

## Appendix B

### Organizations and Programs

This Appendix presents several conflict resolution education and related organizations. For ease of use, the organization lists also include web site information, training materials, and publications by the organizations. These are presented in alphabetical order.

#### Association for Conflict Resolution:

The Association for Conflict Resolution (ACR) is a professional membership organization representing more than 6000 mediators, arbitrators, educators and others involved in the field of conflict resolution and collaborative decision making. ACR is dedicated to enhancing the practice and public understanding of conflict resolution through our quarterly publications (*Conflict Resolution Quarterly*, *ACResolution Magazine*, and various Section newsletters), annual conferences, our Web site, and by educating local, state and federal leaders about policies, practices and learning opportunities in the field. One of the specific ways that ACR supports conflict resolution education is through the work of our Education Section, which has its own newsletter, *The Fourth R*. For a list of ACR member benefits, please visit our Web site at <http://www.acresolution.org>.

ACR Publication Highlighting Research in Conflict Resolution Education: *Does It Work: The Case for Conflict Resolution Education in Our Nation's Schools*, Tricia S. Jones, Ph.D. and Dan Kmitta, Ed.D., editors. Originally compiled and published by the Conflict Resolution Education Network (CREnet): 2000. This publication synthesizes current research about conflict resolution education and its impact on students, teachers, diverse populations, the CRE institutionalization process, and school and classroom climate. Available for purchase from the Association for Conflict Resolution (a merged organization of AFM, CREnet and SPIDR). This publication may be ordered online at ACR's Web site, <http://www.acresolution.org>.

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#### Campus-ADR:

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

Campus-adr.org is a FIPSE-funded conflict resolution clearinghouse for higher education. Unique resources on the site <<http://www.campus-adr.org>> include:

- A Student Center providing information on academic study options in conflict resolution.
- A searchable collection of conflict resolution syllabi
- Current and past issues of the Conflict Management in Higher Education Report

A searchable collection of campus mediation role plays

- A case review forum for anonymous posting of campus mediation cases
- A MetaSearch tool linked to all the major dispute resolution databases and indexes on the web
- A Conflict Studies textbook exchange listing service
- An online Program Evaluation Toolkit for campus mediation programs
- Extensive information for instructors developing new Conflict Studies courses

The site was developed by the Association for Conflict Resolution's Education Section co-chair, Bill Warters, Wayne State University.

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## Collaborative for Social and Emotional Learning (CASEL):

CASEL is an international network of leading researchers and practitioners in the fields of social and emotional learning, prevention, positive youth development, character education and school reform. CASEL has been highly effective as a convening and collaborating organization among researchers, program developers and educators as it focuses on many areas of common interest, including program design, evaluation, educator preparation, policy, and advocacy. CASEL's mission is to establish social and emotional learning (SEL) as an integral part of education from preschool through high school. CASEL goals include:

- Advance the science of social and emotional learning
- Translate scientific knowledge into effective school practices
- Disseminate information about scientifically sound educational strategies and practice
- Enhance training so that educators effectively implement high-quality SEL programs
- Network and collaborate with scientists, educators, advocates, policy makers, and interested citizens to increase coordination of SEL efforts

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

Teacher preparation for SEL-based instruction: With support from the Joseph P. Kennedy Jr. Foundation, CASEL and collaborators have developed an "SEL 101" course for use in colleges of education. The materials are being pilot-tested in seven colleges of education. The materials will be revised and reformatted into 25 stand-alone modules on distinct topics that can be infused into existing college of education courses, for example, in classroom management, early childhood development, etc. A dissemination campaign to influence deans and colleges of education to adopt these materials will feature articles and editorials in major professional journals and presentations at professional conferences.

Educational leadership and SEL: CASEL has shifted from a primary focus on advancing the science of SEL to engage more directly in work to improve and expand the practice of SEL in schools throughout the country. Partners for Health, Academic, Social, and Emotional Success (PHASES) is a coordinated social and emotional learning (SEL) effort currently conducted in three Chicago elementary schools. PHASES has three major components: (1) school-family partnerships to enhance parents' positive involvement in children's education, (2) classroom-based programming to foster children's social, emotional, and academic competence; and (3) complementary small-group support services for children who are experiencing school and social-emotional adjustment difficulties. Key partners in the PHASES program are CASEL staff, Chicago Public Schools educators and the skilled and nurturing para-professionals hired to provide an array of support services to the school communities, the Ounce of Prevention Fund, the University of Illinois at Chicago, the Illinois Department of Human Services, and the Mid-Atlantic Regional Educational Laboratory for Student Success.

School-Family Partnerships: The School-Family Partnership (SFP) project is a collaborative effort by CASEL, the University of Illinois at Chicago, and the Mid-Atlantic Regional Educational Laboratory for Student Success (LSS) at Temple University, and parents and teachers at public schools in Chicago and Washington, DC. For over five years, our team of researchers and practitioners has worked together to produce a research-based, step-by-step program that educators can use to increase parent participation in children's education. The teachers' guide, "Enhancing School-Family Partnerships," developed by the SFP team, includes 38 specific goals to promote positive student outcomes through communication and parent involvement at home and school. Each goal is presented along with a rationale and sample materials for easy implementation. The SFP team has also developed a variety of other materials for parents and teachers to facilitate the communication process between home and school (see, for example, the "Partnerships" series). During the first five years of the SFP project, we developed programming to enhance the academic, social, and emotional competence of kindergarten through fourth-grade children. Currently, the SFP team has begun investigating the area of developmentally appropriate SFP strategies for middle-school and high-school students and intends to develop materials that educators can use to enhance home-school relationships for older students.

Collaborative for Academic, Social and Emotional Learning (CASEL)  
Department of Psychology (MC 285)

University of Illinois at Chicago  
1007 West Harrison Street  
Chicago, IL 60607-7137  
[www.casel.org](http://www.casel.org)

## Colorado School Mediation Project (CSMP):

The Colorado School Mediation Project provides comprehensive training and support services to school communities interested in utilizing the principles and practices of conflict resolution, social-emotional learning, peer mediation, bullying prevention, and restorative justice. CSMP offers graduate classes, training materials, and conferences to support ongoing programs and teacher education.

