CONFLICT RESOLUTION

NEW JERSEY STATE BAR FOUNDATION

ELEMENTARY SCHOOL

TRAINING PARTICIPANT

WORKBOOK
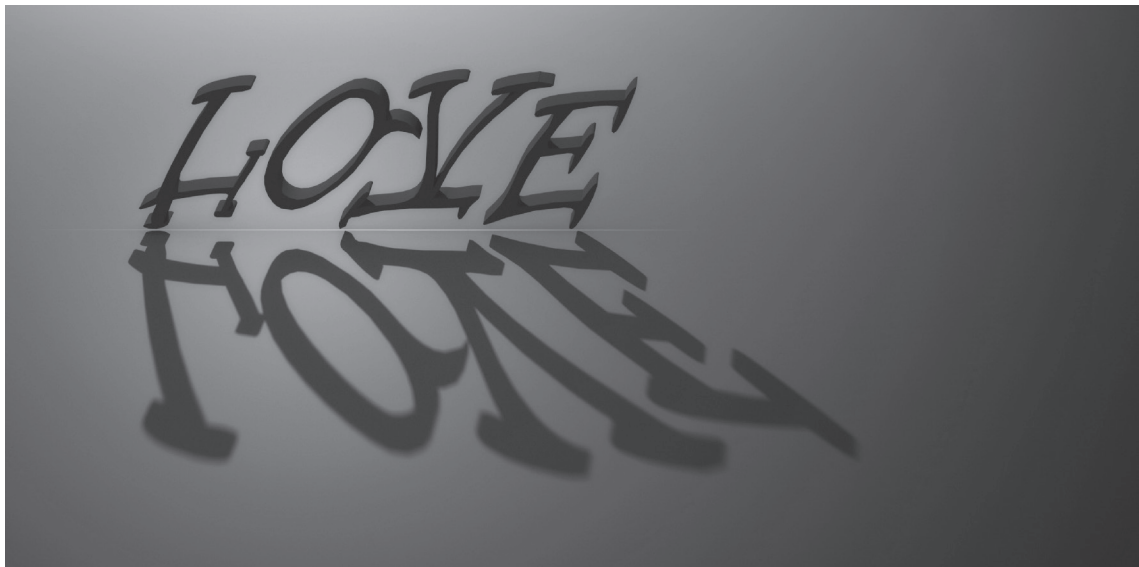
In Person Training

LESSON 1: WHAT DO YOU SEE?

My Wife and My Mother-in-Law

IMAGE PERSPECTIVES

Elementary School, Middle School, High School

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Society

DEFINING CONFLICT

Elementary School

Objective

The students will learn:

- the definition of conflict.
- how to identify positive and negative outcomes of conflict.
- how to differentiate between normal conflict and bullying.

Materials

- A copy of the "Conflict vs. Bullying" handout for each student
- Signs that read "Positive" and "Negative" hung on opposite sides of the room

Procedures

Part I

1. Explain to the students that everyone has conflict and that conflict is very normal. Ask the students "What is conflict?"

> **NOTE** You may get responses such as "it is fighting" or "it is being mad." There are no wrong answers.

2. Explain to the students that you will be reading a sentence with a conflict word at the end. You will start each sentence with "When I say conflict, you think _____." If they think the word you say has to do with conflict, they should stand up. Have the students sit back down before you introduce the next sentence.

Conflict Words

Anger	Win	Differences	Innocent	Hurt	Decision	Normal
Struggle	Right	Understanding	Wrong	Fight	People	Learning
Agreement	Against	Disagree	Change	Avoid	Help	Lose
Creative	Communication	Unfair	Ideas	War	Guilty	

3. Lead a group discussion using the following questions:
   a. Were you surprised when people stood for any of the words? Why or why not?
   b. Elicit some ideas about why the students stood for certain words.

Part II

1. Ask the students if conflict is positive or negative. Have a conversation using the following questions:
   a. Why do you think conflict is negative?
   b. Why do you think conflict is positive?
   c. Have you ever had an argument with a friend and you worked it out? How was your friendship after you worked it out?

> **NOTE** FOR K-2: replace "Positive" and "Negative" with "Good" and "Bad" where you deem appropriate for this activity.

2. Make signs that read "POSITIVE" and "NEGATIVE" and hang them on either side of your classroom.
3. Explain to the students that all the words you are about to read relate to conflict in some way. They get to choose whether the word is "positive" or "negative" when they think about conflict.
4. Using the same list of conflict words, read each word and ask them to stand on the side of the room that they think that word is associated with.
5. After each word is read, and the students choose whether a word is "positive" or "negative," have a few students explain why they think the word is positive or negative.
6. When you are done, have a whole class discussion using the following discussion question:
   a. Would you change your idea about conflict after doing this activity?

