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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.



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Communities In Schools of North Carolina
222 North Person Street, Suite 203 | Raleigh, NC 27601
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436
<http://www.cisnc.org/>

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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 middle 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 Resolution strategies

- Gang Violence Prevention 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; 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 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.
- 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.

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 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, meet curriculum standards and support a school-wide mediation program.

Audiences

The primary audiences to share this information with are English Language Arts classroom teachers. The lesson plan may be implemented with all middle school students.

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 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 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.

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 mediation process to develop Win-Win solutions. 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 a literature and interactive drama.

Materials/Equipment/Space

- Grade-appropriate books or stories (preferably a play) in which plots revolve around solving a problem or addressing a conflict
- 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

This exercise should be included in a Language Arts unit on reading and writing drama. 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 and conflicts used for

the role-play, 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, *Conflict Resolution Through Interactive Drama*, 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/plays that reinforce the steps for negotiation and mediation throughout the school year.

Sample Lesson – Conflict Resolution Through Interactive Drama

Activity	Process Notes
Assign book, short story, or play 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>This can be an assigned reading prior to the day of the interactive drama or can be read in class as part of language arts lesson.</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. Begin the conversation by discussing key themes in the book/story.	<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>
Discussion: Conflict Taking Place in the Book/Story	<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?</i> <ul style="list-style-type: none"> • <i>Who is having the conflict?</i> - <i>What happened because of the conflict?</i> <ul style="list-style-type: none"> • <i>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>
Instruction: Conflict is Normal	<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>



Activity	Process Notes
<p>Instruction: Ways of Responding to Conflict</p>	<ul style="list-style-type: none"> • <i>Conflict over values (e.g., beliefs, priorities, principles).</i> <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 work towards resolving it.</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>
<p>Instruction: Negotiating to Resolve Conflict</p>	<p><i>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:</i></p> <ul style="list-style-type: none"> - <i>After taking time to cool off, both parties recognize that a conflict exists and expresses a desire to resolve it together.</i> - <i>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.</i> - <i>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.</i> - <i>Each person says how they are responsible for the problem at hand.</i> - <i>Together they brainstorm at least three solutions that could benefit both of them as a Win-Win solution.</i> - <i>Reach an agreement by selecting an option and formalize the agreement with a hand shake.</i>
<p>Role-play and Discussion</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> - <i>What was the conflict in this story/book/play over? Was it because of resources, needs or values?</i> - <i>How did the characters respond? Soft? Hard? Principled? Why did they respond that way?</i> - <i>Was there a Win-Win solution in the end? Why or why not?</i>

TIER 1: MIDDLE SCHOOL CONFLICT RESOLUTION

Activity	Process Notes
	<ul style="list-style-type: none"> - <i>What if you were one of the characters? Would you have responded the same way? What would you have done differently to resolve the conflict sooner for a Win-Win solution?</i>
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>
Small Group Work: Writing a Conflict Resolution Story	<p><i>Divide class into groups of 3-5 students. Each group is responsible for writing a one-act play or short story using the following prompt:</i></p> <ul style="list-style-type: none"> - <i>Conflict causes tension, and when things get tense, people do surprising things.</i> - <i>Some of these acts can be heroic, some can be shameful, and others</i>



Activity	Process Notes
	<p><i>simply unexpected. Write a story about a tense situation and how different people may react and how they should interact to a resolution.</i></p> <ul style="list-style-type: none"> - <i>You will be responsible for acting out your story for the class. All group members must have a speaking role in the performance.</i> - <i>Advise students to incorporate in the plot:</i> <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> <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> - <i>Allow time in class for teams to get started on their play/short story. 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 play/story.</i>
<p>Presentations and Class Discussion</p>	<p><i>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:</i></p> <ul style="list-style-type: none"> - <i>What was the conflict in their story?</i> - <i>Was the conflict resolved? How?</i> - <i>What type of resolution did they have? A Win-Win? A Lose-Win? A Win-Lose?</i>
<p>Follow-up</p>	<p><i>Include conversations about conflict resolution strategies in future classroom discussions of readings that have conflict as a central plot. Teacher may want to select some readings purposefully to extend to conversation. Include discussion that reinforces strategies for negotiation and mediation.</i></p>

Tier 2 Intervention and Support Examples

Studies indicate that when using a cadre peer mediation design, peer mediators should be representative of the general student population, including students considered to be at-risk and/or with repetitive conflict and anger management behavior concerns. Factors that may inhibit success peer mediation should be considered when implementing a peer mediation program.

