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

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

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

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

Table of Contents

Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and services 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 service 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 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and include supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 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).

Whereas 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 high schools. In the context of our review, we propose two related strategies designed to assist students that experiencing behavioral challenges:
- Peer Mediation Training
- Conflict Resolution Training

This document will focus on using Conflict Resolution Training as a Tier 2 intervention.

Problem/Rationale

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

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

Crawford and Bodine (1996) identified a three step problem-solving procedure for conflict resolution. In the first step, negotiation, disputants work together without assistance to

resolve their dispute. The second step, mediation, requires disputants to sit with an uninvolved third party to work through their differences and find amicable resolution. Consensus decision making is the final step in this process. It involves group problem solving in which all parties involved collaborate to create a plan of action that each of them can support. Consensus decision making may or may not include a mediator.

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

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

This lesson focuses on the process curriculum approach, more specifically teaching students conflict resolution skills in a separate course/seminar through direct instruction. Johns, Crowley, and Guetzloe (2005) state,

> Conflict resolution teaches negotiation skills and higher level thinking…Conflict resolution is also more effective than suspensions and detentions in shaping appropriate behaviors…conflict resolution teaches students to face the problem and resolve the conflict peacefully. (pg. 5)

Students' inability to control their behavior can isolate them from their peers, disrupt the class, and limit their ability to advance in various settings.

Garrard and Lipsey (2007) in "Conflict resolution education and antisocial behavior in U.S. schools: A meta-analysis," reviewed studies on conflict resolution programs and found that the programs led to positive behavioral changes in students, but more specifically older students. Garrard and Lipsey (2007) state

> The regression results … show that two variables had significant independent relationships with effect size. One of these variables was the developmental age group of the students, with larger positive effects on ASBs associated with older students (beta =.34). Not surprisingly, the other variable was the implementation fidelity of the CRE programming, with larger positive effects on ASBs associated with studies reporting that the CRE program was implemented successfully as planned (beta = .50). (pg. 25)

The largest effects were on those students age 14 to 17 (ES = .53). In addition, the programs that had the most impact required 15 or fewer hours of participation. Graves, Frabutt, and Vigliano (2007) also found positive effects for middle and high school students who participated in the Win-Win Resolutions program that approaches conflict resolution through drama and role play. Overall, school based conflict resolution programs whether in the classroom, schoolwide, or targeted towards students displaying disruptive or aggressive behavior have a positive effect (Wilson & Lipsey, 2007).

Purpose

The purpose of this document is to focus on one behavior strategy that can be used in high schools. During high school, students have a great deal of autonomy both in their own lives and in their interactions with peers. Due to this level of autonomy, the opportunity rises for increased conflict, but older adolescents have increased skills to resolve issues with their peers.

The lessons below introduce students to conflict resolution and provide them with an opportunity to practice those skills. Conflict resolution training can promote a safe, positive school climate and help students avoid detrimental confrontations with their peers and others. Teaching students these strategies may assistant them with making better choices when conflict arises.

Implementation Plan

Uses

Student Support Specialists can use the information provided in this guide to develop and implement a Conflict Resolution Seminar.

Audiences

The primary audience is the CISNC Student Support Specialist.

Materials/Equipment/Space

- Space for students to work in pairs.
- Copies of the Resolution through Conversation Observation/Feedback form (Appendix C)

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

Time

30 minutes a week (6 – 9 weeks from the first meeting to the last meeting).

Sample Intervention – *Conflict Resolution Seminar*

Below are four sample lessons on: Anger, Conflict, Triggers and Resolution through Conversation.

