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The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP’s mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address student behaviors, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with behavior management strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose four strategies designed to help improve maladaptive behavior:

- Bullying Prevention strategies
- School Violence Prevention strategies
- Substance Abuse Prevention strategies
- Conflict Resolution strategies

This document will focus on one easy to implement strategy to help students understand conflict and strategies for resolving conflict through negotiation or peer mediation.

Problem/Rationale

Conflict is a natural part of life that occurs whenever there is dissent between one's needs, desires, and/or demands. Conflict is neither positive nor negative; rather it is our reaction to it that determines if its outcomes will be constructive or destructive (Crawford & Bodine, 1996).

Human conflicts usually occur due to one of three reasons: lack of resources, unmet basic needs, and/or disputants with differing values (Crawford & Bodine, 1996; Palmer, 2001). Also, these conflicts result in three different responses that produce specific outcomes. *Soft* responses include behaviors such as avoidance, accommodation, withdrawal, and compromise. These responses will result in a loss for the disputant that gave in and a win for the other or it may result in a loss for both disputants if the resolution does not meet either of their needs. Behaviors associated with *Hard* responses include forcing, threatening, yelling, aggression and anger. They too tend to result in a Lose-Lose or Win-Lose scenario in favor of the aggressor. The last set of responses is called *Principled* responses. Principled behavior includes positive conflict resolution skills like listening, understanding and respecting, all of which use a problem-solving process to create Win-Win solutions where both disputants' needs are met (Crawford & Bodine, 1996; Palmer, 2001).

Crawford and Bodine (1996) identified a three step problem-solving procedure for conflict resolution. In the first step – negotiation, disputants work together without assistance to resolve their dispute. The second step, mediation, requires disputants to sit with an uninvolved third party to work through their differences and find amicable resolution. Consensus decision making is the final step in this process. It involves group problem solving in which all parties involved collaborate to create a plan of action that each of them can support. Consensus decision making may or may not include a mediator.

Crawford and Bodine (1996) also identified four basic approaches to conflict resolution education:

1. Process Curriculum – One or more of the problem solving processes are taught to all students using a separate course, a distinct curriculum or a daily lesson plan for direct skill instruction.
2. Mediation Program – Selected individuals are trained in conflict resolution in order to facilitate the mediation process as a neutral party.
3. Peaceable Classroom – Conflict resolution education is incorporated throughout core subject areas and into classroom management practices.
4. Peaceable School – This comprehensive approach builds upon the Peaceable Classroom model by requiring every community member in the school to systemically practice conflict resolution strategies.

Research has identified several benefits to peer mediation programs (Schellenberg, Parks-Savage, & Rehfuss, 2007; Crawford & Bodine, 1996; Daunic, Smith, Robinson, Miller, & Landry, 2000; Bell, Coleman, Anderson, & Whelan, 2000; Farrell, Meyer, & White, 2001):

- Reduced school violence.
- Improved academic achievement.
- Reduced disciplinary referrals and actions.
- Encourage effective problem-solving.
- Reduced time spent addressing conflicts by teachers and administrators.
- Improved school climate.
- Provided a more constructive forum for problem-solving.
- Promoted positive peer interactions.
- Increased students' self-esteem, independence, and prosocial behaviors.

Peer mediation programs are the most used conflict resolution strategy in schools (Crawford & Bodine, 1996). Students are trained in negotiation and conflict resolution skills, active listening, perspective taking, and consensus building to assist peers in resolving disputes and responding to conflict in socially acceptable ways (Schellenberg, Parks-Savage, & Rehfuss, 2007; Clayton, Ballif-Spanvill, & Hunsaker, 2001; Lane-Garon P. S., 2000; Lane-Garon, Yergat, & Kralowec, 2012; Stevahn, Johnson, Johnson, Oberle, & Wahl, 2000; Crawford, 2005; Palmer, 2001; Shuval, et al., 2010). Peer mediation may serve as Tier 1 or Tier 2 interventions (Lane-Garon, Yergat, & Kralowec, 2012). As a Tier 1 intervention:

- Using the study body approach, all students are trained in negotiation and conflict resolution skills and rotate as mediators (Bell, Coleman, Anderson, & Whelan, 2000).
- Using the cadre approach, a select group of trained students supports the entire school with conflict resolution (Bell, Coleman, Anderson, & Whelan, 2000).
- Peer mediators keep records of the number and types of problems peacefully resolved and make referrals for chronic bullying (Lane-Garon, Yergat, & Kralowec, 2012).

In order to establish an effective peer mediation program, all students should be aware of the components of effective conflict resolution. This may be addressed by introducing students to conflict resolution skills and the mediation process in the classroom. Introducing students to the mediation process in their classroom may make them more apt to seek a peer mediator when a problems or conflicts arise.

