

Lesson #3

Getting the Conditions Right for Success

Objectives:

Participants will

- Understand the components of the school community that contribute to long-term success
- Assess the strengths of the school in each of these components
- Identify areas for development

Materials:

- Overhead projector and pens, flipchart and markers
- Overhead transparency and copies of “Guidelines for CRE Model Success” (Handout on following page)

Procedure:

1. Ask participants to think about the components of the school community. Review and school continuous improvement plans or action plans that might have been developed related to implementing a conflict management program, especially the goals--both short-term and long-term. Then ask the group to suggest the important ingredients for Program Success. List their ideas on the flipchart or on an overhead.

2. Distribute the Handouts and display the overhead transparency “Guidelines for CRE Model Success.” Tell the group that this graphic is based on extensive national research of Conflict Resolution Education programs, both those that succeed and those that falter. The schools that succeed have these elements in common.

Note on the transparency a word or two about what would mean Program Success for your school. Ask the group to compare their list with the components identified on the Handout.

- Any surprises here?
- Are there people or items we didn’t think of?
- Is there anything we listed that isn’t in the graph?

After discussion, add any new components the group thinks important. If appropriate, add to the discussion with some of the following information about keys to success:

Administrative Support

- support for the values of the program
- finding necessary resources
- consistency in supporting program

- flexibility in coordinating and implementing program
- strategic planning to avoid crisis management
- link to learning objectives

Training and Curriculum Quality

- qualifications of training organization
 - select a reputable training organization
 - experience in schools
 - high standards
 - emphasis on program implementation support, not just initial training
- follow national standards
- field tested curricula

Site Leadership Team

- clarify commitment in terms of time and energy
- make sure they are knowledgeable about mediation and conflict
- help them operate as an effective team
 - clarify roles
 - set expectations for accountability
 - structure regular interactions

Teacher and Staff Support

- need the visionaries and the cheerleaders
- talk with administrators about values linked with outcomes
- all staff roles important--include bus drivers, aides, cafeteria workers--everybody
- use data and evaluation

Student Support

- link with student-led activities
- involve students in planning and evaluation as well as in learning
- celebrate student success in managing conflict peaceably

Parental and Community Support

- involve community partners
- invite parents to participate in planning and evaluation as well as in learning

3. Divide the participants into small groups, unless the total group is fewer than 10. Let them know that you will ask for a report from each group. If this is a decision-making meeting, ask that the groups each appoint a Recorder to take notes for future planning. Ask the small groups to assess the school's strengths in each of the components, to notice any challenges, and to identify possible next steps. If time is short, assign only 1 or 2 of the components to a group, so that different groups work on different aspects of the components of successful programs. Let everyone know how much time they will have.

You may wish to have copies of the following documents available for review when considering a model program for training and curriculum.

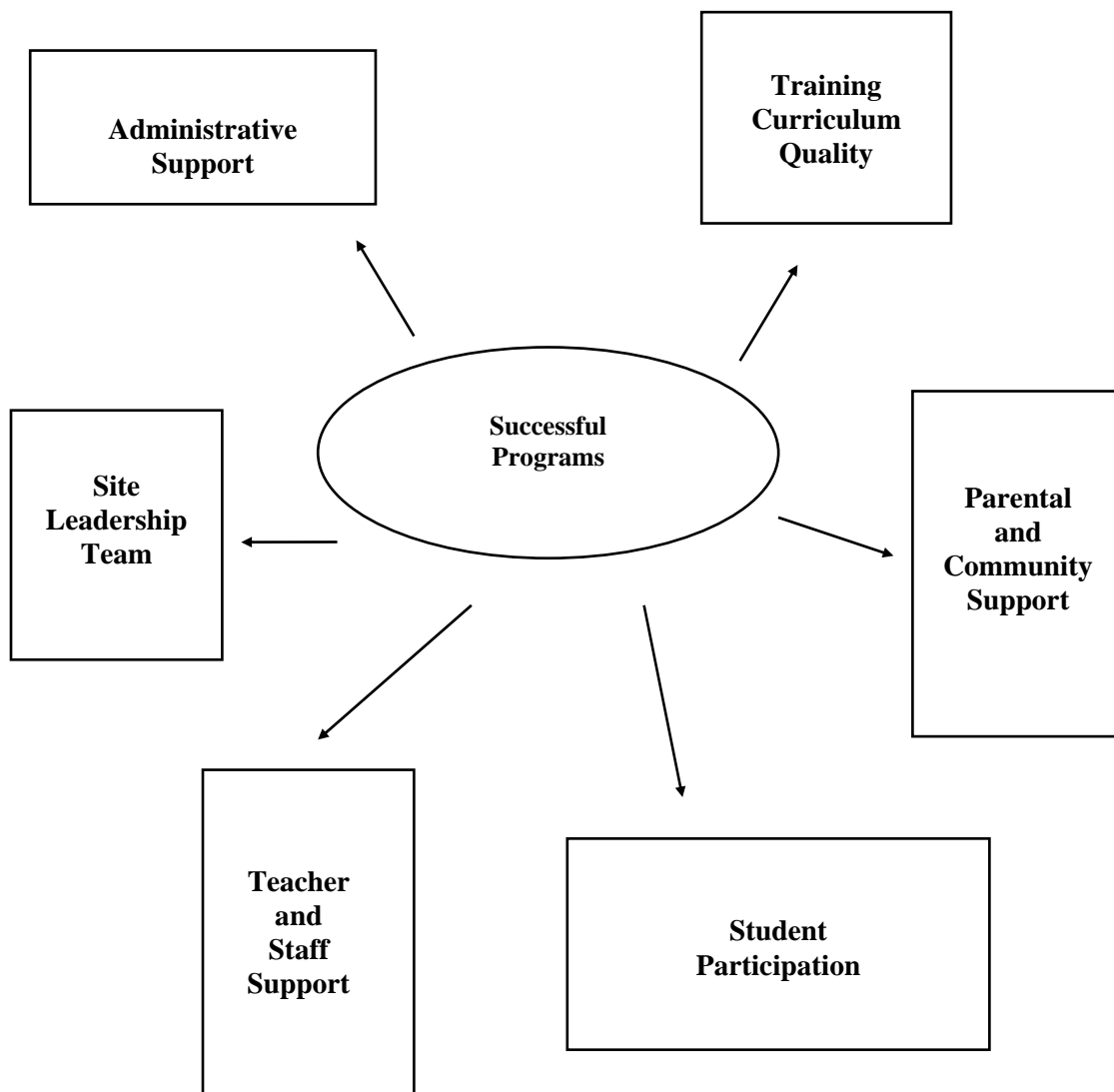
RESEARCHED AND APPROVED PROGRAMS:

- Reviews of Prevention Programs/Prevention Database:
www.casel.org/sel_resources/fedrevlinks.php
- Blueprints for Violence Prevention Office of Juvenile Justice and Delinquency Programs and Center for the study and Prevention of Violence:
www.colorado.edu/cspv/blueprints
- Safe Schools, Safe Students: A Guide to Violence Prevention Strategies. Drug Strategies. www.drugstrategies.org/pubs.html#safe
- Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs.
www.casel.org/projects_products/safeandsound.php

4. When the allotted time has elapsed, call the group back together and listen to their reports. Note key points on the transparency. If appropriate, plan for next steps. In any case, take good notes, and conclude by asking participants to think about

- How we can use this information in our classrooms.
- How we can use this information in our school.
- How does this information apply to our School Conflict Management Action Plan?

HANDOUT: Guidelines for CRE Model Success ¹



¹ Diagram and materials prepared by Tricia S. Jones, Ph.D., Temple University. Used by permission.