Activity	Process Notes
Identify students with the Student Support Team.	*The School Support Team reviews the data to determine which students should receive Conflict Resolution training and the Student Support Specialist provides the instruction.* *Some data sources include: teacher referrals, visits to the Principal's/Assistant Principal's office, other discipline referrals, etc.*
Prior to finalizing your seminar.	*Prior to you finalizing the curriculum, you will need to assess who needs instruction and what you need to teach. In addition, you will need to build a monitoring component into your weekly lessons so that you can determine if students are adequately progressing.* *In order to determine the specific skills you will address, some types of assessments to consider include: rating scales, tests, interviews or direct observations.* *For example, the majority of problem behaviors may create sudden outbursts. Therefore, some students may need explicit strategies on anger management and discussion triggers.* *Address those skills that emerge from your assessment.*
Lesson: Anger	
Set up lesson.	*The Merriam-Webster Dictionary defines "anger" as, "[a] strong feeling of being upset or annoyed because of something wrong or bad : the feeling that makes someone want to hurt other people, to shout, etc. : the feeling of being angry"* *We all get angry… it is human.* *However, there are different styles of expressing anger. Today we will take a look at some of those styles, and you will be challenged to identify how you express your anger.* *How we manage the anger is what is truly under our control, so we will spend a little time on this topic today.*
Anger Expression Styles	*Anger may be expressed inward or outward.* *Anger directed inward (anger-in) involves an attempt to suppress or deny an angry demeanor and to prevent any outward signs of being angry. As a result, the anger may be internalized and/or directed at oneself.* *Anger expressed outwardly (anger-out) may involve words or noises, facial expressions, physical gestures, or aggressive movements.* *However, in the midst of being angry we may still be trying to process what is going on or resolve the situation.*

Activity	Process Notes
	The definitions above are from: Kerr, M. A., & Schneider, B. H. (2008). Anger expression in children and adolescents: A review of the empirical literature. *Clinical Psychology Review, 28*(4), 559-577.
Think-Pair-Share	*Think of a time where you have seen one of these two styles displayed at school.* *Turn to your neighbor and share your observation.*
Homework	*What style best reflects your anger expression?* *Reflect on a time when you displayed your anger at school.* - *What were the circumstances?* - *What did you do or say?* - *How did the other person react?* - *What is your relationship with that person now?*
Lesson: What is Conflict?	
What is conflict?	***Whole Group Activity*** *Ask students:* - *What do you think conflict is?* - *Describe a conflict you have had in the past.* - *What did you do?* - *How did you resolve it?* ***Lesson*** *Conflict is a serious disagreement or argument.* *Let's talk about different types of conflict:* - ***Event-Based Conflict*** *(Short-term – often based on a single event).* - ***Communication or Affective – Based*** *(somewhat deeper conflict which results from longer shared history or differing emotions or goals processed in common).* - ***Conflict over resources*** *(e.g., pencils, library books, toys, time, money, belongings).* - ***Conflict over needs*** *(e.g., sleep/nap time, food, fun, friendships, freedom, manners, bullying).* - ***Conflict over values*** *(e.g., beliefs, priorities, principles).* *The bottom line is this-- The nature of the conflict will impact they type of conflict resolution that should be put in place.* *Lesson based on:* Edmund, L. (2010). Interdisciplinary Group Conflict Diagnosis and Intervention: Exploration of Conflict Intensity and Effective Conflict Resolution Methods. *International Journal of Interdisciplinary Social Sciences, 4*(12), 35-44.

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

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Activity	Process Notes
Event Based Conflict	***Event-Based Conflicts*** *are short-term conflicts without deep roots.* - *They are often based in a single event or encounter of incompatible goals* - *These conflicts usually occur in the context of interpersonal or group interactions where the parties have not developed the necessary skills for resolving differences and conflict.* - *The cause of the conflict is parties' differing interpretations and the core of this type of conflict is misunderstanding between the parties.* - *The differences of perception are rooted in differing interests which happen to be revealed by the conflict event.* *Event-Based Conflicts are usually resolved through fair negotiation between involved parties, leading to a balance or compromise of needs.* - *These conflicts commonly arise in group activities and are resolved in the context of the normal, ongoing relationship.* - *Third party intervention is rarely necessary, and the conflict resolution process is directed by and limited to interested parties.* *Because the conflict sources and dynamics are relatively simple and short-lived, Event-Based Conflict is somewhat easily resolved by dialogue which focuses on the event, identifies and clarifies the misunderstandings or contrasting interpretations.* *Because there are no deeper roots, defensiveness is not developed, and communication is straightforward and not complicated by strong or nursed emotion.* *Resolution of Event-Based Conflict is almost always informal,* ***following the patterns of everyday conversation.*** *The majority of all interpersonal or group conflicts are of this type and require no specialized conflict resolution skills.* *Ask the students: What may be an example of an events-based conflict?*
Communication or Affective-Based	*Communicative-Affective Conflict involves some deep rooted contention that is based on a long shared history of differing emotions or goals.* *The issues are significant and can have an impact on a personal or whole group level and most often both.* *The conflicting parties are interested in a proper resolution.* *However, this type of conflict almost always requires a third party intervener to help facilitate a resolution.* *In both types of conflict, the groups' culture and history plays a part.*
Whole Group Activity	*There are many different perspectives on "types of conflict" (Event-Based Conflict, Communicative-Affective Conflict, Conflict over Resources, Conflict over Needs, Conflict over Values).* - *What do you see as the similarities and differences between the approaches we have discussed?*

