

Register Early! Space is limited. *Save!* Early Registration Deadline: February 26, 2010

# Building Infrastructures for Change: Innovations in Conflict Resolution Education (CRE) and Justice Initiatives

(Pre-conference March 24-25, 2010)

**March 26-27, 2010**



## 3rd International Conference on Conflict Resolution Education (CRE)

Conference Registration: <http://creducation.org/cre/goto/3rd>

Cuyahoga Community College, Western Campus  
11000 Pleasant Valley Road, Parma, Ohio, USA (A suburb of Cleveland)

**Credits offered: Counselors, Social Work, Graduate, RCH, CEU and CHES**

Hosted by Global Issues Resource Center  
Cuyahoga Community College, Cleveland, Ohio, USA



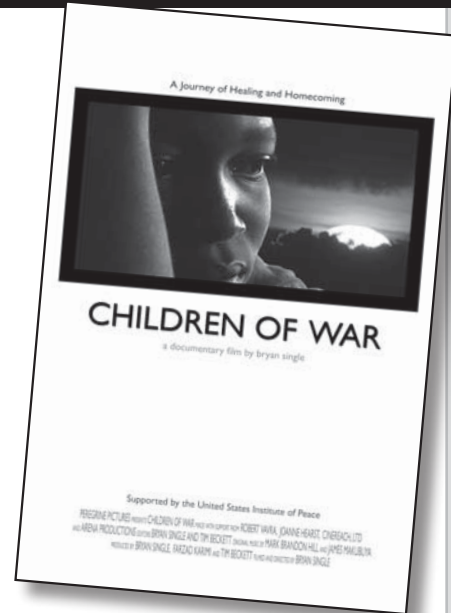
*"We don't have to share beliefs, just a planet."*

PLEASE JOIN US FOR A SPECIAL SCREENING OF  
**CHILDREN OF WAR**  
MARCH 26 • 6:30 – 9:30 P.M.

**Film Screening: Children of War: A Journey of Healing and Homecoming and Panel Discussion with Director Bryan Single**

Filmed inside the war zone of northern Uganda over a period of three years, **CHILDREN OF WAR** is a unique and incandescent documentary which captures the story of a group of former child soldiers as they undergo a process of emotional and spiritual healing while in a rehabilitation center. Having been abducted from their homes and schools and forced to become fighters by the Lord's Resistance Army – a quasi-religious militia led by self-proclaimed prophet and war criminal Joseph Kony – the children struggle to confront and break through years of brutal abuse, extreme religious ideology, and participation in war crimes with the help of a heroic team of trauma counselors. **CHILDREN OF WAR** illuminates a powerful and cathartic story of forgiveness and hope in the aftermath of war.

**Panelists:** Bryan Single, Director; Jimmie Briggs, International Journalist; Bill Pfohl, The International School Psychology Association (ISPA); George Latio, Former Child Soldier from Sudan.



Filmmaker and Producer **Bryan Single**, was raised in Tennessee. His creative exploration and expression began in still photography while walking through Nepal, South America and sub-Saharan Africa. It later developed at the California Institute of the Arts and in the office of film director Michael Mann (*Last of the Mohicans*, *The Insider*).

Working as a documentary cinematographer, Bryan has captured the lives of exiles and outlaws living in the margins of America in the documentary *Welcome To Slab City* (producer Harry Knapp of *Rescue Dawn*, *Eyes of Tammy Faye*), filmed Amazon-swimmer Martin Strel in *Big River Man* (producer John Marongouin of *Running Stumbled*) and equine-photographer Robert Vavra for *Such Is The Real Nature Of Horses*, and recently worked on *Students Of Consequence*, a film which focuses on the development of DNA technology in battling wildlife poaching in East Africa (producers Jay Vavra, Jane Goodall Institute, San Diego Zoological Society).

Bryan's transition into documentary producing and directing began with *Shadows of the Sun*, a short film which follows a day in the life of a Spanish Matador, and now continues with *Children of War*.



**George Elunai Wani Latio**, a former child soldier from South Sudan, was born after the first Sudanese civil war in Juba. He eventually joined the Sudanese Peoples Liberation Army (SPLA) at the age of 14. Arriving in the U.S. in 2003, Latio graduated from Bluffton University in the fall of 2007 with a bachelors in communications and now is a graduate student at Ohio University working on a masters in Communication and Development and researching the use of media as a key-player in conflict resolution.

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just a planet."*

# OVERVIEW

The Global Issues Resource Center and Library at Cuyahoga Community College (Tri-C®) is partnering with colleges, universities, and local, national, and international non-governmental and governmental organizations, to host the *3rd International Conference on Conflict Resolution Education (CRE), Building Infrastructures for Change: Innovations in CRE and Justice Initiatives* March 26-27, 2010 at the Tri-C Western Campus.

Our 2010 conference builds upon prior conferences and meetings held in 2007-2009 which brought together government representatives from among the 50 states, around the globe, and their non-governmental organization partners who have legislation or policies in place to deliver conflict education and related topics such as civics and social and emotional learning at the K-12 level and in colleges and universities. Our audience includes college/university educators and students, K-12 educators, public health officials, prevention specialists, probation officers, juvenile detention officers, and state, local, national, and international policy makers.

The 3rd International Conference on CRE is an opportunity to engage in interdisciplinary collaboration on issues related to the development of infrastructure in CRE and justice initiatives. Presentations will focus on innovations in the fields that are making broad impacts in local, state, national, and international communities. Participants will exchange best practices, evaluation methodology, creation of policy implementation structures, consideration of obstacles to success, and new and innovative uses of training, resources and technology. Conference participants are drawn from the local, state, national, and international community.

## Additional Conference Related Events

The following is a list of special events designed to strengthen existing collaboration or spearhead the development of new relationships worldwide.

**Reception and Working Group for Ohio Colleges and Universities that currently have and/or are developing Peace and Conflict Studies Related Courses, Degrees, Certificates, and Related Programming (March 25, 6:30 pm – 9:30 pm).** The reception will include an opportunity for faculty and administrators to convene and share what they are developing at their respective institutions for possible collaboration and exchange. Hosted by Global Issues Resource Center, Cuyahoga Community College; College of Education and Human Services, Cleveland State University; The Inamori Center and the Mandel School of Applied Social Sciences, Case Western Reserve University; Office of the President, Wilmington College; Antioch University McGregor, and the National Peace Academy.

**Policy Meeting: Implementation and Sustainability of CRE, Social and Emotional Learning (SEL), Peace Education (PE), and Civics Education (CE) Policies and Legislation (March 26th from 2:00 pm – 5:15 pm).**

This invitation-only event will build upon the June 2009 International Policy Working Group Meeting, Collaboration across Fields: Implementation and Sustainability of SEL, CRE, PE and Citizenship Education. The meeting offers an opportunity to further develop a global infrastructure to advance the work in the fields of conflict resolution

education, peace education, social and emotional learning, and citizenship education. This meeting will bring together policymakers and educators from across the United States and around the globe, who will exchange successful macro level policy design and implementation models at the state-wide or national level, and macro level.

**Special Interest Group: Meeting of Community Colleges Developing Peace and Conflict Studies programs in Partnership with the United States Institute of Peace (USIP) and Global Issues Resource Center, Cuyahoga Community College (March 27, 2:00 pm – 5:15 pm).**

Open to all community college faculty, staff, and administrators. After an overview of the efforts that community colleges are pursuing to teach about global peace and conflict, participants will have an opportunity to work amongst themselves in considering approaches applicable for their own institutions. Participants will also learn more about the *How-to-Manual for Community Colleges Developing Programs in Peace and Conflict Studies (First Edition)* developed by the Global Issues Resource Center at Cuyahoga Community College; Greenfield Community College; Nashua Community College; Jamestown Community College; Golden West College; and the USIP. The manual provides an overview of strategies that community colleges are taking to develop, implement, and enhance conflict management and peace studies programs.

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Global Issues Resource Center is dedicated to the exchange of best practices to help enhance the capacity within our community to address social challenges by convening practitioners, academics, and policy makers to provide a global perspective, explore emerging trends, and design sustainable, multi-cultural solutions which address challenges in our community and our world. The mission is achieved by conducting training, coordinating projects and special events on topics related to positive approaches to classroom management, school-based conflict management, violence prevention, pre-service/in-service teacher training, family engagement, and juvenile justice.

### **Sample Free Publications and Resources:**

#### **How-to-Manual for Community Colleges Developing Programs in Peace & Conflict Studies (First Edition)**

A resource for and by U.S. faculty and staff including topics such as: gaining administrative support, how to market your program, assessing the need for a certificate program in peace and conflict, course development, and more. To contribute or to download chapters, log onto [creducation.org/cre/goto/ccps](http://creducation.org/cre/goto/ccps)

#### **Juvenile Corrections Officer Training Curriculum (120 hr)**

For the first time in Ohio, the Northeast Ohio Juvenile Detention Professional Development Project established a comprehensive curriculum for entry level juvenile detention staff to address growing risk factors. The curriculum includes evidence-based curriculum and practices from the Ohio Peace Officer Training Academy, The Department of Youth Services, and the National Juvenile Detention Association. Information is available at [www.creducation.org/cre/jdo/](http://www.creducation.org/cre/jdo/)

#### **Certificate Program in Conflict Management and Peace Studies**

A certificate in Conflict Management & Peace Studies is under development, coordinated by the Center and the Faculty and Staff Certificate Advisory for implementation at Tri-C during the 2010 – 2011 academic year. This will be the first of its kind at an Ohio community college. The certificate will provide a background in the core theory of conflict management and peace studies, the skills of conflict management, and provide students with an opportunity to apply their knowledge and skills in a community setting through service learning. Core courses are currently offered at West Campus and are to be offered at East in Fall 2010 with a study abroad component underdevelopment for 2011.

For updates please log on to [www.tri-c.edu/community/globalissues](http://www.tri-c.edu/community/globalissues).



### ***Get A World View @ the Global Issues Resource Center & Library***

#### **GLOBAL ISSUES RESOURCE CENTER (GIRC) & LIBRARY**

Cuyahoga Community College - Eastern Campus  
4250 Richmond Road – EEC 115, Highland Hills, Ohio 44122  
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# THE CONFERENCE PLANNING COMMITTEE

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*Ohio Commission on Dispute Resolution and Conflict  
Management (OCDRCM)*

## CONFERENCE SPONSORS

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The planning Committee would like to thank the following organizations for their financial support which made this event possible. The Conference was organized with the support of the European Centre for Conflict Prevention and the Global Partnership for the Prevention of Armed Conflict.

**Platinum**

Global Partnership for the Prevention of Armed Conflict

**Bronze**

Antioch University McGregor

Cleveland State University, College of Education and  
Human Services

Wilmington College, Office of the President

**Copper**

Case Western Reserve University, Inamori International  
Center for Ethics and Excellence

Case Western Reserve University, Mandel School of Applied  
Social Sciences

Center for Peace Studies and Violence Prevention,  
Virginia Tech

Cuyahoga Community College, Academic Affairs,  
Eastern Campus

ONTASC, Inc

Ohio Center for Law Related Education

Ohio Department of Youth Services

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# CONFERENCE PARTNERS

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Akron International Friendship  
American Red Cross  
Association for Conflict Resolution (Education Section)  
Bellefaire JCB  
Beech Brook  
Cleveland Council on World Affairs  
Cleveland Metropolitan School District, Winning Against  
Violent Environment Program (WAVE)  
Department of Education, Melbourne, Australia  
The Diversity Center of Northeast Ohio  
Facing History and Ourselves  
Educational Service Center of Cuyahoga County  
Hunter College: The City of New York  
The International Institute for Sustained Dialogue  
Kent State University, Center for Applied Conflict Management  
Lorain City Schools, Toni Morrison Elementary School  
Lorain County Domestic Relations Court  
Minnesota Department of Education  
Nashua Community College  
The National Peace Academy  
Northampton Community College

The Ohio Attorney General Richard Cordray  
Ohio Campus Compact  
Ohio Commission on Dispute Resolution and Conflict  
Management  
Ohio Department of Education, Office of Safety, Health and  
Nutrition  
Ohio Department of Health: Sexual Assault and Domestic  
Violence Prevention Program  
Ohio Department of Youth Services  
Ohio Domestic Violence Network  
Riverland Community College  
Stark County Family Court, Probation Office/Youth Court  
Search for Common Ground  
Sesame Workshop  
Southeastern Community College  
University of Maryland School of Law  
University of North Carolina  
The University of Akron  
Wilmington College  
Wood County Educational Service Center  
United States Institute of Peace  
YMCA Greater Cleveland

## CONFERENCE AT A GLANCE

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### **March 26-27, 2010** (Pre-Conference Trainings March 24 - 25th)

While the majority of conference events will occur at *Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road, Parma, Ohio, USA*, several pre-conference workshops and special events will occur at the *Crowne Plaza Airport, 7230 Engle Road, Middleburg Heights, OH, 44130*. Specific information and updates will be provided to participants registering before March 14, 2010. Individuals registering after March 15, 2010, should check the conference website for specific information.

#### **Pre-Conference Trainings: (March 24-25, 2010 9:00 am – 5:00 pm)**

- Exploring Humanitarian Law (March 24, 2010)
- Sustained Dialogue: Transforming Relationships...Designing Change (March 24-25, 2010)
- Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs (March 25, 2010)
- Restorative Measure for School Connectedness and Alternatives to Suspension (March 25, 2010)
- Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures: Lessons from the Philippines and Australia (March 25, 2010)

### **EXHIBITS**

Please take time to visit the exhibit tables in the theater lobby on March 26th and 27th, 2010 to obtain free materials and information from local, state, national, and international resources to support your work in the conflict resolution and justice fields.

