



From the Editor

Dear Readers,

Not long ago a reader in Florida sent in a question that seemed so core to this field that we invited two experts to respond and devoted all of our "Who Wants to Know?" column to it: How do you know when a situation is going to escalate from a personal trauma into a public threat? What can you do as an early intervention, if anything? Read on and find out what two authors said. We also have a new piece designed to challenge your experience and ingenuity. "You Are There", a crisis scenario, will appear in each issue: let us know if we can share your response with our readers.

In our effort to bring you perspectives from a variety of sources, we asked the Royal Canadian Mounted Police for permission to reprint part of an article on three questions designed to move a crisis into problem-solving mode; we also wrote to Dr. Paul Wahrhaftig for permission to reprint his Tension Triangle, a tool for those "stuck" places in mediations.

Now, a question for you. Of the many challenges in our field, perhaps the most paradoxical is active listening. We must master an artificial technique but be completely genuine when we use it; we must memorize skills and then forget that we are using them; we must listen well without *wondering* if we are listening well. We have to be conscious of the significance of every word and phrase, and yet unself-conscious when we say them. How do you bridge this gap? One CR professional said, "Given a certain personality and flair for mediation, a person only needs practice to become a top-notch mediator." Is this true in crisis intervention/negotiation as well?

We hope these pages will support each one of you as you do this life-saving and healing work under the most demanding of circumstances. If there are topics we can research for you or information we can bring to you, whether through a chat room, Teleseminar, connecting you with other people in the field, or adding more/different information to the Newsletter, let us know. These pages are for you.

Lynne Kinnucan
kinnucan@patriot.net

CALL FOR ARTICLES

If you would have an article of 500-800 words you would like to submit for the Crisis Intervention News, please send to Lynne Kinnucan at kinnucan@patriot.net and Tina Jaeckle tjaeckle@bellsouth.net. We have members from all over the world who will be reading your ideas. We look forward to hearing from you.

ACTIVE LISTENING: THREE CRITICAL QUESTIONS

Our thanks to the Royal Canadian Mounted Police *Gazette* for permission to reprint this excerpt from Dr. Mike Webster's "Active Listening and Beyond: Problem Solving in Crisis Negotiation," Vol. 64 No. 2 of the *RCMP Gazette*. Reproduced with the permission of the Minister of Public Works and Government Services, 2005.

"Solution-focused problem-solving is based upon the principle that problems are not necessarily directly related to their solutions. For example, a barricaded threat to commit suicide may have had its genesis in an individual's depressive style of thinking (problem). However, the solution may lay in behavioral changes such as finding alternate sources of reinforcement or increasing the activity level. The solution is very likely to be specific to the individual, and what is effective for one individual may not be for another. This approach tends to cause individuals to focus more on solutions than on problems, on successes more than failures, on strengths more than weaknesses, and on the future rather than on the past.

The Questions

Three critical questions are most effective when posed within the boundaries of a cooperative working alliance — as a result of a demonstrated willingness to listen and understand, and a worthiness of respect and non-threat.

The Exception Question

Problems are not static; they change over time. Sometimes they are better; other times they are worse, and sometimes the individual copes acceptably. The exception question calls attention to what the individual was doing differently when the problem was less intense or not present at all. It reframes the individual's view of problems from pervasive to proximal. The question could take the following form: "What's going on when you don't feel so hopeless — when you're not thinking everyday of killing yourself? What are you doing (or thinking) differently?" or "Now that I have a good idea of what the problem is like, I'd like to understand what you're doing differently when you don't have the problem. What's happening then?"

The crisis negotiator must listen carefully to the answers as they contain symptoms and solutions to the problem that can be worked into behavioral prescriptions. Once an exception is identified, it can be explored for difference using who, what, where, when and how questions.

The crisis negotiator can develop an answer like "I didn't feel so sad (symptom) and I got a few things done" (solution) by asking: "If you weren't feeling sad, what were you feeling and what kinds of things did you do?"