A review of research has found that role-play (Clayton, Ballif-Spanvill, & Hunsaker, 2001; Flay, Berkowitz, & Bier, 2009; Bell, Coleman, Anderson, & Whelan, 2000; Shuval, et al., 2010; Daunic, Smith, Robinson, Miller, & Landry, 2000; Heydenberk & Heydenberk, 2005; Lane-Garon P. S., 2000; Crawford, 2005; Palmer, 2001), interactive drama (Graves, Frabutt, & Vigliano, 2007; Catterall, 2007), and literature (Clayton, Ballif-Spanvill, & Hunsaker, 2001; Flay, Berkowitz, & Bier, 2009; Crawford, 2005; Palmer, 2001) are consistently used

to teach negotiation, mediation, and conflict resolution skills as part of both Conflict Resolution Education and Peer Mediation programs.

This guide will provide activities for teachers to introduce and/or reinforce active listening, perspective taking, problem-solving and negotiation skills through literature and role-play.

Purpose

This guide will provide activities for teachers to introduce and/or reinforce active listening, perspective taking, problem-solving and negotiation skills through literature and role-play.

- To provide an opportunity for students to practice the problem-solving process.
- To provide an opportunity for students to practice active listening, perspective taking, and consensus building skills.
- To infuse conflict resolution skills within the curriculum.

Implementation Plan

Uses

Student Support Specialists can use the information provided in this guide to help teachers implement lessons that are grade appropriate, meet curriculum standards, and support a school-wide mediation program.

Audiences

The primary audiences to share this information with are classroom teachers and guidance counselors. The lesson plan may be implemented with elementary school children in all grade levels Kindergarten through 5th. Adaptation may be necessary when implementing the lesson with students in primary grades.

Activities

The activities identified are designed to promote the use of skills necessary for effective conflict resolution and participation in a mediation process. By using role-play to introduce these skills in the classroom, students will be familiar with the process if called to peer mediate.

Literature is an effective tool for teaching children about promoting peace, addressing bullying, community building and consensus building. Well-chosen books can be effective at presenting conflicts and their causes to children by using concepts and situations that are developmentally appropriate. They may be used to prompt reflective discussion about how people react to conflict, the effects of conflict, and how to resolve it. Due to the plethora of books that include resolving a conflict or problem solving as a central theme, discussion and activities addressing conflict may be introduced at any point in the curriculum or throughout the academic year.

Role-playing scenarios can help prepare children to deal with tense situations. As a cooperative learning strategy, it provides students the opportunity to practice understanding the other person's perspective in order to solve a problem. By role-playing a scenario from a story that all students know, everyone will have a clear understanding of the problem and at least one way to resolve it. A scaffolding approach can be used to introduce other resolutions to the story's conflict, problems that may be similar to those in the story, or conflicts students are more likely to encounter.

Role-play can be used to introduce and practice the six steps to negotiation for a Win-Win solution:

1. After taking time to cool off. Both parties recognize that a conflict exists and expresses a desire to resolve it together.
2. Each person expresses their wants and their feelings using "I-Statements", while providing the underlying reasons for their wants and feelings. There is to be no blaming, name calling, or interrupting while the other person speaks. Each person listens for understanding while the other person speaks.
3. Each person takes the other person's perspective and summarizes their understanding of what the other person wants, what the other person feels, and their reasons for both.
4. Each person says how they are responsible for the problem at hand.
5. Together they brainstorm at least three solutions that could benefit both of them as a Win-Win solution.
6. Reach an agreement by selecting an option and formalize the agreement with a hand shake.

Mediation is considered the second step in the problem-solving process. Acting as a mediator allows children to build prosocial skills. The third-party mediator uses a six-step process to encourage more effective problem solving.

1. The mediator sets the stage by establishing ground rules.
 - Treat each other with respect. No blaming or putting the other person down.
 - Attack the problem, not the person.
 - Wait for your turn to speak; no interrupting.
 - Work together toward a fair solution.
 - Tell the truth.
2. Gather each person's perspective by listening to each disputant's point of view without interruption. Clarifying questions may be used. Disputants should use "I Statements."
3. Identify the conflicting interests contributing to the conflict. Each person states how they are responsible for the problem. The mediator should help identify each person's contributions when needed.
4. Assist disputants in brainstorming solutions that would satisfy both of them.
5. Evaluate each option.

6. Generate an agreement that is satisfactory to each disputant. Agreement may be made through a hand shake and/or formal written “treaty” that both disputants sign.

The following lesson plan allows students to practice negotiation and mediation skills using a common book and role-play.

Materials/Equipment/Space

- Grade-appropriate story or book
- Role-playing scenarios of conflicts that students may actually encounter

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

The amount of time needed to complete this lesson will depend on the number of students in the class, student engagement in the activity, complexity of story and conflicts used for the role-play, and the amount of discussion allowed. The teacher should plan to schedule 60-90 minutes for this lesson. This may be covered over several days.

Lesson Plan of Activity

The lesson plan activity, *Literature and Role-play for Conflict Resolution*, allows students to practice the first two steps in the problem-solving process. Literature is used to introduce students to the idea of conflict and where it exists. Role-play provides the opportunity for students to practice their negotiation, consensus building, perspective taking, and prosocial skills. Although this lesson plan may be used once during the school year to introduce the steps to negotiation and mediation, it is recommended that role-play be used as a pedagogical strategy with other books/stories that reinforce the steps for negotiation and mediation throughout the school year.

