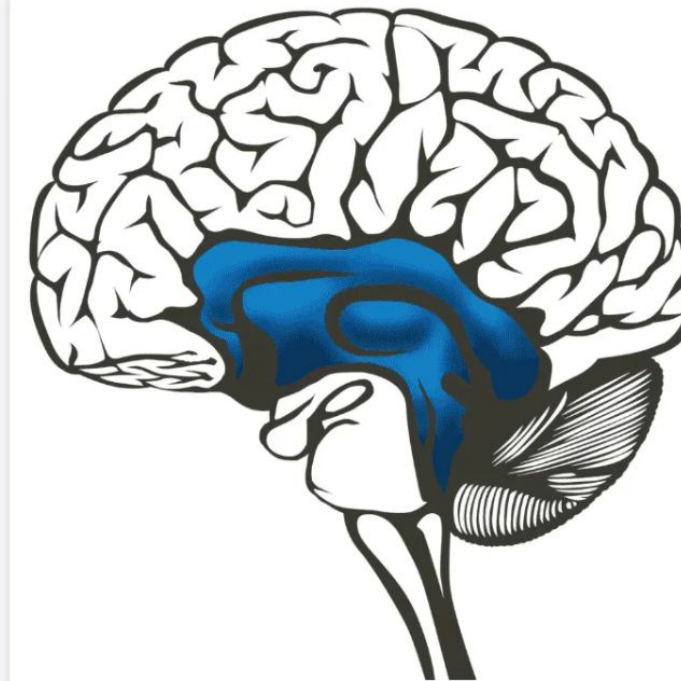
Brain Function

SEQUENCE OF ENGAGEMENT



Survival State

BRAIN STEM



Emotional State

LIMBIC SYSTEM

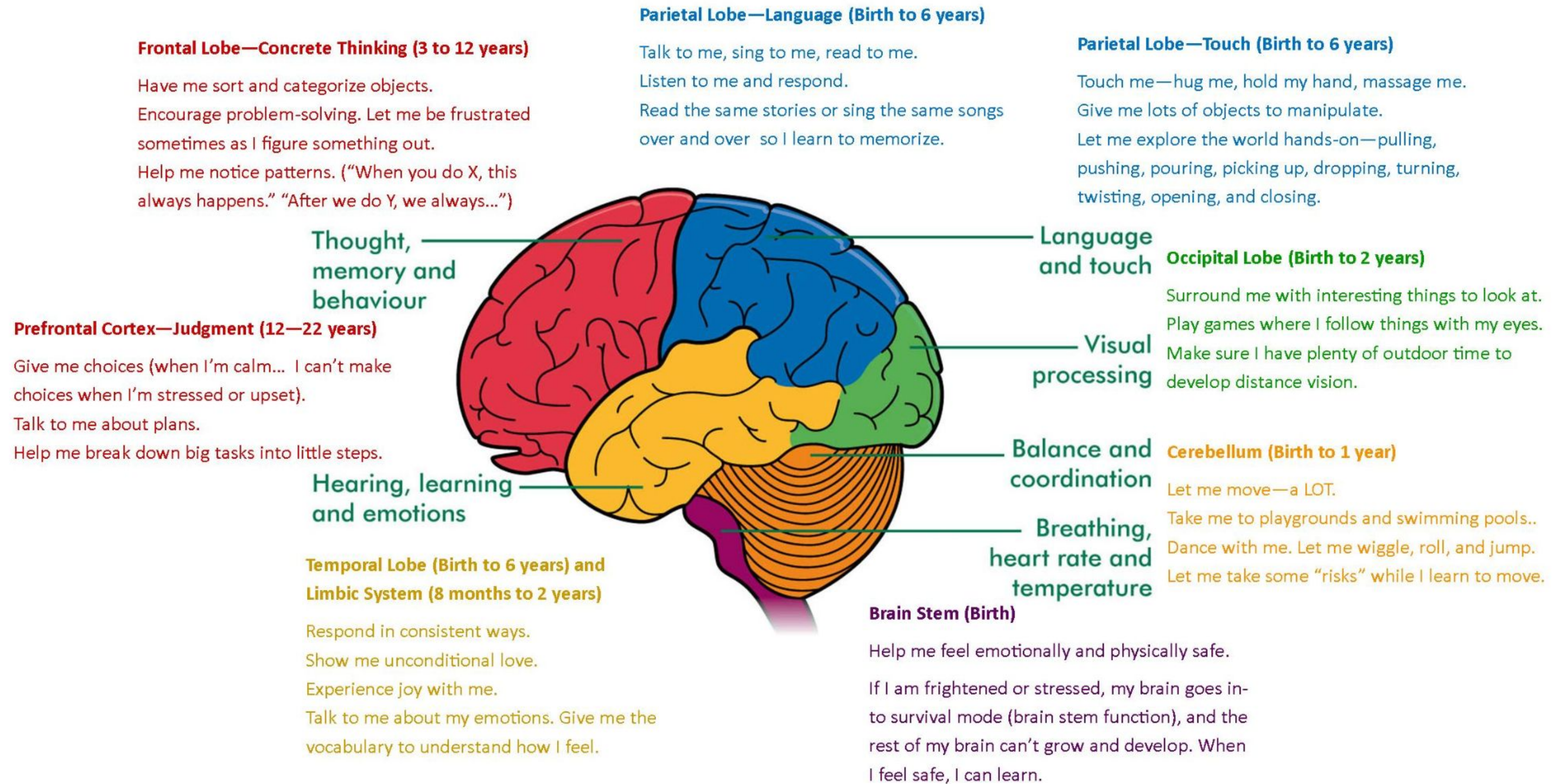


Executive State

