

A Publication of the  
Association for Conflict Resolution  
a Professional Organization Dedicated to Enhancing  
the Practice of Public Understanding of Conflict Resolution



## THE SEMI-ANNUAL NEWSLETTER OF THE EDUCATION SECTION



Association for  
Conflict Resolution

### THE DIALOGUE COMMITTEE A CONFLICT RESOLUTION MODEL THAT EMPHASIZES STAFF ENGAGEMENT AT AN ELEMENTARY SCHOOL WITH STUDENTS WITH SPECIAL NEEDS

By Marquez Equalibria

#### Contributing Authors

- Anisa Bolton Young
- Marquez Equalibria
- Nancy Erbe
- Lisa Hershman
- Warren Robert Heydenberk
- Roberta Ann Heydenberk
- Pamela S. Lane-Garon
- Cindy Morton
- Bill Warters

Since initially introducing our Roosevelt School program in the Spring 2007 article entitled, "Workplace Conflict in Schools with Special Needs: Empowering the Staff Before Empowering the Students," we have continued to actively address staff workplace conflict due to the impact it has had on the entire school community. Currently, we are starting our second academic year at the school, and have con-

structed a model that engages the staff and will be replicable in other schools.

Our focus this year will continue to be on staff engagement, although we will now also address increasing engagement of students and parents. The most important unique aspect of our model is the dialogue component, which comprises a committee of stakeholders that address conflict.

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### New Hope for Our Children

Drs. Roberta Anna and Warren Robert Heydenberk

Do hopes and aspirations impact a child's well-being? Do they matter? A child without hope is like a small boat without a sail—unable to find direction or chart a course and survive in a storm. Researchers from the Stanford Center on Adolescence have revealed that the vast majority of our children (approximately 80%) have no clear sense of purpose or aspirations (Damon, 2008). We are social beings. Developing aspirations is a complex process (that begins with a sense of social confidence and the ability resolve conflicts. Students with the strongest sense of hope are not simply the most inspired and imaginative but they are also imbued with a sense of social competence-confidence in their abilities to resolve problems, think of alternatives, and create a community of friendships.



James Levinski took this photograph. He spent a half a day getting the students to ignore the ducks and smile at the same time!

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# Association for Conflict Resolution

A merged organization of  
AFM, CREnet, and SPIDR

5151 Wisconsin Avenue, NW  
Suite 500

Washington, DC 20016

202-464-9700

202-464-9720 (fax)

the4thr@gmail.com

<http://www.mediate.com/acreducation/>

## EDITORIAL STAFF

### Publisher

Association for Conflict Resolution

### Co-Editors

Jared Ordway

Dr. Robert T. Whipple

### Editorial Board

Norma Guerra

Kathy Bickmore

Ken Dunham

Gina Buckley

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# the Fourth

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THE SEMI-ANNUAL NEWSLETTER OF THE EDUCATION SECTION

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*The 4th R* Editors

## Greetings *Fourth R* Readers!

Jared Ordway & Robert Whipple Co-editor of "The 4th R"

**W**elcome back to your favorite newsletter of the Education Section. This *special 2008-2009 edition of The Fourth R* brings you nuanced examination of some unique programs, practice, and processes which address the special needs of students and staff in our schools, homes, and communities at large. As a collective, the authors featured in this edition remind their readers that reaching our goals means reaching out to empower and utilize the multiple assets and natural connections provided by the education environment.

By way of introduction to this issue, *The Fourth R* readers receive a warm greeting from the ACR Education Section Chair-Elect, Lisa Hershman, whose enthusiastic voice encourages us to share our lessons, challenges, and successes to promote and extend our work to those not yet familiar with what we do and who we are. The current ACR Education Chair, Cindy Morton asks some critical questions about her vision for the section and announces new committee volunteers.

Following this lead, Marquez Equalibria's article shares an equally prosperous message of the Western Justice Center's success in designing a framework for students, school staff, and parents to address and resolve conflict effectively. As the WJC/Roosevelt School partnership enters its second year, the staff is reaching its goals by empowering members

(Continued on page 3)

## Letter from Co-Editors Continued

through a number of activities, including the formation of an internal Dialogue Committee which supports and enhances the school's capacity to work with the challenges they face in the classroom and beyond.

Echoing the message of empowerment, authors Aneisa Bolton Young and Nancy Erbe offer their perspective on the best practices of adults working with at-risk youth and gangs. Their work recognizes the challenges of a child's environment and the critical role and gifts that any adult can offer by their ability to express sincerity, genuine interest, and everyday mentoring for student empowerment in making good decisions and feeling supported in difficult times.

*The Fourth R* cornerstone author-team of Drs. Heydenberk discuss recent research related to empowerment and approaches to increasing problem-solving abilities in children as they look at the relationship among hope, support and conflict resolution education. Among its many points, this article makes a case for building competence through connection and communication as fundamental to preparing young learners to face stormier days.

## Message from ACR Section Chair

Cindy Morton

I want to express my enthusiasm regarding the recent focus of the Education Section for this year. As an educator, licensed therapist, and mediator, my passion in the field of conflict resolution sincerely lies in mediation training for elementary, middle, high school, and college students, coaching students and staff to use appropriate conflict resolution skills, and conflict crisis intervention in schools. The question is how do we educate K-12 and higher education school staff and students to use these critical skills? Some of the keys to educating students and educators include providing mediation training using the standards established by the Education Section, sharing research findings in the field of conflict education with schools, establishing more regional conferences, establishing a higher education committee, and encouraging youth participation and membership in the Education Section. As always promoting conflict resolution in education is a challenge, but working together we can make a difference!

I want to invite all Education Section members to attend the 9th Annual ACR Conference in Atlanta. The Education Section will host a variety of innovative presentations, workshops, luncheons, and mini-conferences. During the ACR Conference, we will continue the tradition of hosting high school students at our Annual Youth Conference on October 9th. Several local school districts will be invited to participate in workshops regarding conflict resolution and hear experts in the field. Special thanks goes to our Youth Day Committee who spent countless hours organizing this committee! The Youth Day Committee was led by Tajae

Rounding off our 2008-2009 edition Lisa Hershman and Pam Lane-Garon provide 11 tools and techniques for modeling behavior and teaching the skills of analysis and preventive motivation which any parent, student, or teacher will find helpful.

Also in this edition, don't forget to check out the Peer Mediation Standards, and a tribute to a celebrated member of the Education Section, Bill Warters, whose dedication and efforts have contributed substantially making this Section thrive. Interested in learning more? Read on to find out how you can be a part of his ground-breaking work!

We hope you enjoy this issue of *The Fourth R*, and continue to commit to sharing your work with the Section!

Your editors,

Jared L. Ordway, MA  
Program Specialist  
National Association for Community Mediation  
Washington D.C.