Part III

1. Give students the "Conflict vs. Bullying" handout.
2. Have them work in pairs or in groups to identify the similarities and differences.
3. As a large group decide on similarities and differences and answer any questions the students might have.
4. Read the following scenarios and ask the students to identify whether the scenarios are conflict or bullying and why.
   a. Someone takes your scissors from you without asking while you are working on a project. (CONFLICT)
   b. Someone tells you that your hair is ugly and she/he does not like you because of that. (BULLYING)
   c. Someone knocks over her/his juice and it spills on you at lunch. (CONFLICT)
   d. Someone tells you that you are mean when you pass out papers for the teacher roughly. (CONFLICT)
   e. A group of kids are playing a game on the playground and you ask to play. They ignore you and start whispering and laughing to each other while looking at you. (BULLYING)
   f. A group of kids are playing a game on the playground and you ask to play. Someone tells you that they do not have any room in the game for more people (and they truly do not have room). (CONFLICT)
5. Lead a group discussion using the following questions.

Discussion Questions

1. In your own words, what is the difference between conflict and bullying?
2. When might you disagree on whether a conflict is positive or negative?
3. When you have a conflict, how does it make you feel?

CONFLICT

CONFLICT IS

▶ A **MISUNDERSTANDING or DISAGREEMENT** that causes an emotional reaction

▶ between **TWO OR MORE** connected people

▶ who **NEED OR WANT** something from one another.

BULLYING

BULLYING IS

▶ **INTENTIONAL,** unwanted and aggressive behavior

▶ that involves a real or perceived **POWER IMBALANCE**

▶ and is **REPEATED**, or has the potential to be repeated, over time.

What are some similarities and differences you notice about conflict and bullying?

HOW DO YOU RESPOND TO CONFLICT? (adult version)

The following exercises are designed to help you take a closer look at how you respond to classroom conflicts. There are no trick questions and no absolutely right or wrong answers. The purpose of the exercise is not to judge your behavior, but to make you more aware of it.

Read the statements below. If a statement describes a response you usually make to classroom/school conflict, write "3" in the appropriate answer blank below. If it is a response you occasionally make, write "2" in the appropriate blank. If you rarely or never make that response, write "1."

When there is a classroom/school conflict, I:

1. Tell the students to knock it off ____
2. Try to make everyone feel at ease ____
3. Help the students understand one another's point of view ____
4. Separate the students and keep them away from each other ____
5. Let the principal handle it ____
6. Decide who started it ____
7. Try to find out what the real problem is ____
8. Try to work out a compromise ____
9. Turn it into a joke ____
10. Tell them to stop making such a fuss over nothing ____
11. Make one kid give in and apologize ____
12. Encourage the students to find alternative solutions ____
13. Help them decide what they can give on ____
14. Try to divert attention from the conflict ____
15. Let the students fight it out, as long as no one gets hurt ____
16. Threaten to send the students to the principal ____
17. Present the students some alternatives from which to choose ____
18. Help everyone feel comfortable ____
19. Get everyone busy doing something else ____
20. Tell the students to settle it on their own time, after school ____

I	II	III	IV	V
1____	2____	3____	4____	5____
6____	7____	8____	9____	10____
11____	12____	13____	14____	15____
16____	17____	18____	19____	20____
Totals ____	____	____	____	____

Now add the numbers in each column. Each column reflects a particular approach and attitude toward conflict. In which column did you score highest? Find the appropriate number below and see if the description corresponds to your perception of your attitudes toward conflict.

I.   The no-nonsense approach. I don't give in. I try to be fair and honest with the students, but they need firm guidance in learning what's acceptable behavior and what isn't.   ***Competitive/Aggressive***

II. The problem-solving approach. If there's a conflict, there's a problem. Instead of battling the students, I try to set up a situation in which we can all solve the problem together. This produces creative ideas and stronger solutions.
                                                              Collaborative

III. The compromising approach. I listen to the students and help them listen to each other. Then I help them give a little. We can't all have everything we want. Half a loaf is better than none.   ***Compromising***

IV. The smoothing approach. I like things to stay calm and peaceful whenever possible. Most conflicts are relatively unimportant, so I just direct their attention to other things.   ***Accommodating***

V.   The ignoring approach. I point out the limits and let the students work things out for themselves. It's good for them, and they need to learn the consequences of their behavior. There's not a whole lot you can do about conflict situations anyway.   ***Avoiding/Ignoring***