Activity	Process Notes
	- *What should be our operational definition of "conflict" for this class?* - *What types of conflict would you like us to focus on?*
Conflict Summary	- *Conflict evolves over time.* - *Conflict resolution must match the conflict dynamics.* - *Have to take into account the groups goals.* - *Effective conflict analysis has to look below the surface.*
Homework	*Reflect and share your thoughts on one of the quotations provided. Do you think the quote you selected is applicable to any of the types of conflict we have discussed? If so, which type of conflict, and how does it relate?* - *"Whatever is begun in anger ends in shame."—Ben Franklin* - *"Anger dwells only in the bosom of fools." —Albert Einstein* - *"Speak when you are angry and you will make the best speech you will ever regret." —Ambrose Bierce* - *"Get mad, then get over it." —Colin Powell*
Lesson: Triggers	
Introduction	*What is a trigger?* *Triggers are the things that ignite and incite your anger. It can be one thing or a series of things that set you off. It may be a certain situation or specific people that just make us feel angry. For some, it can be common everyday stressful situations that trigger our anger.* *But once you know what your trigger is, you can work on resolving the situation.*

Types of Triggers	*A study done related to Social Identity Triggers in 2007 revealed that there were two types of common triggers people shared and had in common.*
	
	Common Triggers
	- *Differential Treatment*
	  • *Differential treatment occurs when an organization expects an individual or group to do something that they feel violates their fundamental belief.*
	- *Insults*
	  • *Insults or humiliating actions occur when an individual makes an offensive comment, insult or slur about someone*

Individual Ownership	- *Recognize your triggers.* - *Address issues immediately.* - *Maintain sensitivity to others.* - *Feelings, reactions.* - *Learn to apologize.* - *Keep in mind that just like people who have asthma or allergies, they know what triggers their reactions… so they avoid putting themselves into that situation; or if faced with a reaction from the trigger, they know how to get relief. They do not ignore it, they deal with it…. Just as you should with your triggers and reactions.*
Homework	*Think about something you are reading in either Language Arts or History. Identify the trigger in either the story or event and write a few paragraphs. Be specific about what preceded the "conflict."* *Be prepared to describe the conflict and the trigger with your classmates.*

TIER 2: HIGH SCHOOL CONFLICT RESOLUTION TRAINING

Activity	Process Notes
Lesson: Resolution Through A Conversation	
Introduction	*Oftentimes we can resolve conflict when we just speak to one another and actually hear what the person is saying and try to understand how they are feeling.* *Ask the students:* - *When you have had a conflict with someone, did you all try to talk about the disagreement?* - *If so, how did the conversation go?* - *If not, what prevented you from talking it out?*
The Conversation	*So what are some steps we can take:* - *Establish rapport & state purpose.* - *Let them talk.* - *Restate and include the feeling.* - *Empathize.* - *Probe for more information.* - *Address the root cause(s).* - *Close the discussion.*

Conversation Process	***The process for actual conversation involves:***
	
	 - ***Establish rapport by*** *making small talk about school or a sport they play.*
	 - ***Thank the person*** *for agreeing to talk to you and* ***state your purpose*** *clearly, "I have a feeling that you are angry with me and I wanted us to get together to discuss what's going on between us."*
	   • *Then let them talk, without interrupting …. Actively listen.*
	     ○ *When the opportunity arises, you show that you recognize that they are upset.*
	   • *You do this by* ***Restating*** *what you hear them saying* ***including the feeling.***
	     ○ *Examples of feeling words might be: you sound angry, it can be frustrating, you're unhappy with me, it can be disappointing when …*
	
	 Ask participants for a few more examples. The objective of restating is to help you get closer to what is really going on in the person's mind. It will help you get closer to the real issue and to diffuse some of their anger.
	