Robert T. Whipple, Ed.D.  
Middle School Teacher  
Quileute Tribal School  
La Push, Washington

Gaynor and included Laura Otey, Nancy Kaplan, Marsha Blakeway, Anne Smiley, Pam Lane Garon, Christina Casinerio. Next year's committee will be ready to face the challenges of putting on a bigger and better Youth Day!!!

I am so excited to welcome our new co-chair to the Education Section, Lisa Hershman. Lisa is law professor at Hofstra University who is dedicated to the field of mediation, particularly transformative mediation. With Lisa's passion and commitment to conflict resolution training for youth, our section is truly going in the right direction! In addition, I would like to thank Dr. Robert Whipple for his hard work and dedication to our Education Section Website and the 4th R publication. Last, but not least, I especially want to acknowledge this year's William Kriedler Award winner, Dr. William Warters. Bill is a dedicated champion of conflict resolution in higher education and provides innovative ideas through the use of his highly acclaimed CREducation website.

I would be remiss if I did not address some of the remaining challenges facing our section this upcoming year. These challenges include disseminating the peer mediation standards to schools and trainers throughout our nation and supporting the training of youth. In addition, we must continue to encourage membership in our section, including youth. Even though we face many obstacles, I believe the Education Section is on the threshold of accomplishing some vast achievements in the field of education and I am very privileged to be your chair for a second term.

## Message from ACR Education Section Chair-Elect

Lisa Hershman, J.D., M.S.W.

I am honored to serve as the Chair Elect of ACR's education section. Thinking back on the time that I have been involved with this section, I cannot think of enough superlatives to describe the energy, dedication, and commitment of the leadership and membership – you truly are an ambitious bunch! The edition of this newsletter that you are holding in your hands or viewing on your screen is but one testament to the section's enthusiasm for bringing the ideas and practices of conflict resolution education to a broader public.

While others have faithfully followed the progress of this newsletter as it traveled from NAME to CREnet and, finally, to its current home at ACR, the "re-launch" of *The Fourth R* in the spring of 2007 was my first introduction to the voice of the education section's members. And what a voice they have! Among our section's membership are some of the brightest minds in the field today – many of which are featured on these pages. But, as I have learned firsthand, our section also has a place for

new professionals committed to bringing conflict resolution education skills and techniques to our nation's youth. It is this openness and generosity that drew me into the section. And it is this sense of community and kinship that I hope, in turn, to extend to others who are not yet a part of our circle.

In this sense, *The Fourth R* is a unique opportunity as much as it is a gift. It is a chance for us to share our experiences with each other, learn about new boundaries being pioneered in the field, and impart our excitement, our knowledge, and our voices to others who might not be familiar with what we do or why we do it. So as you are reading this issue of *The Fourth R*, think of someone who you could share it with and invite into our community. All are welcome.

Thank you for giving me this opportunity to serve you. I look forward to seeing the names of many new and old friends on these pages in the year to come!

### The Dialogue Committee *(continued from page 1)*

#### BACKGROUND OF THE SCHOOL

According to the Pasadena Unified School District, in 2006-2007, the school served 309 pre-kindergarten through sixth-grade students. Twenty-eight percent of the students have a range of disabilities from mild to severe, which according to the School Principal include: autism, retardation, multiple handicaps, blindness, deafness, learning disabilities, orthopedic disabilities, and other health impairments. The student population was 100% "socioeconomically disadvantaged," 41.1% "English learners," and 28% "students with disabilities." Students were 72.8% Hispanic, 15.5% African American, 9.4% White and 2.1% other ethnicities.

#### OUR GOAL

Our goal has been to support the school's capacity to address and resolve conflict through the facilitation of dialogue around key issues, the enhancement of conflict resolution skills among faculty, parents, and students, as well as the development of systems through which future conflicts will be addressed.

#### OUR MODEL EMPHASIZES STAFF

Our model emphasizes staff engagement as the most important component of our program. A needs assessment at the beginning of the program revealed serious conflict among the staff within the last two years. Consequently, staff were seen as the core group to affect among the three sub-communities, which comprise staff, students, and parents. Without the buy-in and understanding of staff and the administration, the odds the

program will survive, be successful, or continue in the long-run decrease.

Moreover, according to some of the staff interviewed, conflict in the workplace has resulted in some turnover. A few commented that negative attitudes among staff even spread to the way they communicated with students. In a questionnaire designed by Western Justice Center Foundation given to staff in the Fall of 2007, 73% disagreed or strongly disagreed about morale being high. Our emphasis on staff aims to boost morale by addressing the root causes of conflict through: a) educating the staff in conflict resolution skills that enhance their abilities to individually analyze, address, and resolve conflict, and b) empowering the staff to be able to address and resolve conflict through dialogue by creating a Dialogue Committee.

#### OUR MODEL – THE DIALOGUE COMMITTEE

While our model incorporates teaching conflict resolution concepts and skills to students, parents, and staff, as well as supporting peer mediation at the school, the core component in our model is the Dialogue Committee. The mission of this committee is to create a climate of support for staff through building a safe and respectful space for the facilitation of dialogue on issues that are of concern to the school. The committee holds regular meetings to: a) provide clarity, b) provide a forum for staff to hear each other's point of view, and c) make it possible to come up with solutions to problems that take everybody's point of view in mind. Committee members also provide support for staff, students, and parents regard-

ing individual conflicts. In this manner, they function as informal conflict coaches and mediators.

Creating a Dialogue Committee involved a long process of developing standard operating procedures and protocols; a mission and values statement; membership guidelines; process for membership selection to ensure participation of stakeholders; roles and responsibilities; term limits; accountability standards; procedures for committee and dialogue meetings; and protocols for assisting with private disputes. This process also involved creating participant satisfaction surveys and observer checklists in order to give committee members feedback on the dialogues. A valuable train-the-trainer type of conflict resolution training was also created with the material provided to committee members so they would be able to reference the material and refresh their skills when needed. This material also allows them to train others long after our organization has left the school.

The committee is diverse and represents the different stakeholders among the staff, including teachers, special education teachers, aides, the librarian, and the head custodian. Other individuals who represent unique staff perspectives at the school are also present such as the school psychologist, the behavioral specialist, the community and parent liaison, a resource teacher, and the principal who also represents the administration. With representation from all the different stakeholders, different viewpoints and problems can be identified before a dialogue even takes place.

## HOW OUR DIALOGUE COMMITTEE AFFECTS THE SPECIAL NEEDS CLASSES

Since twenty-eight percent of the student population has disabilities, Roosevelt has proportionately more staff than mainstream schools. Some classrooms might be composed of a special education teacher with 2 to 3 aides to provide student support. Communication among the staff in these classrooms is very important in order to meet the needs of the students. However, conflicts can occur among the teachers and the aides, or between the aides. Even if the conflict resolution training provided to all staff does not empower these staff members to resolve their own conflicts, because the Dialogue Committee is composed of stakeholders who belong to these groups – special education teachers and aides – their concerns are voiced to the committee. The Committee can then decide how to handle the issue, either by obtaining clarification and then making sure staff are aware of policies in place affecting the issue, or by planning and implementing a dia-

logue when they believe that greater mutual understanding about an issue can help resolve a conflict. For example, aides serving students with special needs raised a concern about aides speaking to one another in a language other than English, while teaching or serving students in the presence of other aides who only speak English. While the district or the school may have a specific policy to address this, the Dialogue Committee has the power to go beyond clarifying the policy through holding a dialogue on the issue. A dialogue can give empathy to the individuals being excluded. Therefore, the Dialogue Committee has the ability to create greater empathy among the staff that work with students with special needs, as well as other groups at the school.