### PROGRAMS:

Productive Conflict Resolution Program: A Whole School Approach: a research based, comprehensive program with eight complementary components designed to build skills and strategies for reducing violence and promoting cooperative and problem solving behaviors in a caring, learning environment.

Restorative Justice in Schools Program: an innovative program that seeks to repair the harm done by wrongdoing through face-to-face meetings with those who have been impacted. The program is designed to reduce reliance on suspension, address school and victim safety, and reinforce existing conflict resolution programs.

Peer Mediation in Schools Program: a research based program designed to use peers to help resolve disputes, improve school climate, and address bullying issues early before they escalate.

Peace Place Program (K-6): a classroom based program that teaches students to solve conflicts through a four step negotiation process.

Put Down Free Program: a newly developed bullying prevention program that is student driven and designed to eliminate put downs, increase caring communication and create a positive, caring climate for all.

National Curriculum Integration Project: The Colorado School Mediation Project is also home to the National Curriculum Integration Project, an effort devoted to curriculum infusion practices and programs. For more information on the achievements of NCIP visit the website: [www.ncip.org](http://www.ncip.org).

### VIDEOS:

*Making Things Right: Restorative Justice for School Communities*

An overview of the principles and practices of restorative justice in school settings around the United States, that includes interviews with teachers, administrators, parents and students who have been impacted by the process.

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

*Peer Mediation In Action*

A 45-minute video program for students, staff and parents which shows experienced mediators in action, including a peer mediation group discussing sensitive issues and one of the only teacher-student mediations on video. A 50 page teacher's guide with valuable background materials, discussion questions, articles and handouts is included.

*Alternatives to Violence: Conflict Resolution and Mediation*

A two-video set where students learn the value of problem solving and conflict resolution as alternatives to fighting. Includes a teacher's guide and blackline masters.

**BOOKS, CURRICULA & MANUALS:**

*Using Stories to Prevent Violence and Promote Cooperation*

A compilation of ten stories from around the world, each with accompanying activities, for use with both primary and secondary students.

*Healing Wounds With Words*

Volume 2 of our storytelling manual. This illustrated version features all new stories and activities for primary and secondary levels.

*Productive Conflict Resolution: A Comprehensive Curriculum and Teacher's Guide for Conflict Resolution Education (for grades K-2, 3-5, 6-8, 9-12)*

A comprehensive set of lessons, integration strategies, background material and articles for educators, parents, and youth workers.

*Student Mediation Training Manuals*

A comprehensive yet concise resource for training student mediators.

*Coordinator's Student Mediation Training Manuals*

These manuals have all the same excellent resources as the student manuals and in addition include lesson plans and supportive materials for implementing a conflict mediation program in your school.

*Mediation Role Plays (Elementary, Middle, and High School)*

Over 20 different role-plays that can be used in trainings, weekly meetings or classroom lessons.

*Handouts For Parents*

A collection of 13 one-page handouts (written by a parent). Reproducible for the whole school.

*Study Circle Articles and Discussion Guide*

A series of stimulating articles dealing with conflict resolution for educators to read and discuss in teams. Includes a manual for discussion leaders and participants.

*Integrating Conflict Resolution Into the Curriculum*

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

Provides teachers with examples of how to integrate conflict resolution into social studies, language arts, science, health, and physical education.

#### CONFERENCES:

##### *Violence Prevention in School Communities Conference*

For over ten years we have held this June conference as a way for educators, practitioners, students and community members to gather together and discuss positive models for change in the field of violence prevention for schools and communities. The 500 attendees include teachers, administrators, students, parents, community members, school health personnel, counselors, mediators, the legal community, the law enforcement community and related professionals.

##### *Peace Leadership Conference*

A peace conference for youth in the Denver metropolitan area who want to learn more about how they can get involved in building peaceful school communities. Beginning and advanced training in conflict resolution skills is offered in addition to providing a place for discussion, inspiration and support. This October conference is intended for students, grades 4 through 12, program coordinators, counselors, educators and parents. Attendance is approximately 600.

Colorado School Mediation Project (CSMP)

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Toll free: 1-877-853-5402

email: [info@csm.org](mailto:info@csm.org)

web site: [www.csm.org](http://www.csm.org)

## Conflict Resolution Unlimited (CRU):

CRU Institute provides school-wide conflict mediation programs for faculty, staff and parents at elementary, middle and high schools. The mission of CRU is to teach young people effective, peaceful ways to manage conflict and to develop understanding, respect, and the ability to cooperate within a multicultural world.

#### PROGRAMS:

##### Faculty Training

*Regional Training:* CRU conducts one and two day intensive training programs. The training is open to faculty nationally and internationally. This training enables faculty to learn mediation concepts and skills, understand the whole-school mediation program, and develop methods to teach students these skills.

*District Training:* CRU trainers come to your district and provide one and two day intensive mediation training workshops for key faculty from multiple schools.

*Training at your school:* An introductory mini-training or a longer, more intensive training is provided for your entire faculty.

### Student Training

*Peer Mediation Training:* CRU provides training for students who will act as elementary school conflict managers or as secondary school peer mediators for other students at your school.

*Classroom training:* CRU trainers present conflict mediation concepts and skills to all students in the class. This program emphasizes how students can use mediation approaches in their own lives: how they can “be their own mediator”.

*Mediation Training for All Secondary Students:* This multi-year program is designed to teach conflict resolution and peer mediation skills to the entire student body. Each year all new students participate in interactive skill building training. Students learn how to mediate for others and how to “be their own mediator”. Older students serve as mentors for incoming students to train them in the mediation process.

*Cultural Awareness Project (CAP):* This project encourages students to develop sensitivity, respect, understanding, and empathy for cultural differences through a series of directed discussions. The six-session project allows students the opportunity to talk in depth about cultural differences and their impact on everyday interactions. Students examine the nature of put-downs, ridicule, and bullying. They discuss how to create a positive climate at their school. Students gain self-awareness and develop effective ways to interact with a diverse population.