Sample Lesson – Conflict Resolution Through Literature and Role-play

Activity	Process Notes
Activity 1: Role-playing to Introduce Conflict and Negotiation (30-60 minutes)	
Assign book/story for class reading that deals with conflict and conflict resolution.	<p><i>Examples of grade-appropriate books can be found on Alita Zurav Letwin’s “Examining Issues of Violence and Conflict Resolution” website or Trudy Ludwig’s “Recommended Readings” website (refer to links in the Resources section of this document).</i></p> <p><i>Depending on the age of students and length of book/story, this can be an assigned reading prior to the day of the role-play or</i></p>



Activity	Process Notes
	<i>can be read in class the day of the role-play.</i>
<p>Facilitate a whole class discussion to help students begin thinking about conflict, including types of conflict, responses to conflict, and negotiation for resolving conflict.</p> <p>Begin the conversation by discussing key themes in the book/story.</p>	<p><i>Begin the conversation by asking students questions about themes in the book/story in general. If the theme of conflict is not mentioned, then ask students about situations involving conflict.</i></p>
<p>Discussion: Conflict Taking Place in the Book/Story</p>	<p><i>Ask students questions about conflict, such as:</i></p> <ul style="list-style-type: none"> - <i>What is conflict? How do you define it?</i> - <i>What is the central conflict in this story? Who is having the conflict?</i> - <i>What happened because of the conflict? What were the consequences?</i> - <i>Did they fix the problem?</i> <ul style="list-style-type: none"> • <i>Was the conflict resolved?</i> <ul style="list-style-type: none"> ○ <i>How or Why not?</i>
<p>Instruction: Conflict is Normal</p>	<p><i>Explain to students that conflict is normal.</i></p> <ul style="list-style-type: none"> - <i>There are three types of conflict:</i> <ul style="list-style-type: none"> • <i>Conflict over resources (e.g., pencils, library books, toys, time, money, belongings)</i> • <i>Conflict over needs (e.g., sleep/nap time, food, fun, friendships, freedom, manners, bullying)</i> • <i>Conflict over values (e.g., beliefs, priorities, principles).</i>
<p>Instruction: Ways of Responding to Conflict</p>	<p><i>People choose how to respond to and address conflict. How we respond, no matter what kind it is, is our choice. Typically, people choose to respond in one of three ways, each having its own consequences.</i></p> <ul style="list-style-type: none"> - <i>People have “Soft” responses that include withdrawing from the situation, ignoring the situation, denying a situation occurs, or just giving in.</i> <ul style="list-style-type: none"> • <i>When one of the people responds with a “Soft” reaction, the conflict results in a Lose-Win solution where the person who responded “Softly” loses and the other person wins.</i> • <i>Or it could be a Lose-Lose situation where neither of them wins anything from the conflict.</i> - <i>Another way to respond is “Hard.” This would include fighting, threatening, pushing, hitting and yelling. This also results in a Lose-Lose solution or a Win-Lose for the person who responded with “Hard.”</i> - <i>The preferred way to respond is called a “Principled” response. When using a “Principled” response, both people are listening to each other, trying to understand each other; they are respecting each other and both working towards resolving the conflict.</i> <ul style="list-style-type: none"> • <i>“Principled” responses result in Win-Win solutions where both people are satisfied with how things were handled and got something from it.</i>

TIER 1: ELEMENTARY SCHOOL CONFLICT RESOLUTION

Activity	Process Notes
Role-play and Discussion	<p>Ask for volunteers to act out the story's conflict as two central characters. At the conclusion of the role-play use the following questions to lead a discussion.</p> <ul style="list-style-type: none"> - What was the conflict in this story/book over? <ul style="list-style-type: none"> • Was it because of resources, needs or values? - How did the characters respond? Soft? Hard? Principled? <ul style="list-style-type: none"> • Why did they respond that way? - Was there a Win-Win solution in the end? <ul style="list-style-type: none"> • Why or why not? - What if you were one of the characters? <ul style="list-style-type: none"> • Would you have responded the same way? • What would you have done differently to resolve the conflict sooner for a Win-Win solution?
Instruction: Negotiating to Resolve Conflict	<p>Explain that Win-Win solutions are created through negotiation. Ask for a definition of negotiation before explaining it. Then explain the six steps to negotiation:</p> <ol style="list-style-type: none"> 1. After taking time to cool off, both parties recognize that a conflict exists and expresses a desire to resolve it together. 2. Each person expresses their wants and their feelings using "I-Statements" while providing the underlying reasons for their wants and feelings. There is to be no blaming, name calling or interrupting while the other person speaks. Each person listens for understanding while the other person speaks. 3. Each person takes the other person's perspective and summarizes their understanding of what the other person wants, what the other person feels, and their reasons for both. 4. Each person says how they are responsible for the problem at hand. 5. Together they brainstorm at least three solutions that could benefit both of them as a Win-Win solution. 6. The parties reach an agreement by selecting an option and formalize the agreement with a hand shake.
Paired Role-play	<p>Split the class into pairs. Have each person role-play one of the story's/book's characters and have them use the six steps reviewed to create a Win-Win solution.</p>
Whole class activity – Role-play and Discussion	<p>After reconvening the class, ask 2-3 pairs to role-play their solutions in front of the class. Allow the rest of the class to critique their solutions.</p> <ul style="list-style-type: none"> - Did you see them use the negotiation steps? <ul style="list-style-type: none"> • How did using the negotiation steps help them get to a Win-Win solution?
Activity 2: Mediation for Conflict Resolution (30 minutes)	
	<p>If Activity 2 is used on a different day than Activity 1, review the points related to types of conflict, responses to conflict, and the six steps in negotiating to resolve conflict before proceeding.</p>
Facilitate a whole class discussion to continue the discussion about conflict, including types of conflict, responses to conflict, and mediation and negotiation	<p>Examples of grade-appropriate books can be found on Alita Zurav Letwin's "Examining Issues of Violence and Conflict Resolution" website or Trudy Ludwig's "Recommended Readings" website (refer to links in the Resources section of this document).</p>



