

CRETE

Concept/Skill Infusion Matrix

Major Component	Concept to be Taught (Cognitive)	Skill to be Taught (Behavioral)
Understanding conflict	<p>Definition of conflict Conflict as neutral Functional and dysfunctional (constructive and destructive) conflict</p> <p>Sources of conflict (conflict triggers)</p> <p>Human needs in conflict</p>	<ul style="list-style-type: none"> • Identify constructive conflict (what's it look like?) • Identify destructive conflict (what's it look like?) • Identify conflict triggers in self • Identify conflict triggers in others • Identify needs-based conflict
Understanding Emotion in Conflict	<p>Understanding link between emotion and conflict</p> <p>Understanding role of emotions in escalating and de-escalating conflict</p> <p>Understanding anger</p> <p>Facilitating reappraisal of conflict through</p>	<ul style="list-style-type: none"> • Building emotional vocabulary • Increasing emotional self-awareness (what are my emotions?) • Increasing emotional other awareness (reading their emotions) • Increasing cultural sensitivity to emotions (seeing how culture effects emotions and expression) • Identifying emotional triggers to conflict • Using the emotional escalation/de-escalation ladder • Identify your anger style • Self-soothing/calming strategies • Verbally expressing anger (appropriately) • Using questions to identify feelings (for self and other) • Using questions to work through conflict

	emotional awareness	(self and other)
Communication	Engaging in interaction	<ul style="list-style-type: none"> • Joining an interaction • Asserting oneself in interaction • Polite refusal
	Active listening	<ul style="list-style-type: none"> • Paraphrasing • Summarizing • Listening for Feelings • Perception Checking
	Effective questioning	<ul style="list-style-type: none"> • Open v. Closed Questions • Appreciative Inquiry
	I-Statements	<ul style="list-style-type: none"> • I-Statements
	Defensive communication	<ul style="list-style-type: none"> • Supporting and Encouraging Messages • Using Neutral Language
	Verbal aggression	<ul style="list-style-type: none"> • Nonaggressive communication (complaint v. criticism v. contempt)
	Confirming and disconfirming behavior	<ul style="list-style-type: none"> • Seeing relational bids • Sending confirming messages • Avoiding disconfirming messages • Counteracting disconfirming messages
	Nonverbal communication	<ul style="list-style-type: none"> • Reading NV behaviors • Sending NV behaviors • Recognizing NV triggers in conflict
	Cultural difference in communication	<ul style="list-style-type: none"> • Adjusting to Cultural Differences in Language (using direct and indirect language well) • Adjusting to Cultural Differences in NV Communication (using space, voice, gesture and body orientation in a culturally sensitive way)

	Dialogue processes	<ul style="list-style-type: none"> • Conducting dialogue processes, circle processes
Problem-Solving	<p>Effective decision making</p> <p>Achieving consensus</p> <p>Perspective taking</p> <p>Conflict styles</p> <p>Interest-based negotiation</p>	<ul style="list-style-type: none"> • Steps in decision making • Leading group discussions for decision making • Testing options for effective decisions • Developing realistic implementation plans for decisions • Learning six levels of consensus • Facilitating group discussion to consensus • Recognizing emotional and cognitive perspectives • Counteracting hostile attributions • Effective questioning to assess perceptions • Recognizing conflict styles • Matching conflict styles to the situation • Being competent at enacting all conflict styles • Recognizing interests and positions • Questioning to uncover interests behind positions • Exploring options/brainstorming • Principled negotiation • Developing good positions • Creating sound arguments • Competing without being cutthroat

	<p>Competitive negotiation</p> <p>Alternatives to agreement</p> <p>Mediation</p>	<ul style="list-style-type: none"> • Identifying a BATNA • Identifying a WATNA • Mediation
<p>Conflict Management as a Classroom Tool</p>	<p>Classroom management styles</p> <p>Creating collaborative community in the classroom</p> <p>Cooperative discipline</p>	<ul style="list-style-type: none"> • Recognizing your classroom management style • Matching a classroom management style to teaching situations • Creating class officers • Negotiating class rules • Using class meetings • Recognizing discipline and punishment • Developing logical consequences for behaviors • Using non-punitive language