Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.

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.

Table of Contents

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 behavior, 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 high schools. In the context of our review, we propose five strategies designed to help improve maladaptive behavior:

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

- Gang Violence strategies

This document will focus on one easy to implement strategy to develop conflict resolution and peer mediation skills.

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). 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, threating, yelling, aggression and anger. They too tend to result in a Lose-Lose or Win-Lose scenarios 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, that 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.
- Provide a more constructive forum for problem-solving.
- Promote 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 (Stevahn L. , Johnson, Stevahn, & Schultz, 2002; 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 intergroup dialogue (Wayne, 2008; Griffin, Brown, & warren, 2012; Smith-Sanders &

Harter, 2007) are used to teach negotiation, mediation and conflict resolution skills through curriculum infusion (Stevahn L. , Johnson, Stevahn, & Schultz, 2002; Tschannen-Moran, 2001).

Purpose

This guide will provide activities for teachers to introduce and/or reinforce active listening, perspective taking, problem-solving and negotiation skills in English Language Arts or Social Studies/History courses using literature/intergroup dialogue and drama/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 and meet curriculum standards.

Audiences

The primary audiences to share this information with are classroom teachers and guidance counselors. The lesson plan may be implemented with high school students in all grade levels.

Activities

The activities identified are designed to promote the use of skills necessary for effective conflict resolution and negotiation. At the high school level, many conflicts are the result of a lack of cultural understanding. By using intergroup dialogue and role-play/interactive drama to discuss literature or historical or current world events, students are able to refine their conflict resolution skills while dealing with cultural issues in a safe place.

Literature is an effective tool for teaching youth about promoting peace, community building and consensus building. Well-chosen books can be effective at presenting conflicts and their causes to youth by using concepts and situations that are developmentally appropriate. They may be used to prompt reflective discussion about how conflicts arise, how people react to conflict, the effects of conflict, and how to resolve it. Due to the plethora of books (both fiction and non-fiction) with a plot that centers on solving a problem or ending a conflict, discussions and activities addressing conflict may be introduced at any point in the curriculum or throughout the academic year.

Intergroup dialogue can be used by k-12 educators, college professors and community activists to facilitate conversations amongst diverse groups to explore differences, work thought conflicts, build relationships, and work towards social justice. The purpose of intergroup dialogue is mutual understanding, not agreement. It is dialogue, not debate. Also, it is not problem solving or mediation, as it usually preludes those processes. When participating in intergroup dialogue, you are to listen with care, speak respectfully, share the floor, learn about others' perspectives and reflect upon your own views. Participating in this process will not only lead to mutual understanding with those with whom you differ, but also development of communication skills for difficult conversations, as intergroup dialogue topics are usually sensitive in nature and revolve around a social justice issue (Herzig & Chasin , 2006).

Drama or role-play can prepare students to deal with tense situations. As a cooperative learning strategy it provides students the opportunity to practice conflict resolution skills such as taking on another person's perspective, using active listening, and consensus building. Role-play can be used to introduce and practice the negotiation process for a Win-Win solution. The basic steps to negotiation are:
1. 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 or treaty.

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 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 in their English Language Arts or Social Studies/History class.

Materials/Equipment/Space

- Grade-appropriate book or story (preferably non-fiction) with a major conflict or unit on a historical or current world
- Role-playing scenarios of conflicts that students are likely to 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 the assignment will depend on the number of students in the class, student engagement in the activity, complexity of story/event, and the amount of discussion allowed. The teacher should plan to schedule 60-120 minutes for this lesson over several days.

Lesson Plan of Activity

The lesson plan activity, *Intergroup Dialogue and Interactive Drama for Conflict Resolution*, allows students to practice key conflict resolution skills: perspective taking, active listening, and consensus building. This lesson will require students to develop and perform a conflict resolution role-play within the subject area.

