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



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



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

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Overview

CISNC Introduction

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

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address 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).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier Two strategy. Tier Two strategies typically focus on students who have not responded to Tier One supports and include supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier Two supports are targeted, structured, explicit, and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention [Center on RTI] at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

A research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as a part of a systematic process, students should positively respond to these strategies.

This document is written to provide schools with behavior management strategies based on the best evidence from prior research and recent evaluations in secondary schools. In the context of our review, we propose two strategies designed to assist students that are experiencing behavioral challenges:

- Peer Mediation Training
- Conflict Resolution Training

This document will focus on one easy to implement behavior intervention for high schools.

Problem/Rationale

Implicit in the ABC+P framework is the focus on behavioral issues and how one area of the framework impacts another. Many behavior problems are social skills problems, which over time, become intertwined with students’ academic trajectory. Students’ inability to control their behavior can isolate them from their peers, disrupt the class, and limit their ability to advance in various settings. Frank Gresham (2015) states: “Research demonstrates that students who have positive social interactions and relationships with their peers are more academically engaged and have higher levels of academic achievement” (p. 101). Furthermore, addressing behavioral challenges can have a positive impact not only on student behavior, but also on their academic achievement.

Peer mediation programs are the most used conflict resolution strategy in schools (Crawford & Bodine, 1996), and it is recommended that these skills be developed in students as early as elementary school. 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, & Reh fuss, 2007; Lane-Garon, Yergat, & Kralowec, 2012; Shuval, et al., 2010). Moreover, some outcomes associated with peer mediation programs include reduced school violence, disciplinary referrals and time spent addressing conflicts by teachers and

administrators, improved school climate, promotion of positive peer interactions and a forum for effective problem solving, increased academic achievement as well as increased student self-esteem, independence, and prosocial behaviors (Schellenberg, Parks-Savage, & Rehfuss, 2007; Crawford & Bodine, 1996; Daunic, Smith, Robinson, Miller, & Landry, 2000).

Peer mediation can serve as a Tier One or Tier Two intervention (Lane-Garon, Yergat, & Kralowec, 2012). As a Tier Two intervention, at-risk students are selected to undergo training to serve as peer mediators within the school. Serving as a peer mediator has positive effects on struggling students' ability to consider the thoughts and feelings of others, take the perspective of others, have a more empathetic disposition, use constructive problem-solving strategies, increase conflict resolution and mediation knowledge, have an increase in academic achievement, and receive fewer office referrals (Lane-Garon, 2000; Lane-Garon, Yergat, & Kralowec, 2012; Schellenberg, Parks-Savage, & Rehfuss, 2007; Bell, Coleman, Anderson, & Whelan, 2000; Lane-Garon, Ybarra-Merlo, Zajac, & Vierra, 2005).

Purpose

The purpose of this document is to focus on one easy to implement intervention that can be used in high schools. While there are several peer mediation curricula that can be purchased, it is important to tailor the curriculum to your school environment.

Implementation Plan

Uses

Student Support Specialists can use the information provided in this guide to collaborate with school social workers, guidance counselors and/or peer mediation coordinators to train at-risk students to serve as peer mediators. It will be important that someone is dedicated to oversee the Peer Mediation program, with regular training and check-ins with the peer mediators, as well as, observation of processes and review of outcomes (both short-term and long-term).

Audiences

The primary audience for this intervention is high school students.

Materials/Equipment/Space

- Student records (for identifying potential peer mediators)
- Classroom space for a small group
- Resources identified in the Resource section of this guide
- Tier One and Two Conflict Resolution curricula
- Flipchart paper and markers or whiteboard
- Prizes (e.g., meal passes at local restaurants, tickets to movie theaters or other local events)

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

Time

Approximately 20 hours of instruction.

Sample Intervention – Peer Mediation Training

The sample lessons below cover confidentiality, active listening, and negotiation.