Activity	Process Notes
strategies for resolving conflict.	<p><i>Depending on the age of students and length of book/story, this can be an assigned reading prior to the day of the role-play or can be read in class the day of the role-play.</i></p>
Discussion: What is Mediation?	<p><i>Ask students:</i></p> <ul style="list-style-type: none"> - <i>What is mediation?</i> - <i>What is mediation used for?</i> - <i>Who is a mediator?</i> - <i>Did the characters in the book have someone who wasn't directly involved that helped them work out their issues?</i> <ul style="list-style-type: none"> • <i>Who?</i> • <i>How did they do it?</i> - <i>If not, do you think it would have been helpful to have someone who didn't have anything to do with the conflict to help them find a resolution?</i> <ul style="list-style-type: none"> • <i>Why or Why not?</i>
Instruction: The Mediation Process	<p><i>Explain that mediation is a process in which a third-party who isn't involved in the conflict is used to help the two people in dispute resolve their issues. Anyone can be a mediator. When we mediate for people our age we are called peer mediators. The peer mediator controls the process and the way the conflict is resolved, but the disputants decide the outcome as it is something they both have to agree to do. Mediation, if voluntary, cannot be forced. When acting as a mediator, we should use the following steps:</i></p> <ol style="list-style-type: none"> 1. <i>The mediator sets the stage by establishing ground rules.</i> <ul style="list-style-type: none"> • <i>Treat each other with respect. No blaming or putting the other person down.</i> • <i>Attack the problem, not the person.</i> • <i>Wait for your turn to speak; no interrupting.</i> • <i>Work together toward a fair solution.</i> • <i>Tell the truth.</i> 2. <i>Gather each person's perspective by listening to each disputant's point of view without interruption.</i> <ul style="list-style-type: none"> • <i>Clarifying questions may be used.</i> • <i>Disputants should use "I Statements."</i> 3. <i>Identify the conflicting interests contributing to the conflict.</i> <ul style="list-style-type: none"> • <i>Each person states how they are responsible for the problem.</i> • <i>The mediator should help identify each person's contributions when needed.</i> 4. <i>Assist disputants in brainstorming solutions that would satisfy both of them.</i> 5. <i>Evaluate each option to decide which one would be best and result in a Win-Win.</i> 6. <i>Generate an agreement that is satisfactory to each disputant.</i> <ul style="list-style-type: none"> • <i>Agreement may be made through a hand shake and/or formal written "treaty" that both disputants sign.</i>

TIER 1: ELEMENTARY SCHOOL CONFLICT RESOLUTION

Activity	Process Notes
Small Group Work: Practicing Mediation Skills	<p><i>Break the class into groups of three. In their groups, two of the students should play the role of the characters in conflict (from the book/story) and ask the third person to act as the mediator using the steps discussed.</i></p> <p><i>After everyone has had a chance to role-play the mediation, give each group a slip of paper with a scenario of a conflict that they may encounter. Note: You can create the scenario based off your experience with children in that grade. Try to avoid conflicts that occurred recently within the class. You may also use the scenarios in “Conflict Resolution and Peer Mediation Volume II: Elementary School Guide” (p. 5, 7) listed in the Resources section.</i></p> <p><i>Ask that students switch roles so that someone else has the chance to be the mediator.</i></p> <p><i>Allow time for students to complete the role-play, then give each group a new scenario (groups could exchange scenarios) and have students switch roles again, so that the student who has not yet been mediator will now play that role.</i></p>
Whole Group: Role-play and Discussion	<p><i>After groups have had time to practice their mediation, ask for 2-3 groups to perform their role-play in front of the class. Allow the rest of the class to critique the role-plays. Facilitate discussion using the following questions:</i></p> <ul style="list-style-type: none"> - <i>Why would someone want to use a mediator?</i> <ul style="list-style-type: none"> • <i>How can they help?</i> - <i>Do you think mediation was a good idea in the situations you saw?</i> - <i>When might you ask for a mediator?</i> - <i>Who would be a good mediator?</i>
Instruction	<p><i>Inform students about the mediation resources available at your school. Give students information on how to contact a peer mediator.</i></p>
Extend the Learning Activity	
<p>This optional assignment can be used to extend students’ understanding of and reflection about what factors may lead to conflict as well as strategies for resolving conflict.</p>	<p><i>Assign students to read a book from a list determined by the teacher (refer to links in the resource section for suggestions).</i></p> <p><i>Have students write a paper about the book, including components of any conflict that emerged. In their paper students should address:</i></p> <ul style="list-style-type: none"> - <i>Who was in conflict.</i> - <i>Why they were in conflict.</i> <ul style="list-style-type: none"> • <i>Type of conflict.</i> - <i>How they responded initially to the conflict.</i> <ul style="list-style-type: none"> • <i>Soft, Hard, or Principled</i> - <i>Whether conflict was resolved.</i> <ul style="list-style-type: none"> • <i>If so, how?</i>



