

Title:	Conflict Transformation and Trauma Informed Practice in Youth Work
Level:	4
Credit value:	5
GLH:	45
Unique Reference Number:	D/650/4661
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to provide learners with an understanding of the models in conflict transformation theory and practice and how they can inform approaches to Youth Work practice.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand the nature of conflict and related perspectives and social / psychological models.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore the nature of conflict and apply the Mayer and Moore CDR Associates (1986;199) Wheel of Conflict model to support an understanding of the complexity of conflict and its transformation.

The learner must:

- 1.1 Explore what is **conflict** and the underlying **perspectives** that inform it.
- 1.2 Explore **Mayer and Moore's 'Wheel of Conflict'** as a model for understanding the causes and dynamics of conflict.
- 1.3 Critically analyse Mayer and Moore's 'Wheel of Conflict' as a tool for examining conflict and designing practice based reformatory solutions.

2. Be able to understand the role of power in conflict and related theories.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore key definitions of power; types and sources of power; personal and structural power dynamics and the effectiveness of methods to alter the power dynamics in a Youth Work setting.

The learner must:

- 2.1 Explore **key definitions of power**.
- 2.2 Examine the **types and sources of Power** in a Youth Work setting.
- 2.3 Analyse the impact of personal and structural power dynamics on the creation of conflict.
- 2.4 Identify a range of **methods** designed to alter the power dynamics in a Youth Work setting to prevent or de-escalate conflict.
- 2.5 Review the effectiveness of a range of methods designed to alter the power dynamics in a Youth Work setting in transforming conflict.

3. Be able to understand the role of trauma in conflict.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore definitions and types of trauma; triggers and responses to trauma in young people; the impact of trauma on young people and practitioners working with them; the effectiveness of Trauma Informed Practices in transforming conflict in a Youth Work setting and techniques to mitigate the possible impact of vicarious trauma on own practice.

The learner must:

- 3.1 Explore the **definitions and types of trauma**.
- 3.2 Examine common triggers and responses to trauma in young people.
- 3.3 Examine the **impact of trauma** on young people and the practitioners working with them.
- 3.4 Identify a range of **trauma informed practices** that can be used to transform conflict in a youth work setting.

3.5 Review the effectiveness of a range of Trauma Informed Practices in transforming conflict in a Youth Work setting.

3.6 Reflect on the possible impact of vicarious trauma on own practice and identify techniques to mitigate it.

4. Be able to understand the role of change processes in conflict transformation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore how a change model could be used to assist conflict transformation and evaluate their own understanding of the role of power, trauma, and resistance to change in conflict transformation.

The learner must:

4.1 Explore a range of **change process models** and their approach to overcoming resistance to change.

4.2 Analyse how a change model could be used to assist conflict transformation.

4.3 Evaluate own knowledge and understanding of the role of power, trauma, and resistance to change in conflict transformation.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Conflict

The nature of conflict:

Conflict can be viewed as a natural, inevitable, necessary, and normal part of life, that is multifaceted and exists on relational, professional, organisational, and international levels. The complexity of conflict is not the existence of conflict but how we relate, respond and are open to the multi levels or layers of

	<p>conflict. 'Conflict may be viewed as 'feelings, a disagreement, a real or perceived incompatibility of interests, inconsistent worldviews, or a set of behaviours' (B Mayer 2000).</p> <p>There are many frameworks to examine conflict, on the international level, interpersonal level, and professional/organisational level. However, they all have the following dimensions:</p> <p>Conflict may be viewed as occurring along cognitive (perception), emotional (feeling), and behavioural (action) dimensions. Mayer argues this three-dimensional perspective can help professionals understand the complexities of conflict (B. Mayer 2000).</p>
<p>Perspectives</p>	<p>Three-dimensional perspectives that underpin conflict:</p> <p>1.Conflict as a Perception: Conflict arises because of a belief or understanding that one's own needs, interests and/or values are incompatible with someone else or those of a group. There are two elements; subjective and objective. A subjective component to a conflict is based upon what we believe. A subjective component is what we do, our actions.</p> <p>2.Conflict as Feelings: Feelings are part of a conflictual situation or conflict and may include anger, sadness, resentment, hopelessness and fear or a combination of these. Working with young people's feelings and emotions and their perception of other people's feelings and emotions are part of the intrinsic dynamic that underpins relationships. These feelings are immensely powerful and may not be reciprocated by others or even known to others, however, if a person feels there is a conflict, then it exists as these feelings and emotions are an authentic experience to that person.</p> <p>3.Conflict as Action: Conflict consists of the actions that we take to express our feelings, articulate our perceptions and get our needs met in a way that has the potential for interfering with someone's else's ability to</p>