Activity	Process Notes
<p>Identify students with the School Support Team.</p> <ul style="list-style-type: none"> - Prepare a “nomination” letter for teachers describing the peer mediation program and ask them for the names of students who might benefit from the training. - Prepare a letter for parents describing the training and confirming their student’s participation. 	<p><i>The School Support Team reviews the data to determine which students should receive peer mediation training and the Student Support Specialist provides the instruction.</i></p> <p><i>Sample criteria for selection:</i></p> <ul style="list-style-type: none"> - <i>At least 80% or more of the student’s disciplinary referrals are related to mild behaviors (i.e., class disruption, cheating/plagiarism, dress code violations, general staff disrespect, truancy, tardiness, misuse of electronic devices or computers, loitering).</i> - <i>Student displays several leadership skills and potential for growth.</i> - <i>Student has a good reputation with the majority of their peers.</i> - <i>Student is able to express themselves and act freely to make their own choices.</i> <p><i>Some data sources include: teacher referrals/ recommendations, visits to the Principal’s/Assistant Principal’s office, other discipline referrals, etc.</i></p> <p><i>Ensure that students are matched at the right intervention level, grade level and with students at the same level of need.</i></p>
<p>Finalize the curriculum.</p>	<p><i>Work with the School Support Team to identify a suitable curriculum appropriate for the student population. The curriculum could include lessons that focus on:</i></p> <ul style="list-style-type: none"> • <i>General conflict resolution skills (Note: See High School Tier One and Tier Two Conflict Resolution curricula.)</i> • <i>Select topics like fighting and bullying, emotional hijacking, spreading rumors, diversity, self-awareness, making good choices, displaying positive behaviors, and empathy.</i> <p><i>In addition, you will need to build a monitoring component into your weekly lessons so that you can determine if students are adequately progressing.</i></p>
<p>Introduction to Peer Mediation training.</p> <ul style="list-style-type: none"> - Define peer mediation. - Allow time for students to describe their prior experience with conflict. - Give students an 	<p><i>Peer mediation is a process whereby trained students assist their peers, using a step-by-step process, to peacefully negotiate a solution to interpersonal conflicts.</i></p> <p><i>Peer mediators should be neutral (do not take sides), understanding, receive the information in confidence, and respect both parties’ final decision (you are just there to facilitate the discussion and find a resolution).</i></p>



Activity	Process Notes
<p>opportunity to establish goals for participating.</p> <p>See sample lesson below.</p>	<p><i>See High School Tier One and Tier Two Conflict Resolution curricula.</i></p> <p><i>Where possible, give students opportunities to share ideas about how the program could be structured once the training is completed.</i></p> <p>Sample Lab Session: Confidentiality</p>
Activity	Process Notes
<p>Welcome.</p>	<p><i>Recap the skill learned during the last session and ask if anyone wants to share how he or she practiced the skill.</i></p>
<p>Describe skill and its components.</p>	<p><i>Your peers will be coming to you for assistance. It is important that you do not share the information with other peers/classmates. You are only to share the information with myself or _____ (i.e. Assistant Principal, Counselor, etc.)</i></p> <p><i>Trust and confidentiality go hand in hand.</i></p> <p><i>Ask the students:</i></p> <ul style="list-style-type: none"> - <i>How would you define trust? Provide an example. [chart the students responses]</i> - <i>Has someone ever broken your trust even for a good reason? [take one or two examples from those who are willing to share]</i> <p><i>After the students have shared, ask them to look at the similarities (and differences) in their responses.</i></p>
<p>Model/demonstrate skill.</p>	<p><i>Tell students that effective peer mediation begins with trust. Your peers' trust in your ability to keep conversations private should not be easily broken.</i></p> <p><i>Provide a series of scenarios where trust is required. Include some examples when trust will have to be broken:</i></p> <ul style="list-style-type: none"> - <i>harm is intended for self or another person</i> - <i>illegal activity is described</i> - <i>abuse or neglect is involved</i> <p><i>Ask students to determine which scenarios require a breach of confidentiality.</i></p> <p><i>Share strategy for handling situations when an adult needs to be informed.</i></p> <ul style="list-style-type: none"> - <i>Remind peers that as a peer mediator you value their trust, but due to the nature of the situation (e.g., life threatening, illegal or abuse), you are required to inform an adult.</i>
<p>Building the mediation toolkit.</p>	<p><i>Think-pair-share:</i></p> <p><i>Break students into pairs. Each student takes turn building trust.</i></p> <ul style="list-style-type: none"> - <i>Welcome the students to the mediation session.</i> - <i>Assure them that what is said will not be shared with anyone else without permission.</i> - <i>Provide examples of exceptions where information will be shared (e.g. student intends to harm self or someone else or illegal activity) with the adult peer mediation coordinator, counselor, Principal, etc.</i> - <i>Assure students that any notes taken during the session will be destroyed at the end of the session.</i> - <i>Ask peers to affirm that they understand the terms of the mediation</i>

