

# Conflict Resolution Practical

Facilitator Guide

## Session Overview

PRACTICAL SCENARIOS	1hr50m
End of Session / Break	10m

*Total Session Time: 2 hours*

### **Main Topics of Session:**

- *Tactics and Strategies for handling DV/Crisis Scenes*
  - *Secure the Scene*
  - *Separate Parties*
  - *Identify Subjects*
  - *Investigate*
  - *Enforcement Decision*

### **Facilitators Needed: 1 (CR)**

#### **Location:**

*Dorm #1 Common Area*

#### **Materials Needed:**

#### **Students Should Already Have:**

- *Miranda Pocket Cards*
- *Pocket Press Books*
- *[THUMB DRIVE]*
- *HANDOUT - Crisis Skill Steps*
- *HANDOUT - Eight Questions to Ask on Crisis Calls*



# Conflict Resolution Practical

Facilitator Guide



## NOTE TO FACILITATOR

This session is a practical opportunity for students to use the crisis intervention skills they have acquired so far.

**PRIOR TO STARTING CLASS:** Secretly select two students (usually class president and one other student work best). Prior to this session beginning, explain that you want them to get into a VERBAL argument inside the classroom while waiting for the instructor prior to this session. The topic of the argument is irrelevant, but it should be something relevant to the second student's performance or participation in the academy (something the entire class can relate to).

The goal is for the remaining class students to intervene in the VERBAL altercation using skills they may not realize they already have and to resolve the problem prior to the instructor's entrance. The instructor should be waiting outside in the hallway during this process and walk in unexpectedly to start class.



## DISCUSSION - What just happened?

**QTC:** What did you see happening to the dynamics of the class during the argument?

AR: Division among the class members (i.e. taking sides)  
 Certain people immediately getting involved while others just watched  
 Concern for the group as a whole rather than just the two participants

**QTC:** What were you feeling during the argument?

AR: Anxiety over what would happen  
 Fear of consequences from the TAC  
 Awkwardness of classmates disagreeing

**QTC:** How is this similar to what might be occurring when you arrive at a disturbance call?

AR: Very similar  
 Parties could/will likely be experiencing heightened emotions & lowered reasoning  
 Bystanders could be trying to intervene  
 Need to deal with sorting out the chaos before investigating



# Conflict Resolution Practical

Facilitator Guide



## NOTE TO FACILITATOR

Use this two-hour session to run two practice scenes. This may be the recruits' first time to try the tactics involved in working through DV/Crisis scenes (depending on the schedule). In these scenes, you will be helping and coaching them through each part.

### First Scene:

- Siblings
- Lazy sibling lives at responsible sibling's home for six months.
- Overstaying, no rent, not trying to find job, but gets mail there...
- Responsible sibling loses temper and hits deadbeat.
- Even though responsible sibling called, he should go to jail for DV assault.
- Deadbeat sibling cannot be thrown out, he has established residency at the apartment

### Second Scene:

- Married couple – male / female
- One brags about how they held their temper – instead, they destroyed an item belonging to both of them (punched a hole in the wall, broken dishes, damaged furniture, etc)
- Mal misc – shared property

### Add in:

- Running names via radio
  - How to
  - What info comes back
- Court orders
  - Petitioner / respondent
- Warrants
- DWLS hits



**STUDY MATERIAL** - HANDOUT - Crisis Skill Steps [THUMB DRIVE]  
 - HANDOUT - Eight Questions to Ask on Crisis Calls [THUMB DRIVE]

Instructions: The info in this handout will be testable. Think about these steps as you observe your classmates in the following scenes.



BREAK/END OF SESSION