PREFRONTAL LOBES

Adapted from the work of Dr. Bruce Perry & Natural Lifemanship.

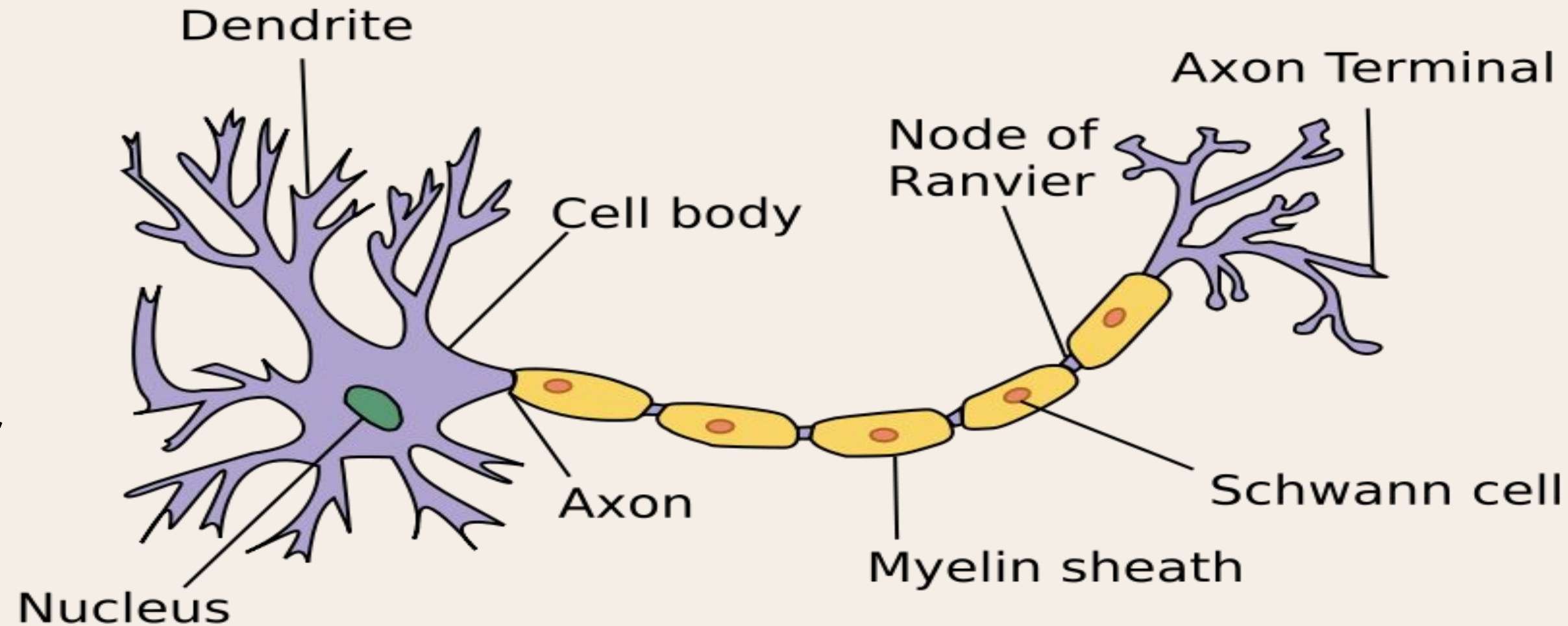
Brain Development—How you can help your child learn and grow.