### Parent Training

Two-hour evening sessions introduce parents to the concepts and skills of mediation. Parents are encouraged to bring their children and to practice the mediation process in family role play groups. Family Problem Solving Booklets help parents deal with family disputes that occur at home.

### PUBLICATIONS:

Kaplan, Nancy. *CRU for Elementary School Conflict Managers*, 1992-1999. CRU Institute.

Extensive curriculum manual with over 100 pages of material including specific and detailed lesson plans and well explained training procedures. The manual includes handouts for students, program evaluation forms, and instructions for setting up the program in the school.

Kaplan, Nancy. *CRU for Middle School Peer Mediators*, 1992-1999. CRU Institute.

Extensive curriculum manual with over 200 pages of material including specific and detailed lesson plans and well explained training procedures. The manual includes handouts for students, program evaluation forms, and instructions for setting up the program in the school. Includes over 40 role plays.

Kaplan, Nancy. *CRU for High School Peer Mediators*, 1992-1999. CRU Institute.

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

Extensive curriculum manual with over 200 pages of material including specific and detailed lesson plans and well explained training procedures. The manual includes handouts for students, program evaluation forms, and instructions for setting up the program in the school. Includes over 40 role plays.

Kaplan, Nancy. *CRU for the Classroom: Conflict Resolution Skills for Elementary School Students*, 1995-1999. CRU Institute.

A Conflict Resolution program for the K-6 classroom. Over 100 pages, the manual includes twelve detailed lesson plans, each 20-30 minutes long. Emphasis on negotiation skills and creating an awareness and understanding of the process of mediation.

Kaplan, Nancy. *CRU for Violence Prevention: Mediation Training: Life Skills for the Secondary Classroom*, 1992-1999. CRU Institute.

A Mediation training program for the middle and high school classroom. Over 200 pages, the manual includes sixteen detailed lesson plans, each 45 minutes long. Emphasis on negotiation skills and creating an awareness and understanding of the process of mediation.

Kaplan, Nancy. *Family Problem Solving: Conflict Mediation Training for Parents*, 1998. CRU Institute.

A Mediation skill training program for parents. Almost 100 pages, the manual includes four detailed lesson plans, each two hours long. Information covered includes instruction on the mediation process, communication and listening skills, role plays, and running family meetings.

#### VIDEOS:

“*Everyday Conflicts, Creative Solutions*”, by Nancy Kaplan, 1991. CRU Institute.

Professionally acted dramatization showing how the Conflict Manager process works on the playground. Includes Leader’s Guide, which points out, through an annotated transcript, several mediation skills used in the video.

“*Rumors, Conflicts, Resolutions*”, by Nancy Kaplan, 1995. CRU Institute.

Professionally acted dramatization showing Peer Mediators helping two high school students resolve a dispute. Includes Leader’s Guide, which points out, through an annotated transcript, several mediation skills used in the video.

“*Names*”, by Nancy Kaplan, 1997. CRU Institute.

Professionally acted dramatization showing how racial and cultural differences can create conflict and how students help other students understand those differences and resolve conflicts through mediation. Includes Leader’s Guide which points out, through an annotated transcript, several mediation skills used in the video, as well as descriptions of the mediation process, diversity materials, cultural differences and communication exercises, and role plays.



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## Consortium for Appropriate Dispute Resolution in Special Education (CADRE):

CADRE, The National Center on Dispute Resolution, is funded by the United States Department of Education, Office of Special Education Programs. CADRE uses advanced technology as well as traditional means to provide technical assistance to state departments of education on implementation of the mediation requirements under IDEA 1997. CADRE also supports parents, educators and administrators to benefit from the full continuum of dispute resolution options that can prevent and resolve conflict and ultimately lead to informed partnerships that focus on results for children and youth. Contact CADRE through their web site [www.directionservice.org/cadre/](http://www.directionservice.org/cadre/)

CADRE  
P.O. Box 51360  
Eugene, OR 97405-0906  
3411-A Willamette Street  
Eugene, OR 97405-5122  
(541) 686-5060 (Voice)  
(541) 686-5063 (FAX)  
(541) 284-4740 (TTY)

[www.directionservice.org/cadre](http://www.directionservice.org/cadre)

## Creative Response to Conflict:

The mission of Creative Response to Conflict, Inc. is to help young people, educators, parents and others learn creative skills of non-violent conflict resolution through cooperation, communication, affirmation, problem solving, mediation and bias awareness. The board and staff of CRC model these approaches and work locally and globally to achieve a non-violent and just society.

SERVICES:

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

CRC conducts workshops for people of all ages in conflict resolution, mediation, problem solving and bias awareness. Workshops can be adapted for specific age groups and to meet specific needs. School-based Workshops focus on providing an environment where students and staff can begin looking at new ways to examine conflicts and develop solutions. Workshops are experiential and fun. Specially designed activities help participants to see that there are many alternatives to violence.

#### PUBLICATIONS/MATERIALS:

*The Friendly Classroom for a Small Planet*, by Priscilla Prutzman, et al. The CRC "handbook." Includes the philosophy and insights of CRC and its four themes: Communication, Affirmation, Cooperation and Conflict Resolution.

*A Year of SCRC: 35 Experiential Workshops for the Classroom*, by Kinshasha Ni-Azariah, et al. A 105 page book in a loose-leaf format written by members of Students' Creative Response to Conflict, the CRC Cincinnati branch.

*Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom K-6*, by William Kreidler. Over 20 conflict resolution techniques with examples and worksheets. Discusses how to resolve conflicts with students, parents, administrators and other teachers.

*Tales from the Dragon's Cave...Peacemaking Stories for Everyone*, by Arlene Williams, forward by Priscilla Prutzman. A wonderful collection of fairy tales geared to teaching young children lessons in conflict resolution from a dragon's perspective.

*Anti-Bias Curriculum: Tools for Empowering Young Children*, by Louise Derman-Sparks and the A.B.C. Task Force. Includes sample dialogues between children and adults. Chapters on gender identity, non-bias holiday activities, and working with parents.