The Outcome Question

With this question the crisis negotiator is indirectly asking the subject what life will be like when the problem no longer exists. What

will the subject be doing (differently) then? This question reframes the subject's view of the problem from permanent to temporary. The crisis negotiator can ask: "Pretend for a moment that you and I solve this problem today. What'll be different in your life that'll tell you that the problem is better?" or "If I ran into you in a year and the problem was solved, what would you tell me is different?" or even "What would have to be minimally different in your life for you to believe that we beat this thing?"

The crisis negotiator must pay equally close attention to answers to outcome questions as they contain useful information. They focus the individual on the future rather than on the past. The information can be transposed into behavioral changes—into prescriptive strategies (solutions) designed to combat the problem.

As the individual answers the outcome question, the crisis negotiator follows up with related questions that shape the developing answer into small, specific, positive, behavioral, and interactional terms. For example, the crisis negotiator could ask: "If you wouldn't be using drugs what would you be doing instead?" or "I'm not sure what you mean when you say you'll just 'feel better' (or any other vague term)?" or "What would this allow you to do differently?" or "What will be the first indicator that this is happening?" or even "What would others see you doing differently that would tell them you're feeling better?"

These follow-up questions serve not only to expand and clarify the individual's goals but also to concretize them.

Throughout the discussion, the individual's belief that problems are permanent is challenged and reframed to a more realistic view of problems as being fluid in nature.

The Coping Question

Individuals often feel defeated by their problems and overlook ways on how they can cope. The objective when asking a coping question is to uncover how the individual manages to cope with problems on a day-to-day basis. The best way to do this is to focus on a specific complaint and ask the individuals how they manage to cope with it. Imagine the individual saying: "Most days I just want to blow my brains out." The crisis negotiator could pursue with the exception question "What's different about those days when you don't want to end it all?" or alternatively focus on coping, by asking: "That sounds tough. How do you make it from day to day?" or "What do you do to fight off the urge to commit suicide?" or even "Given how bad things are, how come they haven't become worse?"

In answering and having the ways they cope revealed to them, individuals can view their problems as separate, distinct, and external to themselves.

All three questions can be addressed from the relationship perspective. Imagine the following scenario. The crisis negotiator is dealing with a barricaded, depressed and suicidal individual. Being well informed, the crisis negotiator realizes that the individual's problem waxes and wanes. However, the crisis negotiator wants to know when the hopelessness is either absent or not so severe. The crisis negotiator has asked the exception question, "What's different when you don't feel so hopeless?" but is not getting a workable response. The crisis negotiator might ask a relationship form of the exception question, such as: "What would (x) say is different when you're not feeling so hopeless?" or "Back when you were happier, what would (X) have seen you doing differently?"

The relationship form asks the individual to step outside of him/herself and view the

problem from someone else's perspective. The potential for new information is inherent in this form.

Outcome questions cast in the relationship form can take on an added dimension, such as: "Six months from now, and the problem is solved, what will (X) see that will tell her its been resolved?" or "What would have to be minimally different in your life in order for (X) to believe our talk was effective?"

The coping question in the relationship form might sound like: "This sounds bad. What has (X) seen you do to cope?" or "What has (X) seen you do to keep things from getting worse?" or even "What does (X) see you do to fight off the urge to commit suicide?"

Conclusion

The article ends here with a summation of the solution-based approach: using three questions to indirectly move an individual's attention from the past to the future, from a problem to a solution, and from stasis to change. If you'd like to comment, send an e-mail to the Editor at kinnucan@patriot.net.

WHO WANTS TO KNOW?

Editor's Note: We're devoting the entirety of this issue's "Who Wants to Know?" to the following question posed by one of our readers in Florida. His question encapsulates many of the questions that we have been receiving and we have had the good fortune to get some ideas from two experts in the field. Our answers come from Dr. Kristi Kanel, Associate Professor, California State University, Fullerton, licensed Marital and Family Therapist and author of *A Guide to Crisis Intervention*, and Dr. Rick Myer, Director of the Counselor Education Doctoral Program at Duquesne University, School of Education, Pittsburgh, Pennsylvania, and Director of Duquesne's Center for Crisis

Intervention and Prevention. Dr. Myer is the author of *Assessment for Crisis Intervention*.

