OHIO COMMISSION ON
DISPUTE RESOLUTION &
CONFLICT MANAGEMENT

*SCHOOL CONFLICT MANAGEMENT: A Comprehensive Approach*

Department of
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# School Conflict Management: Evaluating Your Conflict Resolution Education Program

## A Guide for Educators and Evaluators

prepared for

the Ohio Department of Education

and the

Ohio Commission on Dispute Resolution and Conflict Management

October, 2001

by

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# ACKNOWLEDGMENTS

The School Conflict Management Initiative is a joint project of the Ohio Department of Education and the Ohio Commission on Dispute Resolution and Conflict Management.

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# INTRODUCTION

## BACKGROUND ON OHIO'S SCHOOL CONFLICT MANAGEMENT INITIATIVE

Ohio's School Conflict Management Initiative was established in 1994 as a joint partnership between the Ohio Department of Education (ODE) and the Ohio Commission on Dispute Resolution and Conflict Management (the Commission). The Initiative awards grants to elementary, middle, and high schools across Ohio to implement conflict management programs. The grant program includes training, resources, and funding. The primary purpose of the Initiative is to assist schools in institutionalizing the skills and concepts of conflict management as established and accepted elements of the school culture. The ultimate objective is to enhance the school climate by reducing barriers to teaching and learning and thereby improve academic achievement.

Each school that receives a grant sends selected staff to a comprehensive training workshop and receives follow-up technical support to assist with program design, implementation, and evaluation. Staff-development skill-building videos are also provided to each grantee. The grant program addresses four levels of intervention: school culture, pedagogy, curricula, and student conduct.  As part of the grant program, selected elementary, middle and high schools receive a four-volume set of Resource Guides that contain age-appropriate, subject-appropriate lessons, activities, strategies, and evaluation tools.  The Resource Guides are the primary tool used by schools to infuse conflict management skills into school culture and existing classroom curricula. Student conduct and conflict management as a classroom management strategy are other elements of the grant program and are both addressed in the Resource Guides.

## 2002 RESOURCE GUIDES

The 2002 Resource Guides are divided into three sections.  The first two-volume section (a K-8 volume and a 7-12 volume) includes hundreds of age-appropriate lessons organized by academic subject, grade level, and indexed, where appropriate, by topics for Ohio proficiency test preparation.  Lessons also are cross-indexed according to the conflict concept each lesson addresses, such as understanding conflict, feelings and emotions, anger management, etc. The organizational structure of these volumes and the lesson format are based on interviews and a focus group of teachers and conflict resolution professionals.

The second section, the Administration Guide, is for building-level administrators and/or individuals responsible for coordinating their building-level conflict management programs.  It covers topics related to structural change such as building-level disciplinary procedures, mission statements, conflict management as a classroom management tool, parent information, bullying

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prevention, etc. The third section, the Evaluation Guide, focuses on methods that can be used by school grantees to evaluate program effectiveness and to assess program impact at the building level.

The 2002 revision of the Resource Guides was directed by staff of the Commission and the School Conflict Management Initiative at ODE. Content development of the first three volumes of the Resource Guides was provided by Lorz Communications, Inc., with Robert Maher, of Federal Hocking Schools, and Debbie Phillips, of Appalachian Peace and Justice Network. Debbie Phillips compiled the Administration Guide, based in part on work by Penelope Senyak, of OnTasc. The Evaluation Guide was compiled by Tricia Jones, Ph.D., of Temple University, an Dan Kmitta, Ed.D., of the University of Idaho.

This four-volume set of Resource Guides has been compiled with input from hundreds of individuals and organizations who have authored and/or published many of these materials elsewhere. These contributors have graciously allowed their work to be adapted and/or reproduced in these volumes.

All readers and users of these Resource Guides are encouraged to evaluate their effectiveness, and to submit recommendations for future improvement. User feedback forms are provided for this purpose in the Conflict Management for Teachers Section of the K-8 and 7-12 Resource Guides.

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# Overview

This manual is intended to help educators and/or evaluators conduct evaluations of their conflict resolution education programs. Because much of the funding from the Ohio Commission on Dispute Resolution and Conflict Management and the Ohio Department of Education support school programs we have placed the most attention on helping you evaluate those kinds of programs.

We have prepared the manual as a workbook so that it should be easy to use. Throughout the beginning parts of the manual we have included some worksheets to help you identify the program goals and evaluation goals you want to emphasize. When we provide copies of questionnaires and interview questions we have presented them so you can simply copy the forms from the book and use them in your school.

As you begin to use this manual, please remember that any attempt you make to evaluate your CRE program is a step in the right direction. You may not initially be able to do the kind of comprehensive evaluation you aspire to do, but you should be able to provide valuable information to the most important questions.

For more information on evaluation and assessment or on creating a comprehensive school conflict management program, please visit the Commission's web site at www.state.oh.us/cdr/ and go to *schools.*

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# Chapter One

# Your Program, Your Goals

Conflict resolution education (CRE) has been defined as "a spectrum of processes that utilize communication skills and creative and analytic thinking to prevent, manage, and peacefully resolve conflict". The Association for Conflict Resolution estimates at least 15,000 public schools (K-12) in the United States has some form of conflict resolution education. Most of these are peer mediation programs, but many take a more comprehensive approach to making the skills of problem-solving a part of the formal or informal curriculum of the school.

CRE emerged out of the social justice concerns of the 60s and 70s with the work of groups like the Quakers. In the early 1980s Educators for Social Responsibility (ESR) organized a national association that later led to the development of the National Association for Mediation in Education (NAME) in 1984. NAME subsequently merged with the National Institute for Dispute Resolution and its Conflict Resolution Education Network. And recently, the Conflict Resolution Education Network merged with the Academy of Family Mediators and the Society for Professionals in Dispute Resolution to form the Association of Conflict Resolution. Concurrent developments were the inclusion of Law Related Education in social studies curricula and violence prevention efforts included in health curricula. More recently, Social and Emotional Learning programs have been used in conjunction with CRE to increase the social and emotional competence of children and to reduce destructive conflict behavior.

While CRE efforts are primarily aimed at teaching students more constructive means of handling conflict, these programs often involve staff, teacher, and parent education and activity in order to help address conflicts that occur between staff, parent, teacher, and administration groups.