Note: Timeframe given is the “sensitive period” when that part of the brain is growing and developing the most. The brain grows and changes throughout our lifetimes.

Brain Waves....

- How the brain works (in simple terms)
- How we change behavior (also in simple terms)
- How therapy helps
- Notes on neurodivergence and trauma



Cattle Path

Trauma Informed Care

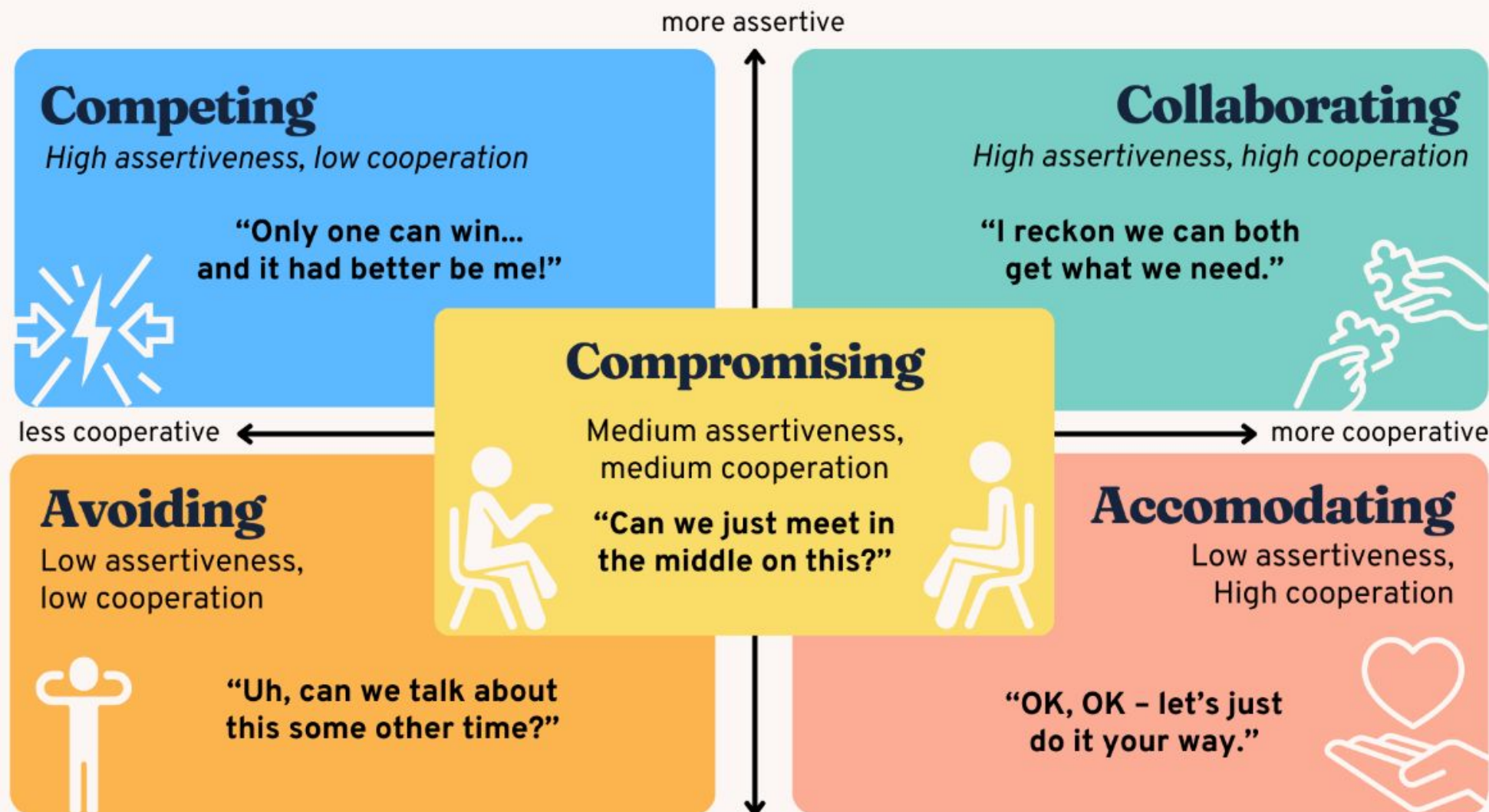
The Four Rs of Trauma-Informed Care



This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and Guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Conflict Resolution Styles

Thomas-Kilmann Conflict Model



Source: Kenneth Thomas and Ralph Kilmann, 1974

BiteSize Learning

Resolve Your Conflicts

If you're giving feedback in a conflict, use **RISC**

- R** - REPORT the facts; stick to the facts (*When x happened . . .*)
- I** - State the IMPACT in feeling words (*I felt ____ because . . .*)
- S** - SPECIFY what you prefer to see happening (*Now I prefer . . .*)
- C** - State the negative and positive CONSEQUENCES (*If we can solve this . . . , but if we can't . . .*)

If you're receiving feedback in a conflict, use **PAUSE**

- P** - PARAPHRASE what the other person has said (*If I understand correctly, you're saying . . .*)
- A** - ASK questions that begin with what, how, and when
- U** - USE time to cool down (*Thank you for the feedback. I'd like to think about it and get back to you.*)
- S**
- E**