Example 1: Peer Mediation

While evaluating a school-wide Conflict Resolution Curriculum Peer Mediation program at three middle schools, researchers identified critical factors for successful implementation: committed leadership, consistency, peer mediator quality, logistics, disputant follow-up and ongoing publicity. Researchers found that when using a cadre approach, peer mediators should be representative of the overall study body, including students at risk for behavior problem, rather than a cross-section. They found that when only “the best of the best” are selected disputants may view them as a select group that won’t understand their problems. Additionally, receiving peer mediator training could have a positive impact on at-risk students’ self-esteem and leadership skills, and their insight may enable them to be skilled mediators.

Daunic, A. P., Smith, S. W., Robinson, T. R., Miller, M. D., & Landry, K. L. (2000). School-wide conflict resolution and peer mediation programs: Experiences in three middle schools. *Intervention in School and Clinic, 36*(2), 94-100.

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 resources are identified in the activity. They provide additional information and suggestions of literature that can be used to introduce students to conflict resolution and peer mediation.

Better Lesson

Middle School (5-8) Short

Stories http://betterlesson.com/community/directory/middle_school/short_stories

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>

Pioneer Drama Service

Play Search

<http://www.pioneerdrama.com/Plays-All.asp>

Playscripts

Middle School Plays

<https://www.playscripts.com/find-a-play>

Theatrefolk

One-Act Plays for Middle

School https://www.theatrefolk.com/products?length_id=2&suitability_id=2

Trudy Ludwig Recommended

Readings http://www.trudyludwig.com/resources_read.html <http://www.k12.wa.us/safetycenter/BullyingHarassment/WorkGroup/RecommendedBooks.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.creeducation.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>

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

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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, <http://www.creeducation.org/cre/lo/glossary/>).

Conflict styles – a tendency people have for how they deal with conflict (The Conflict Resolution Education Connection, <http://www.creeducation.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.creeducation.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.creeducation.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>).

Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Bell, S., K., Coleman, J. K., Anderson, A., Whelan, J. P., & Wilder, C. (2000). The effectiveness of peer mediation in a low-ses rural elementary school. <i>Psychology in the Schools</i>, 37(6), 505-516.</p>	<p>A peer mediation program was implanted at a rural middle school in Tennessee. Participation in the program was not volunteer. In this program, teachers could not exclude their students from serving as mediators. When issues arose they did have the option to send the students to mediation or the principal.</p> <p>This program used a two-tier nomination process. Students selected the pool of candidates for the mediation program and eh faculty selected those they believed</p>	<p>N=30 mentors from the sixth through eighth grade</p>	<p>A pretest/posttest design with a matched control group was used. Students reported that they would implement more of the steps of mediation.</p> <p>The percentage of suspensions based on total enrollment decreased from 75% to 54%. Specifically, suspensions for immoral behavior (16.1% to 2.3%) and disruptive conduct (13.4% to 4.4%) had a sharp decrease in contrast to the rise in those areas2 years before.</p> <p>The study found that peer mediators'</p>	<p>Based on previous research, the authors identified two approaches to peer mediation. When using the student body approach, all students are trained in using mediation strategies and rotate as mediators. With the cadre approach, a select group of students are trained to serve as mediators for the rest of the school.</p> <p>The program was based on the Student Mediation Training Program – Middle School Edition published by Conflict Resolution Unlimited (1995).</p> <p>Although the manual suggested using</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>could handle it.</p> <p>After mediators were trained, the program was publicized. Teacher posted the availability in their classroom. The principal had a bulletin board with everyone picture and program information.</p>		<p>number of office referrals decreased from the previous school year to the intervention year.</p> <p>At the six-week follow-up, peer mediators had performed 32 successful mediations out of 34 for a 94% success rate.</p>	<p>introverted students should also be asked to serve in the mediator role, teachers reported that shy students refused to participate in role-plays in previous years.</p> <p>Due to the busy school schedule, the program didn't implement the peer mediator training over 4 consecutive weeks of a 3-hour weekly with a 2-hour follow up session. Due to time the training occurred every other week over a 2-month period and included homework and review assignments. Mediators also received two booster sessions at week 2 and week 6.</p> <p>The trainers presented the core CRU curriculum</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				<p>without revision, but they did add 30 minutes of role-play to each session.</p> <p>A key process factor noted by researchers was that it was very important for the faculty program coordinator to remain in constant contact with the principal.</p>
<p>Farrell, A. D., Meyer, A. L., & White, K., S., (2001). Evaluation of Responding In Peaceful and Positive Ways (RIPP): A school-based prevention program for reducing violence among urban adolescents. <i>Journal of Clinical Child Psychology, 30</i>(4), 451-463.</p>	<p>This article evaluates a violence-prevention program for early adolescents. It examined the impact of the sixth grade RIPP curriculum on the knowledge, attitudes, and behaviors of those targeted by the intervention. RIPP is a 25-session, universal violence program that focuses on situational</p>	<p>N=305 sixth graders in treatment classrooms</p> <p>N=321 sixth graders in control classroom</p>	<p>A pretest-posttest control group design was used. Data was collected at the beginning and ending of the sixth grade. Follow-up data was collected 6 and 12 months after students completed the program. There were 152 students with missing data. Analyses showed that there</p>	<p>The RIPP curriculum was implemented as part of a school-wide peer mediation program. It was implemented in 25, 50-minute sessions taught during social students or health education. Some key items were not completed because of time constraints for conducting discussions after role-play.</p>