CONFLICT RESOLUTION

NEW JERSEY STATE BAR
FOUNDATION

COMPETITIVE
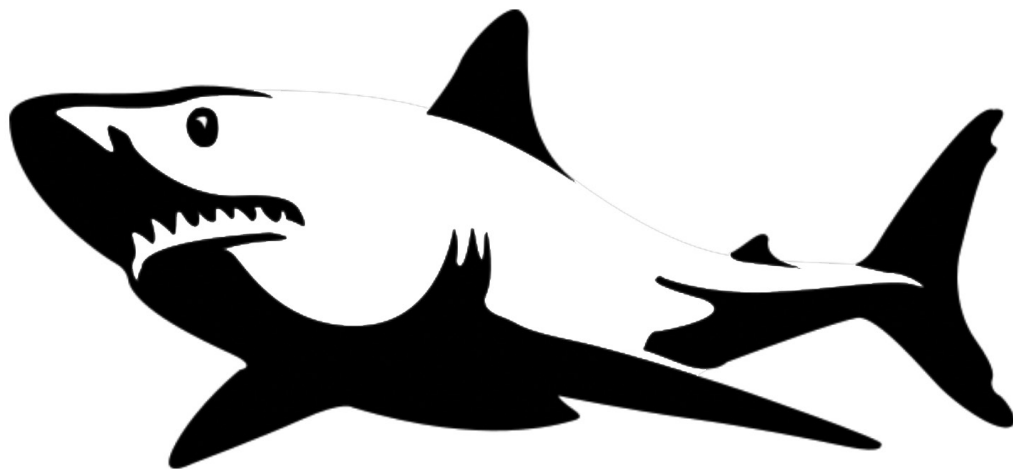
ATTACKS PEOPLE
"I AM RIGHT." "DO IT MY WAY."

COLLABORATING

WORKS TOGETHER
"WE ARE BOTH RIGHT." "LET'S TALK ABOUT IT."

TEDDY BEAR

Elementary School
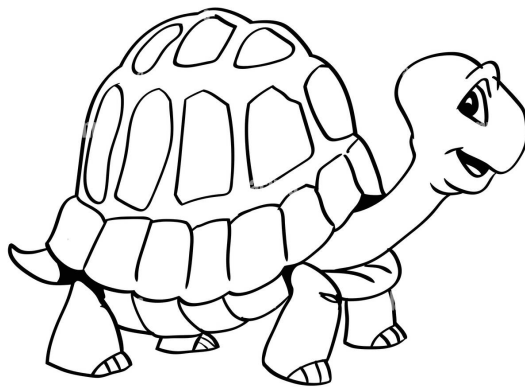
ACCOMMODATING

GIVES IN
"YOU ARE RIGHT." "YOU CAN HAVE IT YOUR WAY."

COMPROMISING

TRIES TO FIND A QUICK FIX
"WE CAN BOTH GIVE SOMETHING UP"

AVOIDING

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MINIMIZES
"IT'S NOT A BIG DEAL." "DON'T WORRY ABOUT IT"

HOW DO YOU RESPOND TO CONFLICT?

Elementary School

The questions below will help you understand how you respond to conflicts. There are NO trick questions and no absolutely right or wrong answers. The reason for this exercise is to make you more aware of the way you behave.

Read each sentence below. If a sentence describes a response you *usually* make to a conflict, circle the number "3" next to the sentence. If it is a response you *sometimes* make, circle the number "2" next to the sentence. If you *never*, or *almost never*, make the response, circle number "1."

When there is a conflict at school between other students,	Usually	Sometimes	Almost never
1. Do I tell them to stop fighting, because someone may get hurt?	3	2	1
2. Do I try to help others talk about their conflict?	3	2	1
3. Do I ask them, "What are you fighting about?"	3	2	1
4. Do I try to get them to sit down and take deep breaths?	3	2	1
5. Do I let the teacher handle it?	3	2	1
6. Do I decide who started it?	3	2	1
7. Do I try to find out what everyone wants?	3	2	1
8. Do I help them try to work out a compromise?	3	2	1
9. Do I turn it into a funny story?	3	2	1
10. Do I tell them to stop making it such a big deal?	3	2	1
11. Do I make one person give in and apologize?	3	2	1
12. Do I try to get them to think of other ways to solve their conflict?	3	2	1
13. Do I help them decide what they can give in on?	3	2	1
14. Do I try to give them something else to do?	3	2	1
15. Do I let them fight it out, as long as no one gets hurt?	3	2	1
16. Do I threaten to tell the teacher or the principal?	3	2	1
17. Do I suggest some ways to resolve the conflict?	3	2	1
18. Do I help everyone to feel safe?	3	2	1
19. Do I get everyone busy doing something else?	3	2	1
20. Do I tell them to figure it out after school?	3	2	1

Fill in what you answered above (3, 2 or 1) following the question number below and total each column.