Activity	Process Notes
	<p><i>before any sharing of information begins. [School may want to develop a checklist to help the peer mediator remember all points to review in with students before engaging in the mediation.]</i></p> <p><i>Whole class discussion:</i></p> <ul style="list-style-type: none"> - <i>Ask students to share any questions or concerns they had about the role-play.</i> - <i>How did they feel stating the trust/confidentiality statement?</i> - <i>Did any specific questions or examples come to mind?</i> - <i>Review/clarify explicit examples of when the mediator should always seek adult supervision.</i>
Wrap-Up	<p><i>Today I will ask that you sign a confidentiality form. [Develop a form that works for your school. Students must always be able to discuss the case with the adult coordinator/senior school administrator. Decide what issues require a conversation with school administrators.]</i></p> <p><i>For a confidentiality form example, see SCORE: Quick Reference Guide to Peer Mediation for Students. Student Conflict Resolution Experts, 2008-2009. Massachusetts Attorney General's Office.</i> http://www.mass.gov/ago/docs/community/student-guide-071808.pdf</p>
Preview what you will cover during the next session.	<p><i>Next week we will _____.</i></p>

Sample Lab Session: Active Listening

Activity	Process Notes
Welcome.	<p><i>Recap the skill learned during the last session and ask if anyone wants to share how he or she practiced the skill.</i></p> <p><i>Active listening is critical for your role as a peer mediator; it is a structured form of listening and helps improve your understanding of the conflict. During peer mediation, listening should be purposeful and value-free (keep an open mind---be neutral). When you listen, don't rush the conversation—be patient and let the speaker take their time.</i></p> <p><i>Lesson based on information from:</i> <i>Utah State University (Academic Resource Center) -</i> http://www.usu.edu/asc/idea_sheets/pdf/active_listening.pdf</p>
Describe skill and its components.	<ul style="list-style-type: none"> - <i>Make eye contact</i> - <i>Welcome your peer and let them know that what they say to you is in confidence (you will not share what they say with the other party).</i> <p><i>This sequence can be utilized for those one-on-one sessions (private sessions) with each party.</i></p> <ul style="list-style-type: none"> - <i>Ask:</i> <ul style="list-style-type: none"> o <i>What happened?</i> o <i>Why did it happen? (What caused the conflict? Can you describe what happened?)</i> o <i>How do you feel about the _____?</i>



Activity	Process Notes
	<ul style="list-style-type: none"> ○ <i>What would you consider a resolution for this situation? (How would you like to resolve the conflict?)</i> ○ <i>What is your relationship with the other party? (How long have they been friends? Do they know one another?)</i> - <i>Summarize what you heard</i> - <i>Share your thoughts</i> - <i>Confirm the party's needs</i> - <i>Please note that some issues are deep seeded and long-standing issues may not be resolved with this strategy (see Tier Two Conflict Resolution Training curricula).</i> - <i>As you are listening, write down some key words/points. You will not need to know what they said verbatim.</i> <p>Based on: <i>SCORE: Quick Reference Guide to Peer Mediation for Students. Student Conflict Resolution Experts, 2008-2009. Massachusetts Attorney General's Office. http://www.mass.gov/ago/docs/community/student-guide-071808.pdf</i></p>
<p>Model/demonstrate the skill.</p>	<p><u><i>Memory Game</i></u></p> <ul style="list-style-type: none"> - <i>Find a recent newspaper article.</i> - <i>Ask a student to read the story aloud.</i> - <i>Once the student is done, ask another student to repeat the story (keep going until someone accurately repeats the story).</i> - <i>The student who accurately repeats the story wins (a nominal prize).</i>
<p>Model/demonstrate the skill.</p>	<p><u><i>What are your interests?</i></u></p> <ul style="list-style-type: none"> - <i>Ask each student a few questions about their hobbies/interests, likes and dislikes.</i> - <i>Select three to four students to come up and share their answers.</i> - <i>One student is assigned to take notes regarding each student and their response.</i> - <i>Ask all the other students to identify what each student said was their hobby/interest.</i> - <i>Ask the other students to identify who had a particular dislike.</i> <p><i>Use the note taker's notes as confirmation of the correct answer.</i></p>
<p>Building the mediation toolkit</p>	<p><i>During your conversations, it will be critical to ask open-ended questions. Open-ended questions show the person you are interested in what they are saying and help you become a better listener.</i></p> <p><i>Our exercise will help us develop additional questions to use during our mediation sessions.</i></p> <p><i>Think-pair-share:</i></p> <ul style="list-style-type: none"> - <i>Find a partner.</i> - <i>Think of three open-ended questions that could be used to gain additional information about a conflict.</i> - <i>Share your three questions with your closest neighbor.</i> - <i>From your team, develop three open-ended questions to share with the class.</i>