Sample Lesson – *Intergroup Dialogue and Interactive Drama for Conflict Resolution*

Activity	Process Notes
Teacher Preparation	*Review pages 95-105 in "Fostering Dialogue Across Divides" listed in the resource section. You may use p. 123-136 to generate your first questions during classroom discussions.*
Assign book, short story, or play for class reading that deals with conflict and conflict resolution.	*Pair this activity within the context of a lesson that highlights conflict. For example in Language Arts/English class, use a book or play the class is reading, or in History use at a time when discussing local or global issues in which individuals are in conflict with one another.* *A reading should be assigned prior to the day of this activity.*
Facilitate a whole class discussion to help students begin thinking about conflict, including types of conflict, responses to conflict, and negotiation and mediation for resolving conflict. Begin the conversation by discussing key themes in the book/story/event.	*Begin the conversation by asking students questions about themes in the book/story/news article/event in general. If the theme of conflict is not mentioned, then ask students about situations involving conflict.*

Discussion: What is Conflict?	*Ask students questions about conflict, such as:*
	- *What is conflict? How do you define it?*
	- *What is the central conflict in this story?*
	   • *Who is having the conflict?*
	- *What happened because of the conflict?*
	   • *What were the consequences?*
	- *Did they fix the problem?*
	   • *Was the conflict resolved?*
	     o *How or Why not?*

Instruction: Conflict is Normal	*Explain to students that conflict is normal.*
	- *There are three types of conflict:*
	   • *Conflict over resources (e.g., pencils, library books, toys, time, money, belongings)*
	   • *Conflict over needs (e.g., sleep/nap time, food, fun, friendships, freedom, manners, bullying)*
	   • *Conflict over values (e.g., beliefs, priorities, principles).*

Instruction: Ways of Responding to Conflict	*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.*
	- *People have "Soft" responses that include withdrawing from the situation, ignoring the situation, denying a situation occurs, or just giving in.*
	   • *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.*
	   • *Or it could be a Lose-Lose situation where neither of*

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Activity	Process Notes
	them wins anything from the conflict. - *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."* - *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 work towards resolving it.* • *"Principled" responses result in Win-Win solutions where both people are satisfied with how things were handled and got something from it.*
Instruction: Negotiating to Resolve Conflict	*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:* - *After taking time to cool off, both parties recognize that a conflict exists and expresses a desire to resolve it together.* - *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.* - *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.* - *Each person says how they are responsible for the problem at hand.* - *Together they brainstorm at least three solutions that could benefit both of them as a Win/Win solution.* - *Reach an agreement by selecting an option and formalize the agreement with a hand shake.*

Discussion: Applying Concepts to the Reading	*Ask students about any conflict that may have occurred in their reading. As students:*
	- *What conflict took place?*
	  • *Was it because of resources, needs or values?*
	- *How did the characters respond? Soft? Hard? Principled?*
	  • *Why did they respond that way?*
	- *Was there a Win-Win solution in the end? Why or why not?*
	- *What if you were one of the characters involved in the conflict?*
	  • *Would you have responded the same way?*
	    ▪ *What would you have done differently to resolve the conflict sooner for a Win-Win solution?*

Discussion: What is Mediation?	*Ask students:* - *What is mediation?* - *What is mediation used for?* - *Who is a mediator?* - *Did the characters in the book have someone who wasn't*

Activity	Process Notes
	directly involved that helped them work out their issues? • *Who?* • *How did they do it?* - *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?* • *Why or Why not?*
Instruction: The Mediation Process	*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:* 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 to decide which one would be best and result in a Win-Win.* 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.*
Small Group Work: Developing a Conflict Resolution Scenario	*Divide class into groups of 3-5 students. Each group is responsible for developing and performing a conflict resolution scenario. Teachers may allow students to set the conflict within the context of the lesson (e.g., historical period, political, social context of the book, story, or event). Students should select an issue that creates a lot of debate.* *Students should:* - *Write a role-play scenario using the principles of Intergroup Dialogue to create mutual understanding by those who may*