*CCRC's Friendly Classroom Mediation Manual* - Methods and materials used in CRC mediation training for school children. Includes mediation scripts, articles and handouts. Students packet sold separately.

*Open Minds to Equality: A Source book of Learning Activities to Affirm Diversity and Promote Equity* - Written By Nancy Schiedewind & Ellen Davidson. Second Edition. Practical resource for multicultural education and social justice.

*Discovery Time for Cooperation and Conflict Resolution*, Sarah Pirtle. Includes activities on bias awareness and the expressive arts for Kindergarten through grade 8.

*Families Creating a Circle of Peace*, created by the Families Against Violence Advocacy Network. This booklet addresses the concerns of parents, family members and all committed individuals who wish to take a stand for peace and justice in today's increasingly violent world. It is based on a Family Pledge of Nonviolence and includes

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40 pages of stories, suggestions, activities and other resources to help people live each component of the pledge in their day-to-day lives.

*CCRC'S Friendly Classroom and Communities for Young Children: A Manual of Conflict Resolution Activities and Resources*, by Priscilla Prutzman, Judith M. Johnson and Susan Fountain. This is a manual for facilitators which contains detailed directions for dozens of activities for those who work with young children, early childhood through primary grades. The activities are arranged by CRC themes. Prior to each theme there is a theoretical discussion of issues around that theme.

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## Educators for Social Responsibility (ESR):

ESR provides training and staff development in areas including conflict resolution, social and emotional learning, character development, violence prevention, and diversity education. ESR's innovative and practical programs are tailored to match the unique needs of each school, district, or institution and help to create safer, more caring, and respectful classroom and school environments. ESR offers the following comprehensive programs:

### PROGRAMS:

*The Resolving Conflict Creatively Program* (K-8), a research-based program in social and emotional learning that helps young people develop the skills to reduce violence and prejudice, form caring relationships, and build healthy lives.

*Stories: Exploring Conflict and Character Through Literature and Language Arts* (K-8). *Stories* offers a framework of skills and concepts for integrating social skill development into the language arts curriculum, helping administrators and teachers enhance literacy while creating safe and caring learning communities.

*Partners in Learning* (Middle and High School), a program designed to help secondary school communities create a peaceable vision that supports every student's social and emotional well-being and academic achievement.

*Adventures in Peacemaking* (Early Childhood and Afterschool). *AIP* provides a wide variety of over 100 activities, routines, and practices to help children learn cooperation,

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healthy emotional expression, appreciation for diversity, effective communication, and win-win problem solving.

*Diversity Education and Social Justice* (K-12). ESR's workshops equip educators with multicultural competencies and diverse teaching strategies necessary to help them better serve the social, emotional, and academic needs of all students.

#### PUBLICATIONS:

##### *Early Childhood Adventures in Peacemaking*

Authors: William J. Kreidler and Sandy Tsubokawa Whittall

Description: Preschool-Grade 3. This unique guide uses games, music, art, drama, and storytelling to teach young children effective, nonviolent ways to resolve conflicts. This second edition contains sections on developmentally appropriate practice; tips on classroom set-up; instructions for incorporating social and emotional skills into daily routines; suggestions for when things don't go as planned; and materials and activities for parents to help reinforce the themes, skills, and concepts of a Peaceable Program at home. (ESR 1999)

##### *Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Programs*

Authors: William J. Kreidler and Lisa Furlong, with Libby Cowles and IlaSahai Prouty

Description: Grades K-6. Designed to meet the needs of afterschool programs, camps, and recreation centers, this guide contains hundreds of hands-on, engaging activities that teach basic conflict resolution skills through cooperative challenges, drama, crafts, music, and even cooking. Also included are easy-to-implement strategies and tips for providers to both reduce conflict in their programs and to intervene effectively when conflict does occur. *Adventures in Peacemaking* blends ESR's innovative conflict resolution curricula with Project Adventure's activity-based programming. (ESR 1996)

##### *Elementary Perspectives: Teaching Concepts of Peace and Conflict*

Author: William J. Kreidler

Description: Grades K-6. This bestselling curriculum offers more than 80 activities that help teachers and students define peace, explore justice, and learn the value of conflict and its resolution. Students read, write, draw, role-play, sing, and discuss their way through a process that helps them acquire the concrete cooperative and conflict resolution skills needed to become caring and socially responsible citizens. (ESR 1990)

##### *Conflict Resolution in the Middle School*

Author: William J. Kreidler

Description: Grades 6-8. Highly acclaimed, this teacher's guide features 28 skill-building sections to help students address the conflicts that come with adolescence. Included are seven implementation models; sections on creating a classroom for teaching conflict resolution, developing staff and parent support, and assessing student learning; an infusion section which includes math and science; and a section on adolescent development exploring gender and race. (ESR 1997)

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*Conflict Resolution in the Middle School: Student Workbook and Journal*

Authors: William J. Kreidler and Rachel A. Poliner

Description: Grades 6-8. This workbook and journal will help deepen students' understanding of conflict, anger management, communication, and appreciating diversity while providing them with practice to strengthen their skills. Vibrantly designed with young adolescents in mind, the workbook includes information handouts and worksheets, journal writing activities, and self-directed assignments. Through numerous writing activities, students will reflect on issues associated with conflict in their own lives while also learning to be accountable. (ESR 1999)

*Dialogue: Turning Controversy into Community*

Authors: Jeffrey Benson and Rachel A. Poliner

Description: Grades 7-12. Through ten skill-focused chapters, this unique curriculum paints a portrait of nonadversarial dialogue through the story of Centerville, a fictional town caught in a controversy over whether or not to mandate school uniforms. Teachers learn techniques and structures for helping students build skills such as listening, researching issues, understanding and appreciating different perspectives, and creating solutions. Well-suited for social studies or English teachers, as well as student-government and debate-team advisors. (ESR 1997)

*Conflict Resolution in the High School*

Authors: Carol Miller Lieber with Linda Lantieri and Tom Roderick

Description: Grades 9-12. This comprehensive, sequenced curriculum will help secondary educators address conflict resolution and problem solving; diversity and intergroup relations; social and emotional development; and building community and creating a Peaceable Classroom. Includes sections on implementation, assessment, and infusion of conflict resolution throughout a standard curriculum. (ESR 1998)