# Main Conference (March 26th and 27th, 2010)

Friday, March 26, 2010 (8:45 am – 5:15 pm)

8:00 a.m. – 8:45 a.m.	Registration, Performing Arts Theater Lobby
8:45 a.m. – 10:15 a.m.	Morning Keynote: <i>Federal Education Priorities And Creating Safe Schools</i> , Panel: <i>Collaboration Across Fields: Implementation and Sustainability of Conflict Resolution Education, Social and Emotional Learning, and Restorative Justice</i> . Kevin Jennings, Assistant Deputy Secretary, Office of Safe & Drug Free Schools, United States Department of Education. Panelists: Association for Supervision Curriculum Development, Minnesota Department of Education, New York Department of Education, Ohio Department of Education and The University of Maryland School of Law
10:15 a.m. – 10:30a.m	Break
10:30 a.m. – 11:30 a.m.	Session 1: Workshops or Plenary ( <i>Transforming Racial and Ethnic Conflict: Lessons from the Field</i> ) Hal Saunders, Former Assistant Secretary of State, a principal drafter of the Camp David Accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue
11:30 a.m. – 11:45 a.m.	Break
11:45 a.m. – 12:45 p.m.	Lunch (provided)
12:45 p.m. – 1:45 p.m.	Afternoon Keynote: <i>The Power of Media to Promote Conflict Resolution</i> , Dr. Charlotte Cole, VP International Education, Research, and Outreach, Sesame Workshop; John Marks, President and Founder, Search for Common Ground
2:00 p.m. – 3:30 p.m.	Session 2: 1.5 hour workshops
3:30 p.m. – 3:45 p.m.	Break
3:45 p.m. – 5:15 p.m.	Session 3: 1.5 hour workshops

## SPECIAL EVENTS

*Policy Meeting* for Government Representatives (Invitation Only)

2:00 p.m. – 5:15 p.m. Policy Meeting: Implementation and Sustainability of CRE, Social and Emotional Learning (SEL), Peace Education (PE), and Civics Education (CE) Policies and Legislation

*Film Screening* and Panel Discussion with Director Bryan Single

6:30 p.m. – 9:30 p.m. *Children of War: A Journey of Healing and Homecoming*

Saturday, March 27, 2010 (8:30 am – 5:15 pm)

8:00 a.m. – 8:30 a.m.	Registration, Performing Arts Theater Lobby
8:30 a.m. – 10:00 a.m.	Morning Keynote: <i>Rerouting the Education-to-Prison Pipeline: Innovative Court/School Collaboration</i> , Judge Linda Tucci Teodosio, Summit County Juvenile Court, Panelists: Supreme Court of Ohio, Akron City Schools, Ohio Department of Youth Services, Wood County Educational Service Center
10:00 a.m. – 10:15 a.m.	Break
10:15 a.m. – 11:45 a.m.	Session 1: Workshops or Plenary <i>University Responses to Violence: Virginia Tech, Kent State University, and Case Western Reserve University</i>
11:45 a.m. – 12:45 p.m.	Lunch (Provided)
12:45 p.m. – 1:45 p.m.	Afternoon Keynote: <i>Preventing and Addressing Sexual Violence Against Children: Global Challenges – Local Strategies</i> , Jimmie Briggs, Author of <i>Innocents Lost: When Child Soldiers Go to War</i> , UN Special Envoy for Children in Armed Conflict, Panelists: Ohio Sexual Assault Prevention Task Force, Ohio Domestic Violence Network and the Ohio Department of Health, International School Psychologists Association
2:00 p.m. – 3:30 p.m.	Session 2: 1.5 hour workshops
3:45 p.m. – 5:15 p.m.	Session 3: 1.5 hour workshops

## SPECIAL EVENT

*Open to All Community College Faculty and Staff*

2:00 p.m. – 5:15 p.m. Special Interest Group Meeting of Community Colleges developing peace and conflict studies programs in partnership with the United States Institute of Peace and Global Issues Resource Center, Cuyahoga Community College

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# PRE-CONFERENCE TRAININGS

**March 24 – 25, 2010, 9am – 5pm**

Pre-conference trainings will take place at one of the two following locations: *Main Conference Site* -Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road. Parma, Ohio; or the *Official Conference Hotel* -Crowne Plaza Airport, 7230 Engle Road, Middleburg Heights, OH, 44130. Specific information regarding the location for each pre-conference event is located below. ***Pre-registration required for the trainings.***

## Pre-Conference Training #1

### Sustained Dialogue—Transforming Relationships. . . Designing Change

**Date & Time:** Wednesday and Thursday, March 24 – 25, 2010, 9:00 – 5:00 pm

**Location:** Crowne Plaza Airport, 7230 Engle Road, Middleburg Heights, Ohio

This training will introduce the change process called Sustained Dialogue – its purpose, how it works, and the thinking behind it. Dialogue is a way of communicating in which parties listen to each other carefully enough to be changed by what they hear. When sustained, dialogue can become a change process. Dialogue is the essence of relationship; relating productively and effectively is the key to democratic political and economic development and to healthy organizations. Sustained Dialogue differs from many other processes in two ways: (1) it focuses on the relationships that cause conflict, not just on the issues over which people fight; (2) because relationships don't change quickly, Sustained Dialogue works through a thoroughly tested five-stage process and within a carefully defined concept of relationship. The workshop will expose you to this thinking and process, help you think about how you might use it, and open the door to further steps you can take to master its practice.

**Speakers:** **Harold Saunders, Former Assistant Secretary of State**, a principal drafter of the Camp David Accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation, author of *The Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics Is about Relationship: A Blueprint for the Citizens' Century*



**Dr. Philip D. Stewart, Co-Director Program on Sustained Dialog in Communities and Organizations, International Institute for Sustained Dialogue, Senior Associate, The Charles F. Kettering Foundation**

## Pre-Conference Training #2

### Exploring Humanitarian Law (EHL): “War, Justice, and Human Dignity” Educator Training

**Date & Time:** Wednesday, March 24, 2010, 9:00 – 5:00 pm,

**Location:** Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road. Parma, Ohio

The Exploring Humanitarian Law program teaches students about respect for human life and dignity, ethical judgment, global citizenship, the protections of the Geneva Conventions and the role of the Red Cross. The content covered is divided into lessons which are readily adaptable to individual classroom needs across a wide variety of disciplines – English, history, government, political science, international relations, conflict management, peace studies, morals and ethics. Anyone looking to develop critical thinking and communication skills is encouraged to attend. Participants are encouraged to integrate the lessons within their existing courses. The curriculum does not have to be taught in its entirety.

EHL provides educators with free learning materials and strategies that will reinforce and enrich existing educational programs. The materials are built on historical and contemporary situations. EHL meets national education standards for social studies. Worldwide implementation began in 2002 with nearly 70 countries currently involved with the American Red Cross leading implementation efforts in the United States. The course employs a variety of tools and strategies to help students view war through the eyes of victims, witnesses, and combatants. Photographs, video clips, and first-person accounts show students both the horrors of war and the possibilities for relieving suffering. Through brainstorming, large and small group discussions, reflective writing, class debates, and role plays, students explore the plight of war refugees, landmine victims, and soldiers and officers caught in often agonizing dilemmas. They grapple with the same issues and questions that perplex world leaders, and learn how to listen respectfully and take another's point of view; they are better able to see the humanity in others, even in their enemies.

**Speaker: James Lane** retired from 35 years of service as a social studies teacher at Orange High School in Pepper Pike, Ohio, spear-headed the creation of a Chinese language and culture course at OHS, and traveled/studied extensively in Asia, twice on Fulbright scholarships. He has taught in Lithuania and Cambodia and presented in Kenya on issues dealing with international relations and education. Mr. Lane used the EHL course in his classes and instructed teachers in its use throughout the United States and other countries in his position as Teacher Trainer for the American Red Cross. Recently, he served as consultant and presenter for the International Red Cross in Trinidad. Mr. Lane has been President of the Greater Cleveland and the Ohio Social Studies organizations and has served on many committees for the National Council for the Social Studies (NCSS). He received many honors including State Social Studies Teacher of the Year and Runner Up as Ohio Teacher of the Year.





### Pre-Conference Training #3

#### Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs

**Date & Time:** Thursday, March 25, 2010, 9:00 – 5:00 pm,

**Location:** Crowne Plaza Airport, 7230 Engle Road, Middleburg Heights, Ohio

This *activity based* workshop will provide participants with the knowledge, skills, and abilities to integrate Project Citizen and the Youth for Justice programs into their classroom or youth service organization. Each of these programs is aligned with state and national academic content standards for social studies and English/language arts. Project Citizen – is a portfolio based, hands-on civic education program for fifth grade through college-aged students designed to promote competent and responsible participation in state and local government. Project Citizen engages students from all over the world in learning how to monitor and influence public policy. Students are given the task of identifying a problem in their community, researching, and writing a public policy to solve the problem. Culminating activities include a state and national showcase and classes may hold a “legislative hearing” in their community to educate people on the problem they have chosen to tackle.

The program has won critical acclaim and has been used by more than 500,000 students worldwide. Excerpts from the documentary film *“The World We Want”* will showcase the positive impact Project Citizen has had around the world. The film was produced and directed by Patrick Davidson, a former senior vice president of the Disney Channel and veteran television producer and network programmer for ABC, Paramount, Universal, Discover networks, History Channel, and National Geographic. *Youth For Justice* empowers teams of middle school students throughout Ohio to research problems of injustice in their schools and communities and work with elected officials, school boards, or school administrators to implement their solutions. A one-day Youth Summit brings these young people to Columbus, Ohio to share their research and progress with their peers. To support implementation and sustainability, all participants will receive copies of the Project Citizen textbook, Youth for Justice training manual, and other supplemental curriculum.

**Ohio Center for Law Related Education:** The Center is a private, non-profit, non-partisan organization whose mission is to improve society by developing citizens empowered with an understanding of our democratic system. The Center is sponsored by the Ohio State Bar Association, the Supreme Court of Ohio, the Attorney General of Ohio, and the American Civil Liberties Union of Ohio Foundation. In addition to Center staff, the workshop will include presentations and facilitated dialogue from teachers currently implementing Project Citizen and Youth-for-Justice in their classrooms or youth service organizations.



**Speakers:** **Jared Reitz**, Director of Programs, Ohio Center for Law-Related Education, Mr. Reitz holds a B.S. in Comprehensive Social Studies from Urbana University and a Master's Degree in Education from the University of Dayton. He taught in the Piqua City Schools for 30 years and was the district's Teacher of the Year in 1990. In 1995, Mr. Reitz was recognized as the Ohio Council for the Social Studies' Middle School Teacher of the Year. **Kate Strickland**, Director of Resources, Ohio Center for Law-Related Education, holds a B.S. in Social Work from Miami University. Ms. Strickland served as a program coordinator for the Center's annual conference and



Youth for Justice Program prior to her current position as director of resources. Prior to joining the staff of the Center, Ms. Strickland practiced as a licensed social worker in Butler County, Ohio, and supervised the status offender mediation program at the Butler County Juvenile Court.

### Pre-Conference #4

#### Restorative Measures for School Connectedness and Alternatives to Suspension

**Date & Time:** Thursday, March 25, 2010, 9:00 – 5:00 pm

**Location:** Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road, Parma, Ohio

This day long training will provide participants with an experiential overview of the principles and practices of restorative measures in schools: as a disciplinary response to harm and rule violations, as a framework for community building and youth development and as a positive school climate approach. Illustrations of restorative practices will be presented, and participants will discuss the continuum of problem solving responses, from classroom community building circles to one-on-one conversations, to face to face processes to repair harm.

**Speaker:** **Nancy Riesterberg**, Prevention Specialist, Minnesota Department of Education has twenty-five years of experience in the fields of violence prevention education, child sexual abuse prevention and restorative measures in schools. She has worked with school districts in Minnesota and 20 other states, from Cass Lake-Bena to the Chicago Public Schools, and speaks nationally on restorative measures at conferences and trainings. Ms. Riesterberg provides technical assistance on violence and bullying prevention, school connectedness, dropout prevention, cultural relevance of prevention education, crisis prevention and recovery and restorative measures. She provided technical assistance to the Minnesota school districts that experienced school shooting incidents. Nancy was a member of the design team for *Restorative Measures: Respecting Everyone's Ability to Resolve Problems* and the National Institute of Corrections' restorative conferencing curriculum for law enforcement and school personnel, *Facilitating Restorative Group Conferences*. Ms. Riesterberg participated in the “Restorative Justice and Teen Court Focus Group” for the American Probation and Parole Association and has written several articles on restorative measures in schools; the most recent one in the Summer 07 edition of *Reclaiming Children and Youth, the Journal of Strength-based Interventions*.



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## Pre-Conference #5

### Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures: Lessons from the Philippines and Australia

**Date & Time:** Thursday, March 25, 2010, 9:00 – 5:00 pm

**Location:** Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road. Parma, Ohio

This interactive workshop will draw on research and evidence-based examples of effective school practice in Australia to demonstrate how values education has been used to promote quality teaching and positive school cultures. During this session, the use of the “valuing process” in education will also be explored. This is a teaching-learning model that engages the cognitive, affective and active dimensions of the learners around issues of prejudice. This process will be demonstrated through an interactive learning activity on “Challenging Prejudice”. The applicability of these various approaches in the US context will be discussed. A range of classroom activities and school improvement strategies, with a particular emphasis on conflict resolution education, will be modeled and shared. Participants should also feel free to bring and share any resources or approaches that have made a positive contribution in their schools or districts. The workshop will be suited to teachers, school administrators and district personnel working with schools. All participants will receive a CD of resource materials for use in the

K-12 classrooms, teacher professional learning and student wellbeing.



**Speakers:** **Loreta Castro**, Executive Director, Center for Peace Education and Professor, Miriam College, Quezon City, Philippines. Ms. Castro coordinates a local Peace Education Network and is a member of both the Global Campaign for Peace Education and the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace and Conflict Resolution Education Working Group. Her work includes training educators and youth in peace education and the promotion of interfaith understanding. Ms. Castro cooperates with other advocates in supporting local peace processes and the mainstreaming of peace education. **Gary Shaw**, Manager, National Values Education and Civics and Citizenship Education



Initiatives, Victorian Department of Education, Melbourne, Australia, has more than 30 years experience in primary, secondary and tertiary education setting and currently manages national values education and civics and citizenship initiatives on behalf of the Victorian Department of Education. He has a Masters in Education (thesis on Restorative Practices in Victorian schools) and has presented to a wide range of audiences particularly in relation to values-based approaches to community safety and safe and peaceful schools (USA, Kenya, Israel, Australia, Korea and Cyprus).