Activity	Process Notes
	disagree on the topic.
	- *Students will perform their scenario in front of the class.*
	- *Students will not debate or try to persuade anyone to change their mind.*
	• *Remember that the purpose of Intergroup Dialogue is mutual understanding of each person's point of view.*
	- *Allow time in class for teams to get started on their scenario. Students may divide up tasks to continue working on the assignment as homework, but should be given some class time over the course of 2-3 days to work collaboratively to refine their scenario.*
Conflict Resolution Assignment	*Have each group return in 2-3 days to present their performance. Allow other students to critique. The following questions may be used facilitate conversation:*
	- *What was the conflict in their story?*
	- *Was the conflict resolved? How?*
	- *What type of resolution did they have? A Win-Win? A Lose-Win? A Win-Lose?*
Presentation and Class Discussion	*Have students present their scenario to the class. Following each group presentation, take time for whole class discussion. The following questions may be used facilitate conversation.*
	- *What was the conflict in their story?*
	- *Was the conflict resolved? How?*
	- *How effective was the Intergroup Dialogue in coming to a mutual understanding of the other person's perspective?*
	- *What type of resolution did they have? A Win-Win? A Lose-Win? A Win-Lose?*
Extend the Learning: The two following optional activities can be used to extend students' reflection about and understanding of what factors may lead to conflict, as well as, strategies for resolving conflict.	
Discussion	Engage students in conversation about some common realistic examples of conflicts that take place among students. Ask students to describe an example of the conflict and how it might be resolved. Prompts for discussion:
	- What type of conflict was it?
	- Could it be resolved through negotiation?
	• What steps would need to take place?
	- Could it be resolved through peer mediation?
	• What steps would need to take place?
	- How could interactive dialogue be used?
Reading/Writing for Deeper Understanding	*Assign students to read a book/story/news article from a list determined by the teacher.*
	Have students (individually) write a paper about the reading, including components of any conflict that emerged. In their paper students should address:
	- *Who was in conflict.*
	- *Why they were in conflict.*
	• *Type of conflict.*
	- *How they responded initially to the conflict.*
	• *Soft, Hard, or Principled*

Activity	Process Notes

	- *Whether conflict was resolved.*
	   • *If so, how?*
	      ▪ *Negotiation or mediation.*
	         o *Steps in the process.*
	   • *Whether it was an effective resolution for all parties concerned.*
	
	On the day the paper is due, group students into 2-3 (may group by the book/story/article they choose 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.
	
	Take a few minutes to have each small group report out to the class.

Tier 2 Intervention and Support Examples

Studies reviewed have found that peer mediation and conflict resolution training can be used as an alternative to out-of-school suspension for those students who exhibit repetitive conflict and anger management behavior concerns. The program may also be used to identify chronic bullying issues.

Example 1: Alternative to Suspension for Violent Behavior (ASVB)
This study found that students who participated in the Alternative to Suspension for Violent Behavior (ASVB) program, a skill-building and thinking-skills program grounded in the principles and practices of mediation, fared better than those who did not participate in the program and were suspended instead. These students were re-suspended less frequently for violent behavior and none were expelled.

> Breunlin, D. C., Cimmarusti, R. A., Bryant-Edwards, T. L., & Hetherington, J. S. (2002). Conflict resolution training as an alternative to suspension for violent behavior. *The Journal of Educational Research, 95*(6), 349-357.

Example 2: Peer Mediation
Researchers used surveys and interviews to identify six factors inhibiting students from using a peer mediation program at a middle school. Factors included: students' negative attitudes toward mediation; students not perceiving mediation as part of their conflict solving history; the passive-aggressive nature of conflict in schools, such as rumor-spreading, which makes students skeptical about confidentiality around mediations; school climate resulting in lack of respect between students and adults; societal issues that influence behavioral norms and cultural values that may not foster an environment conducive to peer mediation.