	A COMPETITIVE	B COLLABORATIVE	C COMPROMISING	D ACCOMMODATING	E AVOIDING
START HERE →	1.	2.	3.	4.	5.
	6.	7.	8.	9.	10.
	11.	12.	13.	14.	15.
	16.	17.	18.	19.	20.
TOTALS					
	A	B	C	D	E

The column with the highest total is your dominant style of conflict. Read the matching description on "The Five Styles of Conflict Resolution" handout. It is possible to have more than one dominant style.

THE FIVE STYLES OF CONFLICT RESOLUTION

Each column is a way that people handle conflict. In which column did you score the highest? Find the letter below that matches your highest score and see if the description matches YOUR idea of how you solve conflicts. It is possible to have two high numbers that match.

A. Competitive/Aggressive

You do not give in. You try to win conflicts.

"I am right." "Do it my way."

B. Collaborative/Cooperative

You see conflicts as problems to be solved and like to share creative ideas to reach solutions.

"We are both right." "Let's talk about it."

C. Compromising

You like to make sure everyone walks away feeling they got what they wanted.

"I will give a little, you give a little."

D. Accommodating

You like things to stay calm and peaceful whenever possible. In order to keep the peace you will give in when you are in conflict.

"You are right." "You can have it your way."

E. Avoiding

You do not want to get involved. You would rather walk away than deal with the conflict.

"Forget about it." "I do not want to talk about it."

Mean	Kicking	Touching	Laughing at someone	Sad
Lying	Ignoring	Bossy	Hurtful	Left out
Fidgeting	Not sharing	Interrupting	Sticking out your tongue	Distracting
Making fun	Joking	Silly	Put-downs	Staring
Stubborn	Tattletale	Calling out of turn	Teasing	Imitating

Not Enough

Two people want something and there is only one of it

Misunderstanding

Not knowing what the other person means or wants

Differences

Someone does not look or act the same as you

Anger

Feelings that upset you and make you feel bad

Unexpected Changes

Things are different than you want them to be or thought they would be

Difficult People

People that are hard to get along with

Arguments

When you and someone else do not agree

Mean Adults

People in charge who are always telling you what to do

Threat

Feeling weak and not being able to fix something that bothers you

Bossy Friends

Friends who tell you what to do and you do not agree

ONE-TO-ONE STRATEGY   Elementary School

Below are instructions on how to have a positive conversation to solve a conflict between two people.

THE INITIATOR GOES FIRST
The Initiator speaks while the Responder listens.

STEP 1 **Can we talk?**
(wait for the Responder to answer before continuing to Step 2)

STEP 2 **I am upset because_____**

STEP 3 **I feel _____ because_____**

STEP 4 **I would like_____**

THE RESPONDER GOES SECOND
The Responder speaks while the Initiator listens.

STEP 1 **I am upset because_____**

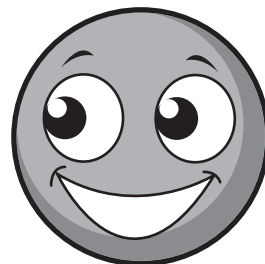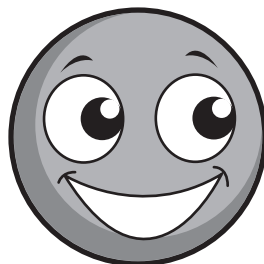**STEP 2** **I feel _____ because_____**

STEP 3 **I would like_____**

LAST STEP
Work it out. How can you both get what you want?

ENCOURAGERS AND BLOCKERS

Elementary School

Encouragers

Stop talking and listen

Speakers will be encouraged to continue speaking if you remain quiet and let them finish what they want to say.

Empathize

Try to put yourself in the other person's situation. Try to understand what she/he is feeling.

Make eye contact

In most Western cultures, looking at a person who is speaking tells her/him you are interested in what he/she is saying and that you are paying attention.

Concentrate on what is being said

Push all other thoughts out of your mind and use active listening to pay attention to the speaker.

Show understanding by non-verbal behaviors

Facial expressions, posture and gestures (such as nodding one's head) can be warm and accepting or closed and judgmental. The warm and accepting body language will encourage the speaker to continue.

Find out what the person wants from you

The speaker may want advice or suggestions, or she/he may not. Give the speaker what she/he wants, not what you think is desired.

Verbally acknowledge other person

While the person is speaking you may make verbal sounds to demonstrate that you are paying attention. You may say, "I understand" or "I hear how you felt." When they are done speaking you may want to summarize what they have said in your own words to demonstrate you understand.

Ask for understanding

Questions should be used to understand what the person has said, or to gather more information.

ENCOURAGERS AND BLOCKERS (Continued)

Blockers

Interrupting
Good communication is not possible when people are cut off before they have finished speaking. In a conflict, it is especially important for everybody to have a chance to tell their side without interruption.