Q: What signals can alert you to the fact that an individual's particular crisis is about to become a threat in a family or in a public environment? What are some interventions/strategies that might be used in particular cases?

A: Dr. Kristi Kanel:

I divide this question into two parts. The first, "what are the mind sets and stressors both in the family and in the public environment that can escalate an individual crisis into aggressive behavior that causes harm to others?" can be best answered by defining the various aspects of a crisis state and then examining why some people turn to destructive behaviors in times of crisis while others turn their crises into growth producing events.

A crisis state develops over time after someone has been exposed to a stressful event for which he is lacking the cognitive and behavioral coping skills to overcome. These perceptions lead the person to feel uncomfortable, anxious, and out of balance. Not all people experience stressful events in the same way because there are individual differences in the way events are perceived and the meaning ascribed to them. The way in which events are perceived is largely due to an individual's personality make-up, history of having been exposed to stress, and how the individual has dealt with stress in the past. This cognitive component is so essential in understanding the nature of the crisis state that it has been referred to as the "cognitive key."

The ability to view a situation from a realistic perspective is vital in overcoming a crisis. The more deficient a person is in reality testing, the more problems are likely when experiencing a crisis. When an individual verbalizes his views

about a situation that seems "off," irrational, or unrealistic, this may be a sign that he could escalate into aggressive behavior, either to himself or others.

Some people have experienced many crisis situations throughout their lives and have never actively examined the stress and the resultant emotional distress. They have merely pushed the crisis out of awareness and have attempted to carry on with life. Unfortunately, when people do this, they increase the potential to become "crisis prone."

In order to successfully push a stressful situation out of conscious awareness, people must use their psychological strength mechanisms, often referred to as ego defense mechanisms. The ego is hypothesized to be the part of the personality that allows us to view reality in a realistic fashion and therefore behave in ways to meet our needs realistically and appropriately. If this "ego" is used to repress/push out of awareness stressful and traumatic situations, it becomes weakened and may not be of much use when a new stressor occurs. Crisis prone people have often experienced many unresolved stressors and traumas in their lives, operate daily by use of ego defense mechanisms, and are unprepared to handle daily life stress.

For example, many postal workers must deal with complaining customers, bosses, and co-workers on a daily basis, but not experience a state of crisis because of this stress. However, there may one postal worker who had experienced trauma after trauma as a child, perhaps being physically abuse, going through an ugly child custody battle when his parents divorced, and going through a relationship break-up himself. If he did not receive any help or emotional support during any of these traumas, he probably learned to function by use of repression and denial of his feelings. His ego strength has been used to defend against

traumatic feelings and is unavailable to manage current stress. So it is no surprise that when his boss writes him up for being late, he experiences this as the last straw, the straw that broke the camel's back. He cannot view the situation realistically. He perceives that everyone is against him and that the world is negative. He may feel that there is no hope of things getting better. He may believe he has been deprived all of his life and is entitled to get revenge. He probably won't talk with anyone about his feelings of anger and hurt. He may just act out on his feelings by shooting someone.

On the other hand, another postal worker also got written up for being late. He is upset and worried about getting fired. He talks to his boss and explains why he has been late. He is having marital problems and is depressed. The boss refers him to counseling and says he will work with him through this tough time. The postal worker seeks help and uses this experience as an opportunity to grow and improve his overall mental functioning, which improves his functioning at work and socially.

These two scenarios illustrate the idea that a crisis can be either a danger or an opportunity.