*Conflict in Context: Understanding Local to Global Security*

Authors: Gayle Mertz and Carol Miller Leiber

Description: Grades 9-12. Current and timely, this new curriculum introduces high school students to the key concepts and skills needed to be responsible citizens. Aided by numerous case studies based on actual international issues, students will learn that a complex consideration of security must go beyond military issues to include economics, human rights, and more. Over 40 carefully developed lessons stress skills such as researching, mapping, dialogue, critical thinking, and informed analysis. (ESR 2001)

CONTACT INFORMATION:

To learn more about training opportunities, please contact us at 1.800.370.2515 ext: 19 or [educators@esrnational.org](mailto:educators@esrnational.org)

Educators for Social Responsibility  
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Cambridge, MA 02138  
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Phone 617-492-1764

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Web site: [www.esrnational.org](http://www.esrnational.org)

## Environarts

Environarts, Inc., dedicated to *the art in creating successful human environments*, uses the creative arts (dance, music, theater and visual arts) to enhance personal growth and promote interpersonal understanding and problem-solving communication. Specializing in SEL (social and emotional learning) and conflict resolution education, Environarts has customized programs for organizations nationwide and abroad since 1991, providing transformational workshops, on-going professional development, curriculum and training materials appropriate for adult, student, or training-of-trainer applications.

Environarts programs bring effective learning technologies which are customized to meet the demands of today's professional and educational challenges. Workshops focus on Team building, Stress management, EQ (emotional literacy), Leadership, Performance, and Human potential.

Environarts

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Tempe, AZ 85280

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[www.environarts-inc.com](http://www.environarts-inc.com)

## Good Shepherd Mediation Program:

Good Shepherd Mediation Program provides a variety of conflict management and dispute resolution services to the Philadelphia community. Their work in conflict resolution education falls into three general areas: peer mediation training, anti-violence education, and Peace Theater.

### PEACE THEATER:

Peace Theater, developed by the Mediation Program in 1991, is an interactive theater experience designed to "increase the peace" by encouraging children and youth to use communication and problem-solving skills to address interpersonal conflicts as an alternative to physical fighting. Peace Theater introduces conflict resolution concepts to young people, ages 5-18. It encourages the peaceful resolution of conflict by demonstrating that conflict is normal; how one responds to conflict may affect the outcome; and how to use communication and problem-solving skills to find win-win solutions to conflict (increase the peace). It helps create an engaging, entertaining,

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memorable and FUN learning experience.

Peace Theater combines improvisational theater and role-playing. A role-play is a simulation of a real-life situation. The players put themselves in the shoes of the character and react to the situation presented. Peace Theater uses conflict drama to teach communication and conflict resolution skills. Peter Slade, in his book Child Drama, says "one of the most important reasons for developing child drama in schools generally is not a therapeutic one, but even the more constructive one of prevention."

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### Hannah More School Student Mediation Program:

A student mediation program within a non-public special education middle and high school serving emotionally disturbed, learning disabled, autistic students and students with behavioral problems.

Hannah More School Student Mediation Program  
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### Maine Law and Civics Education:

#### PROGRAMS:

##### Bullying Prevention Education Program

MLCE conducts on-site training for elementary and middle schools in bullying prevention strategies. MLCE advises school administrators on developing an effective school-wide bullying education program, trains the school's coordinating committee, conducts staff and parent workshops and provides curriculum resources and ongoing technical assistance. Training is provided on a fee for service basis, partially supported by grants. Target Audience: K-8 schools

### Conflict Management & Peer Mediation

MLCE conducts on-site training for staff and students in conflict management education and peer mediation. MLCE advises school administrators on developing an effective school-wide conflict management program, trains the school's coordinating committee, conducts staff workshops and trains student mediators. Training is provided on a fee for service basis, partially supported by grants. Target Audience: K-12 schools

### Peer Mediation Association of Maine (PM/AM)

PM/AM was formed to improve and advance peer mediation and conflict management education in Maine schools. Youth Mediators, with the support of their program coordinators and University staff, promote awareness of the benefits of conflict management, engage in training sessions, and generate support of school based programs. Regional and statewide conferences are planned and presented by the youth mediators and the university coordinators.

Maine Law & Civics Education  
University of Maine Law School  
246 Deering Avenue  
Portland, Maine 04102  
Tel: 207-780-4159

Email: [pamelaa@usm.maine.edu](mailto:pamelaa@usm.maine.edu) ( for co-director Pamela B. Anderson)  
[underwd@usm.maine.edu](mailto:underwd@usm.maine.edu) (for co-director Julia M. Underwood)

Website: <http://www.law.usm.maine.edu/mlce/>

## Maryland Student Conflict Resolution/Peer Mediation Network:

The Mission of the Maryland Student Conflict Resolution/Peer Mediation Network is to encourage the development of student conflict resolution and peer mediation programs in Maryland by networking, sharing resources and providing community education. Goals:

1. To network (i.e., exchange information, approaches and strategies, share a common vision, consult with people with complementary skills).
2. To assist in starting conflict resolution/peer mediation programs.
3. To "fine tune" what we're doing.
4. To develop political clout.
5. To contribute to the reduction of violence in the community.
6. To reach out to other organizations (e.g., prisons, police, courts).
7. To provide community education about student conflict resolution and peer mediation.