## CHALLENGES

Working with school staff has been a learning experience. Due to their limited availability to meet, committee meetings, dialogues, and trainings needed to be broken down to blocks of time that could meet the staff's needs. We have adapted to these time challenges by reserving meeting times as far in advance as possible, and in manageable blocks of time. Preparing for dialogues can also be time consuming as we have learned from an experience prepping for a dialogue on student discipline. This has required us to conduct research on the issue ahead of time in order to help the committee formulate questions that will lead to some kind of outcome. In helping us meet these kinds of needs, we have learned to use fellows, interns, and externs in our model who can contribute valuable research, training, and support.

## CONCLUSION

With the birth of the Dialogue Committee we see ourselves in a position to address systemic problems at the school. We also see ourselves in a position to make a long lasting impact on the special needs community at the school. Evaluation will be implemented to measure the impact of our dialogue efforts, as well as the other components of our program. In a time of shrinking resources for schools and nonprofit organizations, prioritizing our resources is key. We are confident that by focusing on the staff, we will enhance the school's capacity to address and resolve conflict.

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**Marquez Equalibria** holds a Master of Arts degree in International Peace and Conflict Resolution from American University, Washington, DC. His responsibilities at the Western Justice Center Foundation include management of the Healthy Families Cooperative (a zero to five CRE curriculum for parents and caregivers), the Elementary School Program at Roosevelt (a school based conflict resolution program), the Cariño Partnership for Families (a violence prevention collaborative), and the Peer Mediation Invitational (an annual event where peer mediation students from all over the county are acknowledged and honored).

## NEW HOPE FOR OUR SCHOOLS

(continued from page 1)

High ability, low hope students give up easily and are far less likely to succeed in life than their average ability counterparts with hope and persistence. Successful students have the skills and aspirations they need to face challenges and resolve conflict. Students who do not have hope, aspirations or a positive future expectancy are at increased risk for engaging in high-risk and health compromising behaviors (Danish,1997). The relationship between aspirations and success is cyclical. Children with aspirations and hope for their future make choices that protect their future well-being and they work harder to successfully attain their goals. Emotional and cognitive aspects of intellect are seamlessly entwined. As Piaget explains, we cannot find a behavior or a mental "state which is purely cognitive without affect nor a purely affective state without a cognitive element" (in Marzanno, 1992, p. 415). Marzanno summarizes the research on emotions, hope, and cognition by stating that "the extent to which learning occurs is a function of the learner's affective tone ... [and] awareness of explicit goals.... [children's] dispositions drastically change the nature of learning" (Marzanno, 1992, pp. 417,424).

Emotional intelligence scores accurately predict approximately 80% of a person's success in life (Poole, 1997). Snyder's research on hope reveals that high hope children perform significantly better socially, academically and even athletically. Hope often predicts "positive outcomes even when one controls statistically for the effect of intelligence" (Snyder, 1994, P. 4). High hope scores are closely related to social and emotional problem-solving abilities. High-hope children "enjoy interacting with people, and they listen to the perspectives of others" (Snyder, 1994, p. 197). In fact, Snyder's first prescription for fostering hope and resilience in our children is "to convey the importance of listening" (p. 197) and give children strong social problem-solving skills.

Children with hope can envision a future and they strive for success. Instead of fixation on worry, blame or the threat of failure, high-hope children look forward and problem solve. Low-hope children, on the other hand, "aren't very good at making and maintaining friends...generally report feeling lonely, [and] have difficulty understanding the perspectives of other people and establishing intimate relationships and friendships" (Snyder, 1994, p.251). Without a vision of the future, rumination and stagnation make progress and success difficult to impossible (Heydenberk & Heydenberk, 2000; Pennebaker, 2004). Snyder explains that although research shows a positive relationship between social support and well-being, simply having numerous social interactions does not create hope. Instead, hope is determined by whether or not children can communicate ef-

fectively with those with whom they interact.

The authors' research on hope incorporated Snyder's Hope Scale questions, including:

I can think of many ways to get out of a jam.

There are lots of ways around any problem.

I can meet the goals I set for myself.

Even when others get discouraged, I know I can find a way to solve a problem. (Snyder, 1994, p. 26).

The authors' hope subscale included several additional questions such as:

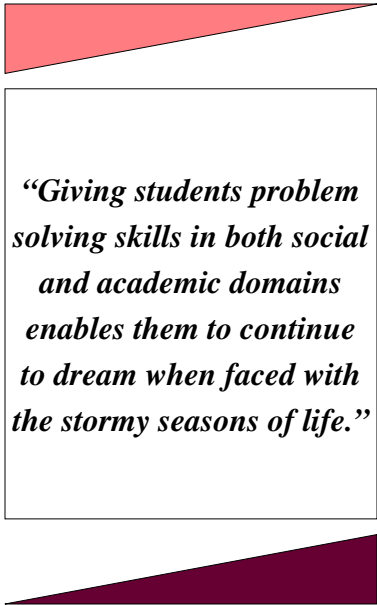
My future is bright.

I have plans for my future.

I have goals for my life.

I have hope for my future.

In a longitudinal study in urban and suburban school districts, we found statistically significant increases in hope in elementary and middle school students who were placed in comprehensive conflict resolution education classrooms. The increases in the hope scores were statistically significant in the conflict resolution treatment group's post-test scores as compared to pretest scores and as compared to comparison group classroom scores. The increased hope scores were strongly correlated with significant increases in students' conflict resolution scores. Our longitudinal study in a diverse suburban school district found students' conflict resolution scores and hope scores were positively correlated with performance on standardized, nationally normed achievement tests. Although standard achievement scores were also positively correlated with increased school attachment and safe school climate, academic achievement was most powerfully correlated with students' ability to resolve conflict and student scores on a standardized conflict resolution and hope subscales.



***“Giving students problem solving skills in both social and academic domains enables them to continue to dream when faced with the stormy seasons of life.”***

Using a creativity measure requiring students to generate a list of multiple uses for an object and multiple solutions to a problem, we found that students who had been placed in a comprehensive conflict resolution classroom for a year significantly outperformed the compari-

son group students. Many of the students in the conflict resolution classrooms who had been engaged in extensive cooperative group work and routinely practiced brainstorming generated twice as many creative solutions as the students in comparison classrooms. Students who are competent at problem-solving and who are empowered to think creatively can move past the inevitable problems in a school environment to focus on academic challenges, goals and aspirations.