	 - ***Empathize*** *– state when you understand or may be sympathetic to how they are feeling.*
	 - ***Probe for more information*** *if needed – What did I say or do that caused you to feel that way?*
	   • *Address the root cause(s), state what you believe is the real source of their anger. Explain your point of view or what your intent may have been. Talk through this thoroughly to ensure they understand your point of view.*
	 - ***Close the Discussion***
	 - ***Apologize****, whether you agree with the person's position or not. You can say, I still do not agree with your view on this, but I apologize that I made you angry.*

Closing the Conversation	- ***Agree to Disagree:*** *I appreciate where you are coming from but I do not feel the same.* - ***Apologize:*** *I apologize that my approach was offensive, that was not my intent …*

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Activity	Process Notes
Modeling the Process: Option 1	*Now it's time for some role play, but with a "twist."* *I want another volunteer to have a conversation with me as I model the process as the one who is angry.* *Ask the students to observe your conversation and see if you tried all the steps you shared.* *A sample observation sheet is below.*
Modeling the Process: Option 2	*Students will develop their own scenarios (encourage them to use situations they have not resolved yet) and act it out in groups of three with the third person being the observer and providing feedback on the conversation.* *The students can spread out across the room.* *An option would be to have the groups "act out" their scenarios and get feedback from the whole class.*
Other Tips for Problem Solving	*1. Ask Students:* • *What are other ways we can resolve issues?* *2. Chart their responses.* *3. Review for Common Themes.* *Homework: Provide students with two (of their) suggestions to try that week*
Things to Remember	- *Conflict unaddressed will fester and escalate and become an uncomfortable situation.* - *Having a positive and purposeful dialogue can help clear the air.* - *Remember that emotions can run high when people are angry, so each of you, if you are committed to moving on, must keep your emotions in check when having these types of conversations.* - *Show empathy towards the person. At any point, you could be in either position. Knowing that the person is understanding and respecting of how you feel helps to level the playing field.* - *Have high and positive expectations that the results of having a conversation will result in an amicable resolution.* - *Most importantly, you have the responsibility and owe it to yourself, once the conversation is over to let go of any negativity and* **Move On***!!*

Lesson: Resolution through Conversation
Observation/Feedback Form

Conversation Step	Y	N
Established Rapport		
Showed empathy/Feeling words used		
Actively listened (What did she do or say?)		
Probed for more information (What was the real issue? What was the root cause?)*		
Closed the discussion (How?)		
What would you do differently?		

*Probing questions help you get to more details and clarify your understanding of the situation because conflict is not always about what is on the surface.

(See Appendix C for reproducible version of the Resolution through Conversation Observation/Feedback form.)

Suggested Supplemental Intervention Activities

One skill that you can emphasize is Active Listening. The following list includes resources around Active Listening.

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

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.

Character Education

> Formerly Character Education Partnership, character.org is a nonprofit organization that strives to ensure young people are becoming ethical and engaged citizens. It is an online resource center for educators, students, parents and the community. Character.org provides many lesson plans for K-12 and each lesson plan relates to their 11 Principles of Effective Character Education.
> http://character.org/

Michigan's Integrated Behavior and Learning Support Initiative MiBLSi

> MiBLSi is a structure that creates local capacity for an integrated behavior and reading Multi-Tier System of Support. MiBLSi provides CICO resources for elementary and middle school students.
> http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx

National Association of School Psychologists (NASP)

> NASP is an online resource for schools, parents and teachers to promote social skills and its impact on positive behavior, academic success, and school safety. Resources include types of social skills, identifying social skills deficits, interventions/training, and examples of evidence-based social skills programs.
> http://www.nasponline.org/

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

> OJJDP, a component of the Office of Justice Programs, U.S. Department of Justice, accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The Office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families.
> http://www.ojjdp.gov/mpg/litreviews/Conflict_Resolution_and_Interpersonal_Skills.pdf

The following resources will provide additional information and suggestions for developing conflict resolution lessons.

PBIS World
> PBIS World is an online resource center for managing negative behaviors. Instructions on "Why, When, and How" interventions/strategies should be implemented are also provided for Tier 1, 2 and 3 along with resources and support for each technique.
> http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/

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
> Managing and Resolving Conflicts Effectively in Schools and Classrooms
> http://www.creducation.org/resources/resolving_conflicts/files/index.html

Conflict Resolution Education Connection
> Negotiation Skills Resources and Videos
> http://www.creducation.org/cre/teachers/cre_practices_descriptions/negotiation_skills

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

National Criminal Justice Reference Service
> Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community Juvenile Justice Settings
> https://www.ncjrs.gov/pdffiles/conflic.pdf

While the above resources are at your disposal, you may want to develop a few additional lessons including scripted conflict scenarios for your students to practice in class.