Co-coordinators:



**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

Paul I. Kaplan (410) 526-5003  
Bob Krasnansky (410) 461-2040

Maryland Student Conflict Resolution Peer Mediation Network  
Paul I. Kaplan, LCSW-C, ACSW, co-coordinator  
Bob Krasnansky, co-coordinator  
12039 Reisterstown Road  
Reisterstown, Maryland 21136  
410 - 526 - 5000  
pkaplan@hannahmore.org

## Minnesota Department of Children, Families & Learning:

The MN Dept of Children, Families and Learning provides school districts with assistance in the implementation of restorative practices and classroom management approaches including training and information on conferencing and circle training. Our monograph entitled *Restorative Measures: Respecting Everyone's Ability to Resolve Problems* is available at the CFL website: [www.children.state.mn.us](http://www.children.state.mn.us)

Minnesota Department of Children, Families & Learning  
1500 W Hwy 36  
Roseville, MN 55113  
Contact: Nancy Riestenberg, Prevention Specialist  
651-582-8433  
[nancy.riestenberg@state.mn.us](mailto:nancy.riestenberg@state.mn.us)

## National Association for Community Mediation (NAFCM):

The purpose of the National Association for Community Mediation is to support the maintenance and growth of community-based mediation programs and processes, to present a compelling voice in appropriate policy-making, legislative, professional, and other arenas, and to encourage the development and sharing of resources for these efforts.

### Organizational Goals

Serve as a national voice and an advocate of community mediation in legislative, policy-making, professional, and other arenas.

- Promote the values, understanding, public awareness, and practice of community mediation and collaborative problem solving.

**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

- Educate private and public funding sources about the experience, breadth, benefits and applications of community mediation and develop financial resources for community mediation.
- Serve as a national clearinghouse of information on the development and practice of community mediation.
- Foster communication and mutual assistance among members in such areas as training, funding, technology, and program and policy development.
- Create and maintain a national directory and database for community mediation.
- Encourage and promote regional and national collaborative projects among community mediation programs.
- Promote and encourage collaboration between community mediation programs and non-dispute resolution organizations at both the local and national level.
- Develop and maintain ties with national, regional, state, and other dispute resolution and related organizations to enhance the growth of community mediation.
- Support research, program evaluation, mediation theory development, innovation, and quality in community mediation.
- Recognize and celebrate volunteers in community mediation.
- Develop local and national community mediation leadership.

National Association for Community Mediation (NAFCM)  
1527 New Hampshire Avenue, NW  
Washington, DC 20036-1206  
202-667-9700  
[www.nafcm.org](http://www.nafcm.org)

## National Center for Conflict Resolution Education (NCCRE):

NCCRE is dedicated to providing quality professional development services for educators on-site in schools, in school districts and in partnership with regional and state departments of education. NCCRE's *Peaceable School*, *Peer Mediation*, and *Emotional Intelligence* Institutes offer skill-building training and curriculum resources designed to achieve comprehensive conflict resolution education programs in schools.

### PUBLICATIONS:

*Creating the Peaceable School Program Guide: A Comprehensive Program for Teaching Conflict Resolution.* By Richard J. Bodine, Donna K. Crawford, and Fred Schrupf  
Research Press Inc. 1994, Revised Edition 2001

Designed for use in upper elementary and middle school grades, this program can also be adapted for younger and older students. Through the conflict resolution strategies of mediation, negotiation, and group problem solving, students learn to recognize, manage, and resolve conflicts in peaceful, non-coercive ways. This guide includes step-by-step teaching procedures; 63 learning activities; guidelines for program organization,

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implementation, and maintenance; sample letters, contracts, and forms; examples of role-play situations; and more.

*Creating the Peaceable School Student Manual: A Comprehensive Program for Teaching Conflict Resolution.* By Richard J. Bodine, Donna K. Crawford, and Fred Schrupf Research Press Inc. 1994, Revised Edition 2001.

This manual serves as a student workbook and is recommended for each learner participating in the program. It summarizes each important concept: rights and responsibilities, rules, cooperation, conflict, peace and peacemaking, negotiation, mediation, and group problem solving. The manual contains a variety of forms and worksheets designed to reinforce student learning.

*Peer Mediation Program Guide: Conflict Resolution in Schools.* By Fred Schrupf, Donna K. Crawford, and Richard J. Bodine. Research Press 1991, Revised Edition 1996.

This widely used resource shows how to design, implement, and operate a successful peer mediation program with students in grades 6-12, placing particular emphasis on social and cultural diversity. It provides step-by-step instructions for staff orientation and training, student orientation, and the selection and training of mediators. Contains 30 activities that prepare student mediators to conduct most mediation requests. Includes numerous reproducible forms.

*Peer Mediation Student Manual: Conflict Resolution in Schools.* By Fred Schrupf, Donna K. Crawford, and Richard J. Bodine, Research Press Inc. 1991, Revised Edition 1996.

This manual serves as both a workbook and handy reference guide for each student mediator. It covers the program's goals and objectives, qualities and role of the peer mediator, necessary communication skills, and the six steps in the mediation process. Includes training activities, role-play exercises, worksheets, and sample peer mediation forms.

*Developing Emotional Intelligence: A Guide to Behavior Management and Conflict Resolution in Schools.* By Richard J. Bodine and Donna K. Crawford, Research Press Inc. 1999.

This book is a call to educate rather than control. It shows how to create a non-coercive behavior management program that promotes and supports the development of emotional intelligence. Students will learn to intentionally use their emotions to guide them in making responsible, need-fulfilling choices in areas such as learning, interpersonal relationships, problem solving, and adapting to the complex demands of growth, development, and change. The book concludes with an appendix presenting seven lessons to give students a basic understanding of their behavior -- emphasizing that all behavior is purposeful and that all behavior is chosen.

*The Handbook of Conflict Resolution Education: A Guide to Building Quality Programs in Schools.* by Richard J. Bodine and Donna K. Crawford, Jossey-Bass Company, 1997.

Conflict resolution education is a critical component of comprehensive efforts to prevent violence and reduce crime in schools. This workbook provides an introduction to

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the basic principles of conflict resolution and its application to school settings. It describes the elements of effective conflict resolution programs and gives an overview of the most popular, effective approaches. And it offers step-by-step guidance on planning and implementing a successful conflict resolution program.

#### VIDEOS:

*Creating the Peaceable School Video*, By Richard J. Bodine and Donna K. Crawford  
Research Press Inc. 1995.