In general, the more material resources, personal resources, and social resources that an individual possesses, the less likely he is to explode during a crisis. Material resources refer to money, transportation, insurance, and other possessions. Personal resources refer to ego strength, intelligence, physical health, and prior history of coping with stress. Social resources refer to family, friends, and other supportive people.

People who feel alone are prone to engaging in dangerous behaviors to themselves and others. When people feel they have lost everything, they become depressed and enraged. Without help, they frequently escalate into aggressive

behaviors. Of course, there are also people who are psychotic and, due to a mental illness such as Schizophrenia, are incapable of viewing life realistically. When these individuals feel put in a corner, they often become dangerous out of their own fears of annihilation. They may hear voices telling them to destroy something or someone. There are some warning signs that a psychotic person is decompensating and becoming at increasing risk to cause damage.

Many mentally ill people begin this decompensation by pacing, fidgeting, and complaining about being anxious and expressing paranoid thoughts. Manic-depressive individuals who are psychotic show signs of hyperactivity, irritability, and extreme argumentiveness. These are all signs that an individual could escalate into aggressive behaviors.

The second question, "how can we recognize these signs early and find appropriate intervention?" is perhaps best addressed by looking at how the person seems to not be addressing the crisis.

When someone experiences a traumatic event or a stressful situation and does not talk about it or seems to be completely unaffected by it, there is potential for a crisis state to develop. Not everyone who experiences trauma will go into a crisis state. Many seek out help, talk about their thoughts and feelings, express their emotional pain, work actively to cope with the stress, and see that there is hope for things getting better.

When people do not acknowledge trauma and stress, they will at first try to function normally even while experiencing distress. They may try to avoid facing the situation, minimize the problem, and tell themselves that they are strong enough to just live with it. And at first, they may still function. However, if the problem is not dealt with, the person may start

to have trouble functioning at work, at school, socially, and in their daily life. They may have trouble sleeping, eating, and lack energy. These are early signs that a crisis state may be developing. If the person cannot find a way to improve their functioning, and they experience emotional distress, they are then in a crisis state. This crisis state usually only lasts for about one month. After that, the person either uses defense mechanisms to hide from the problem or gets help of some type and works through the problem.

The first 6 weeks after a trauma is the most vulnerable time, and this is when a person is most receptive to help. It is vital for a person to get help as soon as possible after a stressful situation.

Appropriate intervention:

The ABC Model of crisis intervention emphasizes the need to empathize and listen intently to a person after a trauma. In fact, all the trauma response models first and foremost encourage crisis response workers to listen with empathy to people in crisis. This is the most effective way to minimize aggressive behavior from someone who may be escalating. Empathetic understanding and active listening create a safe environment for people to talk about their feelings and thoughts. People who escalate into aggressive behaviors often feel unsafe and threatened so this is a must during the initial stages of intervention. This rapport building aspect of intervention is the "A" part of the model and should be continued throughout any interaction with the individual.

The "B" part of the model is more focused and emphasizes identifying the exact nature of the crisis to the person. It is helpful for the person to explain what happened, their perceptions about it, their emotional state, and how their functioning has been impaired to a supportive listener. Once the nature of the crisis is

understood, it is helpful to provide supportive and validating comments to the person. Additionally, any comments that help the person feel empowered are useful. Focusing on what can be done is useful. Also, providing the person information about the situation and helping him see things from a broader, more relative context is useful. The person entering into crisis can be helped by showing him a different way of viewing the situation. For example, rather than viewing a write-up as an attack against him personally, the person may be shown that being late is part of company policy and that others have been written up as well. He could also be told that because his other areas of performance have been excellent, this write-up probably won't have much impact on his evaluation. The opportunity for him may be to realize that his current relationship problems are bigger than he can handle by himself and if the worse thing that happened to him is a write-up, than it can be seen as an opportunity to do something about the relationship before he really spirals downward into something that can't be fixed as easily as being on time to work.