	<p>get their needs met. This conflict behaviour may involve an action that happens at the expense of another person. For Youth Work practice, it is key to consider the cognitive, emotional, and behavioural dimensions of conflict which are often the underlying cause.</p>
<p>Mayer and Moore's 'Wheel of Conflict'</p>	<p>The Wheel of Conflict model introduced by Mayer and Moore in 1986 supports an understanding of the sources of conflict, maps out the dynamics and different forces that motivate conflict, and the nuances and process of conflict. At the centre of conflict are human needs which are the primary motivator of conflict whether they are being met, inconsistent with others, or as competing needs. There are other forces that generate and define conflict that interplay with human needs (Mayer and Moore CDR Associates (1986;1996).)</p> <p>Communication:</p> <p>Communication can be extraordinarily complex and is influenced by culture, gender, age, class, and identity. Communication can often be based upon assumptions, stereotypes, experiences from past events, misinterpretations, and manipulation of facts. It is often influenced by external sources such as the media, politics, organisational policies, and the interpretation of events or facts. Communication is often a result of inaccurate or incomplete conclusions drawn from experiences and interactions from the past. Overall communication is key to the escalation and de-escalation of conflict.</p> <p>Emotions:</p> <p>Emotions act as the energy that fuel conflict, often appearing to control the behaviours of disputants. The energy, power, consistency, and force of the underlying emotions direct and keep the conflict ignited. This reaction is often triggered or based upon past and/or early experiences. Emotions are key to the de-escalation of conflict and the skill of the youth worker is to know</p>

	<p>how to allow expression within a controlled mediated context, so that all involved feel as though they have been acknowledged.</p> <p>Values:</p> <p>Values are the beliefs we have about what is important, our moral compass and the principles that govern how we live our life. When a conflict is defined or experienced as an issue of values the outcomes are often highly charged and can very quickly escalate and become intractable. Identity and one's significance are often linked to our values and core beliefs and if they are perceived to be under attack it is hard to compromise and/or move from a position of being right. This dualistic dynamic of right and wrong creates and generates polarised, rigid positions underpinned by righteousness which fuels the escalation of conflicts. The key in de-escalation is to find the middle ground of shared values/beliefs and commonality in which all parties can move forward.</p> <p>Structure:</p> <p>The structure or external framework in which relationships operate and interact can be a source of conflict. These can include communication protocols, physical environments, resources, access to decision making processes, management systems, organisational hierarchies, legislation and policies and procedures. The skill for a youth worker is to be aware of the organisational systems that impact upon young people such as the police, school/college, work, the benefit system, community-based projects, and organisations, and how to navigate them.</p> <p>History:</p> <p>Conflict does not happen without context. It is not a vacuous event, as the people involved have histories on a personal level, in part due to their place within a system, society, culture, and/or religion, and their experiences of the issues concerned. The historical</p>
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	<p>context often provides the momentum for the escalation and development of conflict. For example, the long conflicts of the Middle East, Northern Ireland and South Africa have shaped and formulated structures, identities, values, communication styles and emotional reactions.</p> <p>The Wheel of Conflict is a construct that enables practitioners to understand the multi-dimensions of conflict, where people are stuck, and plan what resources, opportunities, skills, and interventions may lead to transformation. This process can support the building of relationships, understand contradictions, and create constructive responses.</p> <p>Needs:</p> <p>At the centre of The Wheel of Conflict are human needs that act as drivers to people's actions and conflicts. Mayer looks at a continuum of needs, including interests as a category of human needs that he argues exists between the basic concerns for survival at one end of the continuum, and the striving for identity at the other.</p>
<p>Key Definitions of Power</p>	<p>Power is the key currency of conflict and is loosely defined as the ability to act or influence an outcome or make something happen, or to influence an outcome to get ones needs met.</p> <p>Social Interdependence Theory: Morton Deutsch (1949 - 1973) developed a theory of cooperation and competition which describes power in terms of structural and personal power, and the interconnected dynamic of individuals behaving in a certain way in each situation. Specifically, he described power as a 'relational concept functioning between the person and their environment. Power therefore is determined not only by the characteristics of the person and persons involved in any given situation or solely by the characteristics of the situation, but by the interaction of these sets of two factors' (Deutsch, 1973).</p>