A school conflict resolution curriculum or program includes certain components that are intended to help develop critical skills or abilities for constructive conflict management:

(1) an understanding of conflict
(2) principles of conflict resolution (win-win interest-based problem-solving)
(3) process steps in problem-solving (for example, agreeing to negotiate and establishing ground rules for the negotiation, gathering information about the conflict, exploring possible solution options, selecting solution options, and reaching agreement)
(4) skills required to use each of these steps effectively (for example, active listening, reframing, understanding, and factoring into the process the impact that cultural differences have on the dispute).

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These components are supposed to help students develop certain critical skills. Bodine and Crawford (1998) identify six categories or skills/abilities that are essential components of all conflict resolution education initiatives:

(1) orientation abilities: values, beliefs, and attitudes which promote nonviolence, empathy, fairness, justice, trust, tolerance, self-respect, respect for others, and appreciation for controversy.

(2) perception abilities: ability to understand how oneself and others can have different, yet valid, perceptions of reality

(3) emotional abilities: the ability to manage and effectively communicate a range of emotions, including anger, fear and frustration

(4) communication abilities: active listening skills, speaking to be understood and listening to understand

(5) creative-thinking abilities: the ability to construct cognitive models and to perceive and solve problems in new ways.

(6) critical thinking abilities: skills to contrast and compare data, predict and analyze situations, and construct and test hypotheses.

## Goals of CRE Programs

There are a wide variety of goals for CRE programs, almost as many goals as there are permutations of the programs themselves. But, for the purposes of our discussion, we will talk about five major goals and give examples of more specific subgoals within each area. We introduce these basic goals because we will be focusing our presentation of evaluation materials around them.

Later, we'll be asking you to think about which of these goals is most important to you for your CRE program. So, as you review this list, begin thinking about which goals are clearly high priority for you and your school.

## Create a Safe Learning Environment
- Decrease incidents of violence
- Decrease conflicts between groups of students; particularly intergroup conflicts based on racial and ethnic differences
- Decrease suspensions, absenteeism and drop out rates related to unsafe learning environments

## Create a Constructive Learning Environment
- Improve school climate
- Improve classroom climate
- Promote a respectful and caring environment

## Improve Classroom Management
- Reduce the time teachers' spend on disciplinary problems in the classroom
- Increase use of student-centered discipline

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## Enhance Students' Social and Emotional Development

- Increase perspective taking
- Develop problem-solving abilities
- Improve emotional awareness and emotional management
- Reduce aggressive orientations and hostile attributions
- Increase the students' use of constructive conflict behaviors in schools and in home and community contexts

## Create a Constructive Conflict Community

- Increase parental and community involvement in school affairs
- Link school CRE with larger community CRE efforts
- Develop more peaceful communities

All of these goals are related in the sense that each has, at its core, recognition of the importance of peaceful approaches to social interaction. However, the goals also differ to the extent that they reflect social justice ideologies. Some people believe that CRE is best used for the purposes of creating safe, orderly and constructive learning environments. Hence, their program goals reflect this orientation. However, some people have criticized the field of CRE for over-emphasizing an individual-oriented, skill building approach which fails to take into consideration larger social justice issues and underlying causative factors of conflict and violence. They argue that important goals of CRE should include the creation of communities that empower students and promote the development of tolerance that promotes social change and the reduction of oppressive systems.

**Identifying Your Program Goal:** CRE programs often have multiple goals. It is most helpful when you look at the program goals before implementing the program and the evaluation. If you are just beginning to plan your CRE program, the more time you spend clarifying your goals, the better off you'll be. If you have already implemented a CRE program or are thinking of expanding your CRE program, considering program goals is still a very valuable step. And in all cases, knowing your goals becomes a blueprint for how and what you want to evaluate.

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# Worksheet 1.1       What Are Your Goals?

Rate, on a scale of 1-10 with "1" being "very unimportant" and "10" being "very important", how important each of these goals is to you. You can rate the general goal (e.g., creating a safe learning environment) and rate specific subgoals (e.g., decreasing incidents of violence).

## Create a Safe Learning Environment    _____
     Decrease incidents of violence,    _____
     Decrease conflicts between groups of students    _____
     Decrease suspensions, absenteeism and drop out rates    _____

## Create a Constructive Learning Environment    _____
     Improve school climate    _____
     Improve classroom climate    _____
     Promote a respectful and caring environment    _____

## Improve Classroom Management    _____
     Reduce the time teachers' spend on discipline    _____
     Increase use of student-centered discipline    _____

## Enhance Students' Social and Emotional Development    _____
     Increase perspective taking    _____
     Develop problem-solving abilities    _____
     Improve emotional awareness and management    _____
     Reduce aggressive orientations and hostile attributions    _____
     Increase use of constructive conflict behaviors    _____

## Create a Constructive Conflict Community    _____
     Increase parental and community involvement    _____
     Link school CRE with larger community CRE efforts    _____
     Develop more peaceful communities    _____

Are there other goals you have that are not listed here? Write them and rate them.

## CRE Program Models

Bodine and Crawford have identified four basic models of CRE in schools:

1) process curriculum approach (an entree to CRE characterized by devoting a specific time to teaching the foundational abilities, principles, and one or more of the problem-solving processes of CR as a separate course, distinct curriculum, or daily or weekly lesson plan)
2) mediation program approach (trains select individuals in the principle and foundation abilities of CR and in the mediation process in order to provide neutral third-party facilitation services to help those in conflict reach a resolution)
3) the peaceable classroom approach (a whole classroom methodology that includes teaching students the foundation abilities, principles, and one or more of the three problem-solving processes of conflict resolution. CRE is incorporated into the core subjects of the curriculum and into classroom management strategies)
4) the peaceable school approach is a comprehensive whole-school methodology that builds on the peaceable classroom approach by using CR as a system of operation for managing the school as well as the classroom. CR principles and processes are learned and used by all members of the school (including parents).

Obviously, the program models differ in their ability to achieve some of the goals that were discussed earlier. Models that involve more students, teachers, and community members and that integrate CRE into existing curriculum are more likely to achieve goals directed at school change, climate change, and social justice concerns.

We have adapted these models slightly in order to highlight some of the variations of the more complex models.

Peer Mediation Cadre Programs: Often referred to as "stand alone" programs, these are the most common form of CRE in the United States. These programs train a small number of peer mediators (usually between 20-30). Once students are trained, the success of the program depends upon the extent to which teachers, staff, administration and students are willing to refer conflicts to the program.

Whole School Programs: These programs combine peer mediation with additional training and intervention efforts to provide the "whole school" with information to improve conflict related behavior. However, the label "whole school programs" is a bit misleading. While some programs reach that level, many that fall within this category are less comprehensive.