Being in a safe environment allows children to focus, to learn and to dream. Giving students problem-solving skills in both the social and academic domains enables them to continue to dream when faced with the stormy seas of life. Hope and aspirations are not solely determined by a child's imagination. Although aspirations may spring from a child's dreams, our children's hopes are nurtured throughout their days by friendships, social skills and positive, supportive interaction. The ability to resolve conflicts and face challenges enables children to navigate the storms of life and create a fleet of friendships for the support and feedback they need to guide their journey and protect their dreams.



Photo by Hunter Golden

children to navigate the storms of life and create a fleet of friendships for the support and feedback they need to guide their journey and protect their dreams.

The Heydenberks are faculty within the College of Education, Lehigh University, Bethlehem, PA.

Roberta is Research Director of the Peace Center ([www.thepeacecenter.org](http://www.thepeacecenter.org)), a nonprofit organization in suburban Philadelphia.

The Heydenberks have published a related textbook, *A Powerful Peace: The Integrative Thinking Classroom*, Allyn & Bacon, 2000, along with related research articles. ([www.heydenberk.com](http://www.heydenberk.com)).

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## ACR Statement on School Violence

The recent tragedy in Kauhajoki, Finland at Kauhajoki School of Hospitality, as at Northern Illinois University, Virginia Polytechnic Institute and State University, West Nickel Mines Amish School, Red Lake Senior High School, and, sadly, a number of other schools, colleges, and universities in the past, are stark reminders of the prevalence and impact of violence in our communities. They are urgent calls for us each to do more to prevent, reduce and resolve conflicts which lead to violence, and to help support and restore communities and individuals devastated by violence. We must also examine the conditions which make it possible for such violence to be so frequently perpetrated, especially on our young and vulnerable.

Conflict resolvers, educators, and other professionals and volunteers in our communities and educational settings play key roles in increasing understanding and reducing prejudice — by gender, race, ethnicity, sexual orientation, political views, and other social groupings — which so often are central

to conflicts. Enhancing a community's skills in conflict resolution and dialogue has been proven to reduce isolation and stress, which are important factors that contribute to suicide and homicide. There are times, of course, when, despite every attempt to provide safe conditions and a supportive environment, tragedies ensue. Even then, those trained in listening and dialogue skills can help members of a bereaved and angry community discuss their experiences constructively.

The Association for Conflict Resolution offers its sincerest condolences and wishes of healing to all who were injured and who lost friends and family in recent as well as past school violence. Our thoughts are with you as you move toward recovery and as we all work to prevent future violence.

Resources for local schools, campuses, and communities addressing school violence are available at: [www.acrnet.org/educationsection](http://www.acrnet.org/educationsection)

# 11 Things You Need to Know When Guiding Conflict With Young Children

Lisa Hershman and Pam Lane-Garon

## 1. FIND THE GOOD IN CONFLICT

Conflict isn't pleasant for anyone, no matter if we're 2 or 92. But we often forget that conflict is a chance for change and a time for growth. Through conflict we learn to express our needs and desires in the context of a relationship. In this case, the relationship between you and your child.

We all want to see our children grow to become happy, caring, and confident adults. Teaching conflict skills at an early age can set our kids on the path toward achieving those goals.

The tips below might seem odd at first, but read on with an open mind. Look closely and you'll see that each tip is a nugget of "uncommon sense" – something that we might know, or could figure out on our own, but rarely do because life gets in the way. In your next interaction with your child, try using one of these tips and see how it goes. Just like we tell our kids, you won't know until you try!

## 2. GIVE CHILDREN A "FEELING VOCABULARY"

Your child grabs another child's toy. Most parents' impulse is to scold their child, take away the toy, and return it to its rightful owner. The lesson: we don't grab. How did we illustrate that lesson? By grabbing. Ah-hah!

One of the greatest gifts we can give our children is a "feeling vocabulary." Most of children's destructive conflict behavior – grabbing, hitting, biting, throwing a tantrum – is due to their inability to recognize and express their feelings and needs in a particular situation. We can tell our children not to grab, but until they can connect with the sources of their own frustration, it is unrealistic to expect them to connect with the feelings and needs of others.

Once your child starts learning to identify different colors (usually around 36 months), he or she is ready to begin building a feeling vocabulary. Try making a set of Feelings Flashcards – index cards with simple faces to illustrate different emotions. Be sure to go beyond happy, sad, and angry.

To test your own feeling vocabulary, take a few minutes to write down every emotion that you can think of – both positive and negative. (Extensive lists of emotions are available online. One helpful list can be viewed at <http://eqi.org/fw.htm>.)

## 3. TAKE THE TIME TO ACT OUT YOUR FEELING FLASHCARDS

Throughout the day. The next time your child grabs, hits, or does any one of a multitude of undesirable behaviors, focus on naming the emotion that your child may be feeling and reflecting how this emotion looks and sounds. This does not mean that you should allow the behavior to go unchecked, but try to connect with your child's feelings at the same time.

For an older toddler, you might say, "Jimmy it looks like you're feeling frustrated," as you ball up your hands into fists and tense the muscles in your face. Once your child is paying attention, you may continue, "You really want to play with the ball now. It's hard to wait. Let's play with this neat car until it's your turn."

## 4. LISTEN WITH OPEN EARS, OPEN EYES, AN OPEN HEART, AND AN OPEN MIND

We often wish that our children would just listen – but have we ever stopped to think about what "just listening" entails? Listening is perhaps the most powerful tool any parent has. Through listening, we build trust, gain understanding, and create an environment for positive change. Listening is not just an activity; it's an art and a skill. It requires all of our attention and all of our senses. Listening shows our children that "we're with them" even when we disagree with their actions.

It's easy to confuse listening with doing. It can be hard for parents to resist the urge to give advice or shift into Fix-it Mode, especially when our children are in pain. But painful times are precisely those where Fix-it Mode doesn't help.

Think about it: Your child falls down and scrapes her knee. You scoop her up, blow on the cut, and apply a bandage. She stops crying. What caused her to stop crying: the bandage or the connection with you?

It is possible to create this same kind of connection through listening. The next time your child comes home from school, concentrate on listening to what it is that he or she is saying. Don't interrupt. Don't give advice. Don't fix it. Just listen. See if you notice any difference in the quality of your conversation.

## 5. EXPLAIN WHY

Sometimes it's cute...but it gets old fast. Why is the sky blue, Mommy? Why did you say a mean word, Daddy? Why, why, why!

On the flip side, what parent hasn't asked their child, "Why did you do that?" Only to get the insipid shoulder shrug and the "I don't know."

If we don't take the time to explain our behavior to our children, we are going to be hard pressed when we expect them to do the same. Revealing the Whys that underlie our requests is a way of respecting children and meeting their desire to understand and be understood.

As adults, we are usually loathe to respond to a request without an explanation of the rationale, the Why, behind it. For example, many people are reluctant to give change to a beggar on the street. Oftentimes it's because we don't know why the beggar wants the money: Is it to buy food? Drugs? A place to stay?