Activity	Process Notes
	<p><i>Whole class discussion:</i></p> <ul style="list-style-type: none"> - Each team will get an opportunity to share their open-ended questions. - Categorize the questions in terms of where in the conversation the questions could be used. - Refine the questions. <p>Tell the students you will type up their questions and the next session will focus on editing their open-ended questions.</p>
Review.	<p><u>Tips for Effective Listening</u></p> <ul style="list-style-type: none"> - Focus on the person talking (maintain eye contact). - Give the person talking an opportunity to pause/gather their thoughts before you ask additional questions. - Use open-ended questions. - Know when to be quiet. - Minimize non-verbal communication. - Take notes and share the key ideas you gathered from the conversation. <p>Ask the students: Are there other tips we should think about?</p>
Preview what you will cover during the next session.	<p>Next week we will _____.</p>

Sample Lab Session: Negotiation Skills

Activity	Process Notes
Welcome.	<p>Recap the skill learned during the last session and ask if anyone wants to share how he or she practiced the skill.</p>
Describe skill and its components.	<p>Introduce the concept negotiation. (Please note, you will have to do several lessons on negotiation in order to build a student's "toolkit" of skills—practice is key).</p> <p>Refer to Tier One and 2 Conflict Resolution curricula for cues for introducing types of conflicts and steps in the negotiation process.</p> <p>Say: Sometimes a disagreement may arise between two people that they recognize needs to be resolved. After sharing each other's perspective about the situation, together, they may brainstorm solutions that would result in both sides feeling satisfied. Then they try to come to agreement about the situation.</p> <p>Steps:</p> <ul style="list-style-type: none"> - Each person expresses their wants and feelings using "I" statements to support their position. - Each person repeats what they understand the other person is saying. - Each person acknowledges their role in the conflict. - Together they brainstorm at least three solutions that could equally benefit them both. - They reach an agreement by selecting the option that leaves each person feeling satisfied with the outcome.



Activity	Process Notes
Model/demonstrate the skill.	<ul style="list-style-type: none"> - Prepare realistic sample conflict scenarios <ul style="list-style-type: none"> • May ask each student to create one or two scenarios and record on an index card. Mix cards up and have students draw a card for demonstration. - Choose two students to act out a conflict scenario in front of the class. - Demonstrate how the peer mediator uses the negotiation steps to help both sides reach a peaceful agreement.
Role-play.	<p><i>Think-pair-share:</i></p> <ul style="list-style-type: none"> - Ask students to think about a situation where they couldn't reach agreement with another student about something. - Have two students share their experiences with one another. - Ask the students to develop and act out a skit. <p><i>Whole class discussion:</i></p> <ul style="list-style-type: none"> - What were some similarities they observed? - Were the solutions displayed realistic? - Was the conflict resolved? - Were both parties satisfied?
Review.	<p><i>Discuss when and how negotiation can be used at school.</i></p>
Homework.	<ul style="list-style-type: none"> - Observe how you or others use negotiation during the week with your peers, parents and teachers. <ul style="list-style-type: none"> • Make a list of some of the alternative strategies you saw being used. <ul style="list-style-type: none"> ▪ Were both parties satisfied in the end? ▪ What could have been done differently?
Preview what you will cover during the next session.	<p><i>Next week we will _____.</i></p>
Monitoring (see Targeted Intervention Management Module).	<ul style="list-style-type: none"> - Monitoring is an ongoing process. - Remember, the goal of providing Tier Two services is to provide the appropriate services to those students identified as needing additional supports so that they can be successful in school and life. <p><i>Prior to your close out meeting, review your documentation and make some notes about the next steps. Is the student ready to transition from Tier Two to Tier One? Is the student in need of more individualized plans and should he or she be placed in Tier Three?</i></p>

Suggested Supplemental Activities

Other peer mediation strategies that can be taught include: neutrality/impartiality, conflicts of interest, conflict resolution, communication and self-confidence. As you continue to develop and refine your lesson plans, refer to the reference section for useful resources.