- **Additional Student Training**: In the least comprehensive version a school might identify others groups of students (like athletes, student council, students under suspension) and provide basic conflict skills training to those groups as needed.

- **Additional Staff Training**: Working from the philosophy that children often model what they see, these programs attempt to improve the ways adult staff in the schools deal with their own conflicts by providing conflict skills training to staff (including teachers, non-teaching staff, and administration). Some of these programs even include members of Parent-Teacher Associations (PTA).

- **Curriculum Infusion**: These programs combine peer mediation with some form of curricular infusion, where conflict skills and concepts for constructive interaction are woven into existing curriculum (e.g., in English or the social sciences). Students in these classes are given a more sustained and applied understanding of how mediation and conflict skills impact a broad base of behavior and endeavor.

- **True Whole School Programs**: Obviously, these programs involve all of these components. The peer mediation element is one part of a long-term, comprehensive effort to provide skill development and educational access to all members of the school community. In some cases, such as with cooperative education initiatives, these interventions occur throughout a school district and take years to establish.

Community-Linked Programs: These programs are the most ambitious of all. They are usually configured to be the logical extension from a whole school program, however, they can be community linkages to peer mediation cadre programs as well.

- **Cadre-Linked Programs**: In some schools, the peer mediators are linked to external community groups without any involvement by other members of the school. For example, the peer mediators may serve as mediation trainers or mediators in a local neighborhood mediation center. This increases the mediators' experience and exposes segments of the community to mediation by youth. However, these programs are not designed to institute sweeping changes in the community or school conflict culture.

- **Peace and Safety Networks**: These programs, named after a project piloted in Philadelphia by the Good Shepherd Mediation Program, involve a number of community members and organizations, linking them with the school's programs and activities. Religious, business, and governmental organizations usually work together with the school to create innovative ways to spread the word about mediation and constructive conflict resolution, to institute applications for mediation, and to encourage community members to take part.

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# Worksheet 1.2 Which Program Model Is For You?

If you already have a conflict resolution education program:

**How would you describe the program model?**

**Is this the program model you'd like? Why, why not?**

**If you want to change, what program model do you want? Why?**

If you DO NOT have a conflict resolution education program:

**What program model do you want?**

**How does this model relate to the goals you've just considered?**

**What factors will effect your ability to develop that program model?**

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# Proven Benefits of Conflict Resolution Education

Based on the research in CRE programs (Jones & Kmitta, 2000) we know that CRE programs make a positive difference. A DOE sponsored symposium reviewed the research on CRE in five areas: impact on students, impact on teachers, impact on climate, impact on diverse populations, and issues of institutionalization. We'll report briefly on their insights in terms of impacts on students, teachers, and climate.

In terms of Impact on Students, it is clear that successful CRE requires a shift from an authoritarian to a collaborative school system and that student change depends on the motivation of the school system to change as well. When done well, CRE programs have many important impacts on students:

## CRE INCREASES
- academic achievement
- positive attitudes toward school
- assertiveness
- cooperation
- communication skills
- healthy interpersonal/inter-group relations
- constructive CR at home and school
- self-control

## CRE DECREASES
- aggressiveness
- discipline referrals
- drop-out rates
- social withdrawal
- suspension rates
- victimized behavior
- violence

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There is very little research that directly looks at the impact of CRE on teachers. There is an assumption that the main incentive for teachers to learn CRE is to help implement programs in their schools and classrooms in order to improve the learning environment. Qualitative studies

report how very important teachers are in program implementation, but researchers have not focused on demonstrating how teachers benefit directly from this involvement. This may be an area that your school is particularly interested in.

There is considerable evidence that CRE has strong positive impacts on school and classroom climate.  The research demonstrates that:

- CRE improves discipline climate – students and teachers feel that the school has a more constructive and effective disciplinary system
- CRE has some benefits in terms of reducing disciplinary actions (suspensions, expulsions), but more research is needed
- CRE improves overall school climate, especially for elementary schools (that are much smaller in size) more so than middle and high schools
- CRE has a very positive impact on classroom climate, especially when climate is measured as the use of constructive conflict behaviors and/or the tendency to use constructive conflict behaviors

# Which Programs Yield Which Benefits

Certain CRE program models are more likely to yield certain benefits or to achieve certain goals. If we look again at the kinds of goals listed earlier and the kinds of program models, we can see several expectations for benefits. The following table serves as illustration, although the program models are discussed only in terms of the three broad categories rather than all possible permutations.

| Goal | Program Model | | |
|---|---|---|---|
| | Peer Mediation | Whole School | Community Linked |
| **Create a Safe Learning Environment** | | | |
| -decrease violence | | X | X |
| -decrease group conflict | | X | X |
| -decrease disciplinary actions | X | X | X |
| **Create a Constructive Learning Environment** | | | |
| -improve school climate | | X | X |
| -improve classroom climate | | X | |
| -promote a respectful and caring environment | | X | X |
| **Improve Classroom Management** | | | |
| -reduce the time teachers spend on discipline | X | X | |
| -increase the use of student-centered discipline | X | X | |
| **Enhance Students' Social and Emotional Development** | | | |
| -increase perspective taking | X | X | X |
| -develop problem-solving abilities | X | X | X |
| -improve emotional awareness and management | | X | X |
| -reduce aggressive orientation | X | X | X |
| -reduce hostile attribution | | X | X |
| -increase use of constructive conflict behavior | X | X | X |
| **Create a Constructive Conflict Community** | | | |
| -increase parental and community involvement | | X | X |
| -link school CRE with larger community CRE efforts | | | X |

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| | | | |
|---|---|---|---|
| -develop more peaceful communities | | X | X |

