



The Conflict
Management
Academy



MH MEDIATE

READY FOR ANYTHING

WORKBOOK

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1. APPRECIATE CHALLENGING BEHAVIOR

INTRODUCTION



If you fail to plan, you are planning to fail. Benjamin Franklin

DISCLAIMER: We are teaching general principles and practices for you to use when designing your own plan, and we are not recommending or endorsing any particular strategy for you to use when responding to challenging behaviors. As we discuss in the course, those strategies should be decided based on the relevant laws, policies, and norms at your organization and in your field. Please be sure that you thoroughly evaluate any proposed behavior plan you decide on and, if appropriate, get feedback from others in your field. Because all participants decide individually how they use these tools, to what extent they make a plan at all, and what strategies they rely on, neither the Conflict Management Academy nor MH Mediate is liable for any action you take after this course.

1. APPRECIATE CHALLENGING BEHAVIOR

1.1 TYPES OF BEHAVIORS

Anybody can exhibit challenging behaviors! Focus on challenging behaviors - not labelling the people who may exhibit them.

QUESTION FOR REFLECTION: What examples can you think of when people have been given negative labels as a result of exhibiting challenging behaviors?

For example:

“difficult client”

“high conflict personality”

Mediators frequently report these behaviors as being challenging:

- Belittling, dismissive, or sarcastic language
- Inconsistent statements
- Verbal aggressiveness
- Conflict expansion or escalation
- Inability to weigh options
- Discomfort with pace of mediation
- Incomprehensible reasoning
- Withdrawal from active participation
- Difficulty understanding process
- Onset of acute emotional incapacity
- Physical aggressiveness without contact
- Seems intoxicated
- Onset of acute physical incapacity
- Physical aggressiveness with contact

1. APPRECIATE CHALLENGING BEHAVIOR

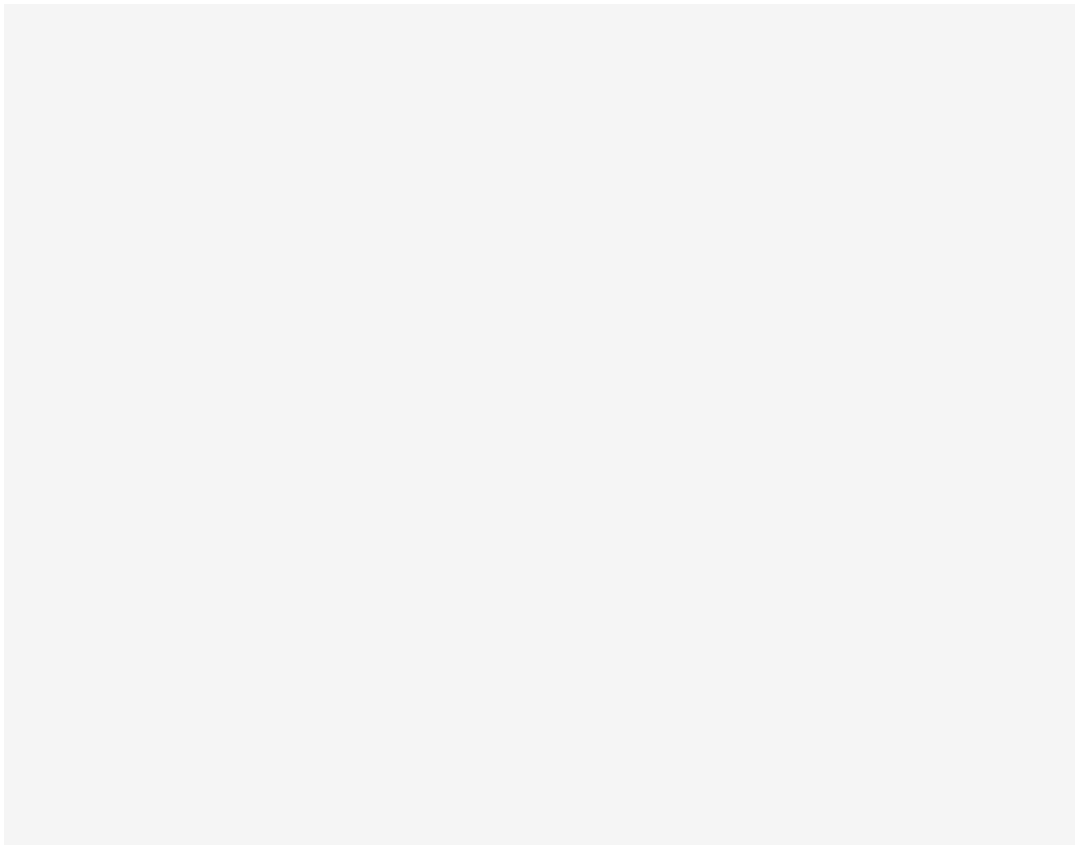
1.1 TYPES OF BEHAVIORS

EMERGENCIES

- When you need to ask for help.
- High urgency - you need to act right away.
- High impact - you might not be able to continue what you were doing.
- Low possibility of mitigation - probably can't be fixed in order to be able to continue.
- Low ambiguity - most people would agree that it's an emergency.

Examples: medical emergencies, fire, inclement weather, power outage or facilities problem, violence, domestic violence, child endangerment.

QUESTION FOR REFLECTION: What do you think qualifies as an emergency?



1. APPRECIATE CHALLENGING BEHAVIOR

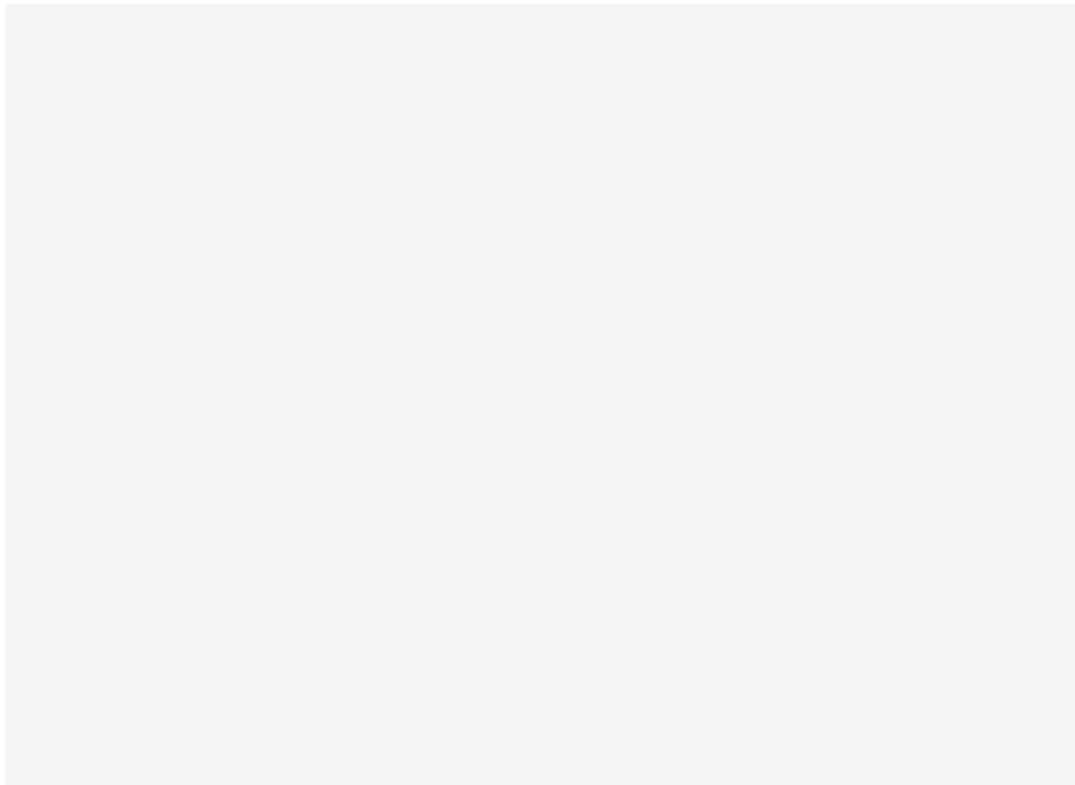
1.1 TYPES OF BEHAVIORS

DISRUPTIONS

- Behavior is negatively impacting process, but you may not need to stop altogether.
- Variable urgency - depends on the circumstances.
- Medium impact - can be uncertain.
- Medium possibility to mitigate - may be able to be de-escalated, but unsure.
- High ambiguity - people may disagree on what's a disruption.

Examples: Tangents, monopolization of time, distracting behaviors, combative/angry behaviors, rudeness, insincerity, lack of engagement, emotional displays, environmental distractions.

QUESTION FOR REFLECTION: What do you think qualifies as a disruption?