The "C" part of the model emphasizes connecting the person with resources. These may include support groups, professional counseling, books, work EAP programs, legal advice, and medical attention. A person on his way to a crisis state should also feel that someone will follow-up with him and truly cares about what action he takes. It is important to get a commitment from the person to take some form of productive action. Resources are available from many sources. Most workplaces have an EAP worker who is knowledgeable about community assistance. The phone book is filled with community resources as is the resource called the "Rainbow Resource Directory". If all else fails, "google it".

A: Dr. Rick Myer:

Assessment of potential aggressive behavior is not an exact science. To my knowledge no definitive characteristics, behaviors, or states of mind have been identified. People are just too complex and too many environmental factors influence behavior. The standard adage is the best predictor of violent behavior is previous violent behavior, yet again this guideline is not foolproof.

I have found the level of frustration a key element in predicting violent behavior. As frustration builds a full-blown crisis can erupt causing someone to switch off the ability to think logically and control behaviors. The button marked rational in the brain is temporarily not operational. People become desperate and do not think about consequences. Emotions become unpredictable and wildly out of control. The result is impulsive and potentially dangerous behaviors.

Recognition of early warning signs involves observing people's verbal and non-verbal behaviors. Obviously verbal threats or gestures mean you should be on guard for possible violent behaviors. A person who is drunk or high on drugs may also become violent due to the inability to control impulses. No one needs to tell you that. Subtle signs include increased nervousness, muscle tension, darting eye movements or staring, twitching of fingers, heightened voice pitch, increased volume, and rapidity of speech. Understand this list is not exhaustive or foolproof, but characteristics that can suggest people may be potentially violent.

If you suspect a person may become violent there are some simple, mostly common sense things you can do to prevent becoming a victim. The first is to stay calm and refrain from panicking. Panic only adds to the tension already present in the situation. Do not become defensive and avoid concerning the person. Acknowledge the person's feelings of anger and

frustration and use his or her name as you talk. Explaining what is happening and admitting mistakes can also help defuse the situation.

Assessing potential for harmful behavior involves looking at people's emotional reactions, thoughts processes about the situation, and observing their behavior. The Triage Assessment System that I developed is an approach to predicting people's potential to engage in harmful behavior. Additional information on the Triage Assessment System can found in articles I have published as well as a book, *Assessment for Crisis Intervention* with Brooks/Cole Publisher, on the topic. You can also contact me by email at myerra@duq.edu or by phone at 412.396.4036.

YOU ARE THERE

With this issue, the Crisis Intervention Newsletter is introducing the first of its case-scenario series. You are invited to send us your ideas of what you would do if you were in a certain situation. With your permission, we'll print your responses in the next issue. Beginning in 2006, join us in our new chat room and brainstorm ideas with other members in the field.

Send your responses to this scenario to:

kinnucan@patriot.net and

tjaeckle@bellsouth.net.

Crisis Intervention Scenario/Critical Incident

This morning at 10:00 a.m., the non-custodial father of a second grader came into the school demanding that his daughter be released to him. When the principal refused to release the child or identify her location, the father pulled a gun and forced the principal into his office

and locked the door. The father threatened to complete a murder-suicide if his daughter was not brought to see him in the next two hours. The other staff members witnessed this hostage taking and called the police who have responded with both their crisis intervention/negotiation team as well as SWAT. All of the students and staff have been evacuated from the school.

As the leader of the Crisis Team, what steps would you take next and in what order? What would you say to the father? What specific communication skills would you utilize to address this crisis? Do you view this scenario as one that could be resolved peacefully? If so, how?

BOOK REVIEW

Lanceley, F.J. (1999). *On-Scene Guide for Crisis Negotiators*. Boca Raton, FL: CRC Press LLC, 213 pp., \$39.95.

Reviewed by Sharon C. Leviton, Ph.D., DABECL, Crisis Management Specialist, Private Practice, Fort Worth, Texas.

Reprinted on the Crisis Intervention web site with Permission from The Journal of Police Crisis Negotiations, 2(2).