# Guidelines for Implementation of CRE Programs

**Stages of Implementation**: Not everything can (or should) happen at once. Most successful programs follow certain stages of implementation. Those stages are detailed in the following table:

| Stage | Description |
|---|---|
| Assess Needs | Identify the goals and resources for your school. Assess the degree of interest and potential commitment among students, staff and community members. |
| Orient Staff | Give detailed information about the nature of CRE and the results of the needs assessment to all members of the staff. Have open discussions about the utility of the program and how it can best fit the school. Also, clarify staff expectations for their involvement or support for the program. |
| Select Site Leadership Team (SLT) | Identify staff who are committed to working for the program. This stage should include very in-depth discussions of time and resource commitments expected from SLT members. |
| Orient Students | Present the idea to students to stimulate interest and encourage students to be involved. |
| Select Students and/or Staff to be Involved | If peer mediation is a component of your CRE program, you will need to select which students are to be trained as peer mediators. You may also be providing additional training to other student groups, like sports team members or select classes. In any event, you will need to have clear criteria for how students are chosen for involvement. If you are providing staff training you will also have to determine which staff are to be involved and why. |
| Providing Training | This stage is usually one of the longest and has the most variations depending on the program model being implemented. If you have a peer mediation cadre program this step involves providing the peer mediation training and additional program implementation training to members of the Site Leadership Team. If you are using staff training in conflict management, you may need several days of in-service to complete the training. If you are using some form of curriculum infusion the implementation actually takes the entire semester or academic year in most whole school models. And if you are using parent and community member training in |

| | |
|---|---|
| | conjunction with whole school approaches you may be providing training in a variety of ways throughout the entire year. |
| Publicize Program | Use as much publicity as possible to help students and staff understand the program and how to use it. If you have a peer mediation program it is essential that you let teachers and students know about it and that the administration encourages them to use it. If you have whole school programs it is equally important that you spread the word about the curriculum infusion or additional student and staff training programs that are ongoing in your school. And, if you are engaged in a community-linked program it is essential to publicize the program in an attempt to garner community interest and support. |
| Utilize Program | Initiate and sustain the program with regular attention to coordination, refreshing skills, and maintaining a high and positive profile in the school. |
| Evaluate Program | On an ongoing basis, but certainly at the end of the semester or year, evaluate how well the program is working, whether things need to be changed, whether you are interested in and/or able to expand the program. |

**Attending to Resource Realities:** As suggested earlier, the selection of program models should be guided foremost by the goals of the school. Yet, goals are not the only determinant. There are real and inevitable resource issues to contend with. Programs cost money to initiate and to sustain. They require time and commitment from a variety of people. And, different amounts of resources are needed for different program models. For example, assume you were planning a program implementation in a city in the Northeast United States. Your costs for the training (not including the time of your people, the costs of materials for the program, etc.) for a peer mediation cadre model could be one-third the cost for a curriculum infusion model and one-fifth the cost of a peace and safety network.

A general rule is that the more complex the program model the more resources are needed to make it viable. Especially for schools that are experiencing resource shortages, the best advice is to follow the principle of parsimony. Try and select the program model that guarantees the most focus on high priority goals and uses the least resources. We have too often seen schools that start out promising the wide-reaching whole school or community-linked programs, only to find that they can afford much less. In such cases, peoples' expectations have been raised and cannot be satisfied. Perhaps their experience actually decreases their willingness to try program implementation at a later date. It is much better to plan carefully, remaining cognizant of the resources available, and to do well with more modest initiatives than to promise the "world" and deliver disappointment.

A good strategy is to start small and plan to expand as the program takes root. You can funnel necessary attention to the initial activities (like a peer mediation cadre program). Once the

program has achieved some stability and success, you can add components and/or participants as desired.

Administrative Support:

It is extremely clear that strong administrative support is critical for CRE programs. Although it is possible for programs to succeed without this, it is very difficult.

What exactly do we mean by "strong administrative support"? There are five elements of this support that are crucial for program initiation and nurturance: (1) support for the values underlying CRE, (2) finding and/or allocating resources to insure program viability, (3) consistency in modeling and support for the program, (4) flexibility in coordinating program practices and needs with other school activities, and (5) strategic planning to avoid crisis management.

One of the most important contributions administrators can make is to embrace and model the values underlying CRE. Students and teachers need to see and hear that administrators are comfortable with conflict as an opportunity, that they are not afraid for students to "stretch their wings" in finding new ways to productively handle their own issues, and that they are not threatened by students and/or teachers becoming empowered in these processes. It takes a strong and secure administration team to support programs in this manner.

Finding and allocating necessary resources to the program is a second essential form of support. Administrators will usually need to find money to pay for training services, to support substitute teachers to cover the classes of teachers receiving conflict and/or mediation training, and to pay for publicity materials or program support materials. They will also need to make available non-monetary resources including a private space or designated room for mediation and release time for teachers or staff who oversee and administer the program.

Finally, administrators should enact strategic planning to forecast needs and goals for the long-term. It usually takes 2-3 years for a CRE program (even the more simplistic models) to become truly rooted and self-sustaining. A good idea is to encourage administrators and SLT members to make a three year or five year plan (depending upon the complexity of the program involved) listing goals, needed resources, necessary activities, milestones of success, and contingency plans if something changes.

Site Leadership Team:

The site leadership team (SLT) is responsible for the day-to-day implementation of the program. In our experience, the best SLTs are those that have a mix of people from the staff (e.g., teachers, counselors, administrators, etc.) so they can represent the perspectives of constituencies in the school and coordinate across functional lines (for example, a teacher and counselor coordinating the disciplinary system with the mediation system).

Their commitment is key. A common mistake is to enlist SLT members without fully explaining what is expected from them in terms of time and effort. Some members may assume they just need to lend moral support to the program. The reality is that the SLT will devote

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considerable hours (both in and out of school) making the program a success. Given all their other duties, it is only fair they have a chance in the beginning to assess whether this responsibility is manageable for them.

The more the SLT members understand mediation and conflict the better able they are to instruct and guide students and other staff. The ideal situation is to have SLT members who are very knowledgeable about both areas, perhaps having received mediation and conflict training prior to becoming involved in the school program. Maybe they have taken classes at local universities that increase their understanding, or have attended mediation conferences to learn about programs. If SLT members have not had these opportunities prior to their involvement, they need to gain this knowledge as quickly as possible. Remember, the SLT members will be the people who are most often asked to explain mediation and the program to other school members and to parents and the community.

Since the SLT is a team, it should operate with the principles of effective teamwork. (1) Specifically, the team needs to discuss the various roles and responsibilities for the members. Who is going to handle intake? Who is spearheading the publicity drive? Who is working on the curricular infusion training? Who is working with administration to keep resources flowing? Who is running the after-school mediation meetings? Who is keeping the paperwork for the program? Etc. (2) The team needs to have expectations for its own performance and accountability clarified. A good idea is to have teams discuss and commit to certain ground rules for team membership. Ground rules may include the following: everyone attends all SLT meetings on a regular basis, the team agrees to use constructive conflict techniques to solve its own conflicts, the team agrees to actively support and promote mediation in the classes and in their interactions with parents and staff.

Teacher and Staff Support:

Unless other staff members support and use the CRE program, its path will be rocky. The more orientation and involvement school staff and teachers have, the better the chances for success. At times, information dissemination may feel repetitive, but repetition is a good idea until the program takes hold and becomes a recognized part of school life.