1. APPRECIATE CHALLENGING BEHAVIOR

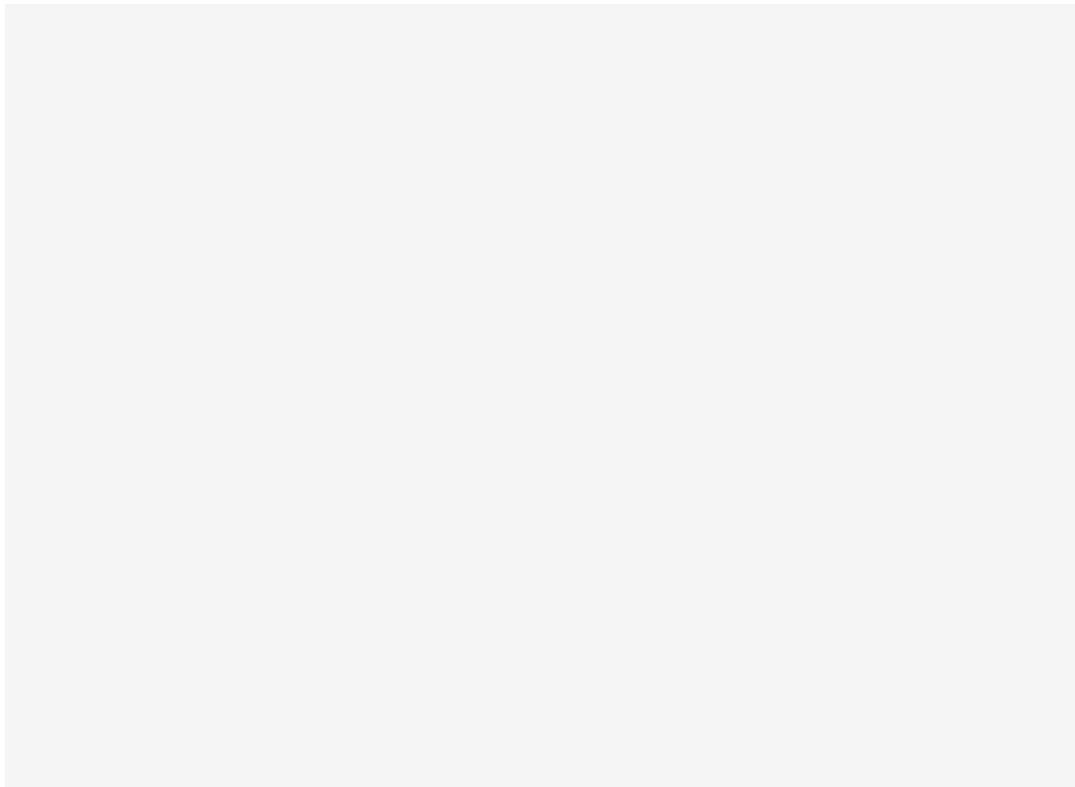
1.1 TYPES OF BEHAVIORS

DISCONNECTS

- We can't engage with one another.
- Medium urgency - depends on the circumstances.
- High impact - if we can't connect, hard to follow the process.
- Low possibility to mitigate - hard to fix a disconnect in short term.
- Medium ambiguity - people may disagree on what's a disconnect.

Examples: emotional stress impairing judgment, comprehension disconnect, communication disconnect, potential intoxication, fatigue, third-party dominance, language barrier, education barrier.

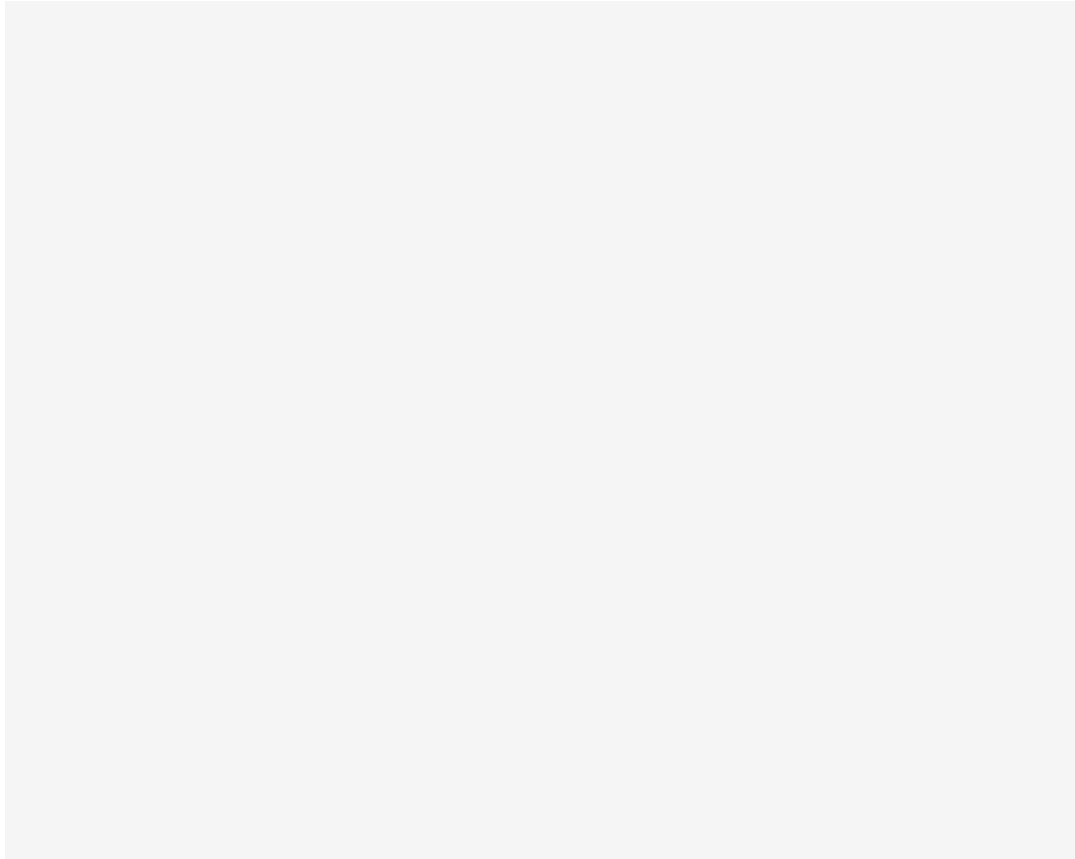
QUESTION FOR REFLECTION: What do you think qualifies as a disconnect?



1. APPRECIATE CHALLENGING BEHAVIOR

1.2 WHY PLAN FOR BEHAVIORS

QUESTION FOR REFLECTION: Why do you care about how to handle challenging behaviors?



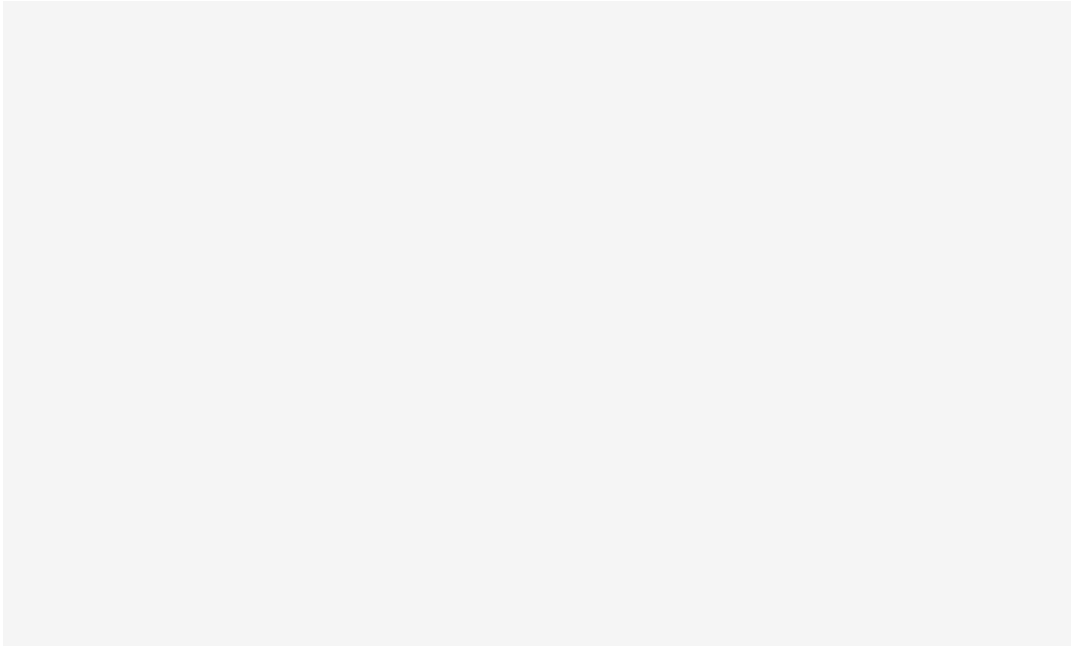
Some benefits of planning for challenging behaviors:

- Practitioner comfort
- Transparency
- Safety
- Impartiality / fairness
- Minimise fallibility

1. APPRECIATE CHALLENGING BEHAVIOR

1.3 WHAT CAN WE DO?

QUESTION FOR REFLECTION: What kinds of things have you done in the past to address challenging behaviors?



SCREENING

Are there **specific behaviors** that you would like to screen out?

Screening based on an identity group, such as people with a mental illness, is discriminatory, so it's important to identify whether there is a way to identify a **history of behavior** that does not link to an identity group. For example:

- A record of a crime
- An order of protection
- Self-reports of that behavior
- Records of that behavior.

It is best to screen **everyone universally** rather than profile different groups, to avoid actual or perceived bias. (Caution: screening can still be biased towards different identity groups because of systemic biases that lead some groups to unfairly end up with these kinds of records or behavior histories, so we often avoid screening).

1. APPRECIATE CHALLENGING BEHAVIOR

1.3 WHAT CAN WE DO?

PREVENTION

Are there ways that you can **structure the environment or process** to make the behavior less likely?

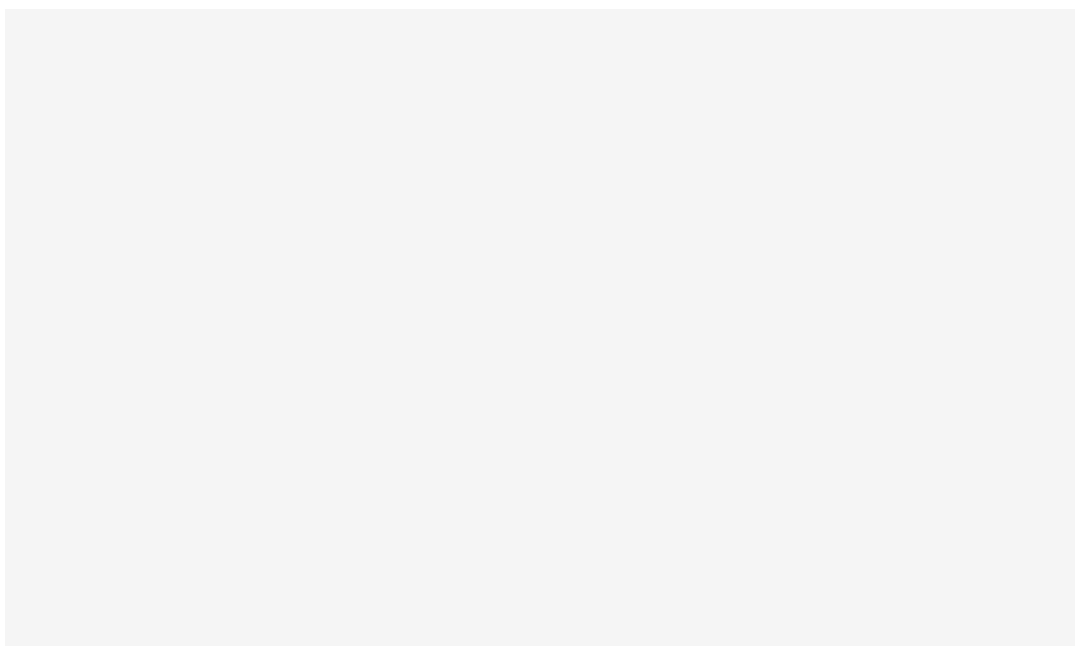
For example:

- Minimise distractions
- Tight process structure
- Provide guidelines in advance (e.g. during intake, written policies, opening statements, when interventions take place) for norms for appropriate conduct.