Activity	Process Notes
	<ul style="list-style-type: none"> ○ <i>Negotiation or mediation.</i> <ul style="list-style-type: none"> ▪ <i>Steps in the process.</i> • <i>Whether it was an effective resolution for all parties concerned.</i> <p><i>Group students into 2-4 based on the book they chose (or were assigned to read). Have students share within their group the conflict and resolution that took place. Have the group come to a consensus on the points listed above.</i></p> <p><i>Take a few minutes to have each small group report out to the class.</i></p>

Tier 2 Intervention and Support Examples

Studies reviewed stated that when using a cadre peer mediation design, peer mediators should be representative of the general student population. This group should include students considered to be at-risk and/or with repetitive conflict and anger management behavior concerns. The program may also be used to identify chronic bullying issues.

Example 1: Peer Mediation

Students in grades four to six served as volunteer peer mediators at an elementary school. Over two days, peer mediators received 10 hours of training in listening, questioning, summarizing, and other conflict-related communication skills. Role-play was used to provide practice at inferring perspectives in real and fictional situations. Weekly skills clinics were held to provide ongoing training. Mediators were scheduled to work in pairs during recess periods and were on duty for about 200 hours between January and June. The study found significant gains in mentors' ability to make inferences about the thoughts and feelings of others and using independent and constructive problem-solving behaviors compared to their peers who did not serve as mentors.

Lane-Garon, P. S. (2000). Practicing peace: The impact of a school-based conflict resolution program on elementary students. *Peace & Change, 25*(4), 467-482.

Example 2: Check, Connect, and Expect (CCE)

Combining primary features of Check & Connect (C&C) and Behavior Education Program (BEP)—including students checking in and out daily with adult mentors, students receiving Daily Progress Reports from mentors and teachers, and students receiving daily behavioral feedback from mentors and teachers—to form a Check, Connect, and Expect (CCE) program can help reduce problem behaviors, increase social skills and academic performance among students with severe behavior problems.

Cheney, D. A., Stage, S. A., Hawken, L. S., Lynass, L., Mielenz, C., & Waugh, M. (2009). A 2-year outcome study of the check, connect, and expect intervention for students at risk for severe behavior problems. *Journal of Emotional and Behavioral Disorders, 17*(4), 226-243.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Center for Civic Education

Literature for Children and Young Adults: Examining Issues of Violence and Conflict Resolution

<http://www.civiced.org/resources/publications/resource-materials/391-literature-for-children-and-young-adults>

Trudy Ludwig Recommended

Readings http://www.trudyludwig.com/resources_read.html

<http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.pdf>

The following resources provide additional information and suggestions for teaching negotiation and peer mediation in the classroom.

New Jersey State Bar Foundation

Conflict Resolution and Peer Mediation Volume II: Elementary School

Guide <http://www.njsbf.org/images/content/1/1/11155/CR%20Elementary%20Volume%20II.pdf>

The following resources will provide additional information and suggestions for enhancing activities related to negotiation and mediation skill development

Conflict Resolution Education Connection

Managing and Resolving Conflicts Effectively in Schools and

Classrooms http://www.creducation.org/resources/resolving_conflicts/files/index.html

Conflict Resolution Education Connection

Negotiation Skills Resources and

Videos http://www.creducation.org/cre/teachers/cre_practices_descriptions/negotiation_skills

National Criminal Justice Reference Service

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community Juvenile Justice Settings

<https://www.ncjrs.gov/pdffiles/conflic.pdf>

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Measuring Success

When available pretest-posttest designs are the most effective at assessing the impact associated with teaching and using negotiation and mediation skills. This document presents questions that should be answered and data collected to determine the school's climate and students' behavior differences as they relate to conflict resolution. The questions and measures have been gleaned from the research literature (Crawford & Bodine, 1996). The questions can be answered by using developmentally appropriate surveys and/or interviews with students, teachers, administrators and parents.