	<p>Environmental / Structural power: The degree to which a person can favourably influence their environment. Which is usually the objective resources that people bring to a conflict. In terms of Youth Work practice this would involve the professional role and responsibilities of the practitioner, the legal safeguards and professional standards and the organisational expectations, responsibilities, and legal duties.</p> <p>Relational power: The degree to which a person can favourably influence another person. This understanding, a key factor in relation to Youth Work practice, relates to the significance of peer relationships and the power dynamics that interplay between young people, across gender, race, identity, and sexuality. Also, the impact of social media and the perceived access to power, status and influence it has upon youth culture.</p> <p>Personal power: The degree to which a person can satisfy their own needs. This is usually to do with a person's characteristics, such as courage, determination, knowledge, and communication skills.</p>
<p>Types and Sources of Power</p>	<p>1) Formal Authority</p> <p>Formal authority is the authority given by institutions, usually by a set of laws and or policies, that are given to professionals within an organisational and institutional context. Examples include police officers, social workers, youth workers, judges, elected political officials, teachers, and doctors. Professionals working within these contexts have some degree of authority and have access to a power base that enforces this authority. For example, as part of child protection the social worker can decide based upon their professional judgment to recommend a child be removed from a family home. A youth worker can exclude or include young people from groups, activities etc.</p> <p>2) Potential Power and Kinetic Power (Lewicki, Litterer, Minton & Saunders, 1994)</p> <p>This model includes three aspects of power; power base, power use, and influence strategies.</p>