Are there early phases of this behavior where you can intervene to **prevent escalation**

Caution: Be careful to rely on objective behavioral criteria, not gut feelings, to avoid bias.

QUESTION FOR REFLECTION: What general ideas do you have for preventing challenging behavior in your context?



1. APPRECIATE CHALLENGING BEHAVIOR

1.3 WHAT CAN WE DO?

DE-ESCALATION

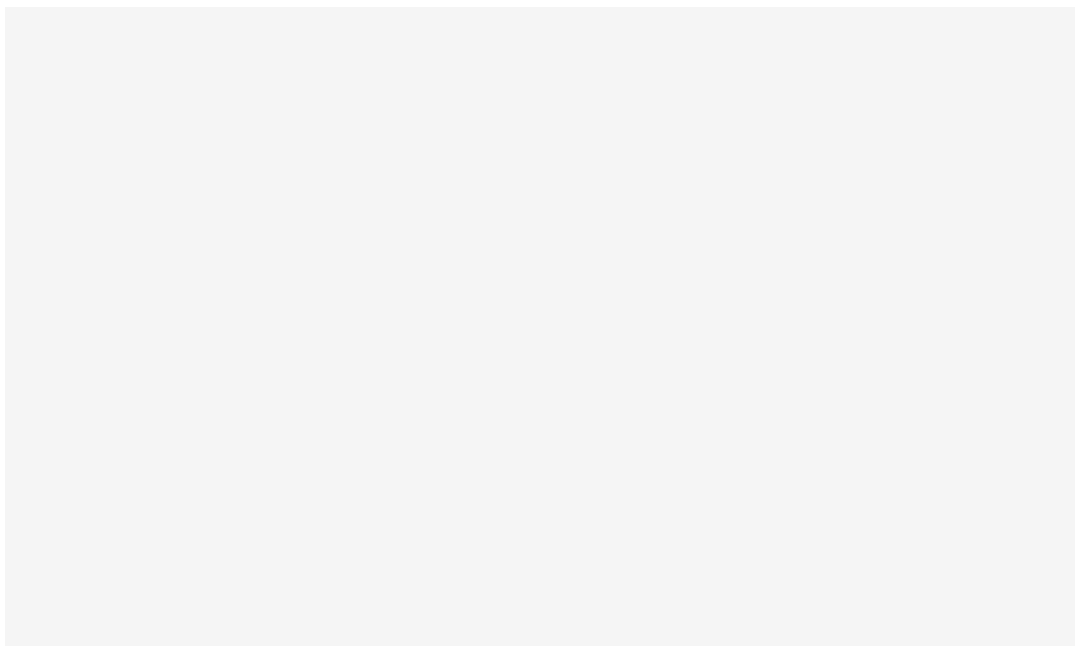
De-escalation strategies when challenging behavior arises, for example:

- Taking a break
- Refer to conduct guidelines, checking in
- Remind about session purpose
- Provide resources / referral options
- Debrief

Caution: Be prepared for parties to feel singled out and challenge your fairness when you de-escalate.

Caution: Always follow your personal practices, organisation's policies, and your professional norms when deciding what behaviors to tolerate.

QUESTION FOR REFLECTION: What general ideas do you have for de-escalating challenging behavior in your context?

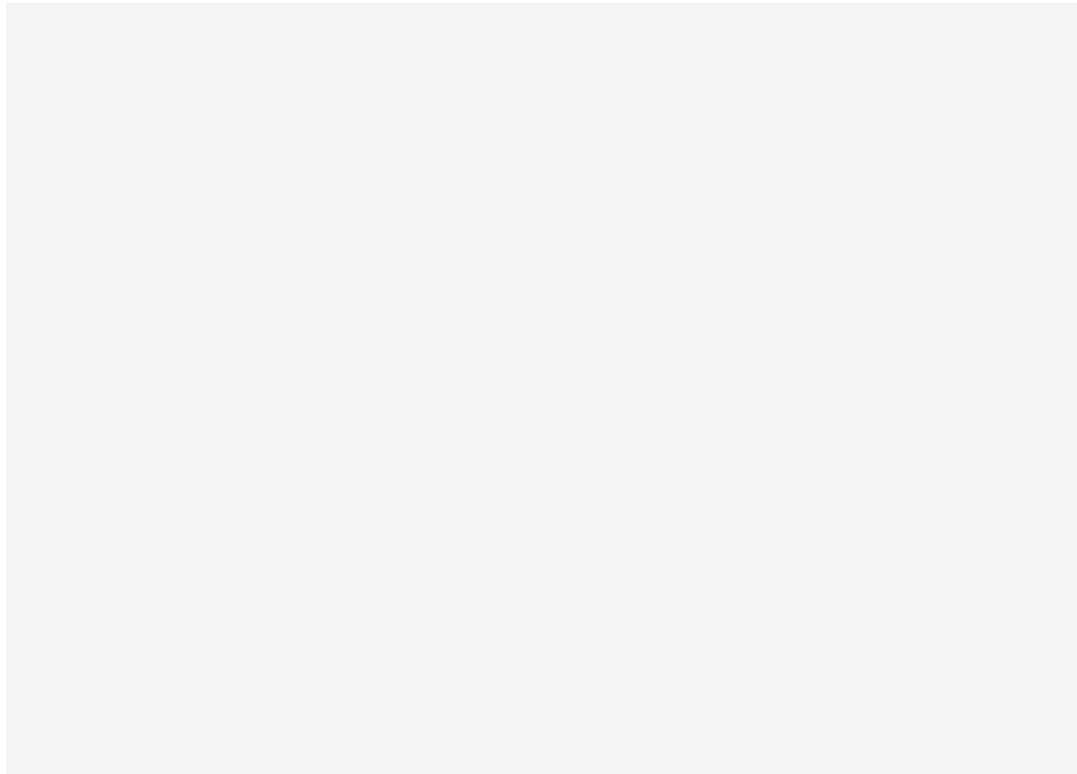


1. APPRECIATE CHALLENGING BEHAVIOR

1.3 WHAT CAN WE DO?

END THE SESSION

QUESTION FOR REFLECTION: What kinds of challenging behavior might prompt you to terminate a session?



1. APPRECIATE CHALLENGING BEHAVIOR

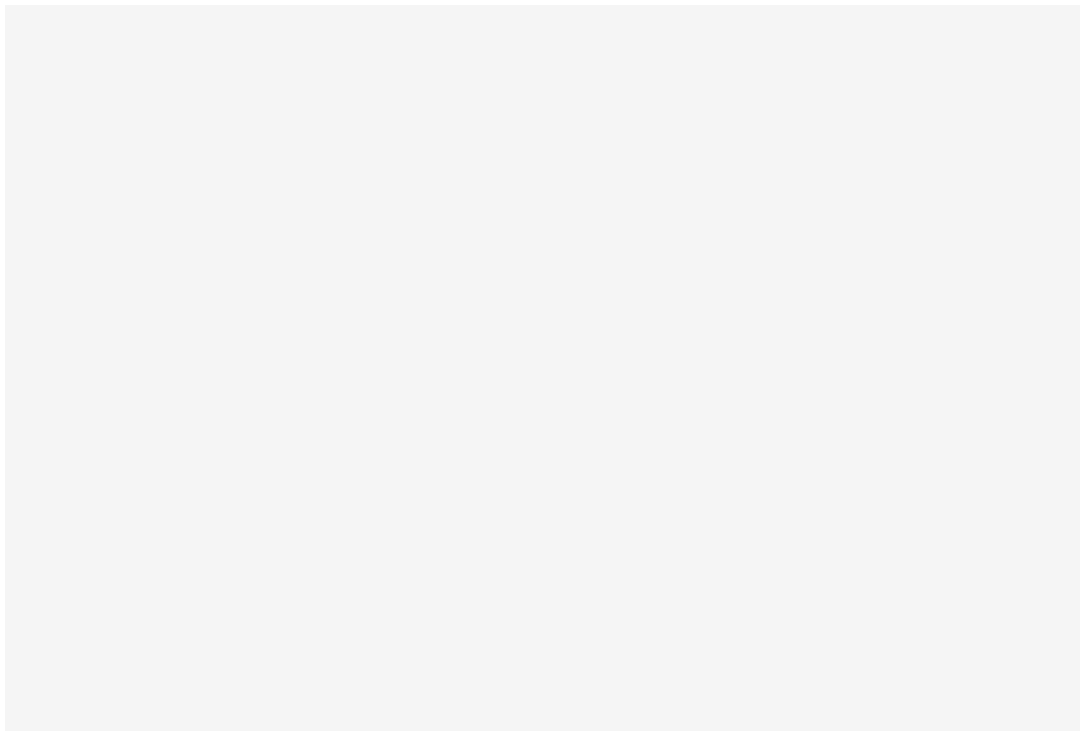
1.3 WHAT CAN WE DO?

EMERGENCY RESPONSE

For example, mandated reporting, calling emergency services, or an evacuation due to weather events or fires.

Caution: Ensure that you have clear protocols for different emergencies, rely on behavioral criteria to prompt action, and do not hesitate to implement your plan.

QUESTION FOR REFLECTION: What kinds of behaviors might prompt you to engage in an emergency response? Do you or your organization have any of these plans already?