Frederick J. Lanceley retired from the F.B.I. after 26 years of service. During his assignment with the F.B.I. Academy he was the senior negotiator and principal developer of their crisis negotiation training course. It is from the depth and breadth of his background and experience in negotiations that he speaks to the reader.

Lanceley's style of writing is straightforward, clear and uncluttered. In seven short chapters and eight appendices totaling 199 pages, he

covers such issues as differentiating between hostage and other crisis situations, profiling sieges, crisis intervention, active listening, suicide intervention, hostage negotiation, abnormal psychology for crisis negotiators, and his view of the incident at Ruby Ridge.

The material is presented in checklist format with illustrative examples from his personal experiences. A suicide intervention flowchart, an interview guide for investigators, and a table depicting siege types and characteristics enhance the book's usefulness. This is a portable volume that can easily fit into each negotiator's kit for immediate on-scene reference.

Lanceley raises some important issues for the crisis negotiator to consider very seriously. Among these are:

1. Yesterday's "hostage negotiators" have become today's "crisis negotiators" because negotiators have had to respond to such a wide variety of incidents.

2. Crisis management is a discipline with its own guidelines, procedures, and training protocols. Mr. Lanceley questions the existence of publications and training organizations. Based on this reviewer's first-hand knowledge, there are in fact several resources devoted to the training and certification of crisis interveners. *The Journal of Police Crisis Negotiations* and the American Board of Examiners in Crisis Intervenors are two such resources.

Crisis negotiators and on-scene commanders must seek and participate in on-going training, if they are to be effective and if they are to minimize the potential for a lawsuit.

On-Scene Guide for Crisis Negotiators should be read, studied and kept readily available as a reliable reference for the novice as well as the seasoned crisis negotiator.

RESOURCE CORNER

If you know of other trainings or would like to advertise your own here, please contact us at kinnucan@patriot.net and tjaeckle@bellsouth.net. All references must be thoroughly documented. Resources listed in this section are provided as an informational service to the Crisis Intervention Section and are not intended as an endorsement by ACR or the Crisis Intervention Section.

Trainings

The International Critical Incident Stress Foundation, Inc. (ICISF) <http://www.icisf.org>.

A list of trainings from December 2005 through March 2006 can be found at: <http://www.icisf.org/training/calendarOfTrain.asp>

The trainings cover such areas as:

- Advanced Group Crisis Intervention
- Individual Crisis Intervention
- Pastoral Crisis Intervention
- Group Crisis Intervention
- Individual Crisis Intervention & Peer Support

Recommended Readings and Audio

Practical Concepts and Training Exercises for Crisis Intervention Teams: Including Role-Plays and Interactive Games

by Dennis Potter, James A. Stevens, Paul Liberties

Chevron Publishing Corporation (2003)
ISBN: 1883581338

School Crisis Management: A Hands-On Guide to Training Crisis Response Teams

by Ronald D. Stephens and Kendall Johnson (2002)

ISBN 0-89793-305-2

"International Journal of Police Crisis Negotiations." Members of the Crisis Intervention Section are eligible for a discount in the purchase of this Journal. Although it is written primarily for law enforcement, the Co-Chairs have read the material and find it valuable for any person involved in crisis intervention.

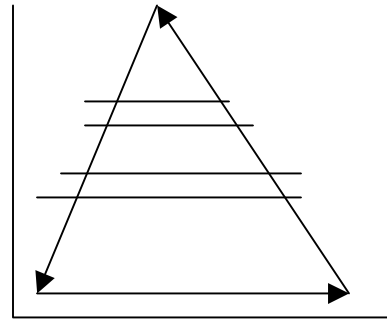
Please click on the following link to read more about the Journal and the members-only price. <http://www.haworthpressinc.com/web/JPCN>

"Violence in the Workplace", a new CD from the Crisis Intervention/ Workplace Teleseminar presented in October 2005. To purchase a copy, please contact Andy Levin, ACR, at alevin@acrn.org or 202-464-9700 Ext. 211. The cost is \$12 for Section members and \$15 for non-members, including shipping and handling.