Like the SLT, the more knowledge staff have about mediation and the program the better. Many school staff have little training or exposure to different ways to think about and respond to conflict. This material may be as new to them as to the students. Take the time and energy to help them learn and apply the ideas underlying the program. And, patience is definitely a virtue. It is not uncommon to find teachers and staff, even in schools with successful programs, who do not know about the program or about mediation in general. Don't be surprised if it takes 2 to 3 years to completely saturate the school with this information.

Student Participation:

In our experience, the easiest part of CRE is gaining the interest and acceptance of the students. In fact, even in programs that have many other difficulties, the students shine through with abundant enthusiasm about what they are learning and how they can apply these skills to other situations.

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At first, some students, especially adolescent males, wonder whether CRE is "macho" enough. They are often concerned about appearing weak in front of their peers. They may have heard that talking a problem out is not as cool as fighting it out. But, if some of the informal

leaders in the school become peer mediators, or are involved in other CRE efforts, those doubts tend to evaporate.

Parental and Community Support:

The involvement of parents and community members should occur after the program has been initiated and become moderately successful in the school. However, it is absolutely critical to inform parents about the program, especially if their children will be involved as mediators or in curriculum infusion classes, from the inception. Parents should be informed in writing and in person (at parent-teacher conferences, etc.) so they can make appropriate judgments about their child's participation.

Later involvement should be slow and well planned. The more participants in the program the more potential there is for confusion and lack of coordination. Work carefully to identify parents and community members or groups who share the program values and who are willing to commit themselves to program development.

Once parents and community members become involved they should negotiate with the school staff about their contributions. Then, they need to discuss means to monitor and reinforce their accountability. As in any collaborative endeavor, partners need to know how and when they can count on the other.

Training Quality:

Although this is the last component of our model to be discussed it is certainly one of the most important. A difficult lesson learned by many schools is the damage that can be done by unqualified or unscrupulous trainers. We are saddened that this possibility even exists, but would be remiss if we did not address it head on.

There is a great variation in quality of programs and qualifications of people delivering these programs. Debates about program quality led the National Association for Mediation in Education (N.A.M.E., 1994) to set forth guidelines in 1993-1994 concerning trainer qualifications, training elements, student involvement, program implementation and oversight. These guidelines will help you choose a reputable training organization.

First, the trainers must be qualified in terms of the knowledge of and experience in conflict management and mediation. NAME suggests that trainers have expertise in the following areas: theory of conflict resolution, communication skills, problem solving skills, negotiating techniques, the mediation process, and cross cultural sensitivity. They should also have experience and ability as trainers; knowing how to structure and deliver an effective training presentation. Our experience shows that it is also very helpful for trainers to be experienced mediators and to have some background in working in public education. The latter qualification is especially important for trainers working with younger students. Trainers who

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have been teachers, for example, are better able to know what level of information young students can best accept and how young students can best learn new ideas.

Finally, the trainers should be accountable. Beware of the training organization that wants to come in for a day of training but is never heard from again. These trainers are only out to make money and do not know or care about necessary support for implementation of a program. A trustworthy training organization will provide technical support and follow-up service to the school for a semester or longer following training. They will work actively with the SLT and the school administration to help plan and orchestrate the program progress.

Before hiring a training organization, get references from other schools they have been involved with. Ask to see all their training materials. Talk with them in detail about their involvement with the school after training has concluded. And be very careful if they seem to promise you a quick and easy solution to difficult problems. Good trainers know the benefits of these programs; they also know that anything worthwhile takes effort and hard work.

On the next page we have provided a simple worksheet for you to use in determining resource constraints for your program. If you already have a CRE program, use this worksheet to think through whether you have the necessary resources to sustain and/or expand the program. If you are starting a CRE program, use this worksheet to consider whether you have the resources to implement the program model you desire.

# Conclusion

We hope that our guidelines prove useful as you contemplate beginning a peer mediation and/or CRE program. The advice presented here can be summarized in terms of some very basic principles that should ground your efforts:

Always take the time to do a thorough need assessment including all parties who may be stakeholders in the program.
You cannot do too much in terms of orienting school and community members to the nature of the program prior to its implementation.
Make sure your program is appropriate for your goals.
Start small and build on that success.
Carefully select and nurture the Site Leadership Team.
Involve a diverse group of students.
Publicize the program thoroughly and creatively.
Demand proven qualifications and high standards from training organizations.
Be patient and plan for reasonable success in a long-term implementation perspective.

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## Worksheet 1.3        What Resources Do We Have?

On a scale of 1 to 10 (with 1 being the worst and 10 being the best rating), rate your present resources in each of the following areas:

Administrative Support        _____

Administrative Knowledge of CRE        _____

Teacher/Staff Knowledge of CRE        _____

Teacher/Staff Interest in Program        _____

Student Knowledge of CRE        _____

Student Interest in Program        _____

Money (for training, substitutes, etc.)   _____

Time (students and teachers
      can devote to training and
      program implementation)        _____

Access to Quality Trainers        _____

Access to Quality CRE Curricula        _____

Access to Evaluation Experts        _____

Links to Community CRE Programs   _____

Parent Knowledge of CRE        _____

Parent Interest in Program        _____

**For each resource that your rated below a "5", think about (1) how necessary this resource is for the program model you are using, and (2) what needs to be done to increase this resource.**

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# Chapter Two

# Why Evaluate Your Program?

Many of you know that program evaluation is a necessary and expected part of developing a conflict resolution education program. But, you may not have a clear understanding of what program evaluation is or how to go about it in a manner that will meet your needs and match your resources. This chapter addresses those introductory issues. We first review the basic notion of program evaluation and the two basic orientations to program evaluation: process evaluation and outcome evaluation. We explain and advocate an action research approach to evaluation that addresses both process and outcome concerns. Then, we talk about why it is important to do program evaluation. What value will the evaluation have for you?

## What is Evaluation?

Before explaining the steps involved in the general evaluation process, which we'll be doing in Chapter Three, it's useful to make a distinction between going through the planning process necessary to start a new conflict resolution education program in your school and assessing how a current program is operating or the effects it is having. The former activity is program planning and implementation. The latter activity is program evaluation.

Evaluation is a means of getting feedback for two general purposes: (1) to summarize the nature and impact of the program and (2) to change or alter the program to better serve the school.  When you use the evaluation information as a basis for change or improvement in the program, the links between program implementation and evaluation are clear. While the two processes may be distinct, they can be and often are used in conjunction. We feel strongly that it is important to use these processes together.