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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.

- Social Skills Improvement System – Rating Scales (SSIS-RS; Gresham & Elliott, 2008).
  - o Used to identify social skills acquisition and performance deficits.
  - o 46 social skills across seven domains (cooperation, communication, assertion, responsibility, empathy, engagement & self-control).
  - o 4-point frequency scale of never, selfdom, often and almost always.
- Decrease in discipline referrals.
- Ratings by others.
  - o Classroom teacher survey.
    - ▪ Ask about the changes in the participating student's behavior.
  - o Parent survey.
    - ▪ Ask about changes in child's academic competence.
    - ▪ Ask about any behavior changes since the start of the Conflict Resolution Training
- Self-ratings.
  - o Student survey.
    - ▪ Ask about the utility of the conflict resolution strategies (and other related strategies).
    - ▪ Ask about any changes in their behavior.

Appendices

A. References

B. Research Alignment

C. Lesson Handout

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. *Journal of Educational Reform, 95*(6), 349-357.	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.

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 | N = 165 total suspended students from a Chicago high school

N = 25 students suspended for fighting who attended ASVB

N = 41 students suspended for fighting who did not attend ASVB

N = 7 students suspended for other acts of violence who attended ASVB | 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.

Due to the small sample sizes and low incidences of reoccurrence, statistical significant differences were not observed, but important trends in data were identified.

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- | Introducing a program like ASVB modifies the disciplinary code by redefining discipline as problem solving instead of punishment.

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". |

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	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. 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.	N = 36 students who were suspended for other acts of violence who did not attend the ASVB N = 10 students who were suspended for nonviolent acts who attended ASVB N= 46 students suspended for nonviolent acts that did not attend ASVB	participants. 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. 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 res-suspended for physical violence. Whereas out of the	

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	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. *Journal of School Violence.* 6(4), 57-79. doi: 10.1300/J202v06n04_04	This participatory evaluation examines the use of interactive drama (role play) as the primary tool for teaching conflict resolution skills. The curriculum incorporated aspects of Kolburg's Moral Development Theory, interactive drama, and Yale-New Haven Middle School Social Problem-Solving Program's spotlight model. Lessons were delivered by counselors (N=19) and theatre instructors (N=13) who co-taught as pairs. Instructors received a total of 24 hours of intensive training over a 6 day period (6 hours of conflict	N = 2,440 students (1,022 middle school students, 1,418 high school students) in Title 1 schools 865 cases were removed due to attrition	Participants knowledge of and attitude towards conflict resolution was assessed at the beginning and end of the program. Both middle and high school students significantly increased their knowledge of effective conflict resolution strategies. Both also experienced a significant decrease in their levels of relational aggression. Participants learned how to identify and express their feelings and to think before acting. Unlike middle school students, high school students had a significant increase in their	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. The lessons were delivered in the following sequence: 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 –

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	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.		use of effective communication strategies.

Further analyses showed that African American high school girls reported decreases in their levels of physical aggression whereas African American middle school girls had a slight increase in this area. Also, African American high school boys and girls did not increase their conflict resolution skill knowledge as much as the other groups. This raises questions as to rather African American students relate to the program the same way as Caucasian students. | Students described their past experiences with fighting, bullying and "fronting". They discussed behavior choices and practiced applying alternative skills learned through role-play and demonstration.
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.
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, |

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				Necessary, Kind) to their interaction with peers who gossip. 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. 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. 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.