1. How often do conflicts occur among students? What are the most commonly occurring conflicts?
2. What strategies did students use to manage conflicts prior to training? Afterwards? Is there a reduction of conflicts being managed by verbal or physical abuse, teacher interventions and/or withdrawal from the conflict and the other person?
3. Did the training successfully teach students negotiation and mediation procedures? Do they remember the steps?
4. Can students apply negotiation and mediation procedures to conflicts?
5. Did students transfer the negotiation and mediation procedures to non-classroom and non-school settings? Where are students using the procedures both in and out of school? In the hallways? Playgrounds? Cafeteria? At home?
6. When there is an option, do students rely on "win-lose" strategies or strategies for a "win-win" solution?
7. Did the program training increase overall academic achievement?
8. Are there fewer discipline referrals? In what areas? Are there less reports of fighting? Was there a reduction in suspensions due to violent behavior (verbal and physical)?
9. Did students' attitude toward conflict improve?
10. Are teachers spending less time on discipline?
11. Are students reporting improvement in self-esteem, assertiveness, empowerment, perspective taking, caring behavior, social competence, problem-solving skills, and autonomy?
12. Are students reporting less exposure to "hurtful behaviors" (i.e. bullying, name calling, teasing)?



Appendices

A. Glossary

B. References

C. Research Alignment

Appendix A: Glossary

Conflict (dispute, disagreement) – is the expression of a disagreement between two or more parties (The Conflict Resolution Education Connection [website]).

Conflict Styles – a tendency people have for how they deal with conflict (The Conflict Resolution Education Connection [website]).

Mediation – the process whereby a third party facilitates negotiation between disputants without make any decisions for them (The Conflict Resolution Education Connection [website]).

Mediator – a third party who helps those in conflict negotiate a resolution by facilitating their communications and the problem-solving process. The Mediator does not have the power to make decisions for parties in conflict (The Conflict Resolution Education Connection [website]).

Negotiation – a formal discussion between those who are trying to reach an agreement (Merriam-Webster website).

Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Cheney, D. A., Stage, S. A., Hawken, L. S., Lynass, L., Mielenz, C., & Waugh, M. (2009). A 2-year outcome study of the check, connect, and expect intervention for students at risk for severe behavior problems. <i>Journal of Emotional and Behavioral Disorders</i>, 17(4), 226-243.</p>	<p>This study combined the primary features from both the C&C and BEP (Behavior Education Program) programs to assess the efficacy of the <i>Check, Connect, and Expect</i> (CCE) program on reducing problem behaviors and increasing social skills and academic performance of students with severe behavior problems.</p> <p>The primary features from C&C and the BEP used in the CCE intervention include the following: students checking in and out daily with adult mentors, students receiving</p>	<p>Nine schools were assigned to each condition, intervention and comparison. The final sample of students included 121 1st - 3rd grade students in the intervention group and 86 comparison students.</p>	<p>Analysis of the SSRS Social Skills Scale showed the graduate group finished the study about eight standard score points below the comparison group, and the non-graduate group finished the study about four standard score points above the comparison group. The statistical analysis of slope shows that the graduate group significantly decreased in their problem behavior across the study compared with both the comparison and non-graduate groups.</p> <p>By the end of the intervention, the</p>	<p>All students entered the CCE program as the basic level. In the Basic program, coaches checked-in students in the morning and checked-out students at dismissal. Coaches used a consistent routine during check-in and check-out. Success in the CCE Basic level was defined as the student earning more than 75% of possible points on more than 80% of days across an 8-week period.</p> <p>When students were successful at the Basic level, they entered Self-Monitoring. At this level, students rated their own behavior on the DPR and compared it with teacher ratings. With partial</p>



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	<p>DPRs from mentors, teachers providing behavioral feedback to students throughout the day on DPRs, mentors holding problem-solving sessions with students when they did not meet daily goals, students receiving feedback from mentors at check-out about whether daily behavior goals were met, mentors charting and reviewing DPR data weekly, and mentors using charted data to reinforce students when they met daily and weekly goals. Five levels were established in the intervention to monitor progress over time: basic, basic plus, intensive, self-</p>		<p>graduate group still maintained higher social skills than the comparison group with the non-graduate group showing the lowest social skills.</p> <p>Taking the results for both the Externalizing and Internalizing Problem Behavior Scales together, the graduate group showed statistically significant lower externalizing and internalizing problem behavior scores at the end of the intervention as well as significant decreases over the intervention.</p>	<p>agreement on 10 out of 15 days, the student transitioned to Self-Monitoring only, in which the student independently rated himself on the DPR for a 2-week period. After meeting the Self-Monitoring criteria for at least 4 weeks, the student graduated. If students were not successful in Self-Monitoring, they returned to the Basic level for 4 weeks with an emphasis on understanding the teacher's scores to prepare them for Self-Monitoring.</p> <p>The Basic Plus level was for students that received additional services if they did not succeed at the Basic level when data were reviewed after the first 8 weeks. The coach</p>

