Dyad Conflict

- Social Learning Analysis
  - Behavioral Skills Deficits
  - Cognitive Distortions
  - Negative Interactions

Behavioral Skill Issues
- Problem-solving Skills
- Communication Skills
  - Assertive requests
  - Adequate assurances of responsible behavior
  - Avoiding Coercion
    - putdowns
    - threats
    - commands
    - overgeneralizations

Cognitive Distortions
- Ruination
- Unfairness
- Autonomy
- Obedience
- Perfectionism
- Malicious Intent
- Love/Approval
- Self-Blame

Negative Interaction Patterns
- Reciprocity - there is equity in the giving of positive and negative consequences in most social interactions.
- Coercion - when one person makes an aversive demand of another and he or she complies with the demand, the aversive demanding behavior is positively reinforced and the compliance is negatively reinforced.

Problem Solving Communication Training

Four Phases
- engagement
- skill building
- resolution of intense problems
- disengagement
Problem Solving Communication Training

Four Components

✓✓ problem solving skill training;
✓✓ communication training;
✓✓ cognitive restructuring;
✓✓ functional/structural interventions.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Component to Emphasize</th>
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<tr>
<td>1. Clients exhibit significant skills deficits in resolving disagreements or communicating</td>
<td>• Problem-Solving Skill Training; • Communication Training</td>
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<td>2. Clients have skills in their repertoire, but fail to use them</td>
<td>• Cognitive Restructuring; • Interventions to Change Functional/Structural Interactions</td>
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<td>3. Clients have unrealistic beliefs and expectations about partner relations</td>
<td>• Cognitive Restructuring</td>
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<td>4. Clients have other problems such as depression, violence, substance abuse</td>
<td>• Add appropriate interventions</td>
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Communication Training

Problematic behavior Possible Alternatives

1. Talking through a third person Talking directly to another person
2. Accusing, blaming, defensive statements Making “I-statements” (I feel ___ when ______ happens)
3. Putting down, zapping, shaming Accepting responsibility, “I-statements”
4. Interrupting Listening; raising hand or gesturing when wanting to talk; encouraging speakers to use brief statements
5. Overgeneralizing, catastrophizing, making extremist, rigid statements Qualifying, making tentative statements (sometimes, maybe, etc.); accurate quantitative statements

Communication Training

Problematic behavior Possible Alternatives

6. Lecturing, preaching, moralizing Making brief, explicit problem statements (I would like ___)
7. Talking in a sarcastic tone of voice Talking in a neutral tone of voice
8. Failing to make eye contact Looking at the person with whom you are talking
9. Fidgeting, moving restlessly, or gesturing while being spoken to Sitting in a relaxed fashion; excusing self for being restless
10. Mind reading Reflecting, paraphrasing, validating

Communication Training

Problematic behavior Possible Alternatives

11. Getting off the topic Catching self and returning to the problem as defined
12. Commanding, ordering Suggesting alternative solutions
13. Dwelling on the past Sticking to the present and future; suggesting changes to correct past problems
14. Monopolizing the conversation Taking turns making brief statements
15. Intellectualizing, pedanticizing Speaking in simple, clear language that a teenager can understand
16. Threatening Suggesting alternative solutions

Communication Training

Problematic behavior Possible Alternatives

17. Humoring, discounting Reflecting, validating
18. Incongruence between verbal and nonverbal behavior Matching verbal affect and nonverbal posture
19. “Psychologizing” Inquiring about maintaining variables for another’s behavior
20. Remaining silent, not responding Reflecting, validating, expressing negative affect

**Cognitive Restructuring**
- Assess unreasonable beliefs during first two or three problem-solving discussions.
- Stop problem-solving discussion when a client states an irrational belief &/or acts consistently with an irrational belief.
- Challenge the unreasonable belief by:
  - Direct feedback
  - Exaggeration & humor
  - Socratic questioning
- Model a more flexible alternative belief and ask clients to adopt this belief for a trial period to determine whether they can resolve the initial problem.

**Generalization Programming**
- At the beginning and end of a meeting, homework tasks are reviewed and/or assigned to rehearse use of skills in the natural environment.
- Three types of tasks are assigned:
  - Implement solutions to specific problems negotiated during problem-solving discussions.
  - Conduct additional problem-solving sessions at home.
  - Apply problem-solving communication skills in daily interchanges with each other.