Ignoring
There are at least five ways that ignoring behaviors can stop positive communication.
1. Not paying attention to the speaker
2. Monopolizing all the talking time
3. Focusing on your own agenda
4. Disregarding other people's contributions to the communication
5. Not acknowledging other people's concerns or feelings

Sarcasm
Sarcasm is saying one thing but meaning the opposite which sometimes can mock or hurt feelings. Sarcasm makes problem solving and communication very difficult.

Insults/name calling
People with the competitive/aggressive style of communication (for K-2 students, the shark) tend to use insults and name calling to handle conflict. This raises hostility levels and increases the chance for violence.

Always and Never
"You always do this." "You never do that." These statements are hardly ever accurate and make people angry and defensive.

Judging
Judging occurs when one person decides if others are right or wrong or good or bad. They then share their judgement with the other person. The best climate for problem solving is when people hold off on judgement and listen to each other in order to understand each other's perspectives.

Blaming
Blamers assume that if there is a problem or conflict, somebody must be to blame. They are quick to say, "It was not my fault – it was yours!" To effectively communicate or problem solve, it is important to get away from the idea that someone is to blame.

What Activates Me? – Adult Version

Read the following list of buttons that can activate you (or cause "big feelings" as we would say to our younger students). Look at the "feelings thermometer" on the 2nd page. Rate each item from 1-10 regarding where it might cause you to fall on the thermometer.

Label each scenario 0 through 10 depending on where it falls on the thermometer for you.

0 means you are very "cool" or comfortable

10 means you are very "heated" or uncomfortable

_____   A student ignores or appears to ignore you when you give instructions.

_____   A friend lies to you.

_____   You get blamed for something that you did not do.

_____   Your friends get invited to a dinner and you do not get an invitation.

_____   A friend does not call, text or email you back.

_____   A colleague purposefully withholds information from you.

_____   Misinformation about you gets posted on social media.

_____   A student mimics you in front of the class.

_____   A person you are eating with loudly chews with their mouth open.

_____   Your supervisor does not listen to or accept your suggestions for improvement on a project you have been asked to review.

10: Extremely Uncomfortable/Activated or Heated

9

8

7

6

5: Somewhat Uncomfortable/Activated or Heated

4

3

2

1

0: Completely Comfortable/Not Activated or Heated

COOL TOOLS

Directions

Cut out the "Cool Tools" below and create an "Anger Toolkit" to refer to when you get angry.

Journaling

Using Mindfulness

Listening

Recognizing Perspective

Exercising

Drinking Water

Taking a Timeout

Changing Environment

Stretching

Taking a deep breath

Discussion Plan
Use the following questions to lead a conversation with your group:

1. Are there times you cannot or do not want to solve a conflict? Why?

2. Besides anger, what are some reasons a person might not want to make up with someone else?

3. Describe a time when you did not want to solve a conflict. Do not use names.

4. What happens on social media that does not happen face-to-face? Why does it happen on social media?

5. Are there environments that make it more difficult to solve a conflict? (for example, peer pressure)

6. Is it ever easier to NOT solve a conflict? When or why?

7. Does other people knowing about a conflict help or hurt solving the conflict? Explain your reasoning.

8. Why might a person like being in conflict?

9. What are some benefits for people who always want to solve conflicts? What disadvantages might people who always want to solve conflicts have?

10. Are there things you cannot control that might stop you from solving a conflict? What are they? How do they stop you from solving a conflict? *(for the educator: an example might be an alcoholic relative or a relative with clinical depression)*

11. When you are deciding whether or not you want to solve a conflict, do you think about the value of the relationship or the value of the conflict? Which is more important to consider and why?

THE GUEST HOUSE: A POEM

This being human is a guest house.

Every morning a new arrival.

A joy, a depression, a meanness,

some momentary awareness comes

as an unexpected visitor.

Welcome and entertain them all!

Even if they are a crowd of sorrows,

who violently sweep your house

empty of its furniture,

still, treat each guest honorably.

He may be clearing you out

for some new delight.

The dark thought, the shame, the malice,

meet them at the door laughing,

and invite them in.

Be grateful for whoever comes,

because each has been sent

as a guide from beyond.

—Rumi

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STEPS IN PLANNING A CONFLICT RESOLUTION PROGRAM

Action Plan

The order of this plan is offered as a guide. You know your educational environment's needs and can adjust this to best fit your school setting. If you need more space to answer the questions, or make notes, feel free to use the reverse side of this page. The questions are intended to help you in thinking about, preparing for, training of, and integration of the Conflict Resolution Program. Try to attach a time-frame for each action.

STEP ONE – PREPARATION

1. Determine the needs of your school in terms of types of conflict, frequency, sources, size of school, etc.

2. Bring together a small group of staff, including an administrator, who are interested in conflict resolution to serve as a committee. Make sure the staff members are diversified in terms of their position at the school and they accurately represent the school population. This committee will work as a team on the rest of this plan.