New Directions
© 2005

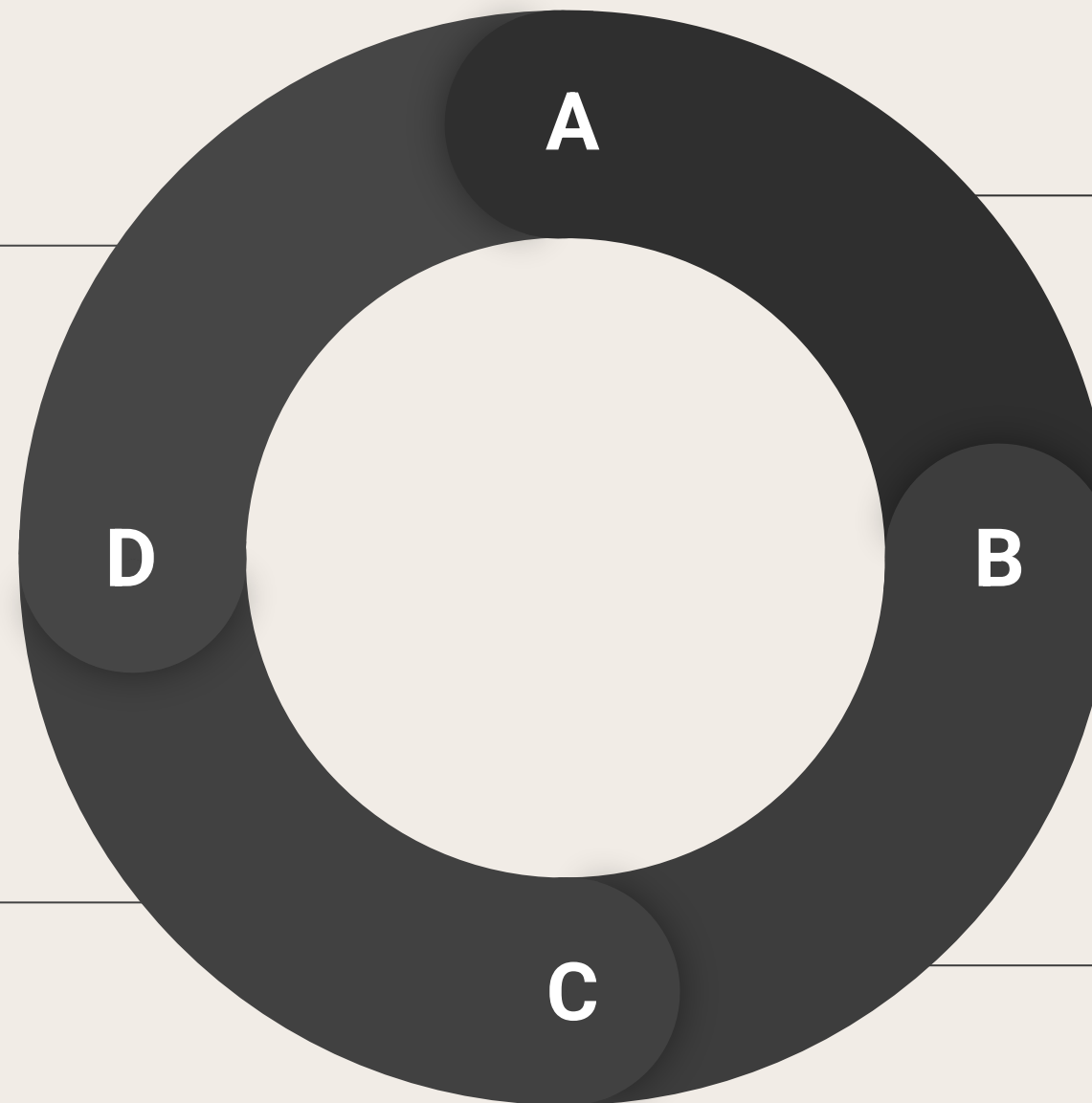
Conflict Resolution Styles cont.

Reaction or Behavior

Behavioral outcome of the activating event or trigger. Can lead to additional activating events, especially in terms of trauma.

Feelings & Emotions

Emotions that are a result of the level of comfort we have within our belief system concerning the activating event.