1. APPRECIATE CHALLENGING BEHAVIOR

1.3 WHAT CAN WE DO?

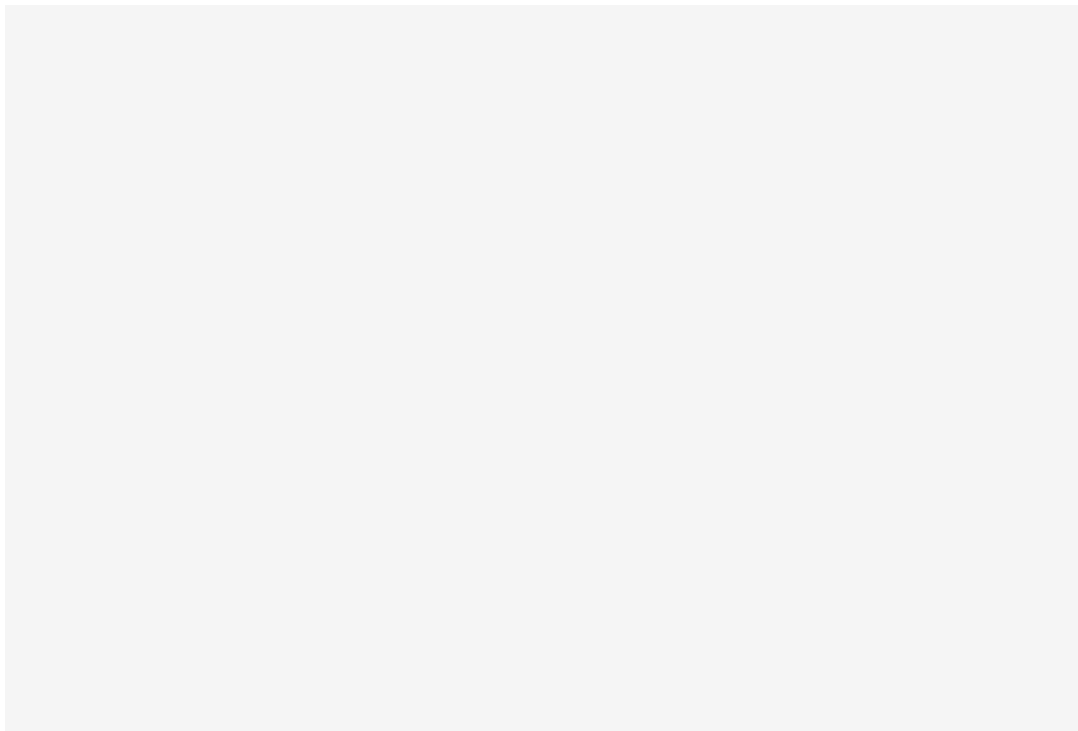
NO RESPONSE

Do nothing. You can plan to have no response to certain behavior.

Caution: Ensure you are consistent in applying your responses (including no response) to every participant in the same way based on behavior. Not responding or overlooking behaviors with some parties is a common source of biased interventions.

Caution: Be consistent. Failing to respond to a challenging behavior can set lax expectations and make it harder to prevent later on.

QUESTION FOR REFLECTION: What are some challenging behaviors for which you would be comfortable having no response?





BEHAVIOR INTERVENTION STRATEGY SHEET

Use this worksheet repeatedly, to think through one behavior at a time.

Reminder: Stay mindful of your organization's policies, your professional norms, and your personal boundaries when deciding an intervention.

Screening

Are there specific behaviors that you would like to screen out? Is there a way to identify a history of that behavior that does not link to an identity group? (ex. a record of a crime; an order of protection; self reports of that behavior; records of that behavior).

Best Practice: Because screening is such a sensitive practice, it is best to screen everyone equally through a universal process rather than profile different groups.

Caution: Because different demographics may be more or less likely to have these records, note that screening using behavioral characteristics can still be biased toward different identity groups



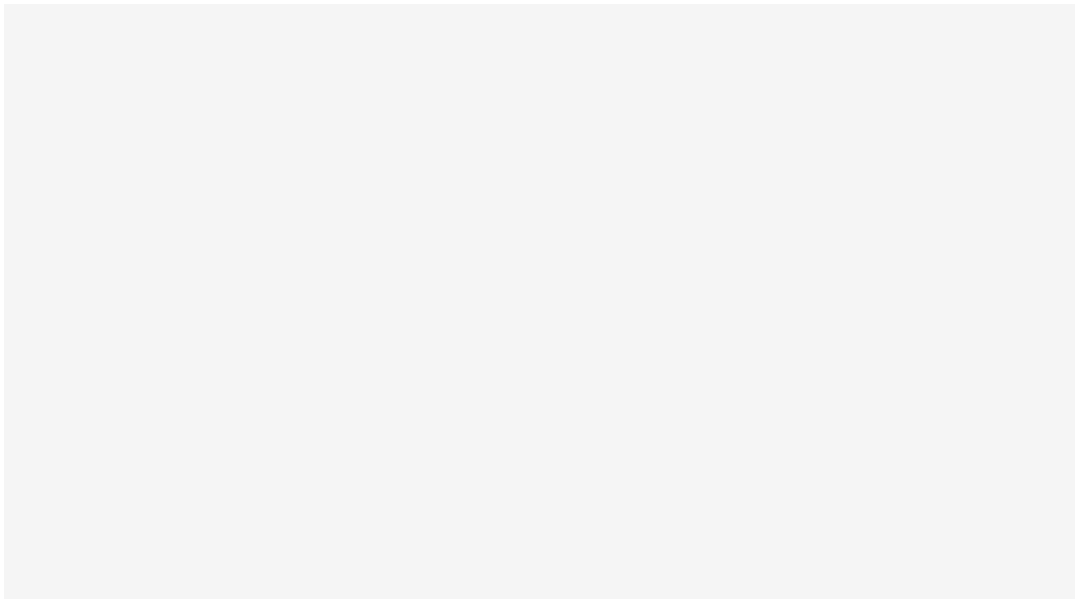
BEHAVIOR INTERVENTION STRATEGY SHEET

Prevention

Are there ways that you can structure the environment or process to make the behavior less likely? Are there early phases of this behavior where you can intervene to prevent escalation?

Best Practice: Use up-front guidelines to set norms for appropriate conduct – these can be administered on intake, through sharing written policies, through opening statements, and when interventions take place.

Caution: Relying on your gut feeling instead of objective behavioral criteria may lead you to be biased in issuing of warnings or process adjustments





BEHAVIOR INTERVENTION STRATEGY SHEET

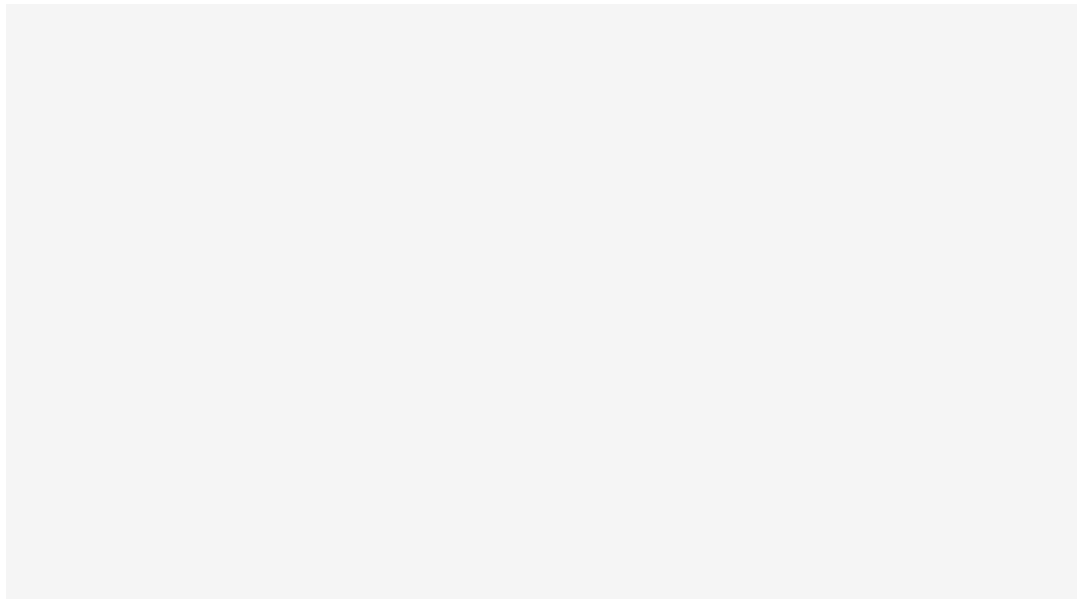
De-Escalation

What can be done to de-escalate this behavior?

Best Practice: Reminders about conduct guidelines, session purpose, and referral resources are options to deNescalate as are debriefs of the behavior and session breaks.

Caution: Be prepared for parties to feel singled out and challenge your fairness when you deNescalate.

Caution: Always follow your personal practices, organizational practices, and session norms when deciding what behaviors to tolerate.





BEHAVIOR INTERVENTION STRATEGY SHEET

Emergency Response or Session Termination

When might this behavior become an emergency, or be related to an emergency? What emergency response will you take?

Best Practice: Develop clear protocols for different emergencies – fire, acute incapacity, violence. Rely on behavioral criteria to prompt action, and do not hesitate to implement your plan

Caution: These practices should ideally be driven by your organization and experts in your field.



BEHAVIOR INTERVENTION STRATEGY SHEET

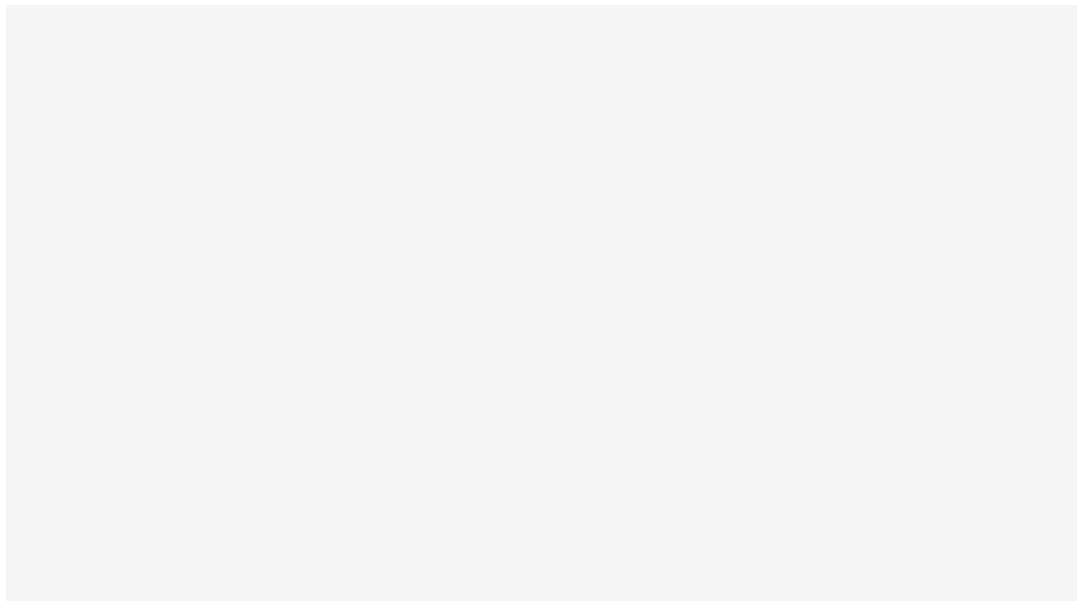
No Response

When might the behavior warrant no response?