The program you end up with (and the impacts it has on your school) are due to the quality of decision-making used in choosing the program, the processes used to create the program, the effort expended to operate the program, and the events (usually unforeseen) that occurred in the larger environment while the program was put in place.

All of these are program implementation issues that must be appreciated in order to understand any outcomes of the program or to learn from best practices for future programs. Good program evaluation answers the questions of  "what happened?", "how did it happen?" and gives insights to "why did it happen?".  In order to know, or have evidence about why something happened--why a certain outcome was observed or not--you have to have information about the "whats" and "hows" of the program process. This is especially important if you are trying to avoid problems or failures in the next program implementation or want to increase the chances that successes will be forthcoming with  new generations of programs.

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# Two Orientations to Program Evaluation

Program evaluation is usually discussed in terms of process and/or outcome evaluation. Although we resist the temptation to treat these two processes as dichotomous, they are different in general focus. Process evaluation is concerned with the process of implementing the program and whether that process is enhancing or inhibiting the success of the program. Thus, good process evaluation tells the story of the program as it unfolds. It helps you focus on the techniques and events that made a difference-- whether for good or bad.

Process Evaluation

What are some of the processes that one might be interested in monitoring in conflict resolution education? Although the processes may differ depending upon the program model being used, all programs will have some concerns in the following areas.

*Assessment Process:* The more elaborate the program model the more complex the assessment process should be.

How well were the needs for the program assessed prior to program development and implementation?
Were key stakeholders identified?
Were all relevant voices heard?
Were needs clarified and well articulated?

*Planning Process:* Planning processes are critical to program success. Strategic planning insures that you are projecting difficulties and planning for them instead of being caught unaware.

What planning processes were used to identify program goals and objectives?
What planning processes were used to secure needed resources?
What planning processes were used to develop an implementation strategy?
Did planning consider how the program would be integrated into existing activities?
For more complex program models, did planning deal with problems of coordination between program components?

*Orientation Process:* Once the assessment and planning is completed, the program needs to be introduced to the teachers, staff and students at the school. In most cases, some of those people have already been involved in the assessment and planning process. But the orientation process is where the entire school community becomes informed about the program, its form and function, and its goals. Process evaluation can focus on how the orientation was accomplished. Research suggests that all too often programs are robbed of a chance at success because they are foisted on an unknowing and resistant staff or student body (Jones & Bodtker, 1999). Monitoring orientation processes help in tracking problems that often develop later in the program.

How extensive was the explanation of program content and purpose?
How was it presented?

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To whom was it presented and in what forum?
What processes, if any, were used to secure and assess the degree of resistance or commitment to the program?
How was feedback handled and suggestions for change negotiated?

*Selection Process:* This is the issue of who is chosen to directly participate in the conflict resolution education program and what the impact of those participation decisions are for the program and school.

Was participation in the program voluntary?
In peer mediation efforts, were students allowed to self-select as peer mediators or were students selected by others and expected to perform regardless of their individual desires?
In curriculum integration activities used in peaceable classroom or peaceable school models, how were students and/or classes selected?
Did teachers or students have a chance to refuse participation?
In whole-school/community models, how were community members and parents selected to participate?
What processes were used to recruit their participation and how well did these work?
Were interested parties not allowed to participate for some reason?

In addition to the decision to allow participation, process evaluation can help uncover and report the rationale for the selection decisions. What were the reasons for these decisions and how sound was the decision-making process that resulted in the rationale? Again, difficulties that surround issues of selection and participation often rear their heads later as the program develops. Poor handling of selection processes may plant seeds of destruction in an otherwise well-planned program.

*Training Process:* All conflict resolution education program models use some form of training. When the program emphasizes or is limited to a mediation component, the usual approach is to have outside trainers from a mediation organization provide training to the students who will serve as peer mediators and the staff who will help coordinate the project. When the program model involves teaching foundational abilities or conflict education curriculum in classrooms, the usual approach is the train-the-trainer model. Here, outside trainers or experts in the curriculum teach teachers how to instruct and work with them on lessons and lesson plans. In programs that involve parent and community members receiving training, the training process may use either or both of the above approaches. In all training processes there are questions about the nature of the training and the adequacy of the training.

How long did the training last?
Who delivered it?
Were the trainers qualified?
What kinds of pedagogical approaches were used?

What instructional or supporting materials were involved?
What was the quality of those materials?
What was student/staff/parent/community member reaction to the training?

***Program Implementation Process:*** Up to this point, all activity has been preparatory. Now, the school has been oriented, the participants have been selected, the training has taken place, and the program is ready to be implemented. The process of implementation itself differs considerably by program model.

In peer mediation programs the program implementation processes involve issues of program publicity, referral to mediation, utility of mediation, and linkage to other disciplinary activities. Process evaluation can look at how the program is publicized and with what effect.

What procedures are used to refer cases to mediation and how well are teachers, staff and students using the referral mechanisms?
How do issues of referral and publicity relate to how the program is used?
What processes are used to link mediation to other counseling or disciplinary actions in the school?
What happens if mediation is not successful; how is the dispute handled and how are those decisions made?
In curriculum integration models, process evaluation is especially important. It can explain how the curriculum was actually integrated in the classroom situation and the factors that influenced the integration process.

What curriculum is being used?
How was the curriculum selected and why?
What kind of training has been provided to help teachers use the curriculum in an ongoing manner?
How comfortable are teachers with using the curriculum?
What changes, if any, were made to the curriculum to better meet student needs?
How often is the curriculum being used?
Are teacher rewards or accountability structures linked to appropriate use of the curriculum?
How well are teachers using a team process to coordinate and orchestrate the activity across classes or grades?
How are students reacting to the curriculum?

In whole-school models, especially those that have multiple components and involve external and internal groups, process evaluation allows emphasis on program development and coordination. In terms of development, process evaluation helps you explain the stages that the school went through in developing and implementing the various components. Difficulties or successes in one stage can be linked to the progress in an other stage. Issues of coordination, especially when school programs involve a strong link to community, are particularly important to document.

How were parents coordinated into the program?

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How involved are parents being? Allowed to be?

What community members and organizations are involved?

What is the parents' and community members' understanding of their role in program?

How does the functioning of community CRE programs linked to the school efforts impact what can and is being done in the school (or by the students?)

In what ways did the interaction between community and school facilitate program success in each venue?