No matter what your age, the Why matters.

The next time your child refuses to get into the car seat or take a bath, try explaining why it is important to

## 11 THINGS YOU NEED TO KNOW WHEN GUIDING CONFLICT WITH YOUNG CHILDREN:

1. *FIND THE GOOD IN CONFLICT*
2. *GIVE CHILDREN A “FEELING VOCABULARY”*
3. *TAKE THE TIME TO ACT OUT YOUR FEELING FLASHCARDS*
4. *LISTEN WITH OPEN EARS, OPEN EYES, AN OPEN HEART, AND AN OPEN MIND*
5. *EXPLAIN WHY*
6. *UNCOVER THE YES BEHIND THE NO*
7. *THINK ABOUT YOUR BOOKSHELVES*
8. *TEACH YOUR CHILD TO NEGOTIATE*
9. *MONITOR YOUR CHILD’S RELATIONSHIPS WITH FRIENDS*
10. *TAKE TIME OUT FOR MINDFUL VIEWING*
11. *HELP YOUR CHILD LEARN TO ACCEPT DISAPPOINTMENT*

you that he or she does what you are asking. It might not change their behavior right away, but over time, don't be surprised if when you ask your child Why, the shoulders stay down and you actually get an answer.

### 6. UNCOVER THE YES BEHIND THE NO

The No Virus is the Why Infection's kissing cousin. There is no need to delve into the frustration and awe that can accompany a toddler's entry into The Terrible Twos (or One and a Halves or Threes).

Most parents know that the trademark behaviors at this stage – tantrums, hitting, biting, fake tears – are developmentally normal: They are a result of a child's attempt to exert his or her independence, combined with the inability to use words to express his or her needs.

Still, we often know better than we do.

Even so, it is important to remember that the opposite of No is Yes. Behind every toddler's shrieking No! is a whispering Yes. The trick is having the patience and perseverance to help give voice to the Yes behind the No.

Take the following dialogue:

“Holly, it's time to put Dora away and eat dinner.”

“No! No! No!”

“You're really having a fun playing with Dora and Diego. Is that right?”

Nod. Skeptical stare.

“It makes me so happy to see you having fun and playing so nicely with your toys. But I also feel sad because I worked hard getting your dinner ready and it's dinner time now.”

“No dinner! No dinner! More Dora! More! More!”

“You don't want to eat dinner. You REALLY want to keep playing with Dora. You want more Dora.”

Attentive silence.

“I want us both to be happy. I'll feel happy if we can eat dinner together. How about if you play with Dora for 5 more minutes and then we eat dinner?”










“Okay.”

Even if it doesn't work this easily in your house, by connecting with your child's needs and hearing the Yes behind the No, eventually your child will recognize his or her own needs and look to connect with your needs as well. Hearing the Yes behind the No not only can make the toddler years more tolerable, but it can also help us raise empathic and connected – if no less headstrong – adults.

### 7. THINK ABOUT YOUR BOOKSHELVES

Kids love books. They're exciting, funny, colorful, imaginative, and (don't tell them this) help children learn to deal with struggles they face in real life. Optimally, your bedtime reading books should be full of challenged friendships and characters experiencing difficult feelings and situations that you and your child can name and talk about.

If your bookshelves need a little spicing up, consider the following:

-  When Sophie Gets Angry – Really, Really Angry... by Molly Garrett Bang
-  Zinnia and Dot by Lisa Campbell Ernst
-  Chrysanthemum by Kevin Henkes
-  Mama, Do You Love Me? by Barbara Joosse
-  The Story of Ferdinand by Munro Leaf
-  Crocodile and Hen by Joan M. Lexau
-  The Ugly Vegetables by Grace Lin
-  George and Martha: One Fine Day and George and Martha: Tons of Fun by James Marshall
-  No Fighting, No Biting by Else Homelund Minarik
-  The Hating Book by Charlotte Zolotow

Or try making up your own stories about conflict – better yet, have your child join in on fun! Fairytales always work well with younger children. Disguise your lesson in a story about Silly Squirrel or Pow the Pup and tell about what lessons these baby animals learned when they would not wash their hands or hit their little sister. Always make sure to give your story has a happy ending. Let the squirrel solve the problem and the puppy return to a happy, loving home. This will give your child a sense of confidence and security, knowing that they are able to handle conflicts and that conflicts will never make you love them less.

## 8. TEACH YOUR CHILD TO NEGOTIATE

Most parents will read this and say, “My child already knows how to negotiate – all too well!” This may be true. Bargaining comes naturally to children. Children begin to read adult’s feelings around their first birthdays. Children between two and three years old love to compare things – Which is bigger? Which is smaller? Which is blue? Haggling or tit-for-tat negotiation fits well within this dynamic. But your child is capable of so much more!

Here’s a formula for negotiating with your child that will help them connect with others, even when they disagree:

Listening + Yes = Space to negotiate

Listening is a gift in itself. It shows respect and creates a willingness to cooperate. A Yes to a request is a step to achieving a mutually satisfying exchange that may predict mutually satisfying relationships for children. This is an opportunity for you to model important conflict resolution skills that your child will use for the rest of his or her life.

This is how it works:

Step 1: Listen

Step 2: Give a Yes, And

Step 3: Say what you want

Take this scenario:

You and your child are playing with cars on the rug. You see your child eyeing the car that you are playing with and you see his little fists begin to clench. You say, “It looks like you want to play with my car. I’m happy to share and I want to play with your Jeep.”

Notice, an And takes the place of a usual But. Yes... but is a conversation killer. Yes...and invites collaboration. Yes...and shows your child that two people can feel differently, want different things, or see the same situation in different ways without one being right and the other being wrong. Finally, Yes...and lets you start negotiations from a place where both of your views are respected and valued.

If you think that your young child isn’t up to mastering these steps, try modeling the skills and teaching the steps a few times. You’ll be surprised!

## 9. MONITOR YOUR CHILD’S RELATIONSHIPS WITH FRIENDS

If your young child is exercising independence in forming friendships with other children, support the experience by asking questions that promote reflection on how the friendship “makes you feel.” You might ask, “When you and Tommy play together, what do you like best?” Or, “When you and Nell were playing in the sandbox, I saw that you shared your shovel. How did it feel to share with Nell?”

Often, effective conflict learning is facilitated by relationships with socially competent peers. Negative conflict is sometimes a product of relationships with socially immature or troubled peers. Parents need to acknowledge that not all conflict leads to positive, productive

conflict learning. Knowing when to intervene is important.

Here are some things to watch out for:

- 👁 Your child is repeatedly and deliberately hurt by another child
- 👁 Your child repeatedly and deliberately hurts another child
- 👁 Your child is repeatedly targeted or excluded by other children
- 👁 Your child repeatedly targets or excludes other children
- 👁 Your child or your child’s friend appears to derive pleasure from exercising power over other children
- 👁 Your child becomes withdrawn, fearful, or insecure in social situations

If you observe any of these behaviors on a repeated basis, the best thing to do is bring up the situation with your child. Try to create an environment where children feel safe and secure to talk openly and honestly. Only our children know how others are treating them and how they are being affected, so it is important that we find out from them directly.