### BRINGING THE WORLD TO YOU! The Earth Trek Program & Earth Awareness Portable Classroom (“Earth Balloon”)

This inflatable classroom measures 22 feet in diameter and 22 feet high. Visitors enter inside the globe through a zippered entrance at the International Dateline and then can view a high detailed model of the planet. It is one of only a dozen such models in existence. The Earth Trek curriculum has been aligned with proficiency objectives and the state standards in the core content areas of Science, Math and Social Studies.

“For a person of any age, the experience of being inside the earth offers a powerful and intimate moment to realize his/her place in the greater world...it’s a wonderful teaching tool.”

*Peg Ames, K-8 Science Teacher*

The program is available in a 1/2 day, single day, or residency format. For more information about Earth Balloon, or to schedule an onsite presentation at your school, call 216-987-2224.

[www.tri-c.edu/community/globalissues](http://www.tri-c.edu/community/globalissues)

Get A World View @ the Global Issues Resource Center & Library

## National Peace Academy

### SUMMER PEACEBUILDING PEACELEARNING INTENSIVE

**August 1-7, 2010**

**Wilmington College, Wilmington, Ohio**

The Peacebuilding Peacelearning Intensive is designed for concerned citizens and organizations who hope to launch new peacebuilding and change initiatives or enhance existing efforts. The Intensive will provide a holistic introduction to the theory and practice of peacebuilding and engage participants in cooperative learning experiences designed to capacitate participant’s abilities to envision, plan, and strategize for a just and sustainable social, political, and environmental order and to facilitate the individual and communal learning required to make such transformations possible.

All participants will be coached in the design and development of a strategic peacebuilding plan, which will be assessed and evaluated by faculty and peers. The National Peace Academy will provide ongoing guidance for project development afterwards.

**Registration Deadline: June 15**

**Early-Bird Registration (Save \$100!): April 1**

[www.nationalpeaceacademy.us](http://www.nationalpeaceacademy.us)

[info@nationalpeaceacademy.us](mailto:info@nationalpeaceacademy.us)

P.O. Box 382, San Mateo, CA 94401-0382 USA

# KEYNOTE PRESENTATIONS

Friday, March 26, 2010 (8:45 AM – 10:15 AM)

## ***Collaboration Across Fields: Implementation and Sustainability of Conflict Resolution Education, Social and Emotional Learning, and Restorative Justice.***

In his remarks, *Federal Education Priorities And Creating Safe Schools*, Assistant Deputy Secretary of Education Kevin Jennings, who heads the federal office of Safe and Drug Free Schools, will focus on the School Climate initiative. The model is based around student/staff/family perceptions of engagement (connectedness, quality of relationships), safety, and school environment. The desired outcomes of SEL, CRE, and other related programming help achieve the same goals as the School Climate initiative (safer schools, healthier students). The USDE helps align the wide array of resources and programmatic initiatives around these

common outcomes. Secretary Jennings will emphasize the ways in which measuring school climate can lead to more effective, targeted interventions. An overview of current and pending federal legislation related to the school environment will also be shared. This will be followed by a panel including the New York Department of Education, Ohio Department of Education, Minnesota Department of Education, and Maryland's Mediation and Conflict Resolution Office (MACRO). Panelists will provide information on state initiatives covering restorative justice, social and emotional learning, and conflict resolution education.

### ***About the Speakers:***

**Kevin Jennings, Assistant Deputy Secretary of Education, Office of Safe and Drug-Free Schools** was appointed by Secretary of Education Arne Duncan in July 2009 as assistant deputy secretary to head the Office of Safe and Drug-Free Schools. Mr. Jennings is the first career educator to hold this position and brings to this role 25 years of experience as, a teacher, a writer, and a leader in the fields of K-12 education and civil rights. A native of Winston-Salem, N.C., he became the first member of his family to graduate from college when he received his bachelor's degree from Harvard University. Mr. Jennings taught high school history for ten years during which he served as faculty advisor for the nation's first gay-Straight Alliance student club and also founded the Gay, Lesbian, Straight Education Network (GLSEN) in 1990, launching his life's dedication to seeking to ensure that schools are safe places where every young person can focus on learning. In 1995 he left teaching to become GLSEN's founding Executive Director, a position he held for 14 years before stepping down in late 2008.



Mr. Jennings was named in 1997 to *Newsweek* magazine's Century Club as one of 100 people to watch in the new century. He received his master's degree in interdisciplinary studies in education in 1994 from Columbia University and earned an M.B.A. from New York University's Stern School of Business in 1999. Mr. Jennings has authored six books, the latest of which, *Mama's Boy, Preacher's Son*, was named a Book of Honor by the American Library Association in 2006. He was also a writer and producer of the documentary *Out of the Past*, winner of the 1998 Sundance Film Festival Award for Best Documentary. Among his many honors Mr. Jennings has received the Distinguished Service Award of the National Association of Secondary School Principals, the Human & Civil Rights Award of the National Education Association, and the Diversity Leadership Award of the National Association of Independent Schools.



**Moderator: Molly McCloskey**, Managing Director, Whole Child Programs, the Association for Supervision and Curriculum Development (ASCD), first joined ASCD as project director of the First Amendment Schools (FAS). During her tenure, FAS grew from 11 to nearly 100 schools and earned national recognition from groups including the National Conference of State Legislatures. Prior to coming to ASCD, Ms. McCloskey served as the executive director of community youth development for the YMCA of Greater Cleveland, where she supervised an alternative school for secondary school students who would otherwise have been expelled and an alternative court for first-time misdemeanor offenders. Her career began as a 5th grade teacher in the District of Columbia and has included every level from prekindergarten to graduate school. As a school counselor and Comer School Development Program facilitator in the Prince George's County Public Schools (Md.), Ms.

McCloskey engaged school communities in comprehensive school reform and served as a member of the Yale Child Study Center national faculty.

### ***Panelists:***

**Nancy Riestenberg**, Prevention Specialist, Minnesota Department of Education has twenty-five years of experience in the fields of violence prevention education, child sexual abuse prevention and restorative measures in schools. She has worked with school districts in Minnesota and 20 other states, from Cass Lake-Bena to the Chicago Public Schools, and speaks nationally on restorative measures. Ms. Riestenberg provides technical assistance on a wide variety of topics including technical assistance to the Minnesota school districts that experienced school shooting incidents. She was a member of the design team for *Restorative Measures: Respecting Everyone's Ability to Resolve Problems* and the National Institute of Corrections' restorative conferencing curriculum for law enforcement and school personnel, *Facilitating Restorative Group Conferences*.



*"We don't have to share beliefs, just a planet."*



## KEYNOTE PRESENTATIONS (Cont'd)



**Dr. Mary Lou Rush** has served in several leadership roles within the Ohio Department of Education for 19 years. Recently appointed to serve as Executive Director for the new Center for Reform and Strategic Initiatives, she provides leadership for policy development, strategic planning, and is responsible for overall budget implementation. Prior to becoming Executive Director at ODE, Ms. Rush served as Associate Director for the Office of Early Learning and School Readiness. She also held the position of Senior Policy Advisor and Director of Education and Mental Health Initiatives for the Ohio State University, John Glenn Policy Institute as well as supervisory positions with the Lucas County Educational Service Center.

**Dr. Mark Barth** joined the State Education Department's NYC Field Services office in 1988 to assist low performing middle and high schools. He moved to Albany in 1994 as a member of the School Quality Review team and led self-review workshops for school districts in mid-state and Long Island. Later Dr. Barth worked on school improvement with the Syracuse City Schools. In 2005, he earned a Ph.D. in curriculum and instruction and his dissertation, *The Role of a Solicited Public in Developing Educational Policy*, was published in 2009 by VDM Verlag. Dr. Barth is the architect of the New York State Guidelines for Social and Emotional Development and Learning. He recently completed his third year on the Albany City School Board of Education and is the father of a high school senior and a college sophomore.



**Rachel Wohl** is the founding Executive Director of the Maryland Judiciary's Mediation and Conflict Resolution Office (MACRO). MACRO helps create, strengthen, expand and fund ADR programs in Maryland's courts, criminal and juvenile justice programs, state and local government agencies, neighborhoods, schools and universities, and businesses. Ms. Wohl is a mediator, facilitator and attorney. She co-chaired the ABA Dispute Resolution Section's Task Force on Improving Mediation Quality, received the Association for Conflict Resolution's Mary Parker Follett Award for Innovation, and is a founding Board member of Mediators Beyond Borders, which helps grassroots groups build sustainable conflict resolution capacity for underserved communities in the U.S. and around the world.

**Friday, March 26th, 2010 12:45 p.m. – 1:45 p.m.**

### ***The Power of Media to Promote Conflict Resolution: Sesame Workshop and Search for Common Ground***

There are countless examples of how media can be used to incite violence or to help support the creation of a climate which can assist communities in coming together. Two of the best known international organizations working towards the creative use of conflict to bring about positive change are Search for Common Ground and Sesame Workshop. Sesame Workshop is known throughout the world for its efforts to leverage the power of media and Muppets to engage children and promote the knowledge, attitudes and skills required to build mutual respect and understanding across cultural divides. In this session, Sesame Workshop's "Muppet Diplomacy" work will be highlighted. Through the presentation of clips from several co-productions from different parts of the world, an overview of Sesame Workshop's production model and its application to key projects in conflict and post-conflict countries will be presented along with the research providing evidence of impact.

Search for Common Ground will then provide a multi-media presentation highlighting their conflict resolution work aimed at children in a dozen African, Middle Eastern, and Asian countries along with Search's diverse toolbox. This toolbox includes methodologies that range from traditional forms of classroom training to production of children's TV and radio drama in such places as Macedonia (developed originally with Sesame Workshop), Lebanon, and the Democratic Republic of Congo to sponsorship of Golden Kids Network radio programming in Sierra Leone and Liberia to production of music videos.

#### ***About the Speakers:***



**Dr. Charlotte Frances Cole**, Vice President for International Education, Research and Outreach at Sesame Workshop in New York, oversees the research, curriculum development and community outreach on the company's international co-productions including adaptations of the well-known pre-school program, Sesame Street. Working with educators and production teams throughout the world, she has most recently been engaged in projects in Bangladesh, Colombia, Egypt, India, Indonesia, Israel, Jordan, Mexico, Northern Ireland, Russia, South Africa, and West Bank/Gaza. Dr. Cole received her doctorate in Human Development and Psychology from the Harvard Graduate School of Education at Harvard University. Her teaching experience includes serving as a course instructor at Boston College, Lesley College, and Saint Mary-of-the-Woods College. She is a member of the editorial board of the *Journal of Children and Media* and served as the publication's founding Review and Commentary Editor.



**John Marks** is President and founder of Search for Common Ground, a non-profit conflict resolution organization with offices in 19 countries. He also founded and heads Common Ground Productions and has produced or executive-produced TV series in the US, Macedonia, South Africa, Jerusalem, Côte d'Ivoire and Kenya. With his wife, Susan Collin Marks, Mr. Marks is a Skoll Fellow in Social Entrepreneurship, and, additionally, he is an Ashoka Senior Fellow. A best-selling, award-winning author, Mr. Marks has been a US Foreign Service Officer, Executive Assistant to the late US Senator Clifford Case, a Fellow at Harvard's Institute of Politics, and a Visiting Scholar at Harvard Law School.



**Saturday, March 27, 2010 from 8:30 – 10:00 am**

### ***Rerouting the Education-to-Prison Pipeline: Innovative Court/School Collaboration***

The correlation between poor school performance, truancy, and destructive adolescent behavior is clear in the annals of academic journals, criminal justice statistical briefings, and court dockets. A renewed commitment to cooperation and partnership among stakeholders is necessary to confront the diversity of risk factors impacting families. Judge Linda Tucci Teodosio will share why innovative school court collaboration is essential to the promotion of an effective, fair, and developmentally sound juvenile justice system that holds young people accountable for their actions, provides for their rehabilitation, protects them from harm, increases their life chances, and manages the risk they pose to themselves and to the public.

Following her keynote address, Judge Teodosio will be joined by a panel of experts to discuss the use of front-end/school-based diversion, specialized dockets, and alternative school programs to avoid unnecessary or prolonged system involvement. Partnerships designed to help stabilize a child's academic environment during short and long-term foster care placements will also be shared. The Ohio Department of Youth Services will provide an overview of Ohio's participation in the *Models of Change Initiative* coordinated by the National Center for Mental Health and Juvenile Justice with funding from the John D. and Catherine T. MacArthur Foundation.

#### ***About the Speakers:***



**Judge Linda Tucci Teodosio**, Summit County Juvenile Court, is a graduate of The University of Akron with a B.S. in Education Summa Cum Laude. She received her Juris Doctor from the University of Akron School Of Law in 1982. Judge Teodosio has served as an attorney in private practice, a Staff Attorney for the Ninth District Court of Appeals in Summit County, Ohio, and as a Magistrate in the Akron Municipal Court. She was elected to the Cuyahoga Falls Municipal Court in 1997 and to the Summit County Court of Common Pleas Juvenile Division in 2002 and re-elected in 2008. Judge Teodosio has served on the Boards on numerous community organizations including the Summit County Alcohol, Drug Addiction and Mental Health Services Board. She has served as President of both the Akron Bar Association and the Akron Bar Foundation. She is a frequent presenter on juvenile justice issues both in the State of Ohio and nationally.

**Luci Gernot** is the Superintendent of the Wood County Educational Service Center. Her thirty-one years in education have been spent in Northwestern Ohio where she spent fourteen years as a classroom teacher, one year as a curriculum consultant, eight years as a building principal, five years as a district superintendent and three years at the ESC. Wood County ESC is planning to open a Recovery High School for students to overcome their addictions. A group of dedicated people are exploring all of the opportunities, and they are excited about the prospects.



**David James**, Superintendent, Akron City Schools, began his career with Akron Public Schools in 1992 and held positions as an environmental program manager and the energy, environmental health and safety manager. Mr. James is a graduate of Cleveland State University, with a Bachelor of Arts degree in economics in 1991 and a master's degree in public administration in 1997. He received the 2007 Harold K. Stubbs Humanitarian Award in Education and is a graduate of the 2008 Leadership Akron program. Mr. James serves on various community boards and committees. He lives in Akron with his wife and two children, both students at Akron Public Schools.