TIER 1: MIDDLE SCHOOL CONFLICT RESOLUTION



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>and relationship violence to increase adolescents capacity and motivation while facilitating social skill development and acceptance of personal responsibility.</p>		<p>wasn't any different in this group, compared to those with complete data, in participation in the intervention, gender, ethnicity nor in-school suspension. And no attrition effects were found, so the group could be removed without bias.</p> <p>The control group's rates of disciplinary actions for violent behavior was 2.2 times greater than that of the intervention group. Their in-school suspension rate was 5.0 times greater. Analyses found that at 12-month follow-up, the rate for in-school suspension was 3.0 greater for control group boys than the intervention group.</p>	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>Analyses of interactions found that effects on violent behavior was moderated by initial levels at pre-test, meaning the program may benefit those with higher rates aggression on onsite more.</p> <p>RIPP participants demonstrated greater knowledge of effective problem-solving skills than the control group. This difference was maintained across assessments. Although there was significant effect on the knowledge of skills, there weren't any significant measures of the use of those skills.</p>	

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Graves, K. N., Frabutt, J. M., & Viglaine D. (2007). Teaching conflict resolution skills to middle school and high school students through drama and role-play. <i>Journal of School Violence</i>, 6(4), 57-79.</p>	<p>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.</p> <p>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 training over a 6 day period (6 hours of</p>	<p>N=2,440 students (1,022 middle school students, 1,418 high school students) in Title 1 schools</p> <p>865 cases were removed due to attrition</p>	<p>Participants knowledge of and attitude towards conflict resolution was assessed at the beginning and end of the program.</p> <p>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.</p> <p>Unlike middle school students, high school students had a significant increase in</p>	<p>The lessons were delivered in the following sequence:</p> <ol style="list-style-type: none"> 1. Introduction of program's skills (respect, Win-Win, and getting along). 2. Fighting and Bullying – Students described their past experiences with fighting, bullying and “fronting”. 3. Emotional Hijacking – Students share their “triggers”, things that influence their choices of behavior. 4. Rumors – Students share their personal experiences with rumors and how they affect others. 5. Empathy – Students define empathy and explain how to use it to avoid conflict.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>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.</p> <p>The program 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, and interpersonal problem solving.</p>		<p>their use of effective communication strategies.</p> <p>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.</p>	<p>6. Self-Awareness – Students examine their own attitudes and feelings about how they address conflict and compare it to how they feel about themselves using an optimistic or pessimistic frame to learn about positive and negative interactions.</p> <p>7. Diversity – Students discuss issues related to diversity and how it impacts their lives. Role-play is used to understand the concepts of tolerance and acceptance of others.</p> <p>8. Communication – Students identity aspects of good and poor communication skills. They work to distinguish between</p>

TIER 1: MIDDLE SCHOOL CONFLICT RESOLUTION



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				<p>poor communication and lack of communication.</p> <p>9. Assertiveness – Students discuss how they get what they want from people. New assertive skills are taught through role-play</p> <p>10. Making Better Choices –Students learn how to Stop, Think, and Choose better behavior.</p> <p>11. Displaying Positive Behaviors – Students identify calming behaviors that promote successful conflict resolution, and discuss how they can apply the concepts from the program to their relationships.</p> <p>12. Wrap Up – Students use a class project,</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				artwork or role-play to show what they've learned.
<p>Smith, S. W., Daunic, A P., Miller, M., D., & Robinson, T. R. (2002). Conflict resolution and peer mediation in middle schools: Extending the process and outcome knowledge base. <i>The Journal of Social Psychology, 142</i>(5), 567-586.</p>	<p>The authors argue that as school-wide interventions, conflict resolution and peer mediation program (CR-PM) will teach students how to manage their own conflict instead of resulting to punitive damages and seclusionary methods of behavior control.</p> <p>Research was conducted at three rural middle schools in Florida over a four-year period. Each year, 25-30 students were selected to serve as peer mediators.</p> <p>The curriculum was</p>	<p>N=85 mediators</p> <p>N=85 matched control students</p> <p>Data was also collected on teaches, students, parents and disputants.</p>	<p>The first year of the student was used for developing and piloting instruments, protocols and curriculum. Over the next three years, a delayed-treatment design was used.</p> <p>From the student and teacher survey, authors concluded that there weren't any significant school-wide changes in students' attitudes toward conflict and communication, nor in teachers' attitudes toward school climate. However, the number of disciplinary referrals decreased at each school after the</p>	<p>The matched control students were matched for school, grade, gender, race, SES and placement in special education. However, mediator scores at pretest resulted in way more positive attitudes than the control group. Researchers suggested that staff members select mediators that represent the diversity of the school. They tended to select people that staff and students respected and perceived positively.</p>