A Tier Two High School Conflict Resolution Training curriculum is available.



Resources

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

Association for Conflict Resolution

Recommended Standards for School-Based Peer Mediation Programs

<http://www.creducation.org/catalog/index.php?P=FullRecord&ResourceId=251>

Chittooran, M. M. & Hoenig, G. A. (2004). Peer Mediation: A Guide for Educators.

http://www.nasponline.org/resources/principals/nasp_peermediation.pdf

Cohen, R. (n.d.). Quick Guide to Implementing a Peer Mediation Program.

<http://www.schoolmediation.com/pdf/Quick-Guide-to-Implementing-a-Peer-Mediation-Program.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>

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

Association for Conflict Resolution

Recommended Guidelines for Effective Conflict Resolution Education Programs in K-12 Classrooms, Schools and School Districts

http://www.creducation.org/resources/acr_cre_guidelines_2002.pdf

Conflict Resolution Education Connection – <http://www.creducation.org>

Managing and Resolving Conflicts Effectively in Schools and Classrooms

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

Negotiation Skills Resources and Videos

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

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

Transforming Conflict

Restorative Approaches in Educational Settings

<http://www.transformingconflict.org/content/restorative-approaches-educational-settings>

The following resources will provide additional information and suggestions for enhancing activities related to active listening skills development.

North Carolina Department of Public Instruction

Bullies & Victims

<http://www.ncpublicschools.org/docs/schoolsafety/resources/violence/bullies/bullies.pdf>

Character Education Informational Handbook and Guide II (Developed and Printed 2006)

<http://www.ncpublicschools.org/docs/charactereducation/handbook/content2.pdf>

Utah State University (Academic Resource Center)

http://www.usu.edu/asc/idea_sheets/pdf/active_listening.pdf

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Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success. When available, pretest-posttest designs are the most effective at assessing the impact associated with peer mediation. 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. References

B. Research Alignment

Appendix A: References

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Appendix B: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Breunlin, D. C., Cimmarusti, R. A., Bryant-Edwards, T. L., Heerington, J. S., (2002). Conflict resolution training as an alternative to suspension for violent behavior. <i>Journal of Educational Reform</i> , 95(6), 349-357.	<p>This study examined the use of the Alternative to Suspension for Violent Behavior (ASVB) program. This program was developed on the premise that violence is learned behavior and can be prevented by teaching alternative ways to behave. Students who participated in violent behavior, such as fighting, and who were at the point of suspension were sent to participate in this violence prevention program rather than receive a punitive disciplinary action.</p> <p>When students were suspended, they met with an assistant principal who explained the program and invited their family to enroll the student. If they enrolled</p>	<p>N = 165 total suspended students from a Chicago high school</p> <p>N = 25 students suspended for fighting who attended ASVB</p> <p>N = 41 students suspended for fighting who did not attend ASVB</p> <p>N = 7 students suspended for other acts of violence who attended ASVB</p>	<p>The researchers used a repeated measured design with a nonequivalent comparison group. The researchers used archival disciplinary records, including all out-of-school suspensions and all other types of disciplinary actions.</p> <p>Due to the small sample sizes and low incidences of reoccurrence, statistical significant differences were not observed, but important trends in data were identified.</p> <p>Students who participated in the program were re-suspended less frequently for physical and non-physical violence than those who did not. They had a lower rate of disciplinary acts per year and none were expelled, compared to 7 from the non-</p>	<p>Introducing a program like ASVB modifies the disciplinary code by redefining discipline as problem solving instead of punishment.</p> <p>This six-hour program was spread over four 90 minute sessions. The program taught social problem solving and thinking skills grounded in conflict resolution theory. The program used a 36-page skills manual titled “Making the Smart Choice: Tools for Resolving Conflict”.</p>