**Steve Hanson**, Supreme Court of Ohio, is manager of the Children, Families, and the Courts Programs for the Supreme Court of Ohio. The Children, Families, and the Courts Section provides technical assistance, training, and policy recommendations to improve court performance in cases involving children and families. His court administration experience includes foster care, in-home treatment services, juvenile and family drug courts, strategic planning, clinical supervision, management information systems, caseload management and fiscal administration. Mr. Hanson joined the staff of the Supreme Court of Ohio after sixteen years with the Delaware County Probate Juvenile Court. He graduated from Augustana College with a B.A. and earned a master's degree in Public Policy and Management at The Ohio State University.

*"We don't have to share beliefs, just a planet."*

## KEYNOTE PRESENTATIONS (Cont'd)

**Kevin Shepherd** is the Chief of Parole for the Ohio Department of Youth Services (ODYS). In this role, Mr. Shepherd oversees the operations of six regional offices located throughout the State of Ohio, as well as all Central Office Bureau personnel. He is responsible for all community residential and non-residential services and programs, including specialized placement needs and the cost effective use of contractual services. Mr. Shepherd also serves as the administrator for numerous other large initiatives serving youth on parole. He has served in several other positions within ODYS including: Juvenile Parole Officer, Juvenile Parole Services Supervisor, Executive Assistant to the Deputy Director, and Parole Services Manager. Mr. Shepherd received his Bachelor's degree from Kent State University in Criminal Justice with a minor in Sociology.

**Saturday, March 27, 2010 12:45 pm – 1:45 pm**

### ***Preventing and Addressing Sexual Violence Against Children: Global Challenges – Local Strategies***

This keynote address and panel discussion will highlight the global impact of sexual violence against children, including the devastating negative outcomes related to physical health, economic stability, and mental health.

In the developing and third world, sex trafficking and rape are tools used to disenfranchise the citizenry. Girls are sold into slavery because they are considered expendable and are not valued as contributors to the economic status of their families. In strife torn countries, rape is used as a tool to oppress women and girls as well as to emasculate men. Despite this terror and horror, there are social entrepreneurs working to provide shelter, education, and empowerment to women and girls across the globe.

Sexual abuse statistics vary between countries and reports, but are consistently alarming: One country's research indicates that up to 36% of girls and 29% of boys have suffered child sexual abuse; another study reveals up to 46% of girls and 20% of boys have experienced sexual coercion (The 57th session of the UN Commission on Human Rights). In Ohio and across the US, young girls are abducted, trapped, and used as sex slaves more frequently than anyone would like to believe. When compounded with sexual violence perpetrated on children by family members and friends the impact is staggering.

#### ***About the Speaker:***

**Jimmie Briggs**, author of *Innocents Lost: When Child Soldiers Go to War*, is the first African American to be appointed as a Goodwill Ambassador and Special Envoy for Children and Armed Conflict at the UN. He has worked for the UN Special Session on Children and Seeds of Peace in New York City and Kabul, Afghanistan. Mr. Briggs has received several fellowships for his writing and advocacy, appearing in *The New York Times Magazine*, *People*, *Vibe*, *Bust*, and *Fortune*, and has served as an adjunct professor of investigative journalism at the New School for Social Research.



#### ***Panelists:***

**Rebecca Cline**, MSW, LISW is Prevention Program Director for the Ohio Domestic Violence Network (ODVN) and is directly accountable for the DELTA Project, a local, statewide and national primary prevention initiative funded by the Centers for Disease Control. Ms. Cline oversees the activities of ODVN's Prevention Team and provides training and technical assistance about domestic and family violence prevention to Ohio communities. Ms. Cline is past President of the Ohio Chapter of the National Association of Social Workers (NASW) and is a former member of the NASW's National Board of Directors. A graduate of Cleveland State University's Master of Social Work program, Ms. Cline has been with ODVN since January, 2003.



**Dr. Bill Pfohl** is a Professor of Psychology at Western Kentucky University in Bowling Green, Kentucky. He has trained school psychologists for 30 years. Dr. Pfohl obtained his bachelor and masters degree in school psychology from St. Bonaventure University. He received his Doctor of Psychology from Rutgers University's Graduate School of Applied and Professional Psychology. Dr. Pfohl is currently Co-Chair of NEAT (2008-2010) and President-elect of the International School Psychology Association (ISPA) - (2007-09). He has led three NOVA sponsored crisis response teams in the United States and serves as the Senior Mental Health Coordinator for the Southcentral Kentucky Chapter of the American Red Cross. Dr. Pfohl was awarded Rutgers University - Graduate School of Applied and Professional Psychology Alumni Peterson Prize for Outstanding Contributions to the field of professional psychology in 2000.



**Debra Seltzer** is the Program Administrator for the Sexual Assault and Domestic Violence Prevention Program, Bureau of Health Promotion and Risk Reduction, Ohio Department of Health. Debra began working as a volunteer for the Columbus Rape Crisis Center in 1984, and served as Rape Crisis Coordinator and Prevention Coordinator for Women Against Rape. In 1989, Debra began work as the Director of the Ohio Coalition On Sexual Assault (OCOSA). She left OCOSA in the spring of 1997 to accept a position as a Rape Prevention Coordinator with the Ohio Department of Health. She has a Master's Degree in Public Administration from the Ohio State University.



# MENTAL HEALTH TRAINING FOR JUVENILE JUSTICE (7-PART SERIES)

The *Mental Health Training Curriculum for Juvenile Justice (MHTC-JJ)* will provide 8.5 hours of training for probation officers, detention personnel, intake officers, and other juvenile justice practitioners. This training was developed as part of the Models for Change Mental Health/Juvenile Justice Action Network, established in 2007. The initiative is focused on enhancing education and training in order to recruit and better equip staff to work with the large numbers of youth with mental health needs involved with the juvenile justice system. The training will be administered in modules, ranging from 45 to 90 minutes long and is intended to provide participating juvenile justice staff with information about:

- Mental disorders in youth and important adolescent development concepts;
- How mental disorders are identified in juvenile justice youth, including the use of screening and assessment instruments;
- Common treatment strategies used with this population;
- The role of the youth's family in their treatment;
- Practical strategies for interacting with and responding to youth with mental health needs.



While not required, **we highly recommend** that participants complete the entire seven part series. All individuals completing the series will receive a certificate of completion and curriculum binder from the Ohio Department of Youth Services and Global Issues Resource Center at Cuyahoga Community College. Space is limited and priority will be given to individuals wishing to complete all seven parts of the two-day track:

- **Interfacing the Juvenile Justice & Mental Health Systems (MHTC-JJ Module #1 & 2):** Part 1 & 2 of the seven part series will provide participants with information about the impact of mental illness on the juvenile justice system, how the mental health and the juvenile justice systems interrelate, and how they are interdependent.  
*March 26, 2010 • Time: 10:30 – 11:30 am*
- **Adolescent Development (MHTC-JJ Module #3):** This module (Part 3 of 7) focuses on the developmental processes occurring during adolescence, and discusses why these developmental factors should be considered in interactions with youth in the juvenile justice system.  
*March 26, 2010 • Time: 2:00 – 3:30 pm*
- **Mental Health Disorders (MHTC-JJ Module #4):** This module (Part 4 of 7) is designed to provide juvenile justice staff with an overview of the major mental health disorders commonly found in juvenile justice populations, and the challenges that these symptom presentations create when seen in high risk court-involved youth.  
*March 26, 2010 • Time: 3:45 – 5:15 pm*
- **Juvenile Screening & Assessment (MHTC-JJ Module #5):** The ability to understand and interpret risk and protective factors is essential to the development of an effective case plan. This module (Part 5 of 7) will focus on the rationale, methods and measures used to screen and assess youth for mental health disorders as they come in contact with the juvenile justice system.  
*March 27, 2010 • Time: 10:15 – 11:45 pm*
- **Treatment of Youth with Mental Health Disorders (MHTC-JJ Module #6):** This module (Part 6 of 7) will present information about the treatment of youth in the juvenile justice system with mental health disorders. This will include a discussion of what constitutes and evidence based practice and what kinds of interventions are currently being used with this population of youth.  
*March 27, 2010 • Time: 2:00 – 3:30 pm*
- **Family & Community Engagement (MHTC-JJ Module #7):** This module (Part 7 of 7) focuses on the role of the family in supporting overall success, and on building strong relationships between juvenile justice practitioners and family members.  
*March 27, 2010 • Time: 3:45 – 5:15 pm*

**Presenters:** Marjorie Cook, Ohio Federation for Children's Mental Health/Ohio Models of Change Initiative; Robin Hager M.Ed, PCC, Residential Treatment Center, Ohio Models of Change Initiative.

*"We don't have to share beliefs, just a planet."*

# CONFERENCE WORKSHOP DESCRIPTIONS

Conference workshops, panels, and round table discussions will be led by distinguished experts from around the Globe and across the 50 states. These international experts bring the most current updates of innovative models that advance Conflict Resolution Education (CRE), evidence-based justice initiatives, and related topics. They will brief attendees on their local, state, national, or international best practices in building the structures needed for K-12, criminal justice, and higher education success. This global perspective will inspire new collaborations among nations, states, and individuals to further their educational mission.

To meet your professional needs, there will be diverse workshops to choose from during each time slot. There are multiple options for higher education staff, students, K-12 educators, youth serving professionals, probation officers, juvenile justice practitioners, and policy-makers. International presenters represent: Ukraine, Japan, Costa Rica, Trinidad and Tobago, Ghana, Philippines, Montenegro, Australia, Sierra Leone, and more. **Please note:** There may be changes or substitutions in presentations. Please check the conference web site for any changes at: <http://creducation.org/cre/goto/3rd>

## WORKSHOP KEY:

<b>J</b>	<b>MH</b>	<b>HE</b>	<b>P</b>	<b>K-12</b>	<b>I</b>
CRIMINAL JUSTICE	MENTAL HEALTH	HIGHER EDUCATION	POLICY-MAKERS	K-12	INTERNATIONAL

**Friday, March 26th, 2010**

**Session 1 Workshops 10:30 a.m. – 11:30 a.m.**

**HE**  
**P**

### Plenary: Transforming Racial and Ethnic Conflict: Lessons from the Field

**Mr. Hal Saunders**, Former Assistant Secretary of State, will share lessons from his experience as a principal drafter of the Camp David accords (1978) as a mediator of the Egyptian-Israeli Peace Treaty (1979), and as President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation. Mr. Saunders is the author of *The Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics Is about Relationship: A Blueprint for the Citizens' Century*.

**Hal Saunders**, Former Assistant Secretary of State, a principal drafter of the Camp David Accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue, Director of International Affairs at the Kettering Foundation.



**J**  
**K-12**

**Interfacing the Juvenile Justice & Mental Health Systems (MHTC-JJ Module #1 & 2):** Part 1 & 2 of the seven part series will provide participants with information about the impact of mental illness on the juvenile justice system, how the mental health and the juvenile justice systems interrelate, and how they are interdependent.

**Presenters:** Ohio Federation for Children's Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

**K-12**

### "What's Wrong with Sexting" and Other Questions Kids Ask

Do children know more about technology than adults? Many say yes! Too many say that they have no rules at home regarding the use of technology and that their parents have no idea where they go, what they do or who they talk to online. During this interactive session, attendees will explore the principles of digital citizenship, what kids in Ohio are saying and the questions they are asking about proper use of technology, and learn how to access resources to help.

**Presenter:** Kathleen Nichols, Office of Ohio Attorney General Richard Cordray

**J**  
**K-12**

### Innovative School-Court Collaboration: Lorain County Juvenile Court's School Truancy Program

This workshop will highlight the Lorain County Juvenile Court's truancy program, a collaborative endeavor between the Lorain County Juvenile Court, Lorain County Education Service Center, participating school districts, and the Lorain County Prosecutor's Office. The School Truancy Program combines a formal "truancy court" process with mediation and other efforts to develop customized solutions for emerging and chronic truancy. Presenters will discuss prevention and intervention tools utilized to promote success, family engagement strategies, rewards/consequences, and to decrease recidivism. Lessons learned, key program documents, and the importance of collaboration across disciplines will be highlighted.

**Presenters:** Lorain County Juvenile Court: Judge Debra Boros, Magistrate June Rising, Pat Jacobs

**HE**  
**P**

### Community Engagement in Conflict Resolution: Connecting and Advancing Pedagogy, Research, and Professional Practice

Representatives from the Program in Conflict Studies and Dispute Resolution at UNC at Greensboro, will discuss their work including: a graduate level course in dispute systems design; research and service projects with local community organizations and a landlord-tenant dispute project partnership with local government. This facilitated panel will examine several forms of community engagement used in higher education as tools for connecting pedagogy, research, and professional development. The presentation is relevant to both university faculty and any practitioners/community organizations who may partner with university programs.

**Presenters:** University of North Carolina at Greensboro: Sherrill W. Hayes, Thomas Matyók, Cathie Witty, Emily Janke



HE  
P

## Preventing and Addressing Harassment in Colleges and Universities

The U. S. Department of Education's Office for Civil Rights (OCR) is responsible for enforcing Federal civil rights laws which prohibit discrimination on the basis of race, color, national origin, sex, and disability by recipients of Federal financial assistance from the Department. Agency representatives will conduct an informative presentation on campus sexual harassment and sexual assault. This presentation will include how to identify, prevent, appropriately address, and remedy the effects of such behavior on college and university campuses to ensure an education environment free of discrimination. OCR will share information about OCR's Early Complaint Resolution Process.

**Presenter:** United States Department of Education, Office of Civil Rights

HE

## Virtual World Engagement: Enhancing Teaching and Learning Conflict Resolution Skills

Drawing from three years of experience utilizing the virtual world of Second Life to teach mediation skills and perspectives to law students, this presentation will introduce participants to virtual worlds as effective immersive environments in which to (1) enhance the teaching of conflict resolution skills and (2) advance social justice initiatives of real-world and online importance. The presenter will outline her experience developing, evaluating, and refining the teaching of mediation skills in virtual media. This will include a virtual tour/demonstration and examples of spaces and platform tools that focus on effective teaching applications and real-world social justice initiatives.