TIER 1: MIDDLE SCHOOL CONFLICT RESOLUTION



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>taught school wide by the classroom teachers. The curriculum consisted on five lessons cover five topics. One topic was covered a week for five weeks. The topics were:</p> <ol style="list-style-type: none"> 1. Understanding Conflict 2. Effective Communication 3. Understanding Anger 4. Handling Anger 5. Peer Mediation <p>The students selected as peer mentors received a 2-day workshop training on understanding conflict, confidentiality issues, effective communication, listening and the steps to a formal mediation</p>		<p>program was implemented.</p> <p>Peer mediators mediated 194 disputes across the three schools. Sixth graders used mediation services more than seventh and eighth graders. The study found that the most common type of dispute negotiation dealt with verbal harassment. However, there was a significant relationship found between gender and issue type. Boys were more likely to seek mediation because of a physical altercation. Girls were more likely to be in mediation due to gossip or broken friendships.</p>	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>process. They were taught to use the following steps:</p> <ul style="list-style-type: none"> - Getting acquainted and establishing rules. - Identifying issues. - Turning issues into choices. - Choosing a solution. - Reaching an agreement. - Signing an agreement-form. 		<p>Of the three common types of resolutions (avoiding the other party, stopping the behavior, and agreeing to get along), a higher percentage of “agree to get along” resolutions were mediated by older students.</p> <p>Unlike other studies, researchers did not find any significant changes in peer mediators attributable to their training or experience. The only significant attitudinal change among mediators was their ratings of teacher communication after receiving training and experience with mediation. It appears that after learning about the importance</p>	



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>of effective listening and openness to others ideas, students tended to judge their teachers more harshly.</p> <p>Mediator, disputant and parent surveys indicated that mediation was effective for handling a variety of conflicts. Disputants reported that they were satisfied with the process and were adhering to their agreement. Mediators were satisfied with the process and thought that it was useful in resolving disputes. Both mediators and their parents reported that mediators were mediation skills in informal setting and at home.</p>	



Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
<p>This article provided information on implementing a conflict resolution curriculum and a peer mediation program in three (3) middle schools. A school-wide conflict resolution program was implemented to help students learn new ways of coping and approaching challenging situations through challenge and support. Teachers taught students about constructive conflict resolution and introduced them to appropriate negotiation procedures. Lessons covered such topics as understanding conflict, effective communication, understanding and handling anger, and peer mediation. Lessons lasted 45-minutes to an hour and were delivered during a class period selected by the school. The curriculum was developed to be delivered progressively in the sixth, seventh, and eighth grade.</p>	<p>Daunic, A. P., Smith, S. W., Robinson, T. R., Miller, M. D., & Landry, K. L. (2000). School-wide conflict resolution and peer mediation programs: Experiences in three middle schools. <i>Intervention in School and Clinic, 36</i>(2), 94-100.</p>	<p>This was an empirical study, however it was reported as a best practices article based on observations, mediation paperwork (N=160), and interviews. This study did not report using a pretest/posttest design with a control group.</p>

TIER 1: MIDDLE SCHOOL CONFLICT RESOLUTION



Promising Practice	Source(s)	Comments/ Limitations
<p>The peer mediation component was included because, at the middle school level, students highly value peer relationships and are heavily influenced by them. Also, peer mediation can improve school climate. Each school used a cadre of 20-35 students across each grade level. Peer mediators received 2-days of training related to understanding conflict, confidentiality, effective communication, listening and the structured mediation process, including role-play.</p> <p>Conflict referral forms were used to record information about the conflict (i.e. referring party, conflict location, brief description of the problem, names of those involved). Conflict agreement forms were signed by both the mediators and the disputants at the conclusion, which included the agreed-upon resolution.</p> <p>After implementation, researchers found a decline in the overall office referrals and in referrals for</p>		

Promising Practice	Source(s)	Comments/ Limitations
<p>disruptive and aggressive behaviors. They also found that the majority of 160 mediations involved sixth-grade girls and some form of verbal harassment (i.e. name-calling, threatening). The resolution was acceptable to the disputing parties more than 95% of the time. The most frequent resolutions were avoiding each other, stopping the offense behavior or “agreeing to get along”. Researchers found that mediations with older peer mediators were more likely to result in “agreeing to get along.”</p>		