> Theberge, S. K. & Karan, O. C. (2004). Six factors inhibiting the use of peer mediation in a junior high school. *Professional School Counseling, 7*(4), 283-290.

Resources

The following resource is identified in the activity. It provides additional information on implementing an Intergroup Dialogue session.

Public Conversations Project
> Fostering Dialogue Across Divides http://www.intergroupresources.com/rc/Fostering%20Dialogue%20Across%20Divides.pdf

The following resources will provide additional information and suggestions for enhancing activities related to conflict resolution 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

Intergroup Resources
> Dialogue Guides
> http://www.intergroupresources.com/dialogue-guides/

New Jersey State Bar Foundation
> Conflict Resolution and Peer Mediation Volume II: Middle and High School Guide http://www.njsbf.org/images/content/1/1/11156/CR%20Middle_HS%20Volume%20II.pdf

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 gleamed 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 using these activities? 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 these activities 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 activities 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, http://www.creducation.org/cre/lo/glossary/).

Conflict styles – a tendency people have for how they deal with conflict (The Conflict Resolution Education Connection, http://www.creducation.org/cre/lo/glossary/).

Dialogue – refers "to a conversation in which people who have different beliefs and perspectives seek to develop mutual understanding" (Herzig & Chasin, 2006).

Mediation – the process whereby a third party facilitates negotiation between disputants without make any decisions for them (The Conflict Resolution Education Connection, http://www.creducation.org/cre/lo/glossary/).

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, http://www.creducation.org/cre/lo/glossary/).

Negotiation – a formal discussion between those who are trying to reach an agreement (Merriam-Webster, http://www.merriam-webster.com/dictionary/negotiation).

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Graves, K. N., Frabutt, J. M., & Viglaino D. (2007). Teaching conflict resolution skills to middle school and high school students through drama and role-play. *Journal of School Violence, 6*(4), 57-79. doi: 10.1300/J202v06n04_04	This participatory evaluation examines the use of interactive drama (role-play) as the primary tool for teaching conflict resolution skills. The curriculum incorporated aspects of Kolburg's Moral Development Theory, interactive drama, and Yale-New Haven Middle School Social Problem-Solving Program's spotlight model. Lessons were delivered by counselors (N=19) and theatre instructors (N=13) who co-taught as pairs. Instructors received a total of 24 hours of intensive	N = 2,440 students (1,022 middle school students, 1,418 high school students) in Title 1 schools 865 cases were removed due to attrition	Participants knowledge of and attitude towards conflict resolution was assessed at the beginning and end of the program. Both middle and high school students significantly increased their knowledge of effective conflict resolution strategies. Both also experienced a significant decrease in their levels of relational aggression. Participants learned how to identify and express their feelings and to think before acting. Unlike middle school students, high school students had a significant increase in	The lessons were delivered in the following sequence: 1. Introduction of program's skills (respect, Win-Win, and getting along). 2. Fighting and Bulling 3. Emotional Hijacking 4. Rumors 5. Empathy 6. Self-Awareness 7. Diversity 8. Communication 9. Assertiveness 10. Making Better Choices 11. Displaying Positive Behaviors 12. Wrap Up