3. Review all materials, in particular the ethics materials, available at the Association for Conflict Resolution (www.acrnet.org).

Questions to consider:
- How will you go about determining the needs of your school?
- Who will you ask in your school to serve on the committee, what are their roles, and what would they bring to the project?
- Do you want to integrate the ethics materials into your program, and if so, how will you do that?
- What are some additional items of preparation you want to do in your school?

STEP TWO – PLANNING

(Some of the following may start at this point but continue throughout the life of the program.)

1. Provide training for the committee, either at the New Jersey State Bar Foundation (www.njsbf.org) or by bringing in a reputable person or organization to train them in conflict resolution concepts.

2. Committee develops both long and short-term goals, a plan and a timeline for the program.

3. Approach administration with the Plan and obtain their support.

4. Develop any materials you intend to use, i.e. letter home to parents, application for funding, etc.

5. Seek funding through PTA/PTOs, grants, Municipal Alliance, local business, etc.

6. Integrate conflict resolution into the school's mission statement.

Questions to consider:
- Regarding training for the committee, when and where will it be, who will provide it, and what will be the duration?
- Where will you find models for goals, plan and timeline? How much time should you a lot for this step?
- Who can you approach in the administration? Do you need/want another colleague to join you? What are you looking for from administration? What will you do if you don't get it?
- What sources will you use for materials?
- Will you seek funding? Where from? What contacts do you or your committee members have?
- What do you want to integrate into the school's mission statement? How can you accomplish that?
- What are some additional items of planning you want to do in your school?

STEP THREE – TRAINING AND INTEGRATION

1. Introduce conflict resolution to the school community (teachers, students, staff, administration) through curriculum, in-service or staff development.

2. Introduce conflict resolution to parents through a letter home, PTA or PTO meeting, parent-teacher conference nights, etc.

3. Introduce Conflict Resolution Program on back-to-school night and offer parent workshops throughout the year.

4. Provide training for all teachers and support staff.

5. Provide lesson plans to teachers. Have principal ask teachers to include a monthly conflict resolution lesson in their plan books.

6. Develop an implementation schedule for the year, mapping units among disciplines.

Questions to consider:
- When and how will you introduce Conflict Resolution, or revitalize an existing program, to the adults in your school? To the students? To the parents?
- Will you offer any parent workshops? If so, what will be the topic? When will they be offered? What is the goal?
- What kind of training, will you provide for teachers and support staff? When? How will you engage teachers and support staff?
- What will your sources of lesson plans be for teachers? Will your committee be a source for lesson plans?
- What will your implementation plan look like?
- Go back over these questions and determine what roles your committee will play in each step?
- What are some additional items of training and integration that you want to do in your school?

Conflict Resolution Action Plan

Three conflict resolution <u>acti</u>vities or **strategies** **I would like to implement in my school/classroom:**

1.

2.

3.

Three actions I need to take first (who to talk to/convince, who to train, etc.)**:**

1.

2.

3.

Barriers that may/do exist to implementing conflict resolution in my school:

Solutions/strategies for dealing with barriers:

Conflict Resolution Action Plan Challenges

Action Plan Step	Rate Challenge (Low 1-5)	Identify the Challenge	Ideas to Overcome Challenge
Preparation Time & Planning			
Assembling Champions			
Funding			
Buy-In Key Administrators			
Buy-In & Training of Staff			
Other?			

Table 4: Age-Appropriate Sequence for Acquiring the Foundation Abilities of Conflict Resolution