## 10. TAKE TIME OUT FOR MINDFUL VIEWING

Children are often mystified by what they see on TV and in the movies. But the words and images pass by so fast – time for absorption and integration is limited. The pace and volume of most of what children watch on TV promotes “mindless viewing.”

Mindless viewing is similar to mindless eating. Mindless eating is driving home with a bagful of chips in your lap. By the time you pull into the driveway, the chips are gone and you have no idea where they went. Mindless viewing is the same – by the time the video is over, your child has no idea what they watched, for how long, or why they were watching. The key to reversing this trend is to promote mindful viewing with your child.

Mindfulness is not a new concept. It’s based on the centuries old Eastern concept of “pure awareness.” Mindfulness involves the moment-by-moment awareness of the act of living. It’s about focusing on the here-and-now.

To encourage mindful viewing with your child, sit side-by-side and take frequent time-outs. Watch for a short amount of time, depending on your child’s age and attention span, and then hit the Pause, Mute, or Stop button. Discuss what happened with your child. Make sure that you are helping them to interpret what they are seeing. Ask questions like, “What is the conflict?” “What would you do?” “How do you think they feel?” “What do you think would be the best choice for both characters?”

You can make this into a game that you play outside of the house as well. If you see two children arguing at the playground, take a timeout and ask the same questions. This will help your child learn to live mindfully.

## 11. HELP YOUR CHILD LEARN TO ACCEPT DISAPPOINTMENT

When children experience a first failure after tentatively trying out a conflict resolution strategy, they will feel disappointment. Socially competent children and adults are characterized by the way they handle this disappointment and by the ways that self-soothe.

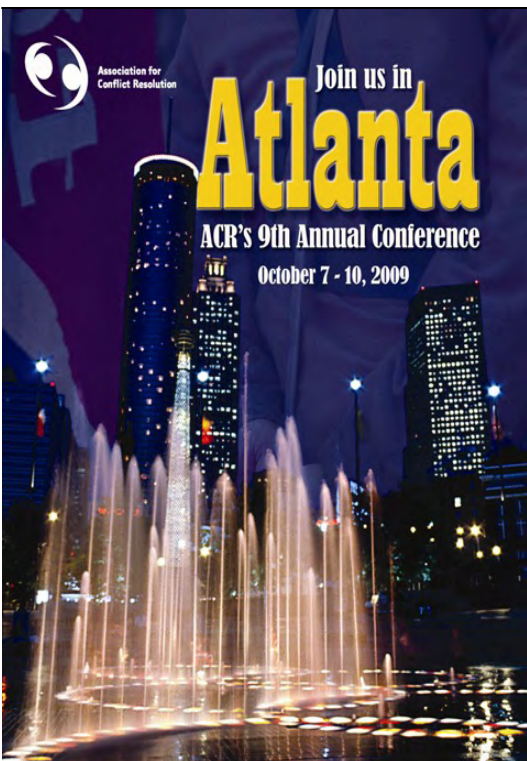
One way to help your child learn to self-soothe is by providing them with regular, gentle affirmations. Affirmations are simple statements that describe your child's strengths, special achievements, and innate qualities. You might talk about the how good it made you feel to see him share his toys that day or practice good listening skills during cleanup. Affirmations will not erase disappointment, but they will help give your child a sense of confidence and value that makes disappointment easier to manage.

Another important step in the development of self-esteem is teaching children to recognize that others share responsibility in any interpersonal interaction. If your child tries to employ conflict resolution techniques that have worked in your relationship in the past, but fail to work with another child, you might say, "Well, Sweetheart, I guess it just was not his day to shine!" or "I really liked how you asked how she was feeling, why don't you try that again in a few days?"

As important as it is for parents to teach their children effective conflict resolution skills, it is just as important for children to understand that it takes two to tango – effective conflict resolution is the product of two persons interested in mutual benefit.

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Join the ACR Education Section at the 9th Annual Conference Association of Conflict Resolution Conference in Atlanta, Georgia.



**Pamela S. Lane-Garon** is a mediator and trainer, researcher, program developer, and professor of educational psychology in the Kremen School of Education and Human Development at California State University, Fresno.



**Lisa Hershman, J.D., M.S.W.** is an associate clinical professor at Hofstra Law School where she directs a Transformative Mediation Clinic in which students mediate disputes between parents and their teenage children. Lisa is also a mediator, consultant, and program developer with experience working with young people and their families to promote productive conflict resolution at home, in school, and in the community.

# Best Practices for Preventing Youth Violence and Gang Influence

Aneisa Bolton Young and Nancy Erbe, J.D., L.L.M.

**A**ttention now seems to be focused on our children...It seems we are saying they are to blame...Our children are not the problem. The violent behavior of a small percentage not only ignores...the immense goodness of the majority but scapegoats them for a situation generations of adults have perpetuated (Horn, 1993).

Upon opening in 2006, Santee High School (Los Angeles) experienced a two day violent eruption, resulting in thirty four (34) arrests. Principal Carbino took immediate, comprehensive and sustained action, interviewing his community (gang members, business owners and families), negotiating a school safe zone, and taking several other actions detailed below. The results were stunning. Violence is now near non-existent.

The authors of this article share many years working directly with youth and schools—as an attorney representing a school district with its disciplinary and special education concerns, trainer coaching teachers across the nation in conflict resolution curriculum, the head of a treatment program for repeat violent offenders, ages 10 to 17, and the mentor to high-risk youth and felons. Aneisa Bolton Young grew up in Long Beach and was a teen during the eruption in youth/gang violence publicized by the popular movie *Freedom Writers*. In this article we would like to speak to concerned educators. We aspire to share our most important insight for preventing and intervening with youth violence and gang involvement, that validated by Santee High and other real world case study success.

Gang members and violent youth are as unique and distinct from each other as any other young person and likely require individualized response.

Principal Carbino believes that the most important actions he took in extinguishing school violence were securing funding for a large team of counselors who identified student mental health needs and responded appropriately to the ten percent of his students identified as responsible for violent behavior and in need of treatment. In conversations, the authors see local community members, even highly educated ones, regularly equate drug addiction and color with gang status, lump children with adult offenders, and otherwise create vague, confusing and erroneous overgeneralizations. Even as late as 2005 the California Youth Authority did the same. Only when confronted by a lawsuit did it finally start to distinguish between youth and their specific needs. Educators and all concerned with young people must do the same. It is particularly important that we distinguish between youth on gangs' periphery and hard core criminals. The fourteen year old sucking her thumb in the privacy of my office while she describes her

rape on the streets is worlds apart from thirty-five to sixty-year old criminals coldly calculating drug business strategy. Unless we accurately separate them, in perception and response, authorities say we risk increasing both general delinquency and gang involvement.