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	<p>the student, the student's suspension was reduced. Parents had to sign an agreement and contact the institute that coordinated the program within 2 days. The student could return to school at the end for their reduced suspension was served. If they did not complete the program they had to complete the balance of their suspension.</p> <p>Although originally designed for students suspended for physical violence, it can be used with students suspended for other reasons. The host school for this study could refer students to the program that were being suspended for any reasons. There were 35 reasons for which a student at this school could have been suspended: acts of physical violence (e.g.</p>	<p>N = 36 students who were suspended for other acts of violence who did not attend the ASVB</p> <p>N = 10 students who were suspended for nonviolent acts who attended ASVB</p> <p>N= 46 students suspended for nonviolent acts that did not attend ASVB</p>	<p>participants.</p> <p>Another study looked at reasons why parents choose not to participate in the program and it was usually in response of a position taken by the parents over the fight. Those who accepted ASVB appeared to have clearer educational goals and valued the reduction in suspension days.</p> <p>Further analyses of the archival data found that non-physically violent students were disciplined more frequently than physically violent students were. Out of school suspension may serve as a wake-up call for those suspended for physical violence. Out of the total 66 students who were suspended for fighting, only six were re-suspended for physical violence. Whereas out of the</p>	

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	fighting), acts of violence that are nonphysical (e.g. verbal confrontation) and nonviolent acts (e.g. smoking, drug use).		43 that were suspended for non-physical violence, there were 32 resuspensions for nonphysical violence.	
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. <i>Journal of School Violence</i> . 6(4), 57-79. doi: 10.1300/J202v06n04_04	<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 conflict</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 their</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>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). Time was spent allowing students to describe their prior experiences with conflict. 2. Fighting and Bulling – Students described their past experiences with fighting, bullying and “fronting”. They discussed behavior choices and practiced



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	<p>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>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>applying alternative skills learned through role-play and demonstration.</p> <p>3. Emotional Hijacking – Students share their “triggers”, things that influence their choices of behavior. They associate the concept of emotional hijacking with past feelings and interactions. They role-play how to avoid being triggered and emotionally hijacked.</p> <p>4. Rumors – Students share their personal experiences with rumors and how they affect others. They discuss the feelings involved in spreading rumors and apply the T.H.I.N.K. (Truth, Help or Hurt, Intent, Necessary, Kind) to their interaction with peers who gossip.</p> <p>5. Empathy – Students define empathy and explain how to use it to avoid conflict. They discuss and demonstrate how to use it with friends, family and teachers.</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</p>



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				<p>pessimistic frame to learn about positive and negative interactions.</p> <ol style="list-style-type: none"> 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. 8. Communication – Students identify aspects of good and poor communication skills. They work to distinguish between poor communication and lack of communication. Role-play is used to practice positive ways to communicate thoughts and feelings. 9. Assertiveness – Students discuss how they get what they want from people. New assertive skills are taught through role-play 10. Making Better Choices – Students learn how to Stop, Think, and Choose better behavior. Role-play is used to demonstrate how to use different options provided by Win-Win to solve problems. 11. Displaying Positive Behaviors – Students identify calming behaviors that promote



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				<p>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, artwork or role-play to show what they’ve learned.</p>
<p>Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. <i>The Journal of Social Psychology</i>, 142(3), 305-331.</p>	<p>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.</p> <p>There were four (4) ninth grade World Civilization classes used in this study. Each was randomly assigned</p>	<p>N = 92 ninth-grade social studies students in a California high school (N=47 Treatment; N=45 control)</p>	<p>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 unit ended and 7 months (the next academic year) after the unit ended. The study had high internal and external validity.</p> <p>Researchers measured nine dependent variables. Significant differences were found in all measures at posttest and they were retained 3 weeks and 7 months afterwards.</p> <p>1. Learning the Negotiation Procedure – Students wrote how they would resolve a conflict and the how-I-manage-</p>	<p>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.</p> <p>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.</p> <p>The trained students’ demonstrated an ability to be more insightful in thinking</p>