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	<p>monitoring and graduate.</p> <p>Students were identified using the Systematic Screening for Behavior Disorders (SSBD). It is an instrument that allows teachers to nominate students who may be at risk for serious social, behavioral, or academic failure.</p>			<p>provided tutoring for academic work completion when DPR data suggested that academic task completion was difficult and social skill instruction was provided from <i>The Stop and Think Social Skills Program</i>. The Basic Plus level lasted 8 weeks and those students who successfully met their criteria on 80% of the days returned to the Basic level.</p> <p>Intensive: students who still did not meet their criterion on 80% of days after 8 weeks of Basic and then 8 weeks of Basic Plus were eligible for a functionally based behavior intervention using a multi-method multi-source procedure. The FBA procedure</p>



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				<p>required a teacher interview using the <i>Functional Assessment Checklist for Teachers and Staff</i>, a student interview using the <i>Student Directed Functional Assessment Interview</i>, and five behavioral observations using conditional probabilities to see whether teacher attention, peer attention, or avoidance reliably followed the student's inappropriate behavior. One of three scripted interventions was used as a result: differential reinforcement when the function was teacher attention, differential reinforcement for appropriate behavior using free time after completing work tasks if the function was escape or the <i>Good Behavior</i></p>

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				<p><i>Game</i> if the function of the inappropriate behavior was peer attention.</p> <p>Graduates and non-graduates: after meeting the Self-Monitoring criteria for at least 4 weeks, students graduated from the program. After graduation, students were provided with feedback on their behavior on a monthly basis for the duration of the school year, and the coach informally interacted with the students at least weekly. Non-graduates were those students enrolled in the program who did not meet criteria at the Basic level in order to move on to the Self-Monitoring level or who were not successful at the Self-Monitoring level.</p>



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				Also, students who were not successful in Basic Plus and moved on to the Intensive level were considered non-graduates.
<p>Gresham, F. M., Van, M., & Cook, C. R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. <i>Behavioral Disorders</i>, 31(4), 363-377.</p>	<p>The purpose of the present study was to assess the effectiveness of a social skills intervention on a targeted group of students with social skill acquisition deficits.</p> <p>The participants selected were between the age of 6 and 8 years of age and were at risk for developing emotional and behavioral disorders.</p>	<p>Four students.</p>	<p>Outcome measures: Total Disruptive Behavior (TDB), Alone time (AT), and Negative social interaction (NSI).</p> <p>For Kev, SST was highly effective for TDB and NSI. It was moderately effective for AT.</p> <p>For Laurie, SST was effective for TDB and AT. It was less effective on NSI for her.</p> <p>For Debbie, SST was</p>	<p>Students received 60 hours of social skills training for 20 weeks (3 hours per week) using the Social Skills Intervention Guide (SSIG). The guide called for modeling, coaching, and behavioral rehearsals to remediate social skills acquisition deficits. Instruction was delivered in a small-group pullout setting. In addition to instruction, consultation and recommendations were provided to the students' teachers and parents.</p>

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	<p>The design for each student was an ABAB, two baseline and two treatment condition design.</p>		<p>effective for NSI and moderately effective for TDB. It was less effective on AT for her.</p> <p>For Nate, SST was highly effective for TDB and AT. It was moderately effective for NSI.</p> <p>Combined, the group's total social skills score increased from 78.25 pretest to 101.25 posttest. Total problem behaviors decreased from 124 pretest to 102.75 posttest.</p>	<p>Four basic instructional variables were used to remediate students' acquisition deficits in the small group setting: direct instruction, rehearsal, feedback/reinforcement, and reductive procedures.</p> <p>Verbal instruction involves using concrete and abstract concepts to teach social skills while modeled instruction delivers instruction visually to the learner so that he can learn how to combine and sequence the behavioral components of a given social skill. Rehearsal involves the repeated practice of a social skill once it has been learned and feedback/reinforcement procedures were used to enhance students' performances of acquired</p>



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				social skills.
<p>Hawken, L. S., MacLeod, K. S., & Rawlings, L. (2007). Effects of the behavior education program (BEP) on office discipline referrals of elementary school children. <i>Journal of Positive Behavior Interventions</i>, 9(2), 94-101.</p>	<p>The purpose of this study was to evaluate the effects of the BEP on problem behavior with 12 elementary school students.</p> <p>The Behavior Education Program (BEP) is a modified check-in, check-out intervention implemented with students who are at-risk for more severe problem behaviors.</p> <p>The students exhibited</p>	<p>12 students.</p>	<p>The primary dependent variables with the total number of office discipline referrals (ODRs) per group of three students per month.</p> <p>The BEP intervention was associated with reductions in the average total ODRs per month across all four groups. The BEP phase for Group 1 documents an average total of 3.67 ODRs per month, which represents a</p>	<p>Students who entered the BEP within 1 month of each other were grouped together for a total of four groups, with three students in each group.</p> <p>During baseline, typical school-wide behavior support procedures were in place for all students, including those participating in this study. The total number of ODRs per month was summed for each group of three students.</p>