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				8. Communication – Students identity 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 successful conflict resolution, and

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				discuss how they can apply the concepts from the program to their relationships. 12. Wrap Up – Students use a class project, artwork or role-play to show what they've learned.
Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. *The Journal of Social Psychology, 142*(3), 305-331.	This study examined the impact of integrating conflict resolution training into an academic learning instead of as a "stand alone" or "add on" component to the curriculum. If conflict resolution and peer mediation are not systematically integrated into required courses in ways that increase academic achievement, the authors argue they may never be integrated into school life permanently. There were four (4) ninth grade World Civilization	N = 92 ninth-grade social studies students in a California high school (N=47 Treatment; N=45 control)	A pre-post, experimental-control group design was used. Each dependent variable was measured before the unit, at the conclusion of the unit, 3 weeks after the united ended and 7 months (the next academic year) after the unit ended. The study had high internal and external validity. Researchers measured nine dependent variables. Significant differences were found in all measures at posttest and they were retained 3 weeks and 7 months afterwards. 1. Learning the Negotiation	Previous research focused on the use of the integrative negotiation procedure, whereas this study was the first to directly measure students' voluntary application of peer mediation in this context. The fact that treatment students scored significantly higher on their academic assessment and retained that difference after 7 months supports the use of active learning to enhance meaning and memory. The trained students'

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	classes used in this study. Each was randomly assigned to treatment (N=2) or control (N=2). The conflict resolution and peer mediation training had three parts. 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		Procedure – Students wrote how they would resolve a conflict and the how-I-manage-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. 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	demonstrated an ability to be more insightful in thinking about the conflict and thorough in analyzing those situations, as seen by their transfer questions on their English tests. This support the argument that providing conflict resolution in one subject may refine skills and analytical tools that enable students to better understand conflicts in other subjects. 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

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	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 negotiation between disputants, and formalize the negotiated agreement by writing a contract) 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).		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 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 negation to rah an agreement with their	included the required textbook, selected references, 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.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			partner for their group project. 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. 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. 6. Attitudes Towards Conflict – Researchers administered the conflict-world-association	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			measure. They also analyzed the contents of students' academic 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	

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			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 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. 7. Academic Achievement – Measured by a paper and	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			pencil tests. Treatment group students scored significantly higher on their test. 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 hour on their posttest 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 could remember from Shakespeare's	

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			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.	
Wayne, E. K. (2008). Is it just talk? Understanding and evaluating intergroup dialogue. *Conflict Resolution Quarterly, 25*(4), 451-478.	This was an evaluation of an intergroup dialogue program for African American and Jewish high school students in the Washington DC area. 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	N = 43 African-American and Jewish high school students that participated in the program N = 9 Jewish and African American women who applied to the program but were not accepted due	This was a quasi-experimental pretest-posttest design. The evaluation included survey, interviews, observations, and focus groups. 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	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.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	intergroup relationships for mutual understanding. Empirical studies have found that this technique can reduce prejudice and improve intergroup relations. Intergroup dialogue mediates three types of attitudinal changes. It causes participants to learn information for new 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.	to space (Comparison group) N = 25 alumni surveys	process. Quantitative methods found that participating in intergroup dialogue significant increase in intergroup understanding.	
Woody, D. (2001). A comprehensive	This study examined a comprehensive school-based conflict-resolution	N = 240 high school students at a	Pretests were administered immediately before the 240 students received their formal	This study provides strong support to implementing a school-wide conflict

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
school-based conflict-resolution model. *Children & Schools, 23*(2), 115-122.	approach implemented in an "alternative" urban high school over a two-year period to determine if school-wide continuous programs increase the likelihood that students internalize skills for maximum effect. 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. In the first phase, groups of 20 students attended a four-hour group training session	small alternative high school (19 were removed because they did not complete the tests correctly for a total of 221) 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)	training and the posttest was administered immediately after the training was 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. Using paired *t* 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	resolution program. This to consider when implementing this approach, 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.

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	facilitated by the social workers. The primary focus of the training was self-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.		in conflict resolution knowledge and use of assertive behaviors. They also maintained their limited use of aggressive responses. Students did not retain their use of submissive responses from pretest to follow-up. 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. 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.	

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	In the second phase all school personnel received 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. Phase three was ongoing daily follow-up training. Teachers reviewed particular concepts and facilitated discussion during homeroom.		Before implementing this program, social workers 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.	

Appendix C: Lesson Handout

Lesson: Resolution through Conversation
Observation/Feedback Form

Conversation Step	Y	N
Established Rapport		
Showed empathy/Feeling words used		
Actively listened (What did she do or say?)		
Probed for more information (What was the real issue? What was the root cause?)*		
Closed the discussion (How?)		
What would you do differently?		

* Probing questions help you get to more details and clarify your understanding of the situation because conflict is not always about what is on the surface.