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	<p>to treatment (N=2) or control (N=2).</p> <p>The conflict resolution and peer mediation training had three parts.</p> <ol style="list-style-type: none"> 1. What Constitutes Conflict – Students learned how to recognize when a conflict was and was not present. 2. How to Negotiate an Integrative Agreement – Students learned the six steps of negotiation (describe what one wants, describe how one feels, describe the underlying reasons for one’s desires and feelings, reverse perspectives, invent at least three optional agreements for maximum joint outcomes, and reach one integrative agreement and shake hands). 3. How to Mediate Conflicts Between Schoolmates – Students learned the four-step peer mediation procedure (end hostilities between disputants, ensure that each disputant is committed to mediation, facilitate integrative 		<p>conflicts measure was used to assess it. Of the trained students, 96% demonstrated knowledge of all negotiation steps and the rest knew all but one.</p> <ol style="list-style-type: none"> 2. Retention of the Negotiation Procedure –how-I-manage-conflict measure implemented 3 weeks and again 7 months after the conclusion of the unit. They retained knowledge of the procedure 3 weeks and 7% still knew them 7 months after the unit ended. 3. Ability to Apply Negotiation Procedure – Students had to complete a team project at the end of the unit which required that they work with a classmate to teach younger students basic concepts from World War II by using a set of building blocks, a mobile, and a picture book or by doing finger puppets. Each student ranked their preference. They were then assigned to work with a person who selected a different first choice. Also, Students read 2 brief scenarios that ended in unresolved conflict and wrote an essay of what they would do 	<p>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.</p> <p>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. That was a total of 17.5 instructional hours. All four classes used the same academic resources, which included the required textbook, selected references,</p>



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	<p>negotiation between disputants, and formalize the negotiated agreement by writing a contract)</p> <p>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).</p>		<p>in that situation. At pretest, no one used the process. After training, 74% of the treatment students used it to solve one conflict and 57% used it with the other scenario. The study found 59% of students used integrative negotiation to reach an agreement with their partner for their group project.</p> <p>4. Ability to Apply Peer Mediation Procedure – Students were given two scenarios and had to write an essay as to how they would help the disputants resolve their conflict. After training, 57% and 49% of treatment group used mediation to help disputants within the two scenarios.</p> <p>5. Degree to Which Students Engaged in Distributive versus Integrative Negotiations – Students participated in two bargaining exercises. Trained students used integrative negotiation more frequently than those from control group.</p> <p>6. Attitudes Towards Conflict – Researchers administered the conflict-world-association measure. They also analyzed the contents of students’ academic</p>	<p>historical fiction and a film. Students completed identical assignment notebooks requiring conceptual analysis of World War II that also required students’ personal reflections. Students had to complete 70 sheets for a C, 80 for a B and 90 for an A. The teacher assigned 45 of the sheets and the students selected the rest.</p>



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			<p>notebooks which included worksheets and personal reflections. Researchers found that 72% of the words that students associated with conflict were negative. After training the treatment groups' positive association with conflict increased by 10% to 29%. At posttest, 56% of the words provided by trained students were negative whereas 81% of the words provided by the control group were negative. After examining the academic notebooks, researchers found that nearly half of the worksheets students completed were self-directed. Trained students' notebooks had 96 self-directed sheets that focused on constructive conflict resolution whereas only 2 of the control group's self-directed sheets focused on constructive conflict management. One assignment required students to take a topic from class and teach it to someone else, 33 of the trained students described teaching someone the integrative negotiation procedure. Also, the student had</p>	



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			<p>to complete weekly reflections in their notebook. Researchers found that 19 students in the treatment group wrote a total of 31 reflections on constructive conflict resolution. Only one untrained student wrote two reflections on conflict resolution.</p> <p>7. Academic Achievement – Measured by a paper and pencil tests. Treatment group students scored significantly higher on their test.</p> <p>8. Retention of Academic Learning – A shortened version of the World War II tests was given to N=42 students who attended a world civilizations class reunion 7 months after the unit ended. Treatment group students still scored significantly higher on their posttest</p> <p>9. Ability to Analyze Conflicts in Other Academic Areas – Measured by a transfer tests given to all participating students as part of a comprehensive final exam in their English classes 3 weeks after the conclusion of the World War II unit. Students had to identify the conflicts that they</p>	