Best Practice: Decide in advance when you will not respond, using behavioral criteria.

Caution: Not responding or overlooking behaviors with some parties is a common source of biased interventions.

Caution: Not responding to a challenging behavior can set lax expectations and make it harder to prevent later on.



2. DEVELOP YOUR BEHAVIOR PRINCIPLES

INTRODUCTION

Everybody will have a different approach to developing their behavior principles. Some people will keep it very broad and general, and others will make plans that are very detailed and granular.

Everyone will also choose different ways to respond to different behaviors. This is your plan to review and update as you learn more from additional continuing education and from your life experiences. You may decide to create it based on the laws, policies, and norms related to your organization, your field, and your practice as we explore in this module.

2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.1 OUR BOUNDARIES

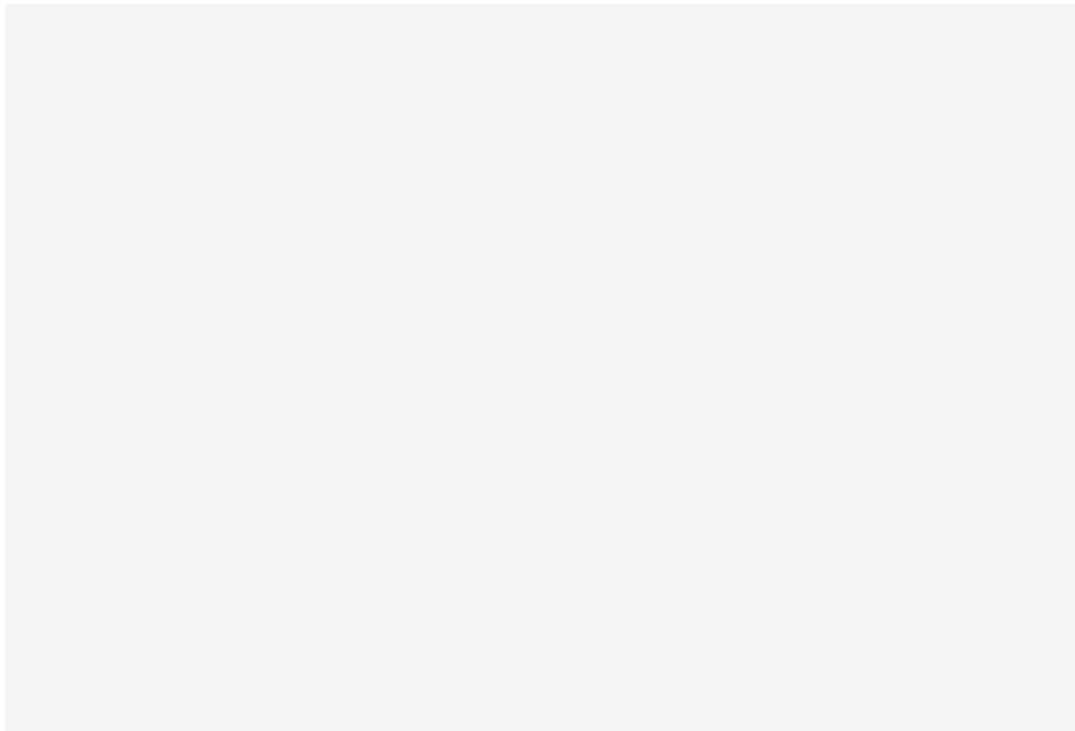
Where do you find guidance about what to include in your plan? First, it's important to know your boundaries and your responsibilities.

PROFESSIONAL NORMS

You can find information about professional norms from:

- Professional associations
- Academic literature
- Conferences
- Accrediting bodies
- Laws and regulations
- Peers

QUESTION FOR REFLECTION: Where can you find guidance about how to respond to challenging behavior in your field?



2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.1 OUR BOUNDARIES

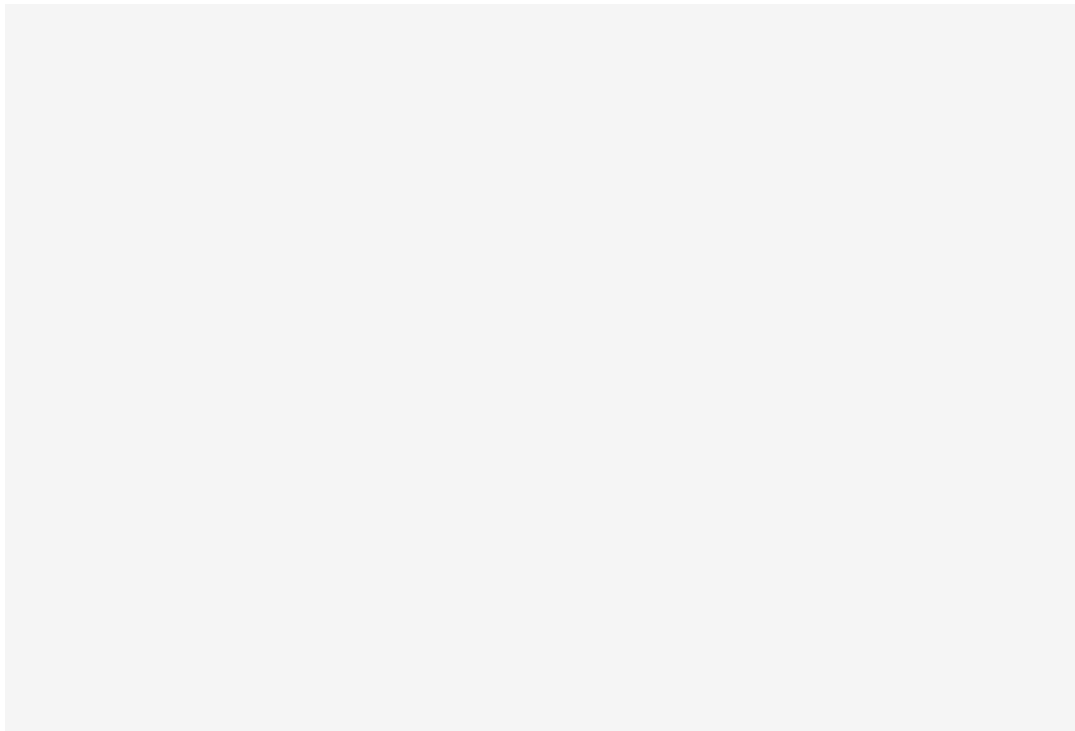
ORGANISATION POLICIES

You can find information about organisational policies from:

- Codes of conduct for employees
- Bylaws / mission statement
- Policies for working with clients
- Marketing materials
- Supervisors
- Coworkers

NOTE: These things may be informal or not exist in some organisations.

QUESTION FOR REFLECTION: What rules exist in your organisation about how you should respond to challenging behavior?



2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.1 OUR BOUNDARIES

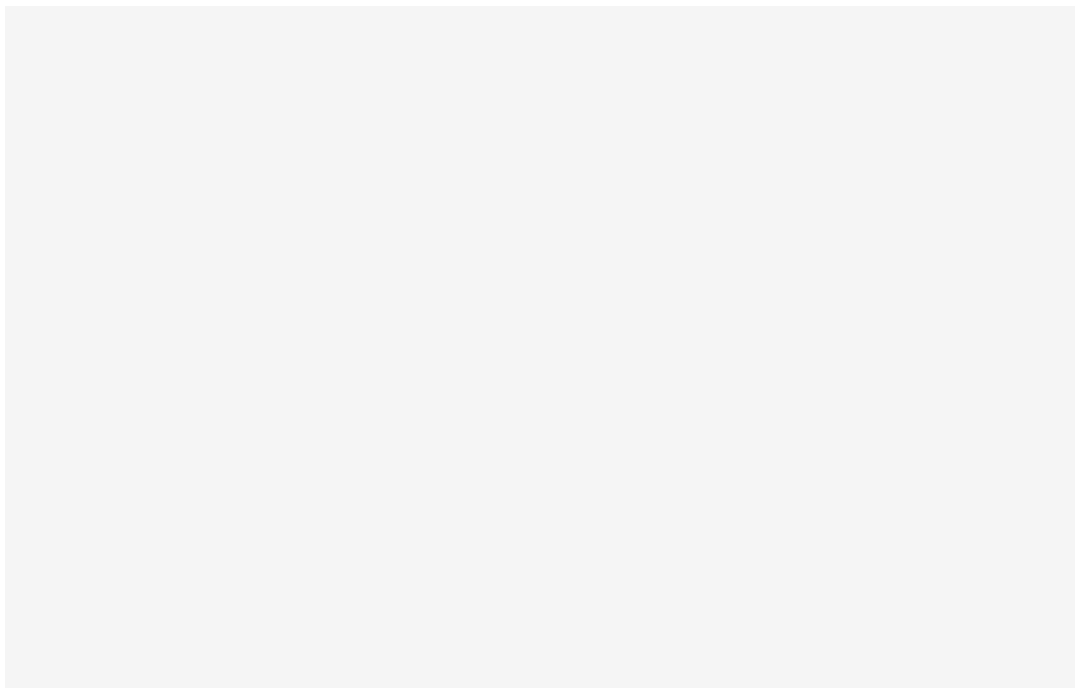
YOUR PERSONAL BOUNDARIES

Everyone will have their own personal boundaries. These are very individual and come from:

- Values
- Beliefs
- Experiences
- Habits
- Sensitivities

Caution: Whatever your personal boundaries are, it's important to be consistent from one client to the next.