This video illustrates the concepts and conflict resolution strategies contained in the Creating the Peaceable School Program Guide (described above). A free copy of the guide accompanies the video. The program developers discuss the program's philosophy, background, and objectives. Interviews with students and teachers point out the benefits of the program. The video also features scenes of elementary, middle school, and high school students, using mediation, negotiation, and group problem solving. Time: 40 minutes

*The Peer Mediation Video: Conflict Resolution in Schools*. By Fred Schrupf and Donna K. Crawford, Research Press Inc. 1993.

This video program illustrates the concepts and training procedures contained in the Peer Mediation books (described above). A free copy of the Peer Mediation Program Guide accompanies the video. The videotape includes discussions of the program's objectives and implementation procedures, demonstrations of the six-step mediation process, and videotaped scenes of student training and mediation sessions. The Peer Mediation Video is the next best thing to an on-site training presentation by the program developers. Time: 28 minutes

More Information about Books and Videos Listed Here Contact:  
[www.resolutioneducation.com](http://www.resolutioneducation.com) and/or [www.researchpress.com](http://www.researchpress.com)

National Center for Conflict Resolution Education  
Illinois Bar Center  
424 S. Second Street, Springfield, IL 62701  
Phone: 217-523-7056  
email: [info@nccre.org](mailto:info@nccre.org)  
web site: [www.nccre.org](http://www.nccre.org)

### New Mexico Center for Dispute Resolution (NMCDR):

Founded in 1982, NMCDR has a rich heritage of building and sustaining peace. NMCDR is an award winning community mediation agency known for its innovative services and approaches to mediation and dispute resolution. NMCDR provides assistance to educators, youth-serving professionals, organizations, and institutions in the development of mediation and conflict resolution programs in home, school, community, juvenile

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justice settings, business, faith communities, non-profit organizations and government agencies.

New Mexico Center for Dispute Resolution (NMCDR)  
800 Park Avenue, SW  
Albuquerque, NM 87102  
505-247-0571/800-249-6884  
email: [nmcdm@igc.apc.org](mailto:nmcdm@igc.apc.org)  
web site: [www.nmcdm.org](http://www.nmcdm.org)

## Ohio Commission on Dispute Resolution and Conflict Management:

Established in 1989, the Ohio Commission on Dispute Resolution and Conflict Management provides Ohioans with constructive, nonviolent forums, processes, and techniques for resolving disputes. Focused on four program areas – educational institutions, state and local government, courts, and communities – the Commission works to positively affect the lives of all Ohio citizens.

The education programs include a variety of resources: grants for the establishment of conflict management programs in K-12 schools, teacher and staff training, materials for helping children cope with terrorism and other trauma, and evaluation and assessment materials.

Ohio Commission on Dispute Resolution and Conflict Management  
Executive Director, Maria Mone  
Director of Education, Jennifer Batton  
77 S. High St., 24th Floor  
Columbus, Ohio 43215-6108  
614-644-9275  
FAX: 614-752-9682  
Web Site: [www.state.oh.us/cdr/](http://www.state.oh.us/cdr/)

## The Partnership For Conflict Resolution Education In The Arts

The Partnership for Conflict Resolution Education in the Arts recognizes the natural affinity between conflict resolution education and the arts. The Partnership for Conflict Resolution Education in the Arts is a collaboration of the National Endowment for the Arts (NEA) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the US Department of Justice. This national leadership initiative, designed to strengthen community-based arts programs provided for youth at risk of drug abuse and violence,

supported professional development workshops on conflict resolution education for nine arts-based youth programs during the summer and fall of 1997. The National Center for Conflict Resolution Education, formerly the Illinois Institute for Dispute Resolution, conducted two-day workshops in the community of each of the selected programs. Participants in the training included program administrators, artists, and representatives from collaborating organizations, as well as, in some locations, youth and families served by the program. The training provided through this initiative embraces a threefold purpose:

1. to teach artists, program administrators, and staff conflict resolution skills and processes;
2. to enable arts organizations to infuse conflict resolution principles and processes into the design of their youth programs; and
3. to strengthen the partnerships between arts organizations and community groups that support youth programs.

#### EXAMPLE PROJECTS:

##### *ShenanArts Inc. Growing Stages Theatre for Youth Staunton, Virginia*

How has conflict resolution education been integrated?

As a result of the conflict training provided by the NEA-OJJDP Partnership, ShenanArts has developed two programs focused on conflict resolution and peacemaking through the community:

- **Peacemakers' Theatre:** The Theatre is a ten-week workshop program conducted with three Augusta County High School groups. The schools developed three short one-act pieces on Conflict Resolution using conflict resolution and transformation as the core of improvisational explorations. The pieces were based on actual incidents at each high school, and performed together as an evening of theatre for the public in March 2001. The program is scheduled to continue and expand.
- **Silence the Violence:** This program was commissioned by the United Way of Harrisonburg/Rockingham County to develop a 50-minute touring piece on the prevention of violence in the community. The finished script has been mounted in a touring production by youth for the community.

##### *Lane Arts Council*

YouthArts

Eugene, Oregon

How has conflict resolution education been integrated?

The Art of Peacemaking materials and training experience have been a valued and adaptable training development resource. As a result of the conflict resolution training provided by the NEA-OJJDP Partnership, the YouthArts program coordinators have

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infused effective communication and community building concepts, techniques, and activities into a range of six artist, youth, partner and broader community workshops held over the past two years. Activities that build skills in effective communication and lead to cooperative problem-solving have been especially beneficial to the artists and teen-team assistants working in the ArtConnection summer programs in twelve of the rural Lane County communities. Our ArtsConnection partners have reported experiencing smoother operations and better working relationships among the artists and teen-team summer staff. YouthArts coordinators have also incorporated Art of Peacemaking strategies and techniques in their work with community partners to collaboratively manage programming and develop resources. This has been useful in nurturing effective and mutually respectful working relationships that are essential to their goal of positively impacting youth through the arts.