**Presenter:** Andrea M. Seielstad, University of Dayton School of Law

K-12  
I

## Costa Rica: Requiring Peace Education in Schools

Costa Rica is a rare country, with no military, a newly established governmental Department of Peace, and requirements for schools to integrate peace values education into the curriculum. This integration is supported by the Organization of American States - Hemispheric Technical Assistance Funds, and in-kind contributions from the Ministry of Education and Global Issues Resource Center at Cuyahoga Community College. Come and learn more about how the Ministry of Education and their NGO partners are helping to build the infrastructure needed for expansion of this content in the education system.

**Presenters:** Ministry of Education of Costa Rica, Maribel Masis Munoz, Patricia Arce Navarro, Gina Salas Fonseca Jennifer Batton, Global Issues Resource Center; Madeleine Trichel, consultant; Sonya Zumbiel, Wilmington College

I  
K-12  
HE

## Panel: Methods of Dialogue and Community Building: The Israeli Palestinian Conflict

### A) Best Practices and Evaluation Tools for Inter-group Contact Interventions: The Building Bridges for Peace Program

This workshop will cover best practices and evaluation of inter-group contact 'people-to-people' programs. Participants will learn more about the *Building Bridges for Peace* (BBfP) program, a 15-year old peace building and leadership development initiative serving diverse Jewish-Israeli, Arab/Palestinian-Israeli, Palestinian and American teens. The program is led by the Denver-based nonprofit organization Seeking Common Ground (SCG). SCG will report on best practices, lessons learned, and the overall impact of BBfP. SCG will share the quantitative and qualitative evaluation tools developed for the study in partnership with faculty from the Universities of Denver and Delaware in the U.S. and Ben Gurion University in Israel.

### B) Crafting Constructive Conversations about the Israeli Palestinian Conflict and other Divisive Issues

In Los Angeles, there have been numerous public conflicts and dissolutions of leadership-level dialogue and relationships, especially between the Muslim and Jewish Communities because of the Israeli Palestinian Conflict. New Ground: A Muslim Jewish Partnership for Change has found that dialogue about the Israeli Palestinian Conflict can be a transformational process. Presenters will share how they addressed issues of language, personal relationships, identity, and by utilizing a variety of dialogue models- including fishbowl, "trigger" words, in both intra and interfaith formats. These models are transferable to divisive issues. Discovering and sharing our experience and models can help others learn to transform these often intractable conflicts on campuses and in communities.

**Presenters:** Erin Breeze, Seeking Common Ground; Malka Haya Fenyvesi, New Ground: A Muslim Jewish Partnership for Change

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## Intercultural Peace Education in Crimean Educational Institutions: Knowledge, Skills, and Values

The integrated course: "Culture of Neighborhood" is a joint initiative of several non-governmental organizations and educational institutions with funding from the Ministry of Education and Science of Crimea, Ukraine. This course includes the acquisition of knowledge and skills in conflict resolution, intercultural competence, and values of diversity and tolerance. The course is taught at all levels – from kindergarten through university. An overview of the course with special emphasis on the methodology of education in poly-ethnic communities will be provided along with examples of lessons and evaluation tools.

**Presenter:** Iryna Brunova-Kalisetska, Tavrida National Vernadsky University

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## State-wide Initiatives in New York and Ohio: Creating Positive Learning Environments

The New York Department of Education and the Ohio Department of Education will share current and developing initiatives to create positive learning environments in their states. The Ohio Department of Education will highlight various risk and climate indicators and the relationships that provide powerful, empirical predictors of school and student success. The New York Department of Education will discuss the New York Social and Emotional Development and Learning (SEDL) Guidelines which encourage school districts to address children's and adolescents' affective development in support of their challenging academic preparations. SEDL is part of a united effort outlined in The Children's Plan, 2008 written by New York's nine child serving agencies. This Plan is in support of the NY Board of Regent's Reform Agenda which views social-emotional supports and community services to students as key strategies in turning around low performing schools.

**Presenters:** Mark Barth, New York Department of Education; Ohio Department of Education: Mary Lou Rush, Cheryl Kish

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## **Advancing Conflict Resolution Education at the School and System Levels-Success Stories, Lessons Learned, Lives Changed, Disputes Resolved**

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Panelists will discuss an innovative partnership among the state judiciary's Mediation and Conflict Resolution Office, the University of Maryland School of Law's Center for Dispute Resolution, and the Maryland State Department of Education.

Maryland has introduced several school-based programs into Baltimore City Schools, such as the Daily Rap, My Baby's Daddy family systems training, truancy mediation, and School Police conflict resolution training. Innovative video and posters will be used in this presentation.

**Presenters:** Barbara Sugarman Grochal, Maryland Schools Conflict Resolution Education Programs; Rachel Wohl, Maryland Mediation and Conflict Resolution Office (MACRO)

**Friday, March 26th, 2010**

**Session 2 Workshops 2:00 p.m. – 3:30 p.m.**

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## **Special Event: Closed for Government Representatives Only**

Policy Meeting: Implementation and Sustainability of CRE, Social and Emotional Learning (SEL), Peace Education (PE), and Civics Education (CE) Policies and Legislations

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**Adolescent Development (MHTC-JJ Module #3):** This module (Part 3 of 7) focuses on the developmental processes occurring during adolescence, and discusses why these developmental factors should be considered in interactions with youth in the juvenile justice system.

**Presenters:** Ohio Federation for Children's Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

## **From the Ground Up: Lessons in Growing the Central Michigan Restorative Justice Initiative (CMRJI)**

As Restorative Justice and Restorative Practices are gaining attention and credibility world-wide, school districts and non-profits are looking for ways to implement programs in their communities. In its fifth year, the Central Michigan Restorative Justice Initiative (CMRJI) has learned a lot of lessons we'd like to share with you! Join us for an interactive, engaging presentation where you will learn from our experience and use our handouts to begin developing ideas for how you can translate those into a vibrant RJ program in your community.

**Presenter:** Nancy Schertzing, Michigan State University

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## **Stark County Teen Court: How to Create and Improve Your Own Court Program**

In this multimedia and interactive session, participants will learn about Stark County (Ohio) Teen Court. The program's history and philosophy will be presented in a professional and informative manner. An overview of the program will be provided including volunteer recruitment, training, case selection, disposition, case process, victim rights, funding, recidivism and overall program success. Workshop materials will assist interested communities in developing/implementing their own Teen Court or enhancing an existing program.

**Presenters:** Stark County Family Court: Joyce A. Salapack, Abbey Leonard

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## **Incorporating Peace Studies/Conflict Resolution into Study Abroad**

Global Issues Resource Center at Cuyahoga Community College, Northampton Community College, Southeastern Community College, and Riverland Community College are working together to develop a Troika Study Abroad program on the Social and Political Implications of Peace in Costa Rica through Community Colleges for International Development (CCID). During this workshop, the relationship of study abroad to teaching peace/conflict resolution will be explored, the role CCID plays in study abroad development, and the 'mechanics' of teaching this type of course. Student perspectives relating to benefits of study abroad will be identified. Discussion of collaborative opportunities will be shared.

**Presenters:** Stacey Rosenberg, Riverland Community College; Vasiliki Anastasakos, Northampton Community College

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## **Panel: Service Learning and Community Service in Higher Education**

### **A. Service Learning in Graduate Level Conflict Degree Programs**

Graduate students in Conflict focused degree programs can become adept at espousing theoretical frameworks and resolution models. The challenge for faculty is to provide interactive and practical application of theory to experience based reality. This workshop will focus on strategies and methods to provide experiential learning for students as part of individual courses and program wide practicum experiences. Examples will be provided of class specific projects and a multi-step process design to create program wide projects that incorporate individual student's passions in conflict resolution and meaningful service for the Conflict Resolution field at large. Workshop participants will be provided with a bibliography of Service Learning Resources for Higher Education.

### **B. Examples of Community Service in Virginia Through Environmental Initiatives**

Virginia Tech will share their "Soil Box" educational tool and their Inclusive Urban Farm for the Disadvantaged. "Soil Box" is a program at the Roanoke County Public Schools aimed at violence prevention through student engagement in applied science programs which addresses a growing interest in bringing technology education into the classroom with at risk students as a retention method. Evaluations of the effectiveness of the efforts on retention will be shared.

**Presenters:** Ken Davis, Antioch University, McGregor; Virginia Tech: Jonathan Weekly, Scott Lowman

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## **Mainstreaming Peace and Conflict Studies: Designing Introductory Courses in Peace and Conflict Studies to Fit Liberal Arts Education Requirement**

What does it take to get an introductory course in conflict resolution education accepted as an option for satisfying a university's liberal education requirements? We learned the hard way at Kent State a decade ago, but have never looked back! We are now the largest undergraduate degree program in the country, enrolling in excess of 1,100 students in our Applied Conflict Management courses every year. This interactive workshop will begin with a discussion of liberal arts education assumptions, and then move to multiple small groups working to identify the core elements of an introductory peace and conflict studies course so that it is more likely to be accepted as a liberal arts education requirement option. The outcomes of these various designs will be shared and discussed with the larger group. We will also present the Kent State model, and our current initiative to have a second course accepted as liberal arts education option.

**Presenters:** Kent State University: Patrick G. Coy, Landon Hancock

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## **Conflict Resolution Education in Teacher Education (CRETE): The Next Generation**

The National CRETE Project develops CRE/SEL in pre-service teacher education programs in Higher Education Institutions. This panel presents the Phase 2 model of CRETE developed for work funded by the JAMS Foundation in several cities including New York City, Washington DC, San Francisco, and Chicago. The JAMS funded sites use an innovative consortium model to build infrastructures between teacher education programs, CRE organizations (Educators for Social Responsibility and Creative Response to Conflict) and large, urban school districts (e.g., Chicago Public Schools). The presenters will describe the rationale and benefits of the consortium model and will report on best practices from the first year of implementation.

**Presenters:** Marsha S. Blakeway, George Mason University; Larry Dieringer, Educators for Social Responsibility; Tricia S. Jones, Temple University; Priscilla Prutzman, Creative Response to Conflict; Loren Weybright, Metropolitan College of New York; Claire J. Salkowski, North Baltimore Mediation Center

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## **Peace Education for Sustainable Development: UNESCO Associate Schools Curriculum Design and Evaluation**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Associated Schools Project Network (ASPnet) was founded in 1953. Over 8,500 educational institutions in 179 countries make up ASPnet. The Japanese utilized ASPnet to promote *Education for Sustainable Development* (ESD) throughout its system of formal education. ESD subject areas are connected across curricula, including but not limited to: environmental education, human rights, development, and peace education. ESD employs participatory learning styles and skills such as critical thinking. This workshop will explore the *Education for Sustainable Development* (ESD) curriculum and discuss the methodology being utilized to evaluate overall program performance.

**Presenter:** Kazuya Asakawa, Tokaigakuen University

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## **Preventing and Addressing Bullying-United States Department of Education**

The U. S. Department of Education's Office for Civil Rights (OCR) is responsible for enforcing various Federal civil rights laws, which prohibit discrimination on the basis of race, color, national origin, sex, and disability by recipients of Federal financial assistance from the Department, such as public elementary and secondary institutions and most colleges and universities. For the elementary and secondary level, we will conduct an informative presentation on how educators in school districts and other education agencies can appropriately prevent, respond to, and remedy instances of bullying and harassment in the school environment and understand the differences between bullying and harassment. OCR will share information about OCR's Early Complaint Resolution Process.

**Presenter:** United States Department of Education, Office of Civil Rights

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## **(Costa Rica) The Importance of Including Political Awareness as Part of CRE**

Local, national and international political decision making affect the lives of families and communities in direct and indirect ways and produce conflicts not experienced before. This workshop gives examples on how to include political awareness as part of CRE, which ultimately, it is expected, may encourage teachers and students to be more politically active.

**Presenter:** Celina García, Fundación CEPPA

**Friday, March 26th, 2010**

**Session 3 Workshops 3:45 pm-5:15 pm**

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**Mental Health Disorders (MHTC-JJ Module #4):** This module (Part 4 of 7) is designed to provide juvenile justice staff with an overview of the major mental health disorders commonly found in juvenile justice populations, and the challenges that these symptoms create when seen in high risk court-involved youth.

**Presenters:** Ohio Federation for Children's Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

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## **Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs**

In the words of Charles Dickens [*Great Expectations*], "in the little world in which children have their existence... there is nothing so finely perceived and so finely felt, as injustice." Learn about two programs available through the Ohio Center for Law-Related Education that are vehicles through which youth can make change: *Youth for Justice* and *Project Citizen*. This activity based workshop will provide participants with the knowledge, skills, and resources to integrate the programs into their classroom or youth service organization. Each of these programs is aligned with state academic content standards for social studies, as well as English/language arts. To support implementation and sustainability, all participants will receive free copies of the *Project Citizen* textbook, *Youth for Justice* training manual, and other supplemental curriculum.

**Presenters:** Ohio Center for Law-Related Education: Jared Reitz, Kate Strickland

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## **Innovative Approaches for Undergraduate Coursework in Peace Studies and Violence Prevention**

The Center for Peace Studies and Violence Prevention (CPSVP) at Virginia Tech, in partnership with the Department of Sociology, is in the process of creating a concentration/minor in peace studies and violence prevention for undergraduates at the university. The anticipated program will be interdisciplinary undertaking which will emphasize service-learning and applied education and will include core courses as well as electives. The core courses and process of design and implementation will be shared.

**Presenter:** Virginia Tech: Lakshmi Jayaram, Mark Lucht

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## **How to Develop Programs in Peace and Conflict Studies in Community Colleges**

In June of 2009, Global Issues Resource Center, Cuyahoga Community College hosted a meeting of U.S. Community College personnel on "Capacity Building for Community Colleges with Peace and Conflict Studies Programs" in Cleveland, Ohio which resulted in the development of a "How to" manual on the topic for Community Colleges. Five community colleges will present their contributions in a panel format. The topics covered will include marketing, use of simulations, gaining administrative buy-in, and course development.