QUESTION FOR REFLECTION: What are some of your personal boundaries in relation to challenging behavior? What do you think has influenced these boundaries for you? Are there times that the laws or policies or norms you're following feel like they go against your personal boundaries?



2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.2 TYPES OF PLANS

In general, people overestimate their ability to handle challenging behaviors. For example, our proprietary research has shown that 78.3% of mediators rate their abilities above average.

Many practitioners wish they had plans, and yet 85.33% of mediators typically respond to challenging behaviors on a case-by-case basis, using their gut feelings and without any plan.

Planning is up to each individual. How extensive a plan would you like to create?

There are three different levels of planning:

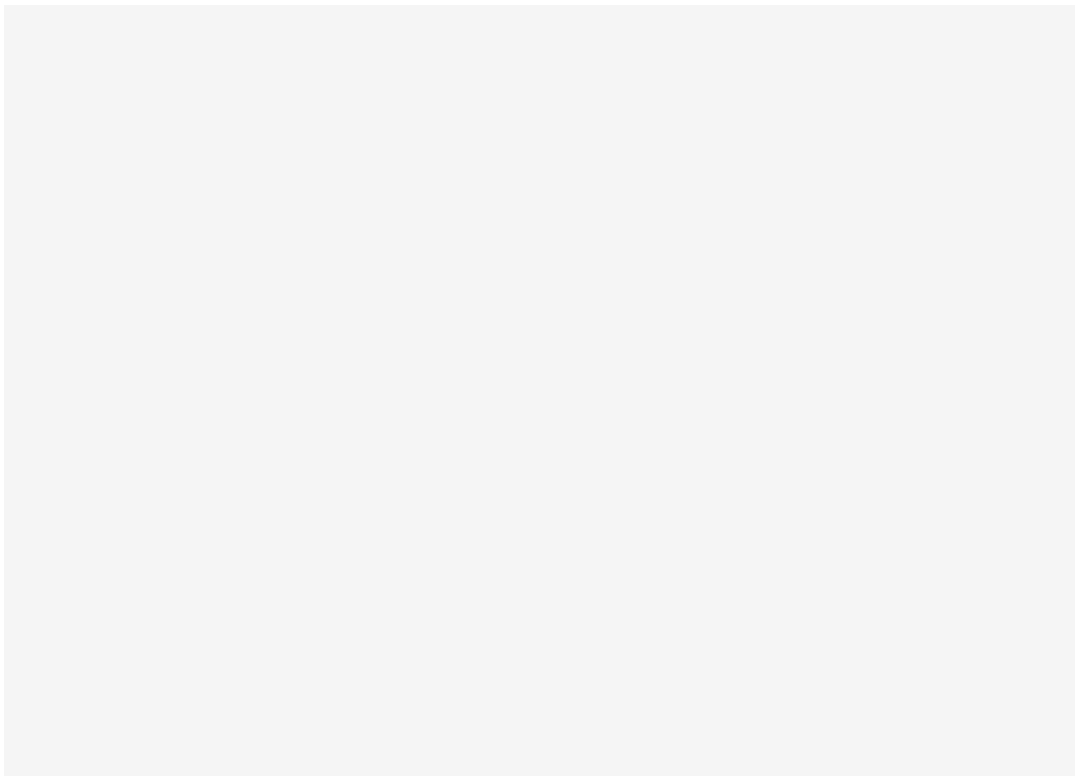
1. Having principles – some kind of general rules/beliefs that govern your behavior (e.g. impartiality, confidentiality), principles are applied on a case-by-case basis and do not entail having a plan,
2. Having any plan at all – principles operationalised into a plan (it could be anything – even something general or simple) of what to do when a situation arises.
3. Having an impartial plan – this a more specific, consistent plan that can be applied universally and consistently to every client to have a better chance of being fair.

A plan can be implemented ad hoc in the moment, or developed in advance. In general it is better to be ready in advance because there is less time pressure, less emotional distress, and more opportunity for bias to be detected and corrected before taking action.

2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.2 TYPES OF PLANS

QUESTION FOR REFLECTION: Think about an intervention that you have used in the past to respond to challenging behavior. Imagine that someone challenged your intervention and alleged you were not being fair. How would you explain your intervention to them?



2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.3 THE TOOL (AND THRESHOLDS)

Prompt – What is the behavior that will prompt me to intervene?

Action steps – What will I do when I observe that behavior?

THRESHOLDS

A threshold determines when you act on a particular behavior.

A good threshold is principled. In other words, you have a reason for acting. For example, you may have a threshold of no yelling because we want to make this process as comfortable as possible for everyone, and yelling makes many people uncomfortable.

Types of reasons to act:

- Safety
- Process goals
- Fairness
- Mission
- Agenda

A good threshold is clear – you know what it means. For example, a threshold that says you will act when someone is rude is not really clear as it is hard to interpret what ‘rude’ means in different situations.

A good threshold is specific – you know exactly when to act. A specific threshold may also include the number of times a behavior takes place. For example, “The first time someone [insert behavior] I will remind them of the guidelines, the second time someone [insert behavior] I will warn them of what happens next time, the third time someone [insert behavior] I will intervene by.....”

A good threshold is concise – keep it short and simple. It needs to be easy to follow.

2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.3 THE TOOL (AND THRESHOLDS)

EXAMPLE: Yelling

1. Why do people yell?

- *Anger*
- *Frustration*
- *Sadness*
- *Intimidation*
- *Aggression*
- *To be heard*
- *Seeking attention*
- *Release*
- *Distress (at wit's end)*
- *Fear*
- *Warning*
- *Involuntary reaction*
- *Demand a response*
- *Assert power*
- *Persuade*

Use this understanding to decide whether or not you should intervene (not to develop complicated plans based on different reasoning, which we can't know anyway), and to help decide how to intervene. For example, most of the reasons people yell seem to be because they are not comfortable, so your first intervention when someone yells might be to check in to see if everyone is comfortable.

Keep in mind that an intervention doesn't necessarily mean that you try to stop someone doing something. A response doesn't have to be disciplinary or policing – prevention and de-escalation may be accomplished through regular check-ins reminding people of guidelines before problems escalate.

2. What is the prompt for action?

What is the sign for you that it's time to intervene because someone is yelling? For example: How loud does the yelling have to be? Does the reaction of others in the room make a difference? Does the yelling have to last for a period of time before you intervene?

2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.3 THE TOOL (AND THRESHOLDS)

Some possible thresholds for yelling:

- Person's baseline
- Objective volume
- Context
- Cultural norms
- Inside -v- outside voice (?)
- Duration
- Recurrence
- *Abusive (?)*
- *Asymmetry in dynamic*
- *Safety concerns (?)*
- *Discomfort to party*
- *Discomfort to practitioner*
- *Feeding escalation*
- *Body language*



2.3 THE TOOL (AND THRESHOLDS)

ACTIVITY: Pick a specific challenging behavior that you have observed and answer these questions.

1. Why is this behavior something that causes problems and why is it appropriate, given your role, for you to respond to it?

2. What are some possible thresholds for taking action?

2. DEVELOP YOUR BEHAVIOR PRINCIPLES

2.4 CHOOSING OUR INTERVENTION

Now that you have learned about thresholds for taking action (or prompts) you can begin working on your own behavior plan. You can repeat this process for any specific behavior you are making a plan for. This first time may feel complicated but it can become a simple and quick habit once you get the hang of it.

When choosing your intervention, you can refer to the Behavior Strategy Sheet (Module 1 above) which will give you the different types of strategies you can use to respond to challenging behaviours.

You may also refer to your Boundaries discussed in lesson 2.1 to guide your plan.

Prepare your own Behavior Plan using the template.

Look for specific, objective criteria when deciding a prompt.

Strive to be principled rather than reactionary.

Remember that you can submit your draft plan to Dan for feedback by emailing it to him at dan@mhmediate.com.



BEHAVIOR PLANNING TEMPLATE

Your Personal Boundaries, Your Profession's Norms, and Your Organization's Policies

Use this template to reflect on your own principles for addressing emergencies, disruptions, and disconnects. Stay mindful of your organization's policies and your profession's norms.

The Three Behavior Categories

These are categorized into some common categories but it is up to you to decide which items you truly feel are emergencies, disruptions, or disconnects – some items on this list may not match your thresholds.

Your Responsibilities

If you work at an organization, they may have policies that supersede your personal boundaries. The law may supersede them as well. It is your responsibility to you're your professional and legal responsibilities and factor that into your planning below.

How to Use this Template

Think about the criteria that will prompt you to act (the Threshold for Taking Action), and the action steps you would follow. The items on this list were crowd-sourced from qualitative surveys. You can follow this process with any behaviors that occur in your practice, and space is included to add items to the list.

Possible Emergencies

Medical Emergency

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Fire

Prompts	Action Steps

Physical Aggression

Prompts	Action Steps

Domestic Violence

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Inclement Weather

Prompts	Action Steps

Power Outage

Prompts	Action Steps

Child Endangerment

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Possible Disruptions

Tangents

Prompts	Action Steps

Monopolization of Time

Prompts	Action Steps

Threats

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Agitation

Prompts	Action Steps

Offensive Language

Prompts	Action Steps

Verbal Aggression

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Physical Aggression Without Contact

Prompts	Action Steps

Possible Communication Disconnects

Fatigue

Prompts	Action Steps

Conflicting Preferences

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Non-Participation

Prompts	Action Steps

Language Barrier

Prompts	Action Steps

Third Party Dominance

Prompts	Action Steps



BEHAVIOR PLANNING TEMPLATE

Expressions of Confusion

Prompts	Action Steps

Problems Forming Speech

Prompts	Action Steps

3. APPLY YOUR PRINCIPLES

3.1 ADJUSTING YOUR PERSONAL PRACTICES

You've made a plan, now what? As always, all of these choices are up to you.

QUESTION: When and how will you remind yourself of your plan and review how it's working?

E.g. regular review sessions, pre-session preparation, communicating to others

QUESTION: How will you refer to your plan when taking action?