Lee Kessler  
Federal Liaison  
National Endowment for the Arts  
1100 Pennsylvania Avenue, NW  
Washington, DC 20506  
202-682-5400  
<http://arts.endow.gov/partner/Conflict.html>

## PassageWays Institute:

The PassageWays Institute: Connection, Compassion & Character in Learning  
In 1992, Rachael Kessler founded the Institute for Social and Emotional Learning. In 2001, she changed the name to the PassageWays Institute in 2001 to better reflect its mission, which is:

- to broaden awareness among educators, counselors and parents and youth workers of the need for and nature of spiritual development in children and adolescents;
- to provide leadership, coaching, training, curriculum and staff development which fosters the development of the inner life in schools and after school programming;
- to engage in ongoing research to further expand our understanding of nurturing the inner life in school and relationship to academics, violence prevention, character development.
- to sponsor programs and activities for youth and their parents.

The PassageWays Institute: Connection, Compassion & Character in Learning  
3833 North 57th Street  
Boulder CO 80301  
303 581 0331  
PassageWaysRK@aol.com  
[www.mediatorsfoundation.org/isel](http://www.mediatorsfoundation.org/isel)

## Program for Young Negotiators:

Program for Young Negotiators (PYN) empowers middle school aged youth to resolve their problems and conflicts on their own without resorting to violence. By offering negotiation and conflict resolution as a real and compelling alternative to fighting or "giving in," *Program for Young Negotiators* brings a positive, original approach to violence prevention through youth empowerment.

### *PYN* Strengths:

- Improves the participants' abilities to talk through disagreements, thus reducing violent conflict
- Aims to teach all youth problem-solving skills rather than teach a core group to mediate as a third party
- Provides the tools for coping with conflicts, solving problems and achieving goals
- Provides teachers with an opportunity to assess their own conflict-management approach
- Adapts to a variety of learning styles

Since 1992, SERA Learning has been a recognized leader in providing educational, juvenile justice and community-based organizations with nationally acclaimed, proven-effective life skills programs addressing the needs of youth and young adults ages 10-24.

SERA Learning teaches adults how to facilitate the *Building Personal Power* programs with youth and young adults. At the same time, those adults are increasing their own understanding of the programs' concepts and applying them to their own lives. As part of a comprehensive program, SERA Learning offers curriculum, professional development, onsite support, third-party evaluation and parent components that enable youth to successfully build their own personal power.

SERA Learning

2675 Folsom Street, Suite 200  
San Francisco, CA 94110

800.741.9473  
415.642.2170  
415.642.3548 (fax)

[www.sera.com](http://www.sera.com)

## SaferSanerSchools:



**Published in Tricia S. Jones and Randy O. Compton (Eds.) (2003) Kids Working It Out: Stories and Strategies for Making Peace in Our Schools. San Francisco: Jossey-Bass.**

SaferSanerSchools is a program of the International Institute for Restorative Practices which provides training and educational materials on restorative practices in schools. SaferSanerSchools focuses on hands-on practical strategies that educators can use to respond to difficult students.

SaferSanerSchools  
PO Box 229  
Bethlehem, PA 18016-0229  
610-807-9221  
[www.safersanerschools.org](http://www.safersanerschools.org)

## School Mediation Associates (SMA):

The mission of School Mediation Associates is to transform schools into safer, more caring, and more effective institutions. Through our work we:

- Encourage young people to become leaders in their schools
- Help students and educators see conflict as an opportunity for personal and institutional growth
- Teach students and educators the skills to resolve conflict non-violently and collaboratively
- Mediate challenging conflicts at educators' requests
- Disseminate an approach to problem solving that values diversity and respects differences of opinion

Many thousands of educators, students, and parents have participated in SMA programs since 1984. School Mediation Associates' services are tailored to meet each school's unique needs. The audience for SMA programs and services include students (grades 4 through college), teachers, administrators, staff and parents. In some training programs, students and adults are trained together.

### PROGRAMS:

#### *Peer Mediation Training and Program Implementation*

Audience: Fourth grade through university

In this popular program pioneered by SMA, a diverse group of student leaders are trained to help their peers resolve a range of interpersonal conflicts including name-calling, gossip, prejudice, and boyfriend/girlfriend tensions. Mediation sessions are voluntary and confidential. In addition to numerous benefits to school climate and to the students involved, close to 90% of mediation sessions result in agreements that resolve the conflict.

#### *Appreciating Differences Workshops*

Audience: Sixth grade through adult

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Students and educators explore, and learn to appreciate, their differences on all levels (gender, race, religion, clique, class, ethnic, sexual orientation, etc.). These workshops can be life-changing experiences for participants, who are inspired to work with their peers to erase intolerance and build a safe and caring school community.

*Conflict Resolution and Mediation Training for Educators*

Ideally, teachers model effective methods of conflict resolution as well as teach them directly to their students. SMA's workshops and training sessions, ranging from two hour in-service presentations to week-long workshops, help educators integrate conflict resolution skills into their professional practice and their personal lives.

*Conflict Resolution and Mediation Training for Parents*

Parents know all too well that conflict can lead to either growth or frustration. SMA's workshop series for parents (usually sponsored by the school) help parents learn skills to resolve conflicts creatively and constructively.

**PUBLICATIONS:**

*The School Mediator's Field Guide: Prejudice, Sexual Harassment, Large Groups and Other Daily Challenges*, by Richard Cohen. Watertown, MA: School Mediation Associates, June 1999.

An essential resource for every teacher, administrator, counselor, and student who mediates in schools. Learn how to mediate the range of challenging school-based conflicts. Includes case examples and handy checklists for each type of conflict. Whether you are a school-based mediator or you coordinate a peer mediation program, you will refer to this book again and again.

*Students Resolving Conflict: Peer Mediation in Schools*, by Richard Cohen. New York: GoodYear/Addison Wesley, May 1995.

*Students Resolving Conflict: Peer Mediation in Schools* will assist individuals at every level of experience and exposure to peer mediation. Its purpose is to serve as a comprehensive introduction to conflict resolution and peer mediation, a complete technical assistance manual for those involved in the process of implementing a peer mediation program, and a reference work for those who currently operate peer mediation programs. The book includes many tools such as reproducible program forms, 12 complete conflict resolution lessons, transcripts of peer mediation sessions, and surveys to determine implementation readiness.

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134 Standish Road  
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