**Presenters:** Kathleen R. Catanese, Cuyahoga Community College; Gregory P. Rabb, Jamestown Community College; Barbara Thorngren, Nashua Community College; Sandy Krell-Andre, Southeastern Community College; Jessica Szabla, Global Issues Resource Center

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## **Conflict Resolution Education in Teacher Education (CRETE)**

The national Conflict Resolution Education in Teacher Education (CRETE) project addresses teacher preparation in classroom management and conflict resolutions skills. CRETE provides educators with the conflict resolution education and classroom management skills necessary for cultivating constructive P-12 learning environments, enhancing student learning, and bolstering teacher retention. Goals include to 1) help university faculty infuse CRE skills into their pre-service education courses; 2) educate P-12 teachers in CRE and prepare them to support new teachers' use of conflict resolution techniques; and 3) provide P-12 students with critical skills for effectively managing conflicts with peers and adults. Audience members will participate in CRETE activities, discuss how mentors and interns collaborate, and receive a packet of CRE-related lesson plans appropriate for P-12 subjects and settings.

**Presenters:** Diane Corrigan, Cleveland State University; Tricia Jones, Temple University; Margo Kernan & Anne Varian, University of Akron; Jim Boland & Sonya Zumbiel, Wilmington College; Lynnette Mawhinney, Lincoln University

K-12

## **Creative Response to Conflict-A Model for Teaching Conflict Resolution in the Elementary Classroom**

This workshop will use an experiential process to acquaint participants with an effective framework for teaching conflict resolution in the Pre-K – Grade 5 classroom. Classroom teachers, counselors, and conflict resolution specialists can use this framework to support children's learning of nonviolent conflict resolution and developing positive relationships in the elementary classroom.

**Presenter(s):** Priscilla Prutzman, Creative Response to Conflict; Marsha S. Blakeway, Institute for Conflict Analysis and Resolution, George Mason University

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## **International Humanitarian Law: Why is Justice Needed and Who Should Judge the Accused**

Through the use of the Exploring Humanitarian Law (EHL) materials, educators can engage their students in developing life skills including problem-solving, perspective-taking, and identifying consequences and the ripple effect these consequences can have on individuals, groups and society. Participants will engage in interactive activities and receive free, easy-to-use primary source materials to help students understand humanitarian dilemmas and their impact on human life and dignity.

**Presenters:** International Humanitarian Law Dissemination, American Red Cross: Alicia Guajardo, James Lane

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## **Conflict Behavior in the Diverse Classroom**

Responding to the diverse needs of students improves learning and development, which in turn fosters inclusive environments in education. Avoidance of diversity based conflicts prevents the incorporation of diversity-related curricula. The literature suggests that this teacher conflict-avoidance may be related to the amount of exposure the teacher has had to diversity-related issues and content. This workshop will present findings of a survey administered to students enrolled in diversity-related education courses, using the Thomas-Kilmann Conflict MODE Instrument, in order to obtain empirical data from which to estimate diversity-related training effects on conflict-avoidant behaviors.

**Presenter:** Aimee Clott, University of Oregon

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## **Panel: Use of Circle Processes in Multiple Settings**

### **A. Circle Time: Uses of Circles in the Classroom and Athletics:**

This circle time workshop involves participants in activities and practices that can be adapted to classrooms, coaching situations, discussions and decision making processes. Participants will participate in the following activities: a double circle, multiple talking pieces, planning a project, athletic team circles, evaluations and positive feedback. Evaluations and feedback circles have participants evaluating and giving positive feedback on activities, assignments, lyceums, or other situations.

### **B. Real Talk 4 Girls: Using Restorative Circles to Address Conflict and Social Aggression:**

In this workshop participants will learn how to use restorative circles to teach social problem solving skills and address social/relational aggression among adolescent girls. Information will be provided on whole school implementation as well as implementation in youth programs outside of schools.



## C. Conferencing Circles Versus Suspensions and Expulsion:

Implementation of Conferencing Circles in lieu of suspensions and expulsion hearings (for some but not all offenses) and use of Circles in classrooms will be shared. This approach allows for knowledge of and repair of harm. It teaches, through experience, a respectful and apt problem solving approach to conflict.

**Presenter(s):** Brenda Romereim, Breckenridge High School; Tonya Featherston, Urban Education Services; Marcy A. Axelband, Coleman Mediation Services

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## Global Peace Education: Challenges and Successes from the Field

This session will offer perspectives on the challenges and successes facing peace educators in the field. Dr. Ashton will share her experiences over the past 10 years with peace education programs in Albania, Armenia, Bosnia and Herzegovina, Aceh (Indonesia) and the Solomon Islands. Dr. Ashton brings experience in both curriculum development and evaluation. There will be an opportunity to discuss the experiences and questions of session participants who are also practicing or considering practicing in peace education work across cultures.

**Presenter:** Carolyne Ashton, Search for Common Ground

## Panel: Examples of Peaceful School Initiatives

### A. Training Veteran Educators to Be Peace Educators:

The presenter will describe the efficacy of the 3-day Peaceful Schools Institute (2007-2009), funded by the Connelly Foundation, and attended by Catholic school educators (grades K-8), from 51 schools. All attendees are members of an on-line professional development community which serves as a vehicle to share challenges and successes with the implementation of Peaceful School practices, throughout the year. The presenter will review the agenda, the learning objectives, and the pedagogy of the Peaceful Schools Institute, which places special emphasis on: adopting a problem-solving orientation to teaching and learning; developing key conflict resolution skills that support existing curriculum and classroom practices; and building an ongoing professional learning community.

### B. The Peaceable Education Program: A Comprehensive Program for Creating Peaceable Schools in not so Peaceable Places

This workshop will provide an overview the history and evolution of a Peer Mediation Program that began 20 years ago. It is now a comprehensive three year program using both prevention and intervention. The program works with all constituent groups in the school community to create a culture of peace using restorative practices, positive and peaceful attitudes and skills development to resolve conflict and live more peacefully.

**Presenters:** Christa M. Tinari, Temple University; Claire J. Salkowski, North Baltimore Center; Lydia Espenosa Crafton, PEP Coordinator

**Saturday, March 27th, 2010**

**Session 1 Workshops 10:15 a.m. – 11:45 a.m.**

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## Plenary: University Responses to Violence: Case Western Reserve University, Kent State University, and Virginia Tech

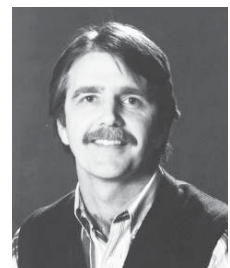
This panel will explore varied responses to violence at universities in Ohio and Virginia. Key highlights of the responses to the violence will be surveyed and explained within the context of the often contentious “politics of memory.” The May 2, 1970 shootings by the Ohio National Guard of Kent State students protesting the expansion of the US war in Vietnam into Cambodia, generated a multitude of responses by various campus groups, university departments, and the larger institution over the past 40 years. The establishment of the Center for Peaceful Change (now the Center for Applied Conflict Management) in 1971 was one of these responses. It was the first institutional response and designed to be a living memorial” to these events.

Case Western Reserve University will share the point of view of their administration, and follow-up from their own tragedy prior to the violence at Virginia Tech. CWRU will also share information regarding their Behavioral Risk Assessment Committee.

Virginia Tech will outline its responses to the campus violence of April 16, 2007, summarizing ways the university has addressed issues of campus safety and security, such as improvements to physical and communication infrastructure, changes to the administrative support structure, and the role of the newly formed Center for Peace Studies and Violence Prevention. The Center, and its affiliated Students for Non-Violence club, are dedicated to fostering student and community engagement in both violence prevention and the advancement of peace. Current campus projects involve the formation of student support networks linked to awareness, identification of early symptoms of distress, and post-traumatic recovery and healing.

### About the Speakers:

**Dr. Patrick Coy**, Director, Center for Applied Conflict Management, Associate Professor, Center for Applied Conflict Management and Political Science Department. Active in the field of peace and conflict studies since the early 1980's, he was awarded the “Distinguished Teaching Award” at Kent State University and was formerly the national chairperson of the Fellowship of Reconciliation, a research fellow of the Albert Einstein Institution, and the executive director of the Lentz Peace Research Laboratory. Dr. Coy currently serves on the Council of the Peace, War and Social Conflict section of the American Sociological Association, the Board of Directors of the International Peace Research Association Foundation, and the Board of Directors of the Cleveland Mediation Center.





**Dr. Jerzy Nowak**, Virginia Tech professor and founding director of the new Center for Peace Studies and Violence Prevention. Nowak was the former head of the Department of Horticulture in the College of Agriculture and Life Sciences. Dr. Nowak has lived, taught, and conducted research in Poland, West Germany, Nigeria, and Canada. He co-founded the Institute for Sustainable and Renewable Resources in 2003, and has been a key player with the economic diversification program headed by the Institute for Advanced Learning and Research in Danville, VA.

**Dr. Lynn Singer**, Deputy Provost and Vice President for Academic Programs at Case Western Reserve University, is a Professor of Pediatrics at CWRU; Staff Psychologist, Rainbow Babies and Children's Hospital; Professor of Psychiatry at Case; and Associate Medical Staff at University Hospitals of



Cleveland and Metro Heath Medical Center. Dr. Singer holds a Ph.D in Clinical Psychology, an M.A. in Psychology, and M.Ed in learning Disabilities and Behavior Disorders. She received tenure in 1991 at the Department of Pediatrics and Psychiatry at Case Western Reserve University.

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**Juvenile Screening & Assessment (MHTC-JJ Module #5):** The ability to understand and interpret risk and protective factors is essential to the development of an effective case plan. This module (Part 5 of 7) will focus on the rationale, methods and measures used to screen and assess youth for mental health disorders as they come in contact with the juvenile justice system.

**Presenters:** Ohio Federation for Children's Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

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### **Family Engagement: Professionals and Families as Partners**

Learn how to bridge the gap to support and engage families in the care of their children. Our most troubled youth are not getting what they need to succeed. Lack of family involvement, mental health issues, low graduation rates, recidivism, and other social/emotional issues remain difficult to overcome. These factors combined with dwindling financial resources demand a renewed commitment to family involvement across systems and communities. Adversarial relationships between families and practitioners have resulted in negative outcomes for all stakeholders. Developing partnerships between families and practitioners is hard work, but the rewards can be tremendous. This workshop will highlight strategies that practitioners can use to support and engage families in a wide continuum of services, education, training and policies.

**Presenter:** Marjorie Cook, The Ohio Federation for Children's Mental Health

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### **A Study of Approaches and Outcomes focusing on Restorative Justice**

This study by the Minnesota Departments of Education and Public Safety examines the relationship between school discipline and students' educational outcomes. This study reviewed data regarding the question: *to what extent is the type of disciplinary action a student receives related to student level educational outcomes?* Data was gathered from three groups of students: students who were expelled or suspended, who received restorative discipline, and who were neither expelled nor suspended. This workshop will present and discuss these findings.

**Presenter:** Nancy Riestenberg, Minnesota Department of Education

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### **Conflict Resolution Education Resources on the Web: CRE Resource Creation and Discovery via CREducation.org**

The Conflict Resolution Education in Teacher Education (CRETE) project, funded in part by JAMS and the Department of Education (FIPSE), has been the catalyst for the creation of a dynamic set of learning materials now available at no cost online. Participants will learn more about this growing collection of learning modules, videos, training guides, slide shows, CRE skill portfolios and more, and will be introduced to free tools that they can use to create their own content. The focus will be on enhancing the community-building potential inherent in Open Educational Resources (OERs) about Conflict and Conflict Resolution. Participants will learn about ways that they can become part of a larger movement by sharing the content they create and by connecting across boundaries that in the past have limited CR Education's growth.

**Presenter:** Bill Wartens, Wayne State University

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### **Cultural Traditions and Perceptions That May Lead to Conflict**

Cultural traditions vary greatly and often create misunderstandings when cultures interact. This workshop will examine traditions and habits of 8 cultures and how these habits, gestures, words and actions may easily be misinterpreted as insulting, thereby causing disagreement or controversy. Participants will also investigate two different cultures through a 10 minute game designed to highlight potential consequences of cultural misunderstandings that lead to clashes in schools, business, medical fields or in any situation. The outcomes of this workshop are: Understanding how the true meaning of cultural habits may lead to more peaceful interactions; Understanding how people feel when they come from a different culture may increase empathy, patience and tolerance for other cultures and their traditions.

**Presenters:** The International Club, Cuyahoga Community College, Western Campus: Morgan Barnes, Shirin Dixon, Robin Kelly, Michelle Koklauner, Susan Lohwater, Emily Rossman, Wong Wai-Yin, Jack Zhang

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### **The United States Institute of Peace: America's Commitment to Building Global Peace and Security**

A presentation on the Institute's efforts in secondary and higher education, as well as plans for its Public Education Center slated to open in 2012, will be provided. The major focus on the workshop will be the Institute's National Headquarters on the National Mall in Washington, D.C., which will open in early 2011.

**Presenter:** David J. Smith, United States Institute of Peace

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## **Trinidad and Tobago: Innovative Partnerships between the Ministry of Education and the Ministry of Local Government to Promote Conflict Resolution Education**

With support from the Organization of American States, and funding from the Ministry of Education, Ministry of Local Government, and Global Issues Resource Center, Cuyahoga Community College, a Conflict Management Training Workshop was held in Trinidad. In an effort to promote greater democratic participation by youth (including college/university aged students) and reduce violence, the two Ministries have partnered to train teams in the schools and community in conflict management strategies, service learning and student government. Come join this round table and learn how schools and communities across Trinidad are integrating these strategies into their work.

**Presenters:** Educators and government officials from the Ministry of Education and the Ministry of Local Government of Trinidad and Tobago; Jennifer Batton, Global Issues Resource Center; Madeleine Trichel, Interfaith Center for Peace; Sonya Zumbiel, Wilmington College

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## **School-based Peer Mediation Programs, K-12, Present and Future**

Join the staff of the 27-year-old WAVE Conflict Resolution Program for a facilitated discussion of the future of K-12 peer mediation programs. This workshop will provide a forum for practitioners coordinating school-based peer mediations program to exchange ideas and network. Discuss what is working--strategies, successes and innovations. Identify needs, issues, concerns and questions facing programs in the next decade. Explore the impact and use of technology. In addition, the presenters and audience will consider a message to convey to policy makers regarding peer mediation programs.