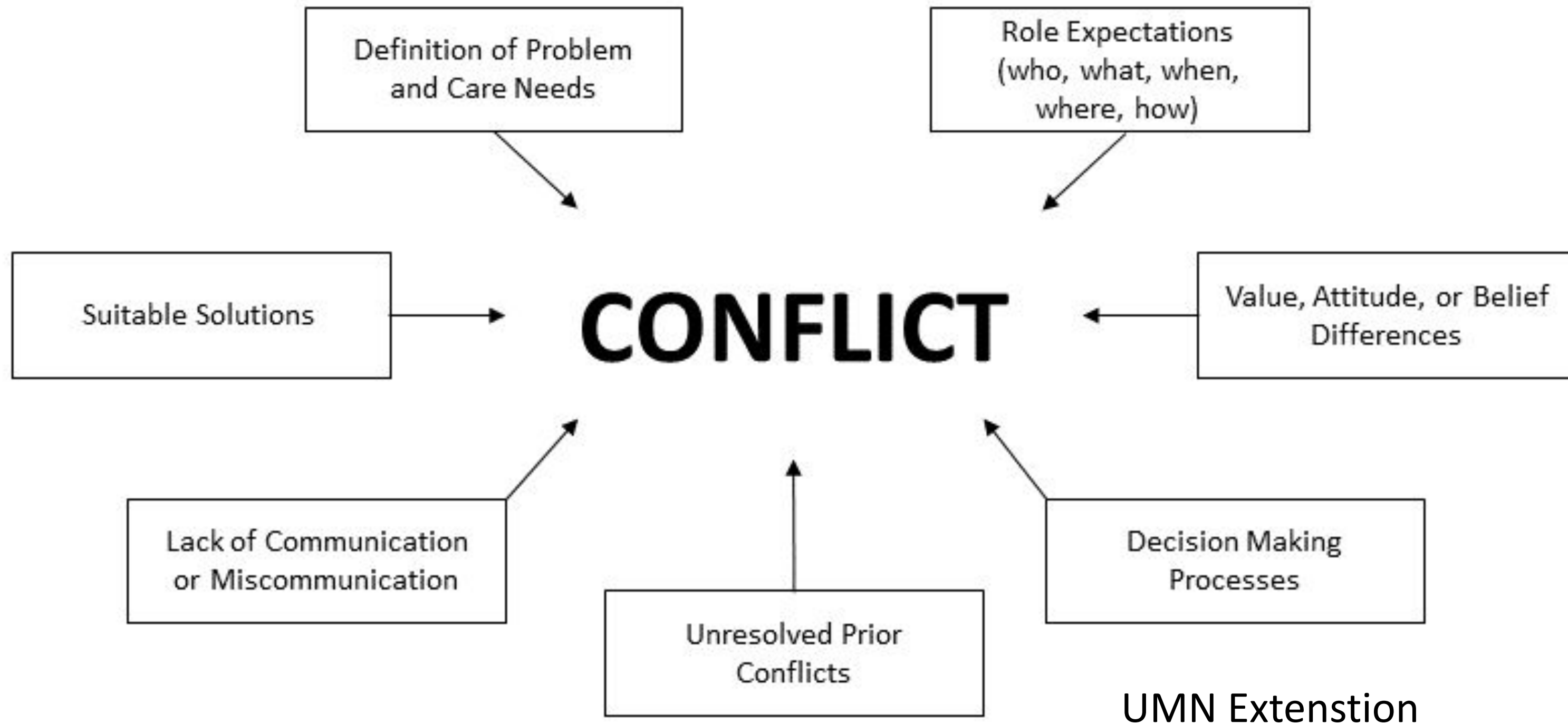
Activating Event

Something happens that is a trigger for thoughts and beliefs.

Beliefs & Thoughts

Internal belief system based on learned and life experiences.

Conflict Resolution Styles cont.



Therapy Styles Compatible with Conflict Resolution

Play Therapy

Play is the language of children. Therapeutic play comes in a variety of forms but all focus on communication and connection through playful interactions and the use of toys.

REBT

Rational Emotive Behavioral Therapy focuses on challenging the core belief systems that individuals and families hold. Change comes from the challenging and reframing thoughts and beliefs.

Somatic Therapy

Somatic therapy encourages individuals within the family to become more attuned to the internal and external factors driving their emotions. Somatic therapy offers techniques to utilize movement, breathing, and rhythm to create regulation.

Animal Assisted

Animal assisted therapy allows for the joining with an animal in a therapeutic setting, offering benefits of somatic, play, and behavioral interventions with a partner who does not have preconceived biases toward the client(s).

Learning, Connecting, Feeling, Expressing, Holding Space, Acknowledging, Accepting, Hearing, Understanding, Regulating, Responding...

Resources

The Redwood Center for Children

https://youtube.com/shorts/xJO4LBU_LVw?si=38VRc0gEB8xpeMTd

<https://youtube.com/shorts/7LUiJJYQuvs?si=MTpvMN3FaeUpFLtS>

Dr. Chelsey HaugeZavaleta, PhD

<https://youtu.be/296iwK1ZccE?si=1IW4U7XgHSd2Rpo8>



Recap on Objectives

Identifying family structure
and dynamics



Correlate developmental
stages with conflict styles



Understanding the role of
co-regulation and self-regulation



Implementation of age
appropriate conflict resolution





THANK YOU.

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