*Program Maintenance Process*: If a program is long-lasting it will have to face the issue of turnover in personnel and participants. Again, the more complex the program the more turnover opportunities exist and the more possibility there is that change can disrupt an effectively functioning program. In one study of peer mediation programs in a school district, 33% of administrators in the district left their positions during the two year evaluation period (Jones & Carlin, 1994). Not surprisingly, this degree of turnover was one of the most significant aspects of program success or failure. Schools who planned for the turnover in a manner that protected the program were able to weather the change. Unfortunately, many programs that had experienced excellent process in all other areas were destroyed when turnover issues were poorly handled. Some questions that can be asked of program maintenance include the following.

What is the degree of turnover that is experienced in the program?

How is the selection, initiation and orientation of new members or participants handled?

How are record keeping procedures used to maintain a working history and continuity of the program?

*Context/Environmental Factors*: No matter how well a school plans for and tries to oversee its conflict resolution education program, the reality is that the larger context or environment can influence what happens, sometimes beyond our control. When we talk about context or environment we recognize that there are multiple layers that could be considered. But for the purposes of process evaluation, we suggest attending to at least four.

The **school context** involves anything happening in the school that is outside the specific operation of the program. In some cases this could be a violent incident that arouses people's concerns and their interest in the program. It could be the loss of an important leader or administrator that raises uncertainty about the future for the program.

The **district context** involves changes at the level of the school district and how that impacts school activity. A simple example is the case of a labor action at the district level that affects teacher availability and willingness to participate in an activity like conflict resolution education.

The **community context** concerns the pressures and supports that are present in the surrounding neighborhood, community, or city in which the school is located. For

example, a city may be undergoing cultural or racial tensions that increase incidents of violence and raise awareness for the need for constructive conflict resolution. In that environment, school programs may experience a resurgence of support and resource allocation.

And finally, at the larger **societal level**, there may be events that achieve statewide or national visibility that impact a school program. Although the influence may be indirect, it is nonetheless present. We all remember the terrible shooting at Columbine High School in Littleton, Colorado. Following that incident, there was a strong increase in utility of and support for conflict resolution education efforts throughout the country. Similarly, when Attorney General Janet Reno proclaimed violence prevention and conflict resolution education a critical need in our schools, her support became a rallying cry that educators found effective for arguing for program development and expansion.

Outcome Evaluation

Outcome evaluation focuses on whether and to what extent specific, tangible goals and objectives established for the program are achieved. The emphasis is on the outcomes of the program and your ability to document them. Most of us are more familiar with this type of evaluation than process evaluation.

The crux of outcome evaluation is twofold: (1) to document what happened in terms of utility or frequency (as opposed to how it happened in process evaluation) and (2) to document what changed as a result of the program. In the first area of outcome evaluation, people attend to questions about the extent of involvement or activity. For example, how many students were actually trained? How many parents attended the workshop sessions? How many cases went to mediation? How many cases were resolved in mediation? How many times were student mediators linked with community mediators in community mediation situations?

In the second area of outcome evaluation, the notion of proving change requires that you have some way to compare what the situation was before the program with what happened during and/or after the program. Most of us are familiar with pre-test and post-test designs and the use of control groups that are necessary for this kind of outcome evaluation.

The types of outcomes that can be evaluated are as varied as the types of programs that exist. However, we can talk about six general kinds of outcomes that most programs are interested in at some level.

*Skills/Abilities Learned*: As mentioned in Chapter One, conflict resolution education has as a central focus the teaching of foundational abilities necessary for the enactment of constructive conflict management. Thus, outcome evaluation may focus on questions about how well children learned the skills of active listening, perspective-taking, empathic response, generation of alternatives, anger control, etc. How well do mediators learn the actual process of mediation? How well do parents learn the process of emotional coaching and anger management? The key is to clearly specify the skills and abilities that you are trying to teach in the program and to make sure that these are being evaluated in terms of how well the program developed these skills or abilities in participants.

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***Attitudes Changed:*** Many conflict educators are interested in helping students adopt more pro-social attitudes. Depending on the emphasis on social justice concerns, the degree to which a social justice orientation is developed through exposure to the conflict resolution education may be a critical outcome to be monitored. If the guiding motivation is violence prevention, the overriding outcome of concern may be attitudes toward violent and aggressive action or the tendency to make hostile attributions about another that escalate conflict destructively. For whole school programs, an outcome of interest is usually school climate, or the attitudes that teachers and students have about the school. Evaluators are often asked to document how school climate changes over the course of the program implementation.

***Behaviors Changed:*** Given the link between conflict resolution education and violence prevention efforts, an important outcome to be evaluated for many people is the degree to which violent behavior is decreased as a result of the program. How much less likely is a student to actually fight as a result of training? How many fewer suspensions or expulsions have occurred in the school since the program has been in effect? Have truancy rates dropped or increased? Are students using fewer disruptive behaviors in the classroom? Are teachers holding fewer disciplinary conferences with parents? Are students behaving more collaboratively in home or community settings?

***Program Utility:*** Questions of program utility have to do with the extent to which conflict processes taught have actually been used in the school. In many programs this is the most common form of outcome evaluation. As mentioned above, this focus often assesses how frequently mediation is used, by whom, and with what outcome. Program utility issues are most germane to mediation programs or to the mediation component in peaceable classroom or peaceable school models.

***Resources Created:*** Sometimes outcome evaluation can focus on resources that are created as a central or peripheral purpose of the conflict resolution education program. These resources fall into three categories: First, there are the **tangible economic** resources. For example, sometimes a program outcome is receiving a financial award based on effectiveness or securing additional funding for continued work. Second, there are the **instructional products**. Training manuals and instructional material developed or modified for use in the program can be seen as valuable outcomes. Finally, there are **relationships and infrastructures** that are formed. Especially in programs that link school and community efforts, an important area of outcome is how well the program helped develop relationships between the school and external partners that can serve as the foundation of a larger infrastructure for further programmatic development or expansion.