**Presenters:** Winning Against Violent Environments Program, Cleveland Metropolitan School District: Carole Close, Antonio Sanford, Marvin Foster, Brianne Otey

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## **Policy to Programs: Initiatives by the Ohio Commission on Dispute Resolution and Conflict Management**

This presentation will highlight past, present, and future work of the Ohio Commission on Dispute Resolution and Conflict Management. Projects include models for comprehensive programs in K-12 education, higher education policy development and more. In addition to the state level view, a former School Conflict Management Program grantee of the Commission will share implementation tips from a local perspective.

**Presenters:** Sarah Wallis, Ohio Commission on Dispute Resolution and Conflict Management; Alexis Hayden, Lorain City Schools

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## **Teaching Emotional Intelligence: Strategies and Activities for Helping Students Make Effective Choices**

Participants will learn an experiential, cognitive-behavioral approach to helping youth make informed, positive choices regarding their emotional, physical, mental and social well-being. Creative methods to help students examine and reframe the assumptions which inform their thoughts, trigger their emotions and lead to their behaviors will be shared. In addition, participants will learn how to help youth develop a range of life skills such as stress-management, conflict-resolution and communication. Workshop participants will learn how to apply these methods to help build social-emotional intelligence in youth, become responsible citizens, and prevent risky choices.

**Presenter:** Adina Bloom Lewkowicz L.I.S.W., author, *Teaching Emotional Intelligence*.

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## **Panel: Preventing and Addressing Conflict with Youth in Africa**

### **A. Building Infrastructures for Peace in West Africa: The Role of Mediation Centers in Schools**

This panel presentation will focus on the need for building infrastructures in schools to sustain conflict resolution programming in schools, particularly, peer mediation programs. The session will also share lessons learned and best practices with a specific focus on Liberia and Sierra Leone where a Global Partnership for Peace project has begun.

**Presenter:** Francis Acquah Jr., West African Network on Peacebuilding

### **B. Working with Ex-Combatants in Sierra Leone**

Youth Forum for Peace & Reconciliation – Sierra Leone will share their work with ex-combatants and child soldiers. Their work includes counseling, public media campaigns, and education. The organization works alongside nurses and psychologists at their counseling center in Freetown and in the provincial headquarters.

**Presenters:** Youth Forum for Peace & Reconciliation – Sierra Leone: Alie Salaam Bangura, Gibrilla Dumbuya, Sanie Bangura, Rosaline Adama Mansaray, Yusuf Sankoh

**Saturday, March 27th, 2010**

**Session 2 Workshops 2:00 p.m. – 3:30 p.m.**

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## **Special Event: Open to All Community College Faculty and Staff (Part 1)**

Special Interest Group Meeting of Community Colleges Developing Peace and Conflict Studies Programs in partnership with the United States Institute of Peace and Global Issues Resource Center, Cuyahoga Community College

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**Treatment of Youth with Mental Health Disorders (MHTC-JJ Module #6):** This module (Part 6 of 7) will present information about the treatment of youth in the juvenile justice system with mental health disorders. This will include a discussion of what constitutes a mental health disorder and evidence-based practice, and review what kinds of interventions are currently being used with this population of youth.

**Presenters:** Ohio Federation for Children's Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

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## **Twelve Years of Restorative Practices in Baltimore's Inner City Schools and Juvenile Diversion Work**

For the past 12 years, the Community Conferencing Center has been demonstrating the effectiveness of Restorative Practices in not only resolving serious incidents of harm, but in providing students, teachers and administrators with ways to learn how to treat and support each other better. Through use of "The Daily Rap" and Community Conferencing, many Baltimore schools have shifted to a culture of cooperation where adversaries resolve serious incidents with respect. Community Conferencing juvenile court diversion work will also be shared, which have resulted in significant reductions in recidivism. Outcomes data and powerful stories of transformation from K-12 will be included.

**Presenter:** David Williams, Community Conferencing Center

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## **Horizon Community: Character Reformation and CRE in an Adult Prison**

The Horizon Community at Marion Correctional Institution (Marion, Ohio USA) was founded as an interfaith, character-based, conflict resolution residential program for adult male inmates. Program evaluations show impressive reductions in recidivism. Recidivism of graduates is less than 12%, compared to the national average of 65-66%. The essence of the Horizon program is building respect for self and others, and establishing a new link between faith communities and the correctional institution for rehabilitation purposes. This workshop will present a detailed overview of Horizon and provide examples of CRE adaptations for the prison environment and links to multiple faith traditions.

**Presenter:** Madeleine G. Trichel, Marion Correctional Institution

HE

## **Teaching Conflict Resolution within the Context of Arab and Arab American Cultural, Social, and Political Perspectives in Michigan**

This workshop will explore the on-going formation of an Institute for Conflict Resolution at Henry Ford Community College in southwestern metropolitan Detroit—home to the largest contingent Arab American community in the United States, and a portal for first generation Arab immigration for over a century. The workshop will profile the demographics, national origins, and political complexities of the Arab American community in metropolitan Detroit and identify the objectives central to a newly formed Institute of Conflict Resolution at Henry Ford Community College in Dearborn, Michigan. The dialogue will highlight the sensitive and precarious issues at the core of establishing productive dialogue among parties whose cultural values, social organization, and religious principles, cover an expansive range – from traditional Muslim to secular American world visions.

**Presenters:** Henry Ford Community College: Anthony Perry, Michael Daher

HE

## **The Role of Students and Student Organizations in Campus Violence Prevention**

While administrative and regulatory functions are discussed in higher education literature regarding responses to violence, student engagement in this area is relatively understudied. As an aspect of dissertation research, this workshop will facilitate discussion on the role of students and student organizations in campus violence prevention efforts. The session will provide insights into the informal structures and support networks that prevent and reduce campus violence.

**Presenter:** Jill Casten, Virginia Tech

HE

## **Citizen Diplomacy as CRE: Building Mutual Understanding, and Peaceful Relations through the Franco-American Teachers in Training Institute (FATITI)**

K-12

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This workshop will discuss Citizen Diplomacy through international exchange of young teaching professionals as the means to improving mutual understanding and international relations between France and the United States. In the last three years, Franco-American Teachers in Training Institute (FATITI) has developed an international model of teacher training and professional development. The FATITI grant was established to provide an opportunity for exchange of both French teachers and American pre-service teachers at the beginning of their career while teaching abroad. This workshop will highlight how this global experience has helped teachers, students, and host communities increase their tolerance and appreciation for diversity.

**Presenters:** Michelle Wilson, Akron International Friendship; Dr. Susan Colville- Hall, The University of Akron

K-12

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## **Be the Change: Engaging Middle and High School Students in Human Rights and Transitional Justice**

Getting middle and high school students to think deeply about global issues of change and social justice, while also considering the choices they make in their own lives, is a crucial but complicated task. This interactive workshop for educators features two innovative online learning modules designed by Facing History and Ourselves to engage students in these issues--"Be The Change: Upstanding for Human Rights" and "Transitional Justice: Repairing Self and Society." Participants explore challenges that individuals or societies face as they attempt to heal, repair and rebuild after injustice, mass violence or genocide; examples of what students can do, and are doing, to make change are included. Free teaching materials will be available to all participants.

**Presenter:** Susan E. Oehler Herrick, Facing History and Ourselves

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## **Man Up Campaign – Stopping Violence Against Women and Girls!**

Come join author and activist Jimmie Briggs to see what you can do to end global violence against women and girls! The Man Up Campaign is an international campaign that mobilizes young leaders in a movement to stop violence against women and girls. Harnessing the universal power of music, sport and technology, Man Up provides innovative training, resources and support to young leaders and the human rights organizations that collaborate with them. Briggs's work reporting on child soldiers and the lives of war-affected children has led to awards from the National Association of Black Journalists and the Carter Center among others and resulted in a book on child soldiers and war-affected children, *Innocents Lost: When Child Soldiers Go To War*.

**Presenter:** Jimmie Briggs, Man Up Campaign



**HE****K-12****I**

## **Systemic Approach to Peace Education in the Crimean Community**

This workshop will examine the systemic approach to peace education coordinated by the Integration Development Center (IDC) together with other NGOs and educational institutions in the Crimea, an area threatened by interethnic tensions and economic, social and political instability. Research results demonstrate that this work helps overcome negative stereotypes. Special attention is paid to the “Culture of Neighborhood” course as a method of introducing intercultural education into the regional education policy. We will discuss effective cooperation with NGOs, educators, scholars and governmental officials and how the timely and task-oriented education activities, directed at promoting tolerance in relations between representatives of different cultures, can remove the threat of instability.

**Presenter:** Oleg Smirnov, Tavrida National University

**HE****K-12**

## **Conflict Resolution Education (CRE): Research and Evaluation Update**

This workshop panel will present information on recent and current research and evaluation on CRE, peer mediation and related topics, such as social emotional learning.

**Presenter:** Marsha S. Blakeway, George Mason University

**Saturday, March 27th, 2010**

**Session 3 Workshops 3:45 p.m. – 5:15 p.m.**

*(Continued)*

**HE**

## **Special Event: Open to All Community College Faculty and Staff (Part 2)**

Special Interest Group Meeting of Community Colleges Developing Peace and Conflict Studies Programs in partnership with the UISP and Global Issues Resource Center, Cuyahoga Community College

**J****K-12**

**Family & Community Engagement (MHTC-JJ Module #7):** This module (Part 7 of 7) focuses on the role of the family in supporting overall success, and on building strong relationships between juvenile justice practitioners and family members.

**Presenters:** Ohio Federation for Children’s Mental Health/Ohio Models of Change: Robin Hager, Marjorie Cook

**K-12****HE**

## **Teaching Conflict Resolution to Students through Literature**

This presentation will outline the use of books to teach conflict resolution to school-age through college students. It will range from picture books and novels to reflections and biographies. This presentation will also feature a bibliography from the Ohio Commission on Dispute Resolution that is used to teach the CRE skill set. Attendees will also hear information regarding the CASEL Safe and Sound Guide on CRE.

**Presenters:** Alexis Hayden, Lorain City Schools; Sarah Wallis, Ohio Commission on Dispute Resolution and Conflict Management; Adina Bloom, Author; SY Bowland, The Practitioners Research and Scholarship Institute

**J****K-12**

## **Gangs: Assisting High-Risk Youth**

A panel of probation officers and case managers from Stark County (Ohio) Family Court will share an overview of anti-gang efforts in Stark County, Ohio. Panelists will discuss their utilization of intensive probation, electronic monitoring, and the street addiction curriculum to prevent and suppress criminal gang activity. The Family Court utilizes parental skill building (Parent Project) and victim awareness curricula to help families address youth participation in street crimes and gangs. Cases and intervention strategies will be identified at all stages of the judicial process.

**Presenters:** Stark County Family Court: Stephen Humphrey, Sylvia Hubbard, Jerry Lehmillier

**HE**

## **Strategies for Evaluating a Community-Based Divorce Education Program**

This workshop focuses on lessons learned and implications for scholars, students, and community partners from the development of a short-term research partnership. Several key themes emerged from the project: identifying the community need (and funding); negotiating the design of the research instruments to fulfill practical and scholarly needs; and writing a policy-aware and funder relevant research report. Instrumentation, research results, lessons learned, and discussion time will be included.

**Presenter:** Sherrill Hayes, University of North Carolina at Greensboro

**HE**

## **Creativity and Conflict, Activism and Art: Using Creativity and Art to Teach about Conflict**

This workshop will engage participants in a multi-media consideration of the use of art and creative modes of self-expression to teach about conflict. The skills and knowledge required by those who engage in conflict in a variety of roles – from activists and advocates to conflict managers – can be successfully taught using a range of creative techniques and approaches. Storytelling, creative writing, mask-making, constructions, painting, sculpture, photography, and interactive exercises are some of the techniques that will be presented.

**Presenter:** Jennifer P. Maxwell, Kent State University

## I K-12 HE K-12 HE **Philippines: The Use of the Valuing Process in Challenging Prejudice**

The session explores the use of the “valuing process” which is a teaching-learning process that engages the cognitive, affective and active dimensions of the learners. This process will be demonstrated through an interactive learning activity on “Challenging Prejudice” utilized in the Philippines.

**Presenter:** Loretta Castro, Miriam College

## **Panel: The U.S. National Peace Academy and a Local Example of Community Involvement**

### **A. Designing a National Peace Academy**

The National Peace Academy (NPA) was formally launched in March 2009 following a three-day design summit attended by more than 170 scholars, academicians, business representatives, government officials, researchers, and community leaders from around the nation and around the world. This presentation and discussion will provide an overview of the development process of the NPA, exploring the challenges faced and successes achieved during this process.

### **B. Alternatives to Military Recruitment at High Schools**

Cleveland Peace Action (CPA), a grassroots organization, strives for positive social change through discussion, protest, non-violent direct action and community involvement. The Alternatives to Military Recruitment (AMR) Committee is working to counter the methods used by the military recruiters in Cleveland’s high schools and to provide accurate information to students and their parents. CPA provides them with materials related to military recruitment and alternatives, careers, and will continue to support their efforts with printed materials, videos, and speakers. Evaluations and progress will be reviewed.

**Presenters:** Tony Jenkins, National Peace Academy; Chantal Dothey, Cleveland Peace Action Network

## K-12 J **Engaging in Book-Based Social Justice-related Discussions with Young Children**

Since the late 19th century, school curriculum has increasingly focused on academics rather than teaching virtues (Shawrtz, 2007). State and national standards, as well as No Child Left Behind legislation, underscore the emphasis on academics and knowledge acquisition in the classroom. Education of the hearts of children has been left behind. Workshop participants will engage in a discussion about several texts, as well as examine others to plan and practice leading a book-based discussion of this kind. We will offer a set of strategies to help teachers select appropriate children’s literature and plan for book-based discussions that focus on issues related to social justice.

**Presenters:** Parvin Parsai, Sylvania Children’s Center; Susanna Hapgood, University of Toledo

## K-12 **From Bystanders to Upstander: Engaging, Equipping and Empowering Youth to Reduce Bullying and School Violence**

Bullying and youth violence occur at younger ages. Schools often respond to these behaviors by trying to control students, minimizing or ignoring the roles and impact many students could play. Participants in this workshop will: 1. Learn how to improve the impact school climate has on academic performance; 2. Review and discuss strategies for engaging, equipping, and empowering youth as contributors in reducing peer-on-peer mistreatment and improving school climate through social norms change; 3. Assess and develop clarity for action steps regarding current programs and activities for school climate improvements; what’s working and what’s not, determining next steps.