THE TRADING POST: TIPS FROM PRACTITIONERS

Here is an interesting tool to try when you find yourself stuck in a tense mediation. This was created by and is reprinted courtesy of Dr. Paul Wahrhaftig. Dr Wahrhaftig has been active in organized conflict resolution since its modern beginnings in the early 1970s. He is coordinator of the International Sector of Mediate.com and International Editor for *Interaction*, published by the Conflict Resolution Network, Canada. His book, Community Dispute Resolution, Empowerment and Social Change, covers the origin, history and future of the empowerment concept in community mediation

TENSION TRIANGLE



A simple triangle can be an invaluable tool for mediators. Over 20 years ago I picked up the concept of a "tension" triangle in a training given by Stephen Erickson. I have used it in trainings, public presentations, and even in mediation. Here is what it is all about.

The vertical scale is tension level. Up is higher, down is lower. The horizontal scale represents available options. So, when you are relaxed, tension is low and you can think of many ways of doing things—such as resolving a problem. However, the higher the tension, the less capable you are of figuring out options.

When you get to the peak of the triangle, you can only think of one solution—and it is probably the least productive. Your thought processes turn to slogans, stereotyping, misrepresentation, marginalization, blaming and despair. To put it another way, at the top is when you blow up and possibly turn violent. You can illustrate that with a red marker, drawing a volcanic eruption.

Imagine two sets of double lines in the middle of the triangle marking the normal range of tension. The area below applies to when you relax, start to fall asleep and suddenly you can think up the answer to that question that has been bothering you at work all day. You can bet that most people coming into mediation are at least at the high-normal stage and most likely

beyond. Using this information, you can describe the task of the mediator, in the early stages, as enabling the parties to reduce their tension to a level where they can think clearly and consider alternative solutions. A most valuable tool for doing that is reflective listening.

You can explain to divorcing couples that the reason it takes them so long to arrive at a mediated solution is that their tension level is higher than normal, making it difficult to think creatively. In my experience, the average full divorce takes 20 hours of mediation. If it were a low emotion business deal it would take less than four hours. The difference is in the triangle.

You can actually use the triangle in mediations. When parties are getting heated up and you think it is time to calm them down and get back to business, you can interrupt them with, "Hey, let me show you what is going on here." Then, you give your explanation. It usually calms them down. First, because you have broken the momentum and diverted their attention, they

begin to relax. Second, they probably feel embarrassed by the situation and your intervention gives them a way out. Third, it normalizes their situation. Finally, it makes sense at a time when little else does. You can put a Neuro-Linguistic spin on it. If either of the parties is oriented to feelings, you add to your explanation something like, "and you can feel it in your body. When the tension is high you feel a tightening in the upper chest, but if you can breathe deeply and relax, the sensation goes down to a comfortable feeling in your lower stomach." This way you cover the three styles of information gathering—audio (you spoke your explanation), visual (you drew it), and tactile (you helped them feel it).

It works—try it.

*For comments or questions, please contact Dr. Wahrhaftig at
7514 Kensington St.
Pittsburgh PA 15221 USA
Tel/Fax +1 412 371 1000
Web: www.mediate.com/conflictres/*

MARKETING YOUR PRACTICE

Publicity and Public Relations: Tips for People Who Hate Doing Publicity and Public Relations

If you're a conflict resolution professional, you're a born marketer. Don't believe us? Check out "Marketing Your Conflict Resolution Practice: Publicity and Public Relations Tools for Conflict Resolution Professionals," by Lynne Kinnucan. This short tour of tips and strategies is written specifically for conflict resolution professionals, and especially for those of us who hate the idea of marketing but have to do it to develop our practice. If that's how you feel, this one's for you. You'll find it on the Crisis Intervention Section website.

Visit the Crisis Intervention Section website at: <http://www.mediate.com/acrcrisisnegotiation/>