Children without protection will seek protection and sometimes unknowingly endanger themselves more. Young people are victimized many times more than they victimize. In Long Beach, for example, where in 2006 the police department reported fifty-five gangs responsible for one hundred and seventy-seven shootings, only four youth, ages 10-17, were arrested for homicide. In contrast, over a thousand youth were victims of violent crimes in 2004. The violent children the authors have known best have not been protected by parents or any-

one else. They have been violently victimized--- repeatedly, more often than not by their parents. One was nearly smothered at birth by her mother. Two gang affiliated children the authors knew reported joining gangs either innocently, without awareness of the risks and pressure involved, or intentionally, to receive protection from other gangs on the street. Fortunately, communities like Long Beach are catching on and creating alternative safe havens, shelters just like have been created for victims of domestic abuse.

All youth need at least one concerned wise mentor who partners in daily troubleshooting and validates and encourages non-violent behavior. This mentor does not need to be an educator or adult. Research, however, shows that a positive adult in a child's life improves the child's resiliency in the face of risk.

Principal Carbino of Santee High prioritized regular conversations with all his parents. He also sent his ninth graders to intensive conflict resolution and leadership training at the authors' university, California State Dominguez Hills. Natural student leaders were identified to form governing Peace Councils, responsible for overseeing and coaching school peacebuilding and violence prevention. In our experience, all similar successes emphasize such mentoring.

Author Bolton observed the success of her mentoring in several environments where she taught at-risk youth. Here she will describe her approach at an alternative high school program in San Pedro California for youth that were not allowed into traditional high schools because of criminal records, truancy and other disciplinary problems. Author Bolton focused on making meaningful connections with her students by first gaining understanding of their interests, talents and gifts. She would then look for ways to connect their interests and strengths with ideas for their future. For example, if she



discovered that a student was an artist, she would see if he or she was interested in enrolling in a graphic arts program. Thus the interests became selling points for staying in school and encouraging students to make better decisions when they were away from campus, exemplifying the type of seemingly simple mentoring that can make dramatic difference with young people who lack such guidance and concern for their futures.

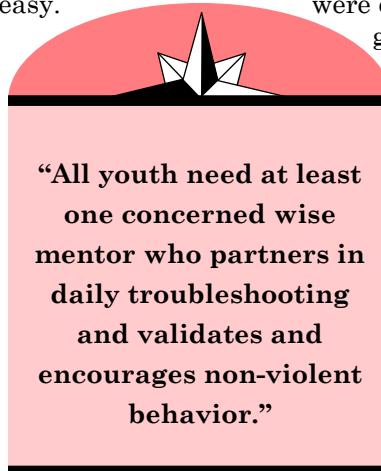
Not that this mentoring is necessarily easy. Youth that have experienced trauma are extremely intuitive. Authentic and sincere communication with them is imperative. Their survival sometimes depends on “intuitively reading” people and environments correctly. They will know if you are not sincere in your communication.

Some students have been so traumatized that it takes months for them to trust a new adult and open up to that adult. One particular student that comes to mind would barely speak and was very unresponsive to author Bolton’s attempts to connect with her. Bolton did not push her but tried to remain consistent in showing concern while respecting the student’s need for her boundaries. Author Bolton noticed that this student loved to read “romance” novels. She used this love of reading as a mechanism to encourage her to continue education beyond the alternative high school program. The student is now in college and is a Teacher’s Assistant for a local adult school in South Central Los Angeles. She still keeps in touch with author Bolton to this day.

In facilitating teacher trainings in many schools across the country, it is surprising to see how many educators are afraid of their students. One technique that author Bolton regularly taught educators to help them build

rappport with their students was consciously giving students a warm welcome by saying “hello” and shaking their hand at the beginning of the school day and even going a little further by saying “I am glad you are here today.” Some of the educator responses were quite shocking ranging from “I don’t have time to greet my students” to “Is the school going give me hand sanitizer?” Of course this is not reflective of all teachers, but there were enough of these types of responses to cause great concern about the teachers’ attitude toward students.

The authors have found, hopefully along with most of the readers, that the small things adults do on a daily basis can make an enormous difference in the life of youth while also creating a positive learning environment: treating all young people with respect and dignity, looking for talents and gifts within each student, and most importantly, consistently expressing a sincere desire to have a positive impact in their lives. Resilience research concurs, over and over again, identifying the presence of a supportive and caring non-parental adult in the lives of children and youth who succeed despite adversity (Masten & Garmezy, 1985) (Werner, 1992).



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Aneisa Young Bolton is a graduate student in negotiation, conflict resolution and peace-building at California State University Dominguez Hills. She has years of working with teachers and high-risk youth and is currently serving her fourth year on the City of Long Beach youth violence and gang intervention taskforce. She exemplifies this article. Despite growing up in a household with substance abuse and other risk factors for juvenile delinquency, she credits her healthy choices to the positive influence of her grandparents and other wise mentors.

Nancy Erbe, J.D., L.L.M. is an associate professor of negotiation, conflict resolution and peace-building at California State University Dominguez Hills where she teaches courses like Reducing School Violence. She was former counsel for the Minneapolis Public Schools and designed a treatment program for repeat violent offenders that reduced their violent behavior by more than fifty percent in less than six months. She has recently published multicultural curriculum guidelines with Teaching Tolerance.



# CREducation

Bill Warters

## NEWS AND HELP REQUEST FROM THE CONFLICT RESOLUTION EDUCATION CONNECTION.

**A** CR Education section member and sometimes web designer Bill Warters invites you to visit the CREducation.org website. The site exists thanks to the organizing efforts of Tricia Jones, Jennifer Batton and an impressive cast of partners who care about conflict resolution in education. Among other resources, you may want to review the growing online collection of conflict resolution conference presentation slides and handouts from the recent Education Section conference and the International CRE and Peace Education summit in Ohio. See [http://www.creducation.org/cre/teachers/conference\\_presentations](http://www.creducation.org/cre/teachers/conference_presentations). Also, be sure to check our somewhat hidden catalog of full-text resources (see link at the bottom of all pages) for a surprising rich collection of resources). We will convert materials deemed appropriate to the online slideshow version, making them available for you to point to or embed in your website and at the same time help build our collection.

### CRE BLOGGER

CREducation.org is now recruiting bloggers who are willing to write occasional posts on topics related to conflict resolution in educational contexts. There are currently 4 different site blogs, namely the CRE Teacher/Trainer Blog, the CRE Researcher Blog, the CRE Policymaker/Administrator Blog, and Global CRE Blog. Volunteers would focus on one of these areas rather than attempting to post across all four. The goal is to have enough contributors so that no one person will have to carry the ball and no single voice will dominate the discourse. The default categories that have been created for organizing posts include: Expert Advice, Field Reports, New Developments, Requests for Assistance, Resource Reviews, and Social Commentary. Participants will need to create an account for themselves at the site and then sign up with Bill Warters to go through a quick tutorial on how the system works. While it is unlikely that it will be needed, site management reserves the right to exercise editorial control over the content of posts if it seems necessary out



of respect for our funders.