**Presenter:** Rick Phillips, Community Matters

## K-12 HE J **Conflict Dialogue for Diverse Students and Teachers: Alternative Approaches to Restorative Problem-Solving and Proactive Conflict Education**

Facilitators will highlight promising research on two conflict dialogue initiatives. The first is a restorative justice problem-solving circle engaging offenders, those they have harmed, and community representatives in understanding a problem and its causes and consequences, and jointly creating solutions that repair harm done and rebuild healthy relationships. The second is a pro-active pedagogical strategy: inclusive dialogue processes address controversial issues and identity-linked social conflicts, such as citizenship education infused into the curriculum. Commonalities among various conflict dialogue approaches will be reviewed and how these processes should be adjusted to include attention to participants’ diverse identities.

**Presenters:** University of Toronto: Kathy Bickmore, Christina Parker

## K-12 P I **Values-Based Approaches, Quality Teaching and Positive School Cultures**

In Australia, values education (character education) is seen as a pedagogical imperative that incorporates the moral, social, emotional, physical and intellectual aspects of human development. This interactive workshop will draw on research and evidence-based models of effective school practice in Australia to demonstrate how values education has been used to promote quality teaching and positive school cultures. A range of practical activities and school improvement strategies, with a particular emphasis on conflict resolution education, will be presented.

**Presenter:** Gary Shaw, Melbourne Department of Education

# CONFERENCE HOTEL INFORMATION

## Crowne Plaza Cleveland Airport

Global Issues Resource Center & Library has reserved a block of rooms at the **Crowne Plaza Cleveland Airport** for the nights of March 24-31, 2009. The hotel is located at 7230 Engle Road, Middleburg Heights, OH, U.S. 44130, USA.

## FREE Transportation – Airport, Conference, Mall

Complimentary transportation to and from Cleveland Hopkins International Airport is provided by the Crowne Plaza. The hotel will also provide complimentary scheduled transportation to and from Southpark Mall and the 3rd International Conference on Conflict Resolution at Cuyahoga Community College's Western Campus located within several miles of the hotel! Please contact the hotel directly.

**Please Note:** Complimentary shuttle transportation to and from the conference location (Cuyahoga Community College, Western Campus) is only available from the Crowne Plaza Cleveland Airport. Conference attendees may choose other hotels in the area, but will be responsible for their own transportation to and from the Conference location.

## Guest Room Rates:

Discounted rates of \$69.00 per night are available by making your reservation by March 5, 2010. Reservations after March 5, 2010 will be accepted at prevailing rates and availability. The discounted rates are \$69.00 plus 15.25% tax. ***If your organization is tax-exempt, you must bring an official tax exempt form with you and present it at check in.***

The hotel's 238 guest rooms and suites offer the Crowne Sleep Advantage program - offering amenities to assure your guests a comfortable night's sleep. Rooms with a choice of one king bed or two queen beds are subject to availability at the time the reservation is made and confirmed. Rooms cannot be guaranteed to be blocked together or in a certain area of the hotel. A *free* breakfast is available each morning by registering for the Priority Awards Program. Contact the hotel directly for details.

Check in time is 3:00 pm; check out time is 12 Noon.

## Reservations:

Go to <https://resweb.passkey.com/go/InterLeadership> or by calling 888-233-9527 between the hours of 9:00 am and 8:00 pm Eastern Standard Time.

## Other Hotel Options:

There are a number of other hotels near the conference location as noted below. For rates and local maps, please contact the specific hotel.

**Please Note:** Individuals are not able to walk to the Conference site (Cuyahoga Community College, Western Campus) from these hotels. Participants will need to use public transportation and/or drive. Free transportation to and from the conference venue is **ONLY** provided from the official conference hotel, the Crowne Plaza.

Holiday Inn Strongsville  
Cleveland-South Airport Hotel  
15471 Royalton Road  
Strongsville, Ohio 44136  
(440) 238-2435

Courtyard® Cleveland Airport/South  
7345 Engle Road  
Middleburg Heights, Ohio 44130 USA  
(440) 243-8785

Residence Inn Cleveland Airport  
17525 Rosbough Drive  
Middleburg Heights, OH 44130  
(440) 234-6688

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# To REGISTER

## Pre - Conference Trainings: (March 24-25, 2010)

- **Exploring Humanitarian Law** Facilitated by The American Red Cross CRN: 17482  
Early Bird Registration (before 2/26/10) - \$50.00 & Late Registration (2/27/10 to 3/21/10) - \$100.00
- **Sustained Dialogue: Transforming Relationships...Designing Change** Facilitated by International Institute for Sustained Dialogue (Two day training) CRN: 17480  
Early Bird Registration (before 2/26/10) - \$200.00 & Late Registration (2/27/10 to 3/21/10) - \$250.00
- **Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs Train-the-Trainer** Facilitated by Ohio Center for Law Related Education CRN: 17479  
Early Bird Registration (before 2/26/10) - \$50.00 & Late Registration (2/27/10 to 3/21/10) - \$100.00
- **Restorative Measure for School Connectedness and Alternatives to Suspension** Facilitated by Minnesota Department of Education CRN: 17483  
Early Bird Registration (before 2/26/10) - \$50.00 & Late Registration (2/27/10 to 3/21/10) - \$100.00
- **Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures (Lessons from the Philippines and Australia)** Facilitated by the Melbourne Department of Education and Miriam College, Philippines CRN: 17481  
Early Bird Registration (before 2/26/10) - \$50.00 & Late Registration (2/27/10 to 3/21/10) - \$100.00

## Main Conference: (March 26-27, 2010)

**Please register early as space is limited.**

Fee includes lunches, resource packets and all sessions.

**Refund Policy:** Individuals may cancel by phone, mail, or fax until March 1, 2010 for a 100% refund.

A refund check will be mailed to you within six weeks. No refunds will be made after March 1, 2010.

### PLEASE KEEP A COPY OF YOUR REGISTRATION

CEU, CHES, and Graduate Credit from Ashland University will be offered. Social Work, Counselor Credits, and RCH have been requested. For the status of this request and details, please check the web site for updates at: <http://creducation.org/cre/goto/3rd>. Ashland University graduate credit (additional fee of \$200 for one credit hour) for participants who attend the entire conference, March 26-27, 2010. Two credit hours (additional fee of \$400) may be obtained for completion of four full days (March 24-27, 2010). **Ashland requires an additional assignment to be submitted one month after the conference** for 1 or 2 credit hours of credit (Deadline April 27th, 2010).

Registration will be completed on-site.

**BY MAIL:** Complete registration form. Payment must be made by check or money order (payable to Cuyahoga Community College) or purchase order (enclose PO)

*Mail to:*

Cuyahoga Community College, Unified Technologies Center Registration  
2415 Woodland Avenue, Cleveland, OH 44115

**BY PHONE:** 216-987-3075 Payment must be made by credit card

**BY FAX:** Fax completed registration form with credit card information, or PO to 216-987-3210

**IN PERSON:** Stop by Admissions & Records at any Tri-C campus:

- **Corporate College West**  
25425 Center Ridge Rd., Westlake, OH 44145
- **Corporate College East**  
4400 Richmond Rd., Warrensville Hts., OH 44128
- **Unified Technologies Center**  
2415 Woodland Ave., Cleveland, OH 44115

**Admissions & Records Office at • East • West • Metro**

### Early Bird Registration (before 2/26/10) - General Registration

Both days (3/26 & 3/27) CRN: 17476	\$150.
Fri. (3/26) CRN: 17477	\$100.
Sat. (3/27) CRN: 17478	\$100.

### Late Registration (2/27/10 to 3/21/10) - General Registration

Both days (3/26 & 3/27) CRN: 17476	\$200.
Fri. (3/26) CRN: 17477	\$125.
Sat. (3/27) CRN: 17478	\$125.

### Early Bird Registration (before 2/26/10) - College Students, College Faculty, Partner Organizations, Presenters

Both days (3/26 & 3/27) CRN: 17476	\$100.
Fri. (3/26) CRN: 17477	\$50.
Sat. (3/27) CRN: 17478	\$50.

### Late Registration (2/27/10 to 3/21/10) - College Students, College Faculty, Partner Organizations, Presenters

Both days (3/26 & 3/27) CRN: 17476	\$150.
Fri. (3/26) CRN: 17477	\$75.
Sat. (3/27) CRN: 17478	\$75.



# REGISTRATION FORM

## 3rd International Conference on Conflict Resolution Education March 26 – 27, 2010

(Pre-Conference March 24 – 25, 2010)

Conference Registration: <http://creducation.org/cre/goto/3rd>

Hosted by Global Issues Resource Center, Cuyahoga Community College  
Eastern Campus, 4250 Richmond Rd., Highland Heights, Ohio 44128

**Please complete one form per attendee. (Please be sure to include the CRN on the registration form if registering for any pre-conference events) You may photocopy this page for your own records. Please check one of the following:**

- ☐ I am registering for both days of the conference (March 26th and 27th, 2010)
- ☐ I am registering for Friday, March 26th only
- ☐ I am registering for Saturday, March 27th only

**Pre-Conference Events. (Please be sure to include the CRN on the registration form if registering for any pre-conference events) I am registering for one of the following trainings:**

- ☐ Exploring Humanitarian Law (March 24th, 9 a.m. – 5 p.m.)
- ☐ Sustained Dialogue: Transforming Relationships...Designing Change (March 24th - 25th, 9 a.m. – 5 p.m. - MUST ATTEND BOTH DAYS)
- ☐ Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs Train-the-Trainer (March 25th, 9 a.m. – 5 p.m.)
- ☐ Restorative Measure for School Connectedness and Alternatives to Suspension (March 25th, 9 a.m. – 5 p.m.)
- ☐ Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures (Lessons from the Philippines and Australia) (March 25th, 9 a.m. – 5 p.m.)

**(Please check all that apply)**

- ☐ I am interested in CEU for Education Specialists and Teachers
- ☐ I am interested in Health Educator (CHES) and Prevention Specialist RCH credit
- ☐ I am interested in Counselor or Social Work CEU credit
- ☐ I am interested in Graduate Credit from Ashland University

**(Additional fee of \$200 for one credit hour, \$400 for two credit hours, and an assignment due one month after the Summit – April 27, 2010)**

- ☐ I would like to be added to the Global Issues Resource Center E-mail List to receive updates related to Conflict Resolution Education and Related Topics
- ☐ I will need sign-language interpretation.
- ☐ I will need a vegetarian meal.

**Please note:** All registrants before March 8th will receive a confirmation via e-mail two weeks before the event. All individuals registering after March 8th should check the Web site for details regarding registration, parking, and directions.

Name \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Number Street Apartment/Ste.

City State Zip Code Country

Email \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_

Organization Name \_\_\_\_\_ Title \_\_\_\_\_

Date of Birth \_\_\_\_\_ US Citizen? \_\_\_\_\_ Last 4 Digits of Social Security Security Number \_\_\_\_\_  
Month / Day / Year

### Payment Information

☐ Bill Company via P.O.# \_\_\_\_\_ (check one) ☐ Check Enclosed ☐ Money Order Enclosed  
P.O. MUST accompany registration form

☐ Master Card ☐ American Express ☐ Discover ☐ VISA Account # \_\_\_\_\_

Name on Card \_\_\_\_\_ Exp. Date \_\_\_\_\_ Signature \_\_\_\_\_

Conference CRN(s) (required) \_\_\_\_\_ Pre-Conference CRN(s) (optional) \_\_\_\_\_

**Note:** Please refer to page three for the appropriate conference and pre-conference registration numbers (CRNs)

Total Amount Enclosed \$ \_\_\_\_\_ Balance \$ \_\_\_\_\_

Fax completed registration form with credit card information, or PO to 216-987-3210

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The College:

- Has a Peace Resource Center and Quaker Heritage Center
- Hosts an Annual Peace Symposium
- Requires Global Issues courses
- Requires Conflict Resolution training for all teacher education students
- Will host the first National Peace Academy Summer Institute (August 2010)

Wilmington College, Wilmington, Ohio  
[www.wilmington.edu](http://www.wilmington.edu)  
(800) 341-9318



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Center for Peace Studies & Violence Prevention

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M C G R E G O R

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mark your calendars now to attend the

## **2010 International Peace & War Summit**

**At Case Western Reserve University  
and University Circle  
during the week of October 25th, 2010**

*This conference will bring together scholars and practitioners from all over the world and diverse fields of study to explore issues ranging from military ethics and war healing to peace building and sustainability. Dr. Ed Tick, author of *War and the Soul*, will give a keynote presentation. Other summit events will include a play, a concert, and two art installations. For more information, please visit us at <http://www.case.edu/provost/inamori/>*



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# PEACE PORTAL

Promoting non-violent and peaceful solutions

The Peace Portal promotes non violent and peace solutions by being impartial, open, accessible, respectful, trustworthy, transparent and supporting freedom of expression. The Peace Portal aims to enable civil society to better harness the possibilities of the internet for the prevention of violent conflicts.

The Peace Portal:

- will facilitate civil society cooperation on-line: allowing users to interact, discuss, build networks and start communities on issues of specific interest.
- offers space to publish material and reports, as well as enable users to collaboratively produce content. Organizations will have the possibility to integrate the content of their own websites with that of others and in this way reach a bigger audience
- offers functionalities such as news, interactive map, events calendar, multi-language, alerts and notifications (through SMS text messaging and Twitter), blogs, pictures and videos.

The Portal is an initiative of the European Centre for Conflict Prevention (ECCP), supported by the Netherlands Ministry of Economic Affairs and the City of The Hague. It is currently being developed in partnership with other civil society organizations and will be launched early 2010. If you are interested or want more information, please send an email to [peaceportal@conflict-prevention.net](mailto:peaceportal@conflict-prevention.net).

You can also visit the BETA version of the Peace Portal at [www.peaceportal.org](http://www.peaceportal.org).



# Building Infrastructures for Change: Innovations in Conflict Resolution Education (CRE) and Justice Initiatives

3rd International Conference on Conflict Resolution Education (CRE)

**March 26-27, 2010**



*"We  
don't have  
to share beliefs,  
just a  
planet."*



Hosted by Global Issues Resource Center  
Cuyahoga Community College, Cleveland, Ohio, USA