Early Childhood to Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Orientation Abilities			
♦ Understands that having conflicts is natural and knows that involvement in conflicts is all right. ♦ Knows that conflicts can be solved through cooperation. ♦ Views peace as a desired condition and identifies several peacemaking and peacebreaking behaviors. ♦ Differentiates between prejudice and a dislike.	♦ Understands that conflict is inevitable and that it can be a positive force for growth. ♦ Understands that conflicts can become better or worse, depending on the chosen response. ♦ Understands and recognizes soft, hard, and principled responses to conflicts. ♦ Participates in cooperative endeavors. ♦ Recognizes prejudice in self and in the actions of others. ♦ Understands own behavior in terms of the need for belonging, power, freedom, and fun. ♦ Understands peace as a personal action and differentiates between peacemaking and peacebreaking behaviors in self and others.	♦ Recognizes that the sources of conflict and the problem-solving processes of conflict resolution are applicable to all types of conflicts—interpersonal, intergroup, and international. ♦ Diagnoses conflicts appropriately and selects conflict resolution strategies for conflicts in various settings (such as school, home, and neighborhood). ♦ Exhibits effective responses to another person who, in a shared conflict, chooses a soft or hard response. ♦ Takes action to inform when prejudice is displayed. ♦ Suggests a peacemaking action as an alternative to a displayed peacebreaking action.	♦ Maintains various good working relationships with parents, family, siblings, boyfriends, girlfriends, teachers, and bosses. ♦ Analyzes conflict in the context of a present relationship and uses an appropriate problem-solving strategy. ♦ Recognizes patterns in his or her responses to conflict and strives for positive growth and change in those patterns. ♦ Understands that conflict resolution skills are life skills. ♦ Confronts prejudice effectively in self and others and in the school as an institution. ♦ Promotes equal access and opportunity on many fronts. ♦ Seeks diverse and multicultural experiences and relationships. ♦ Works actively to promote peace in the school and in the community.
Perception Abilities			
♦ Accepts that he or she is not always "right." ♦ Accepts that others may see things differently. ♦ Describes a conflict from own perspective and from the perspective of others. ♦ Withholds blame.	♦ Identifies and checks own assumptions about a situation. ♦ Understands how others perceive words and actions. ♦ Empathizes and accepts the feelings and perceptions of others. ♦ Analyzes a conflict from the perspective of unmet basic psychological needs. ♦ Understands friendships and good working relationships and strives to build and maintain them. ♦ Understands the effects of blaming and accusing behaviors and chooses not to act in that manner.	♦ Recognizes the limitations of own perceptions and understands that selective filters affect seeing and hearing. ♦ Identifies and checks assumptions that self and others make about a situation. ♦ Possesses a rudimentary understanding of how problem-solving strategies can be influenced. ♦ Recognizes the prevalence and glamorization of violence in society. ♦ Recognizes that conflicts can escalate into violence.	♦ Critically analyzes own perceptions and modifies understanding as new information emerges. ♦ Articulates how own words, actions, and emotions are perceived by others. ♦ Analyzes how perceptions of others relate to probable intent or purpose. ♦ Understands how problem-solving strategies can be influenced and regularly chooses to exercise positive influence. ♦ Prevents escalation of conflicts, even with adults. ♦ Helps others recognize the potential for violence and for nonviolent conflict resolution.

Early Childhood to Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Emotion Abilities			
◆ Knows that feeling anger, frustration, and fear is all right. ◆ Controls anger. ◆ Expresses feelings in language that expands beyond happy, sad, glad, or mad. ◆ Hears and acknowledges the feelings of others. ◆ Does not react to emotional outbursts of others by elevating own emotional response.	◆ Understands own emotions. ◆ Understands that others have emotional responses and that those responses may be different from his or her own. ◆ Expresses emotions effectively and appropriately. ◆ Disagrees without being disagreeable.	◆ Takes responsibility for emotions. ◆ Accepts and validates emotions and perceptions of others. ◆ Possesses effective strategies for "cool down" and uses them at appropriate times.	◆ Remains calm and focused on problem solving when confronted by a strong emotional display from another person, including an adult. ◆ Prevents conflict escalation and violence effectively by using communication-based conflict resolution strategies.
Creative Thinking Abilities			
◆ Describes what is wanted and why it is wanted. ◆ Generates ideas for solving a problem. ◆ Improves a simple idea.	◆ Distinguishes between positions and interests. ◆ Identifies interests beyond own position in any situation. ◆ Separates inventing options from making decisions. ◆ Identifies mutual and compatible interests and creates behavioral options to satisfy those interests.	◆ Understands that underlying interests, not positions, define the problem in conflict situations. ◆ Understands that multiple, unclear, or conflicting interests often coexist. ◆ Understands and uses analytical tools to diagnose problems. ◆ Uses problem solving for conflicting as well as common or compatible interests.	◆ Evaluates and reconciles positions and interests of self and others in most situations. ◆ Prioritizes interests and develops a strategy for working toward agreement, focusing on easier issues first (those of mutual concern) and more difficult issues last (those of conflicting concerns). ◆ Articulates mutual interests and reconciles conflicting interests. ◆ Switches perspectives to generate new options. ◆ Manages brainstorming effectively, separates inventing from deciding, and advocates options for mutual gain. ◆ Brainstorms multiple options in any situation, improving, refining, embellishing, and expanding on current options. ◆ Uses analytical tools to diagnose problems, develop new approaches, and evaluate those approaches.