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	<p>a number of problem behaviors, including talking out; making inappropriate comments; failing to complete work; and failing to keep hands, feet, and objects to self.</p>		<p>51% reduction from baseline. Groups 2 and 3 averaged 1.75 and 2.67 total ODRs per month, respectively, following implementation of the BEP. These levels represent 46% and 36% reductions from baseline means. Group 4 demonstrated the smallest change from baseline with an average total of 1.5 ODRs per month, which represents a 25% reduction from baseline mean.</p> <p>Of the 12 students who received the intervention, 9 (75%) showed reductions in average referrals per month and this change was statistically significant.</p>	<p>The BEP process involved the following five elements: First, students were required to “check in” with a paraprofessional before school. The paraprofessional provided the student with a Daily Progress Report (DPR) form that was carried to class for feedback throughout the day. Second, during natural transitions in the school day teachers would provide students with feedback on their DPRs. Third, at the end of the school day, students took the DPR to the paraprofessional to check out. Student percentage of points for the day was calculated, and students received praise and rewards if they met their daily point goal. For all</p>



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				students in this study, 80% of the total points earned was their daily point goal. Fourth, students then took their DPR home to be signed by a parent/guardian, and fifth, the Daily Progress Report was signed by a parent and returned the next morning.
Miller, L. M., Dufrene, B. A., Sterling, H. E., Olmi, D. J., & Bachmayer, E. (2015). The effects of check-in/check-out on problem behavior and academic engagement in elementary school students.	<p>This study evaluated the effectiveness of Check-in/Check-out (CICO) for improving behavioral performance for three students referred for Tier 2 behavioral supports.</p> <p>Participants were three African American elementary students who exhibited disruptive behavior despite</p>	Three students.	<p>The dependent variable was problem behavior, characterized as being off task, talking out, being out of their seat, having negative peer interactions and low academic engagement.</p> <p>During CICO, Connor and Oliver’s problem behavior decreased and their academic engagement increased, remaining stable</p>	<p>In baseline, dependent measures were evaluated in the absence of CICO and without students’ knowledge. Daily direct observations were conducted in the class identified as most problematic and teachers completed the DBRCs throughout the day.</p> <p>Check-in: each morning, the student checked in with the CICO mentor who greeted</p>

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	<p>exposure to Tier 1 of SWPBIS.</p> <p>Students had a CICO mentor who participated in the study. To be chosen, mentors had to be nominated by the student, be available to implement check-ins and checkouts, and consent to participate. The students' other teachers also participated in the intervention, providing behavioral feedback and completing DBRCs.</p>		<p>throughout the phase. Susan's initial levels of problem behavior and academic engagement were similar to baseline; however, she displayed a substantial decrease in problem behavior and increase in academic engagement on the fourth day of CICO, which remained stable over the rest of the phase.</p> <p>During withdrawal, all participants' problem behavior and academic engagement returned to levels similar to baseline. When CICO was reinstated, Connor and Susan displayed immediate decreases in problem behavior and increases in academic engagement,</p>	<p>the student and collected the previous day's DBRC; checked the DBRC for parent/guardian signature; praised the student for returning the DBRC; asked whether the student had materials for class; reviewed the point goal and student performance from the previous day; provided encouragement and suggestions on how to meet the goal; gave the student a new DBRC; and recorded the date, if student attended check-in, if the previous DBRC was signed, and the point goal on a student record form.</p> <p>Check-out: at the end of each day, the student checked out with the CICO mentor who collected the DBRC and provided praise</p>

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			<p>which were maintained throughout the phase. For Oliver, when CICO was re-implemented, display of problem behavior and academic engagement were initially similar to levels observed during withdrawal. However, he displayed a marked decrease in problem behavior and increase in appropriate behavior on the third day and improvements maintained for the remaining nine sessions.</p>	<p>for appropriate behaviors, provided constructive feedback for areas in need of improvement, calculated percentage of points earned, Determined whether the point goal had been met, allowed the student to choose a reward if point goal was met, made a copy of the DBRC to send home for signature, and noted whether the DBRC was sent home on a student record form.</p> <p>Withdrawal: during withdrawal, observations and teacher ratings occurred in the same manner as baseline. Students were told that they were “taking a break” and no longer needed to carry the DBRC or check-in. Students did not receive feedback or have</p>

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				<p>opportunities to earn rewards.</p> <p>Return to intervention: when re-implemented, CICO was conducted as it was in the initial B phase. Data collection procedures were also identical to the initial B phase.</p> <p>Mystery Motivator: when a stable or decreasing trend in problem behavior was observed in the return to intervention phase, MM was introduced. During MM, if a student met the point goal, the CICO mentor presented him with an envelope containing slips of paper marked with an “M” indicating a reward, or an “X” indicating no reward. When a stable or</p>



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				<p>decreasing trend in problem behavior was observed during MM, self-monitoring was introduced.</p> <p>Self-monitoring: during self-monitoring, students continued to attend check-ins and check-outs and teachers completed DBRCs in the same manner as during baseline and withdrawal phases, but students did not receive teacher feedback and completed DBRCs themselves.</p>