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	training over a 6 day period (6 hours of conflict resolution, 3 hours of diversity sensitivity, and 15 hours of curriculum training). The counselors were responsible for facilitating the skill-building activities and the theatre instructions implemented the role-play activities. The programs was implemented directly in a classroom over a 12 week period. Lessons were delivered once a week and lasted 60 minutes. The curriculum addressed strategies for self-control and anger coping, maladaptive thinking,		their use of effective communication strategies. Further analyses showed that African American high school girls reported decreases in their levels of physical aggression whereas African American middle school girls had a slight increase in this area. Also, African American high school boys and girls did not increase their conflict resolution skill knowledge as much as the other groups. This raises questions as to rather African American students relate to the program the same way as Caucasian students.	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	and interpersonal problem solving.			
Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. *The Journal of Social Psychology, 142*(3), 305-331.	This study examined the impact of integrating conflict resolution training into an academic learning instead of as a "stand alone" or "add on" component to the curriculum. If conflict resolution and peer mediation are not systematically integrated into required courses in ways that increase academic achievement, the authors argue they may never be integrated into school life permanently. There were four (4) ninth grade World Civilization classes used in this study.	N = 92 ninth-grade social studies students in a California high school (N=47 Treatment; N=45 control)	A pre-post, experimental-control group design was used. Each dependent variable was measured before the unit, at the conclusion of the unit, 3 weeks after the united ended and 7 months (the next academic year) after the unit ended. The study had high internal and external validity. Researchers measured nine dependent variables. Significant differences were found in all measures at posttest and they were retained 3 weeks and 7 months afterwards. 1. Learning the Negotiation Procedure	Previous research focused on the use of the integrative negotiation procedure, whereas this study was the first to directly measure students' voluntary application of peer mediation in this context. The fact that treatment students scored significantly higher on their academic assessment and retained that difference after 7 months supports the use of active learning to enhance meaning and memory. The trained students' demonstrated an ability to be more insightful in

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	Each was randomly assigned to treatment (N=2) or control (N=2). Conflict resolution and peer mediation strategies integrated into a unit on World War II and taught in 2 out of 4 ninth grade World Civilization classes. Each class was taught by the same instructor. Each class met every day for 105-minute blocks for five consecutive weeks. All four classes used the same academic resources, which included the required textbook, selected references, historical fiction and a film. Students completed identical assignment notebooks requiring conceptual analysis of		2. Retention of the Negotiation Procedure 3. Ability to Apply Negotiation Procedure 4. Ability to Apply Peer Mediation Procedure 5. Degree to Which Students Engaged in Distributive versus Integrative Negotiations 6. Attitudes Towards Conflict 7. Academic Achievement 8. Retention of Academic Learning 9. Ability to Analyze Conflicts in Other Academic Areas	thinking about the conflict and thorough in analyzing those situations, as seen by their transfer questions on their English tests. This support the argument that providing conflict resolution in one subject may refine skills and analytical tools that enable students to better understand conflicts in other subjects.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	World War II that also required students' personal reflections. The conflict resolution and peer mediation training had three parts. 1. What Constitutes Conflict 2. How to Negotiate an Integrative Agreement 3. How to Mediate Conflicts Between Schoolmates The training was integrated into the unit by having students write and role-play 10 negotiation and peer mediation scripts (1 during each class session).			

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Tschannen-Moan, M. (2001). The effects of a state-wide conflict management initiative in school. *American Secondary Education, 29*(3), 2-32.	Fifty high schools in Ohio received a grant to initiate conflict management in their schools. This study examines the impact of the grant used to assist schools in implementing conflict management education programs. Three approaches were identified: curriculum infusion, peer mediation, and special events. Many schools combined two or more of these approaches.	N = 50 grant applications N = 50 action plans N= 37 Program and Fiscal Report N=10 site visits N=36 school interviews N=452 teacher surveys (representing 14 schools)	Document analysis, interview data and faculty surveys were used. The following long term effects were identified: - Teachers reported feeling that the schools were safer due to the conflict management program. - The degree of physical fighting as decreased. - Teachers reported spending less time resolving disputes between students and dealing with discipline in the classroom. Teachers reported that students were more willing to cooperate with each other and they	Curriculum Infusion Half of the schools reported infusing conflict management at the school-wide level and about a fourth instituted programs at grade-level. School-wide activities included posters, themes, assemblies, announcements and videos. Eighty-six percent (86%) reported that their teachers designated a class time for lessons in conflict management. Some subject matter teachers found it easy to incorporate conflict management into their classes. English teachers were able to find connections in literature and writing. About 75% of the schools reported