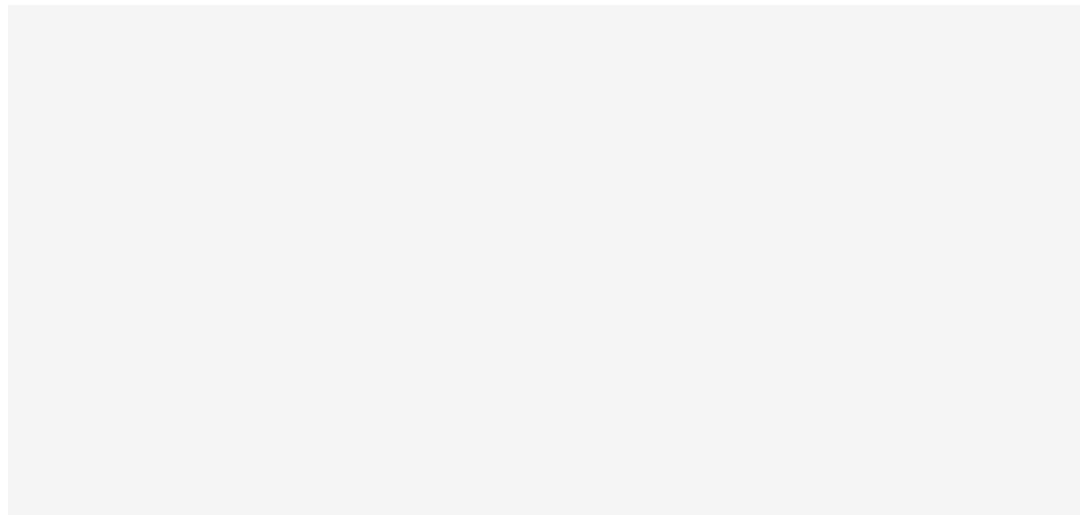
E.g. mentally recall it, refer to written plan, cite it generally, cite it specifically, share it

3. APPLY YOUR PRINCIPLES

3.1 ADJUSTING YOUR PERSONAL PRACTICES

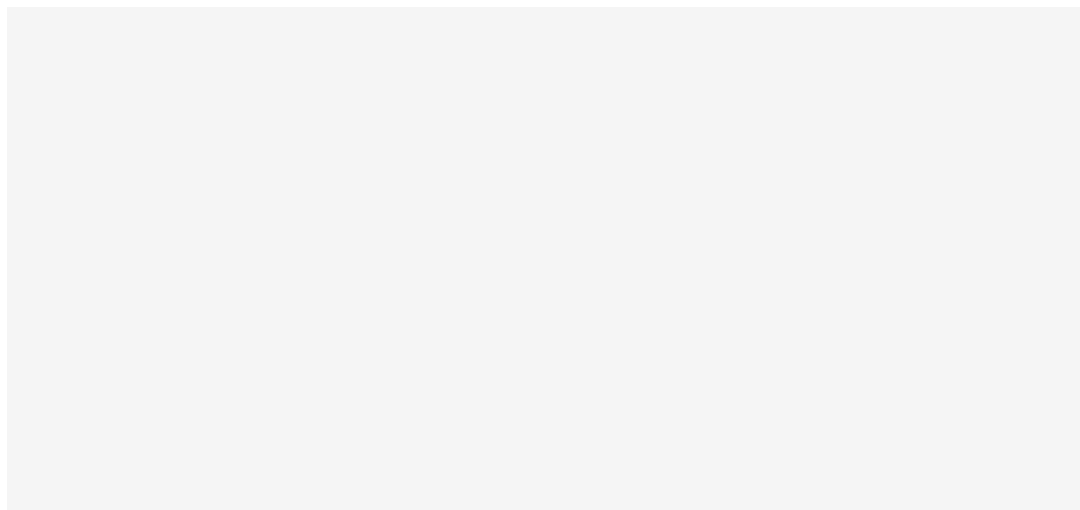
QUESTION: How will you ensure that your **boundaries** (when you choose to act) are consistent across different parties and situations?

E.g. compare similar incidents with different parties, compare how you feel in situations, evaluate how you respond to prompts, compare to best practices



QUESTION: How will you ensure that your **interventions** (how you respond) are consistent when you do choose to act?

E.g. explore differences between interventions across similar situations, compare how you feel, compare to best practices

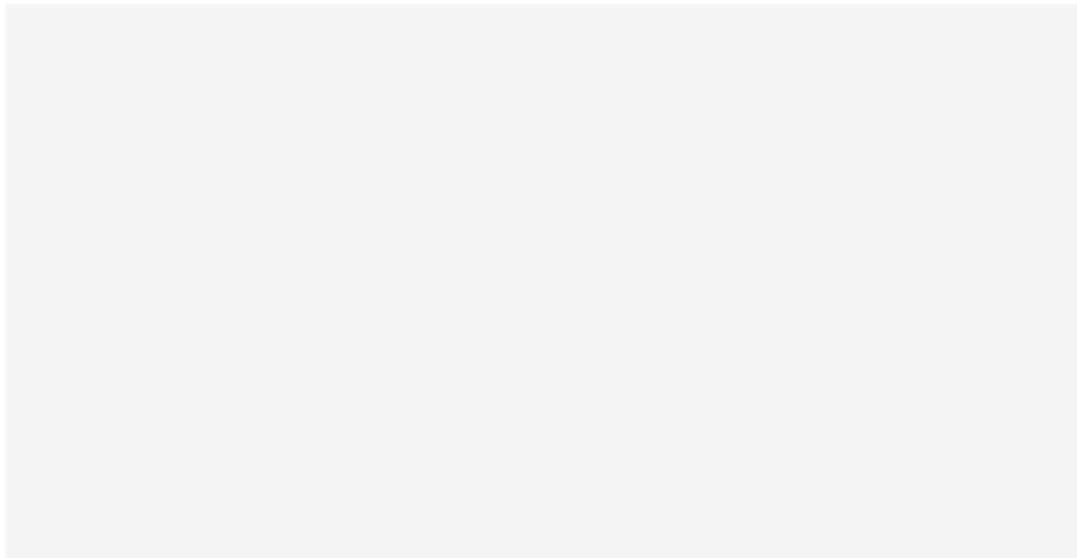


3. APPLY YOUR PRINCIPLES

3.1 ADJUSTING YOUR PERSONAL PRACTICES

QUESTION: Are there other behaviors that you might need to plan for?

E.g. moments of hesitation, moments of confusion, learning from peers



3. APPLY YOUR PRINCIPLES

3.2 COMMUNICATING YOUR PRINCIPLES

You have your plan based on your principles. Do you share it? If so, who do you share it with, and how do you share it? These are your decisions.

QUESTION: Do you choose to share your plan / principles? Why / why not?

QUESTION: What do you choose to share?

E.g. values or purpose, your efforts, your actual guidelines, nothing

3. APPLY YOUR PRINCIPLES

3.2 COMMUNICATING YOUR PRINCIPLES

QUESTION: When do you share your principles?

E.g. up-front guidelines, intake paperwork, consent for service, when intervening, when asked, when challenged, never

QUESTION: How do you share your plan / principles / efforts?

E.g. in writing, verbally, both

3. APPLY YOUR PRINCIPLES

3.3 COMMUNICATING AND COLLABORATING WITH COLLEAGUES

What if your colleagues have different ideas?

Examples of times when you might need to discuss behavior planning with colleagues:

- Working as a team (e.g. co-mediation)
- Deciding organisational policy
- Making referrals

Different practitioners may well agree on the basic principles, but everyone tends to operationalise them in different ways.

Questions to ask:

- How do our thresholds overlap?
- How do your interventions overlap?

How do you reach consensus?

- Go with the most liberal (hands off) practice
- Go with the most conservative (interventionist) practice
- Ad hoc agreement, just improvise
- No consensus, agree to disagree

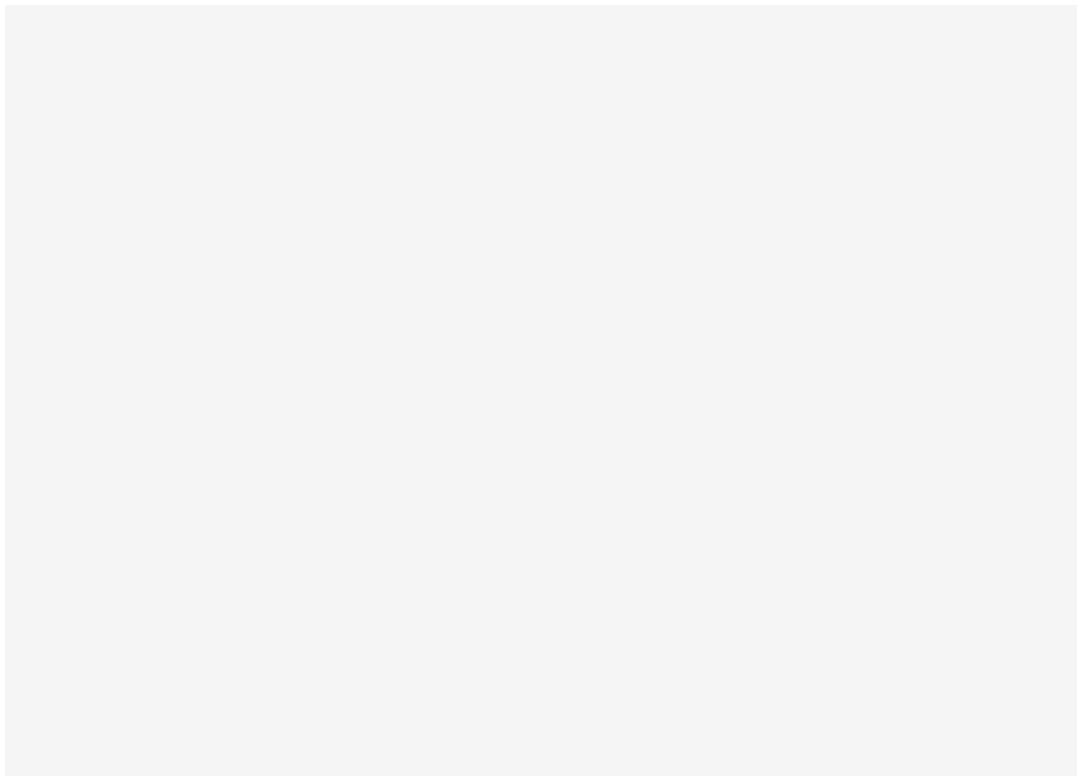
3. APPLY YOUR PRINCIPLES

3.4 SEEKING FEEDBACK AND REFLECTIVE PRACTICES

When can you get feedback:

- When intervention happens
- On follow-up
- General practices

QUESTION: When do you seek feedback, and how?