Dr. Bill Warters is a faculty member at Wayne State University in Detroit, Michigan. He teaches in the Master of Arts in Dispute Resolution Program in the Department of Communication and serves as a Faculty Fellow at the university's Office for Teaching and Learning.

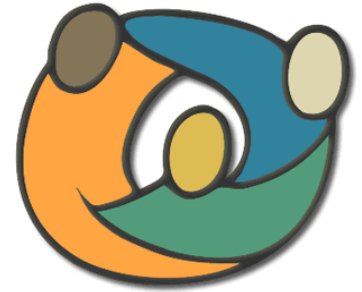
of respect for our funders.

### LEARNING MODULE REVIEWERS

The team at Wayne State University where the server is housed have been busy developing online learning modules related to conflict resolution in education. At this stage we are looking for volunteers who are willing to work their way through the free modules and then complete the short evaluation form at the end.

### OUR GOAL

Feedback will really help module developers who are not steeped in the CRE field or the classroom teaching experience. Go to <http://www.creducation.org/cre/lo> to get started.



**CREducation.org**

Building Healthy Relationships & Strong Communities Through Conflict Education



*The Education Section of ACR is proud to honor Bill Warters as the second annual recipient of the "Bill Kreidler Award". This award is presented for outstanding contributions to the field of conflict resolution. Bill has been a pioneer in higher education and among many of his exemplary qualities is his humility. Along with Trish Jones and Jennifer Batton, Bill is one of the co-creators of www.CREducation.org, an amazing website with a wealth of resources for conflict resolution educators everywhere and anywhere (by Anne Smiley)*

### YOUTH ART PROJECT PHOTOS

We are also looking for people able to contribute pictures of Youth Art Projects done by groups of youth. Currently the Global section of the site features a rotating selection of school murals, but we are also interested in photos of banners, quilts, and other art projects developed by youth and related to conflict resolution or peace education. Please contact [conflicteducation@gmail.com](mailto:conflicteducation@gmail.com) if you have content you think might work.

### VOLUNTEERS NEEDED

If you are interested in volunteering, send Bill Warters an email at [siteadmin@creducation.org](mailto:siteadmin@creducation.org) to get started.

# **Call for Submissions**

## **Summer/Fall 2009!**

*Are you a scholar or practitioner in the field of Conflict Resolution Education?*

*Are you interested in sharing your work among your peers?*

*Here is your chance!*

**The Fourth R** is the semi-annual newsletter of the Education Section of the Association for Conflict Resolution, and a venue for presenting conflict resolution education research, writing, and artistic works. After the successful issues of the 2007 and 2008, *The Fourth R* is back in action and pleased to announce the call for submissions for June 2009!

**ACR's Education Section** provides resources and support for practitioners, educators, students, young people, trainers, community activists, and administrators in the fields of peace and conflict resolution in pre-K-12 to higher learning settings. Accessible to all, *The Fourth R* is a great way for the conflict resolution education community to network and share their work.

**We Invite** your articles of approximately 800-1500 words related to your research and work in the field of conflict resolution education. *The Fourth R's* Summer/Fall 2009 issue will highlight works on: ***Conflict Stories: Narrating the Meaning of School Conflicts***. *The submissions should include:*

1. *A conflict story (parties: students, parents, staff, paraprofessionals, teachers, administrators; issues: relationships, harassment, bullying, individual education plans, access, quality, assessments, conflict of interests, union contracts, grade appeals, etcetera);*
2. *An analysis of the conflict or its impact on school culture;*
3. *A theoretical or research grounded resolution process.*

Submissions for feature articles may cover current projects or evaluation of past endeavors, as well as related events or on-going research. Contributors are also welcome to submit book or curriculum reviews, poetry, pictures, cartoons, student reflections or work on peer mediation, short descriptions of innovative or peer mediation programs, news clips, announcements, and more.

**Your work** for the Summer/Fall 2009 issue must be submitted in an electronic, word-processing format (preferably Microsoft Word) by **June 5, 2009**. ***All work must be the original work of the author, and will be thoroughly reviewed by the editors.*** Submissions must include the author's full name, a photograph, complete references (APA), institutional affiliation, and contact information (physical and e-mail addresses), as well as a short bio. We also encourage authors to include relevant photographs, graphics, and tables they would like to include with their article.

**Please direct all inquiries and submissions to: [the4thr@gmail.com](mailto:the4thr@gmail.com)**

Dr. Robert Whipple and Jared L. Ordway, Editors

**Contact:**

Dr. Robert Whipple – (360) 374-9725

Jared L. Ordway – (202) 460-2427

# Recommended Standards for School-Based Peer Mediation Programs

Leigh Jones-Bamman, Chair of the ACR Peer Mediation Standards Committee

THE RECOMMENDED STANDARDS FOR SCHOOL-BASED MEDIATION PROGRAMS IS HELPFUL IN:

- Designing and implementing programs
- Designing evaluation
- Developing and selecting curricula
- Ensuring that programs are welcoming and accessible to all
- Funding programs
- Improving established programs
- Promoting programs
- Providing professional development
- Setting guidelines for research

The Education Section of the Association for Conflict Resolution is proud to present the completed "Recommended Standards for School-Based Peer Mediation Programs." Originally published in 1996 by the Standards Committee of the National Association for Mediation in Education (a forerunner of ACR), this document has been revised and expanded by the Education Section's Peer Mediation Standards Committee, which drew upon diverse practitioner knowledge and relevant research to set forth the components necessary to develop and sustain an effective peer mediation program.

These standards are designed to enhance quality and stimulate thought among youth and adult participants in peer mediation programs.

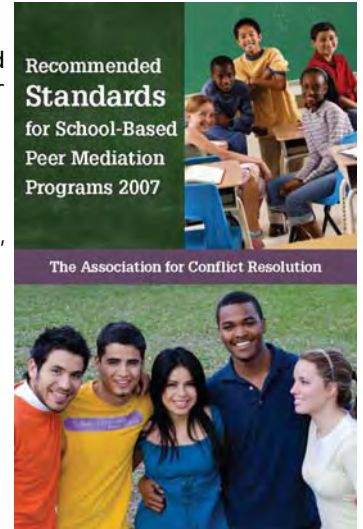
This document is designed to establish model standards for peer mediator conduct and recommended standards for training (including professional development for adults), program evaluation, and program development & management. It is not intended to provide instructions on how to set up and manage a peer mediation program; such information is already provided in a number of manuals and other materials with that purpose in mind.

The Peer Mediation Standards may be downloaded (free) at:

<http://www.mediate.com/acreducation/pg18.cfm>

The booklet (\$2.50-\$5.00 based on quantity) order forms is available at:

<http://www.acrnet.org/sections/#Peer%20Mediation>



5151 Wisconsin Avenue, NW  
Suite 500  
Washington, DC 20016