	<p>Power base (Potential power) are the resources for power or the tools available to influence one's environment, another person, or to get one's own needs met. These tools include wealth, physical strength, peer pressure, social status, respect, and communication skills. Both Youth Work practitioners and young people engage in the dynamic of potential power, making it an intrinsic part of relationships and a fluid dynamic.</p> <p>Kinetic power is the active employment of strategies and tactics of influence, so that needs are met. These include persuasion, exchange, legitimacy, friendlessness, ingratiation, praise, assertiveness, appeal, and consultation. Both youth workers and young people have personal competencies they use to motivate, get tasks completed and get needs met.</p> <p>3) Primary and Secondary power</p> <p>Secondary power:</p> <p>This is when we get our goals met in a relational context, such as how practitioners and young people can use coercion or positive influence to achieve a goal. The context to the relationships has usually been established beforehand, as the group of young people may already know each other and the youth work practitioner.</p> <p>Primary power:</p> <p>This is the process whereby our values and morals are developed, which helps to construct our sense of truth, fairness, and justice. For young people, this process is often turbulent and conflictual as justice and fairness are often questionable. The implications for Youth Work practice are to guide and help navigate this process and shape a prosocial reality for young people. This may incur challenging and influencing the law, the media and organisational policies and practice.</p> <p>Primary power and Secondary power are interconnected</p> <ul style="list-style-type: none"> • Primary power opens and constrains the possibility for exercising secondary power
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	<ul style="list-style-type: none">• Secondary power can be seen as expressing and reproducing the status quo of primary power relations <p>4) Top down, Middle out, and Bottom-up Power (Coleman, 2006)</p> <p>It is important for Youth Work practitioners to be aware of the power dynamics that operate within organisations and to consider the possibilities and barriers they face when engaging with young people.</p> <ul style="list-style-type: none">• Top-down channels are typically used by senior manager, leaders, and decision makers. Via these channels, decisions are made at the senior level and enforced throughout the whole organisation. This could involve decisions to cut a service, restrict funding, and follow reporting channels such as safeguarding procedures. Characteristics of top-down power is usually command and control type management.• Middle-out channels reside within the mid-level leaders and managers in organisations. Middle-out channels influence systems through their knowledge, expertise and relationships with young people and frontline staff. This middle layer of operational professionals can also challenge the directives from the top-down and influence the intention and integrity of bottom-up power.• Bottom-up power is usually a result of change at the local or community level. This may be an issue based around an injustice, such as 'Black Lives Matter' or because of change in individual attitudes or behaviours. This change tends to be slow, and usually operates outside of formal organisations and structures or by low-ranking professionals within an organisation. <p>5) Effective power and sustainable outcomes</p> <p>In terms of Youth Work practice, having resources and knowledge of influence strategies does not necessarily translate into power; What is key is how effectively they are employed, and do they</p>
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	<p>translate into achieving goals and positive outcomes for young people. Poor leadership, communication and strategic planning and decision making can have negative consequences. It is the skill of the Youth Work practitioner to be able to read situations and dynamics and understand cultures and norms to develop skilled professional judgement and insights.</p> <p>6) Perceived power Saul Alinsky (1971) – “Power is not only what you have, but what the enemy thinks you have”. Therefore, for power to be effective: Successful engagement with young people is not solely determined by resources and influence strategies. The professional agility of a youth workers skill and tenacity such as quick wit, courage, strategic thinking, planning and personal confidence and conviction are all assets and power sources.</p> <p>7) General versus relevant power This is often the result of an initial assessment of another person’s power, which can be erroneous as it is based upon aggregates of power i.e., basing the other persons power in comparison to one’s own. For inexperienced youth workers, or when youth workers are in new environments, it is often natural to compare oneself negatively in relation to more experienced staff. Which can often negate their own resources, experience, and power resources.</p>
<p>Methods</p>	<p>Altering power dynamics in a youth work setting to prevent or de-escalate conflict involves strategies that foster a more equitable, inclusive, and respectful environment.</p> <ol style="list-style-type: none"> 1. Building Trust and Relationships <ul style="list-style-type: none"> • Active Listening • Consistency • Personal Connections 2. Empowerment and Inclusion <ul style="list-style-type: none"> • Shared Decision-Making • Leadership Opportunities • Skill Development 3. Creating Safe and Supportive Environments

	<ul style="list-style-type: none"> • Clear Expectations and Boundaries: • Conflict Resolution Training • Safe Spaces <p>4. Cultural Competency and Sensitivity</p> <ul style="list-style-type: none"> • Diversity Training • Inclusive Practices <p>5. Reflective Practice and Supervision</p> <ul style="list-style-type: none"> • Regular Reflection • Feedback Mechanisms <p>6. Restorative Practices</p> <ul style="list-style-type: none"> • Restorative Circles • Restorative Conferences <p>7. Strength-Based Approaches</p> <ul style="list-style-type: none"> • Focus on Strengths • Positive Reinforcement <p>8. Collaboration and Partnership</p> <ul style="list-style-type: none"> • Family and Community Involvement: • Multi-Disciplinary Approaches
<p>Definitions and Types of Trauma.</p>	<p>There are many definitions of trauma, however a simple one is: ‘A person’s response to a distressing experience. Trauma is unlike ordinary hardships; it can be a sudden unpredictable event that involves a serious threat to life. Events may include adverse childhood experiences (ACEs), intergenerational trauma resulting from extreme violence, accidents, loss, war, and oppression. Traumatic events are those that undermine a person’s sense of safety in the world and create a sense that catastrophe can strike at any time’ (Psychology Today).</p> <p>Types of trauma could include:</p> <ul style="list-style-type: none"> • Acute trauma • Chronic/complex/developmental trauma • System-induced trauma • Historical and intergenerational trauma, this could include Racial trauma (Bombay, Matheson & Anisman, 2014) • Vicarious trauma.