3. APPLY YOUR PRINCIPLES

3.4 SEEKING FEEDBACK AND REFLECTIVE PRACTICES

Types of reflective practice:

- Personal debrief
 - What challenging behaviors occurred?
 - What was my response?
 - Was it consistent with my plan?
 - How did I feel?
 - What went well?
 - What could be improved?
 - Do I want to make changes to my plan?
- Reflective practice group
- Professional or informal supervision
- Informal feedback
- Staying informed

QUESTION: How will you engage in reflective practice?

3. APPLY YOUR PRINCIPLES

3.5 TAKE-AWAYS AND FEEDBACK EXERCISE

This program has taught you a way of thinking so you can plan ahead and develop consistent responses to specific, observed behaviors. We have given you tools that you can use to do these things, and now it is up to you to decide how to use them (if at all).

You can decide how thoroughly you want to implement your behaviour plan, how often to recall it, and how to revisit or adjust it.

You can choose to share your values, efforts, or actual plans with clients – or nothing at all.

You can resolve disagreements with colleagues by choosing the most liberal or most conservative approach, by improvising, or by agreeing to disagree.

You can seek feedback when you intervene, on follow up, as a general matter of course, or not at all.

There are many opportunities to reflect on your personal practices ranging from personal debriefs to practitioner groups and conferences. And we would love to hear from you so please submit this feedback exercise and feel free to check in with Dan to let him know how it is going by writing to dan@mhmediate.com



IMPLEMENTING BEHAVIOR PRINCIPLES CHECKLIST

This checklist provides you with reflection questions to help you plan how you will develop and share your personal behavior principles.

Adjusting Your Personal Practices

- Do I regularly remind myself of my plan?
- Do I refer to my plan when taking action?
- Are my boundaries consistent across different parties and situations?
- Am I taking consistent action when I do choose to act?
- Do I feel the need to plan for other behaviors?

Communicating Your Principles

What do you choose to share?

- The Values or Purpose Behind Your Behavior Practices
- Your Efforts Developing the Practices
- Your Actual Guidelines

How do you choose to share your principles?

- Up-Front Guidelines
- Intake Paperwork
- Consent for Service
- Upon Intervening
- When Asked About Policies
- When Asked Reasons for Intervening
- Never

When do you share your practices, if you choose to share them?

- In Writing
- Verbally
- Both
- I Do Not Share Them

Collaborating with Colleagues

- Did you explore the similarities and differences in your thresholds for intervening?
- Did you explore the similarities and differences in your interventions?

How do you reach consensus on administering your interventions?

- Follow the Most Liberal Practice
- Follow the Most Conservative Practice
- Reach an Ad Hoc Agreement
- Do Not Reach Consensus



IMPLEMENTING BEHAVIOR PRINCIPLES CHECKLIST

Seeking Feedback

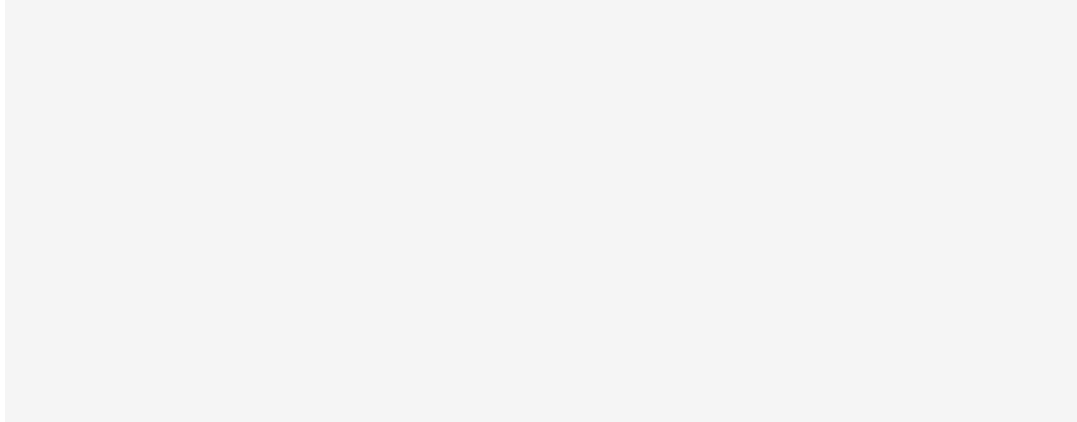
- Do you ask for feedback when the intervention happens?
- Do you ask for feedback in follow-up?
- Are you generally open for feedback?

Reflective Practice

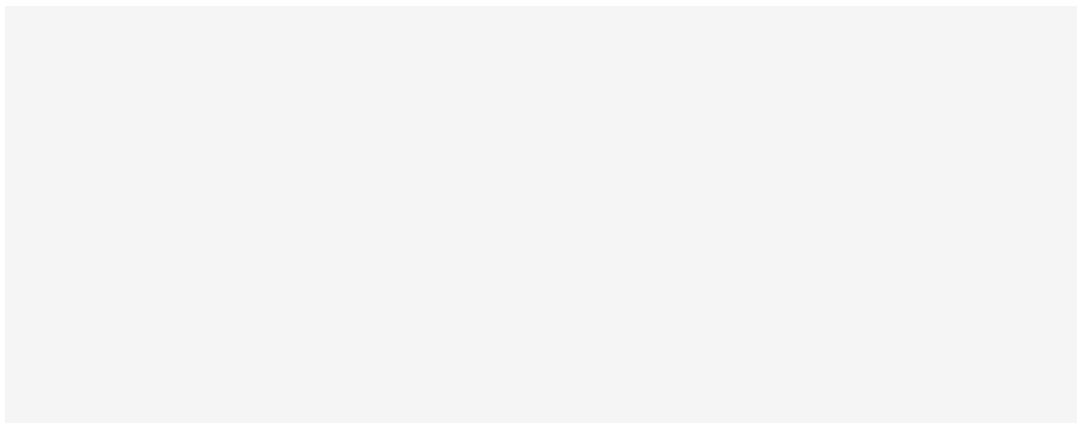
- Do you engage in personal debriefs after each section?
- Do you participate in a reflective practice group?
- Do you receive supervision (professional or informal)?
- Do you receive informal feedback?
- Do you stay informed of your organizational practices and professional norms?

FEEDBACK EXERCISE

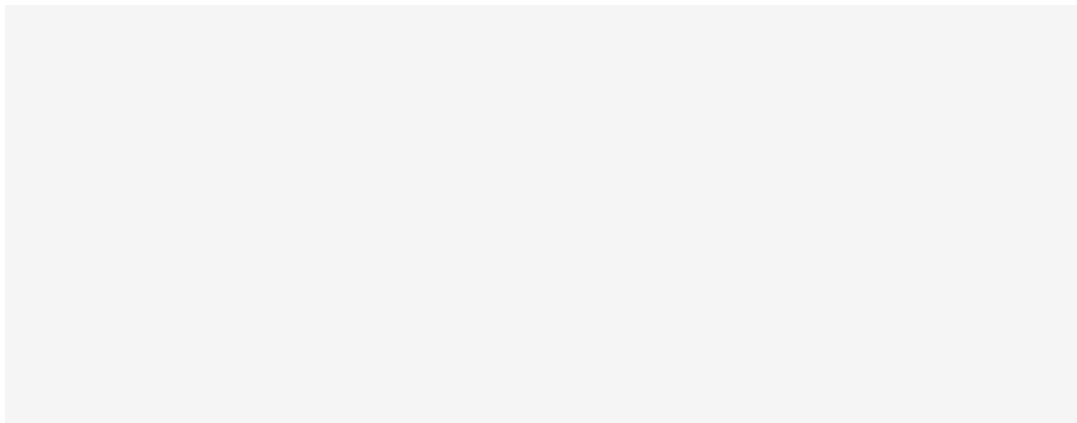
What values will guide you in applying your principles?



How do you plan to apply your principles to your practice? Will you have a plan written for your own reference? If so, how detailed?

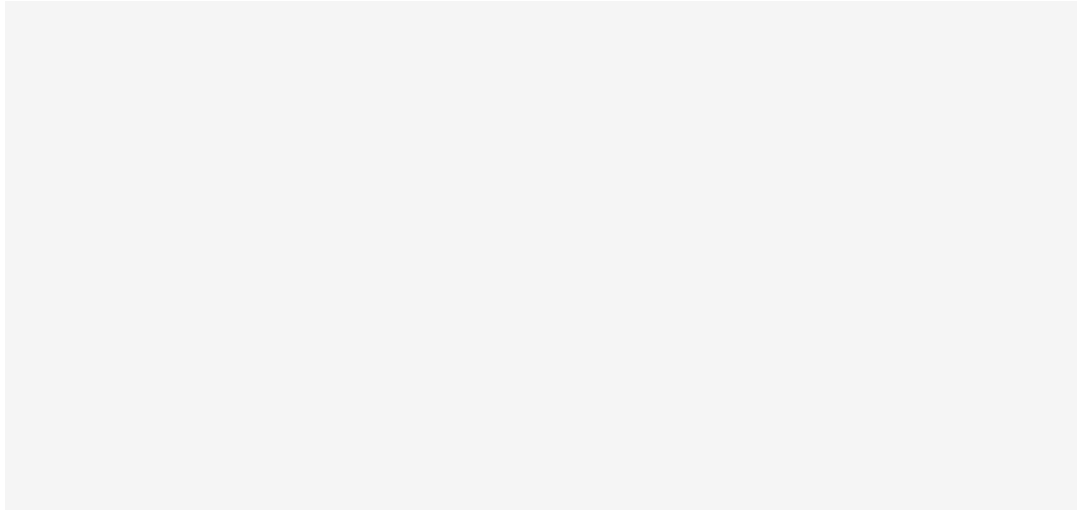


How will you communicate your principles? Will you share them with clients? How and in what level of depth?



FEEDBACK EXERCISE

Has this course inspired any changes to your practices? If so, what?



Will you engage in reflective practice about your behavior principles? How?