Early Childhood to Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
C o m m u n i c a t i o n A b i l i t i e s			
✦ Listens without interruption while another person describes an incident and summarizes what that person has said. ✦ Describes an incident intelligibly using "I" statements. ✦ Uses questions such as "How did that make you feel?" and "What happened next?" ✦ Answers questions about a conflict. ✦ Uses a conflict resolution vocabulary (such as "interests," "options," "brainstorm," "negotiate," and "point of view").	✦ Summarizes the facts and feelings of another person's perspective. ✦ Asks specific, clarifying questions to gather more information. ✦ Uses appropriate problem-solving phraseology (e.g., "and" rather than "but" and "we" instead of "me" or "you"). ✦ Makes "I" statements rather than "you" statements when expressing perspective. ✦ Recognizes nonverbal communication by self and by others, especially communication related to feelings. ✦ Communicates desire for cooperative working relationships.	✦ Uses summarizing and clarifying to defuse anger and deescalate conflict. ✦ Withholds judgment and listens to persuasive discussions. ✦ Is productively persuasive. ✦ Tests understanding, listens to understand, and speaks to be understood. ✦ Reframes own statements using unbiased and less inflammatory language.	✦ Summarizes positions and interests of others in conflict situations efficiently and accurately. ✦ Acknowledges the validity of emotions and perspectives of others. ✦ Reframes statements of others, removing biased or inflammatory messages to capture the underlying meaning. ✦ Expresses interests explicitly. ✦ Uses clarifying questions to uncover hidden interests of others. ✦ Possesses a conflict resolution vocabulary (e.g., "position," "interests," "options," "alternatives," "consensus," "commitment," "legitimacy," and "brainstorm") and uses it appropriately.
C r i t i c a l T h i n k i n g A b i l i t i e s			
✦ Chooses from multiple ideas. ✦ Understands when something is fair to self and fair to another person. ✦ Explains why something is not fair. ✦ Expresses a realistic and workable plan for resolving a conflict. ✦ Understands the meaning of committing to a plan and being trustworthy.	✦ Evaluates realistically the risks and consequences of "flight or fight" in conflict. ✦ Identifies best self-help alternative in a conflict situation. ✦ Chooses to work toward mutual fairness in resolving a dispute rather than to accomplish self-imposed will. ✦ Evaluates interests of self and others according to fairness standards. ✦ Crafts win-win resolutions. ✦ Specifies clear agreement by stating who, what, when, and how.	✦ Challenges assumptions about what is possible. ✦ Thinks about short- and long-term consequences of proposed options. ✦ Negotiates without conceding. ✦ Identifies outside standards and criteria for fairness (such as legal standards and school rules) when evaluating interests and solutions. ✦ Recognizes the efficacy of committing only to solutions that are fair, realistic, and workable. ✦ Endeavors to fulfill commitments.	✦ Uses problem-solving processes when engaging in difficult conversations. ✦ Speculates as to best alternatives to negotiated agreement for self and others. ✦ Analyzes ways to improve best alternatives to negotiated agreement. ✦ Analyzes willingness and ability of self and other person to honor a plan of action in any situation. ✦ Identifies uncontrollable factors that might impact the ability of the parties to fulfill an agreement. ✦ Identifies external standards of fairness and uses those to resolve conflicts. ✦ Honors commitments and encourages others to do the same.

Table 5: Age-Appropriate Sequence for Acquiring the Problem-Solving Processes of Conflict Resolution

Early Childhood to Grade 2	Grades 3–5	Grades 6–8	Grades 9–12
Negotiation Process			
♦ Cooperates with a peer in unassisted problem solving—each cools off, tells what happened, imagines ways to problem-solve, and chooses a solution. ♦ Participates in a negotiation session coached by an adult or older child.	♦ Manages the negotiation process without assistance.	♦ Performs principled negotiation with peers and adults. ♦ Involves a peer who has little or no conflict resolution training in the negotiation process. ♦ Understands that nearly every interaction is a negotiation. ♦ Teaches younger students the negotiation process.	♦ Negotiates with difficult parties effectively. ♦ Teaches negotiation process to peers and adults. ♦ Enjoys negotiation process.
Mediation Process			
♦ Participates in a mediation facilitated by an adult or older student mediator.	♦ Participates in the mediation process facilitated by another student or an adult. ♦ Serves as a peer mediator in a classroom program or a schoolwide program.	♦ Mediates disputes among peers. ♦ Co-mediates disputes between peers and adults. ♦ Coaches younger students and peers as they learn to mediate.	♦ Mediates an array of disputes involving various disputants. ♦ Trains others in the mediation process.
Consensus Decisionmaking Process			
♦ Engages in group problem-solving discussions and processes facilitated by a teacher or other adult.	♦ Participates in classroom sessions designed to resolve group conflicts and problems.	♦ Manages consensus problem-solving sessions for classroom groups of younger students. ♦ Manages consensus decisionmaking in a small group of peers (such as classroom work group or student council committee).	♦ Manages consensus problem solving in various groups. ♦ Facilitates consensus decisionmaking as a member of a group.

82

36