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			observed students using negotiation skills.	having at least one English teacher who was using conflict management curriculum. Social studies was another logical fit. About two-thirds of the schools reported implementing it in their social studies classes. Health and Physical Education also reported high numbers of teachers infusing conflict management into their courses. About 43% of the schools reported using approaches similar to PBIS. One urban school reported offering a six-week anger management course students could elect to participate in, in order to reduce out-of-school suspension time.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				Peer Mediation Most schools reported a reduction of violence due to peer mediation and conflict resolution training. Several schools reported using it as an alternative to suspension. Of the teachers who completed the survey, 86% stated students had begun using peer mediation and 54% present reported referring students to mediation. In order to have an effective peer mediation program you had to have administrative support, faculty buy-in, and on-going training. Several people stated that it was important to have a diverse group of mediators that was representative of the

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				school. Schools must also empower students to train others, address logistics challenges and address a peer culture that doesn't see mediation as acceptable. Special Events Schools used special events to publicize their conflict management program and to teach alternative methods to address conflict. Types of events include: Peace Breakfast, Multicultural Fairs, Peace Week or Conflict Management, and camps.
Wayne, E. K. (2008). Is it just talk? Understanding and evaluating intergroup dialogue. *Conflict Resolution Quarterly, 25*(4), 451-478.	This was an evaluation of an intergroup dialogue program for African American and Jewish high school students in the Washington DC area.	N = 43 African-American and Jewish high school students that participated in the program N = 9 Jewish and	This was a quasi-experimental pretest-posttest design. The evaluation included survey, interviews, observations, and focus groups.	Intergroup dialogue can be a good tool for facilitating discussions and working through conflict in group settings. In ways, the facilitator of an intergroup dialogue

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	Intergroup dialogue uses content learning through dialogue and sustained communication to development relationships that move people to action. It is based on theories rooted in social identity and works to bring different groups together to improve intergroup relationships for mutual understanding. Empirical studies have found that this technique can reduce prejudice and improve intergroup relations. Intergroup dialogue mediates three types of attitudinal changes. It causes participants to learn information for new	African American women who applied to the program but were not accepted due to space (Comparison group) N = 25 alumni surveys	Qualitative methods found that the strongest behavioral change was the development of open communication between group members. Comments mentioned the importance of learning how to listen to others and learning how to disagree with others as being important skills developed through this process. Quantitative methods found that participating in intergroup dialogue significant increase in intergroup understanding.	operations is much like a mediator. The major difference between intergroup dialogue and mediation is that you are not seeking a resolution or trying to come to an agreement. You are only seeking to understand each other's point of view.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	understandings of groups or topics. It forces participants to use more appropriate behaviors for the context by creating standards for acceptance. And it provides mechanisms for increasing positive emotions and decreasing negative emotions.			

Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
This program is a collaboration between University of Michigan-Ann Arbor's School of Social Work and four public high schools. It provides students an opportunity to work through conflict, build relationships, and work towards social justice in a safe space. Students meet after school once a week for 20 weeks. The program includes a two full-day interschool exchange where participants spend the day at another school with other students.	Griffen S. R., Brown, M., & warren, n. m. (2012). Critical education in high schools; The promise and challenges of intergroup dialogue. *Equity & Excellence in Education, 45*(1), 159-	Intergroup dialogue can be used in a classroom setting to teach students who to talk through their conflicts.

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Promising Practice	Source(s)	Comments/ Limitations
Students that participated in the program learned to incorporate thee listening and conflict resolution skills from the program to facilitate deep sharing, trust and relationships. Each session utilizes LARA, a mnemonic that reminds students to Listen with an open mind, Affirm a point of common ground in what the other person has said, Respond, and Add information. Student reported using LARA and other communication skills from the program in their daily lives. Students reported that they kills they learned helped them see why it was important to understand where other people were coming from and valuing the opinion of others.	180.	