<p>Impact of Trauma</p>	<p>How we behave towards others is often influenced by our inter-personal psychosocial responses, such as empathy, compassion, sadness, gladness, and anger. All our emotional responses influence and become part of how we engage with others. In terms of Youth Work practice, the impact of the work can have personal and professional consequences, therefore, to recognise them is important.</p> <p>Personal Impact upon professional role</p> <ul style="list-style-type: none"> • Stress: Any type of change that causes physical, emotional, or psychological strain • Compassion fatigue: A diminished ability to empathise with and feel compassion for others • Vicarious traumatisation: The process through which the (professionals) inner experience is negatively transformed through compassionate engagement with the young people • Secondary trauma: Experiencing indirectly a traumatic state of stress through trauma that was experienced by another person. (Intrusion, avoidance, and arousal clusters) • Moral injury: The damage done to one’s conscience or moral compass when that person perpetrates, witnesses, or fails to prevent acts that transgress one’s own moral beliefs, values, or ethical codes of conduct • Burnout: A state of emotional, mental, and often physical exhaustion
<p>Trauma Informed Practices</p>	<p>Trauma informed Approach:</p> <p>Adopting a trauma informed approach to practice is essential in reducing the impact of vicarious trauma. The model below is a useful framework to incorporate within professional practice and offers a framework for organisations.</p> <p>Trauma informed practice and framework.</p>

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (2014).

Establishing a clear definition of trauma:

The three Es of trauma: Events, Experience and Effect

Example of definition:

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well being

Principles of a trauma informed approach:

The overall aim of a trauma informed approach is to seek to avoid the re-traumatisation of young people. It also supports youth workers in addressing vicarious trauma that often leads to toxic environments. These principals support staff to recognise and identify how professional practice can trigger painful memories and experiences. A trauma informed approach reflects adherence to six key principals rather than a set of practices or procedures.

- Six Key Principals:
- Safety
- Trustworthiness/Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice, and Choice
- Cultural, Historical and Gender Issues

Developing a trauma informed approach:

This requires change within a service / team / organisation on multiple levels, and systemic alignment with the six key principles. A trauma informed approach requires a service or organisation to review all aspects, from leadership and governance to operational delivery. The Youth Work practitioner can gauge to what level an

	<p>organisation is trauma informed by reviewing the 10 Implementation domains.</p> <p>Ten Implementation Domains:</p> <ol style="list-style-type: none"> 1. Governance & Leadership 2. Policy 3. Physical Environment 4. Engagement and Involvement 5. Cross-sector Collaboration 6. Screening, Assessments and Treatment services 7. Training and Workforce Development 8. Progress Monitoring and Quality Assurance 9. Financing 10. Evaluation
<p>Change Process Models</p>	<p>Change is the core component of conflict transformation and therefore change is the outcome we are looking for in relation to constructive or destructive conflict transformation process.</p> <p>Three critical components involved in any change process for Youth Work practice are; motivation, resistance, and commitment. Lewin (1947) provides a good model outlining change concepts of unfreezing, movement, and refreezing. The model is simple to apply and provides a framework for a change process.</p> <p>Unfreezing: This is the process of challenging the status quo or traditions / historical ways of doing things. Many services and organisations have set ways and views about what they do and how and why they do it. Working with young people provides opportunities to create new and fresh ways. Capturing the dynamism young people bring can energise and provide openings for something different. The role of the youth worker as facilitator of change can harness this energy and challenge the status quo, creating tensions that bring about transformation and creating an environment for change.</p>

	<p>Movement: This is the action of change. Through making changes, the level of resistance is likely to increase as people try to protect the status quo and the traditional way of doing things. Those individuals who are resistant to change will block and create barriers to change. This is complex and responses to this need to be carefully planned.</p> <p>Refreezing: This is the process where deliberate action needs to be taken to allow the change to be established or to stick. Refreezing can be seen as the level of commitment to change, when the threat of old behaviours or actions remerge. For example, all the young people have agreed to tidy up after each session and not leave it to a few, then time restraints start to emerge, and the temptation is to rush out and leave the session without participating in the clear up.</p>