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			<p>could remember from Shakespeare's Romeo and Juliet and state who was involved. They did have to select one of those conflicts and explain how it could have been resolved. Students that were part of the treatment class scored higher on this these questions than those that were not.</p>	
<p>Wayne, E. K. (2008). Is it just talk? Understanding and evaluating intergroup dialogue. <i>Conflict Resolution Quarterly</i>, 25(4), 451-478.</p>	<p>This was an evaluation of an intergroup dialogue program for African American and Jewish high school students in the Washington DC area.</p> <p>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.</p>	<p>N = 43 African-American and Jewish high school students that participated in the program</p> <p>N = 9 Jewish and African American women who applied to the program but were not accepted due to space (Comparison</p>	<p>This was a quasi-experimental pretest-posttest design. The evaluation included survey, interviews, observations, and focus groups.</p> <p>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.</p>	<p>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 operation 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.</p>



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	<p>Empirical studies have found that this technique can reduce prejudice and improve intergroup relations.</p> <p>Intergroup dialogue mediates three types of attitudinal changes. It causes participants to learn information for new 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.</p>	<p>group)</p> <p>N = 25 alumni surveys</p>	<p>Quantitative methods found that participating in intergroup dialogue significant increase in intergroup understanding.</p>	
<p>Woody, D. (2001). A comprehensive school-based conflict-resolution</p>	<p>This study examined a comprehensive school-based conflict-resolution approach implemented in an “alternative” urban high school over a two-year</p>	<p>N = 240 high school students at a small alternative high school</p>	<p>Pretests were administered immediately before the 240 students received their formal training and the posttest was administered immediately after the training was</p>	<p>This study provides strong support to implementing a school-wide conflict resolution program. This to consider when implementing this approach,</p>



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<p>model. <i>Children & Schools</i>, 23(2), 115-122.</p>	<p>period to determine if school-wide continuous programs increase the likelihood that students internalize skills for maximum effect.</p> <p>This program was created by the school's social workers to address the reactive referral and intervention process currently used by the school which occupied social workers time. Since the program was school-wide, all students, staff, administrators and faculty were required to receive conflict-resolution training throughout the school year.</p> <p>In the first phase, groups of 20 students attended a four-hour group training session facilitated by the social workers. The primary focus of the training was self-</p>	<p>(19 were removed because they did not complete the tests correctly for a total of 221)</p> <p>N=64 randomly selected students to complete the follow-up tests (9 were removed because they did not complete the test correctly for a total of 55)</p>	<p>complete. The follow-up assessment was administered to the random sample one month before school ended. Assessments measured student's knowledge of conflict resolution skills and students' ability to apply those skills.</p> <p>Using paired <i>t</i> tests, the assessments showed significant changes in all measures from pretest to posttest. Students significantly increased their knowledge of conflict resolution skills. They also reported large declines in aggressive behavior with increases in assertive and submissive behaviors. When comparing pretest to follow-up scores, students retained significant increases in conflict resolution knowledge and use of assertive behaviors. They also</p>	<p>this school was a small school with a total enrollment of 350-400. Also, the social workers had complete buy in from teachers, administrators and staff, who supported the program by participating in training and implementing the curriculum during homeroom.</p>



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	<p>exploration and skill comprehension which included effective communication and negotiation for conflict resolution. The training included a significant amount of role-play, exercises and worksheets. During the summer, a mandatory seven-hour orientation session was held for new students to introduce them to the program. Several orientations were held as they were still limited to 20 students in each group. Students who entered the school throughout the year received the same training but it was shortened with fewer role plays and exercises.</p> <p>In the second phase all school personnel received</p>		<p>maintained their limited use of aggressive responses. Students did not retain their use of submissive responses from pretest to follow-up.</p> <p>When researchers compared students posttest scores with their follow-up scores, none of the factors were found to be significant. This means that students maintained their changed behaviors from receiving the initial training to the end of the year.</p> <p>In addition to the statistical data presented, researchers stated no fights occurred after the conflict resolution program was instituted and teachers observed students using the skills learned to resolve conflicts on their own.</p> <p>Before implementing this program, social workers</p>	



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	<p>the same conflict-resolution training in a two-hour in-service conference. In addition to the communication and conflict resolution skills, they received instruction on how to integrate the process into the school day.</p> <p>Phase three was ongoing daily follow-up training. Teachers reviewed particular concepts and facilitated discussion during homeroom.</p>		<p>received at least here referrals a week dealing with conflict between students. After the program was implemented, social workers received about one referral a month dealing with conflicts between students and these required less time from the social workers.</p>	