# *Worksheet 2.1 What Is the Focus of Your Evaluation?*

*If you already have a CRE program and have been doing some evaluation of it, answer the following questions:*

*Is your evaluation more focused on process or outcome? Why?*

*Process: In terms of process evaluation, which of the following have been or are being monitored? (Note the kinds of information being gathered in each)*

*Assessment:*

*Planning:*

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*Orientation:*

*Selection:*

*Training:*

*Program Implementation:*

*Program Maintenance:*

*Context/Environmental Factors:*

***Outcome:*** *In terms of outcome evaluation, which of the following have been or are being monitored? (Note the kinds of information being gathered in each).*

**Skills/Abilities Learned:**

**Attitudes Changed:**

**Behaviors Changed:**

**Program Utility:**

**Resources Created:**

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# *Worksheet 2.2        What Are Your Evaluation Needs?*

*Which of the following would you like to be evaluating? On a scale of 1-10 rate how important each of the following kinds of information are for you to have for your program. For everything you rate a "5" or higher, indicate the kinds of specific information you want to gather in this area:*

## *Process:*

*Assessment _____:*

*Planning        _____:*

*Orientation      _____:*

*Selection        _____:*

*Training        _____:*

*Program Implementation      _____:*

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*Program Maintenance* _____:

*Context/Environmental Factors* _____:

# *Outcome:*

*Skills/Abilities Learned* _____:

*Attitudes Changed* _____:

*Behaviors Changed* _____:

*Program Utility* _____:

*Resources Created* _____:

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# Summative or Action Research?

One of the decisions you will have to make concerns when and how to use the information gained from your program evaluation. Once again, there are two general approaches: (1) summative evaluation and (2) action research evaluation. Summative evaluation waits until the end of the evaluation period to report findings to the audience for evaluation. Action research evaluation assumes that information gained from the evaluation should be fed back to the program as a relatively immediate feedback mechanism that allows the program to be revised and altered in midstream in order to maximize performance (Carruthers, et al, 1996).

Both approaches have advantages. Summative evaluation is advantageous when the highest priority is to demonstrate the impact that the program had on certain outcomes and strong change indices are needed as evidence. For example, assume that you have gotten funding for the program on the condition that you can prove that the conflict education program can produce a 25% reduction in suspensions in an academic year. In this case, you may need to forego altering the program in mid-course in order to be able to assess, or "prove" impact due to the program. Action research evaluation is advantageous because it allows you to make improvements quickly that can prevent wasting resources and effort. Proponents of action research often argue that it makes little sense to know you are doing something wrong, but to continue to do it in order to be able to better document the degree of the problem. Realizing that schools are dynamic entities, action research allows you to monitor and adjust quickly.

Our orientation is that both summative and action-research evaluation are useful. The important point is that you know why you are selecting one or the other. And, it is imperative that you realize the kinds of information necessary to collect in one approach versus the other.

Finally, in an effort to escape the either-or nature of this discussion, we argue that a long-term evaluation process can include components of both summative and action-research evaluation. In the initial stages of the program, action research makes more sense. This allows you to monitor, tinker, and adjust until you have the program running at strength. At this point, it may make sense to use summative evaluation strategies for specific periods (say one to two academic years) to assess impact and change.

# Why Evaluate Your Conflict Resolution Education Program?

The main reason to do program evaluation is to see if the program works. But that is a deceptively simple statement. When you actually contemplate a program evaluation you assuming what "works" means and why it may be important to you. As you progress through this book and develop realistic assessments of your program evaluation needs and strategies, your purposes for evaluation will be tailored to your needs and hopes. But, as a general starting place, let's consider some of the typical reasons that program evaluation is wanted and warranted.

Because it is Mandated:

It is becoming increasingly common for school boards and external funders to require that programs be evaluated in order for them to be approved and funded. The federal government

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has recently mandated that schools receiving money from the Safe and Drug Free School areas must have a method of evaluating their program and present that plan in order to obtain funding. Many state and local agencies or private foundations are moving to a stronger stand on required evaluation. And, even when the resources for a program are not obtained externally, decision-makers are usually interested in having proof that the resources devoted to your conflict resolution education program were well spent.

While we believe that this is a good reason to evaluate your program, we believe that the other reasons suggested here are the motivation for these mandates. It makes sense to evaluate because it provides information that allows you to monitor a program to make sure it is operating as planned, to improve a program by identifying strengths and weaknesses, to expand a program in a strategically sound manner, and to secure additional resources for the continued support of the program.

Monitoring a Program to Make Sure It Is Operating As Planned:
When a school decides to implement a conflict resolution education effort, whether it is a peer mediation cadre program or a peaceable school initiative, there are needs that have been identified or goals that have been articulated. The program is developed to meet those needs or achieve those goals. One of the most compelling reasons to evaluate a program is to determine whether those needs have indeed been addressed or whether the goals have been achieved.

Assume that your elementary school started a program because there had been a sudden outbreak of fighting during recess and lunch. The need driving the program was to reduce the amount of fighting and the goal was to see at least a 50% reduction in physical altercations between students. Evaluating your program would examine, at least in part, the extent to which the conflict resolution education was related to the amount of fighting among students. In Chapter Five we discuss this process in more detail. Although it may seem simple, it is important to carefully consider goal setting for conflict resolution education programs and how that is linked to program evaluation that monitors the achievement of goals.

Improving a Program By Identifying Strengths and Weaknesses:
A second reason to do program evaluation is to be able to identify things that are working and things that are not in order to know what to repeat and what to fix. Sometimes we approach program evaluation with an eye for the negative, or the things that aren't what we'd like to see. It's important to remember that assessment of both strengths and weaknesses are helpful.

In terms of strengths, a program evaluation may show you that one reason you witnessed the hoped-for reduction in fighting was that teachers were very committed to the program and kept reinforcing the ideas to students whenever possible. Your program evaluation may suggest that some of the program effectiveness was due to the quality of assistance gained from outside trainers or the quality of their curriculum. By identifying these strengths you can decide how to maintain teacher commitment and enthusiasm or to retain the same trainers and curriculum as the program continues.

A good program evaluation will help you identify strengths that were expected as well as those that were not. Sometimes, the reasons a program works are unanticipated and program evaluation helps us recognize and perpetuate those. For example, in one middle school that implemented a whole school program, the school saw a very strong increase in school climate. The program evaluation showed that increase, but also helped identify the role that non-teaching assistants (NTAs) had on the increase. In this school, NTAs were parents or community members who volunteered to act as aids, hall monitors, lunchroom attendants, etc. The program evaluation found that the NTAs were talking very favorably about the conflict resolution education program to other parents and community members outside of the school. This support in turn, increased others' interest in the program and their complements to the teachers and administrators about the program. The teachers and staff felt appreciated and rewarded which increased their sense of importance and the general climate in the school. Prior to the program evaluation, the NTAs had not been identified as an important link in the overall effort. After the program evaluation, they were seen as a source of strength and a "best practice" of involving NTAs in training and program development was emphasized.

Recognizing weaknesses in a program is also important. First, knowing weaknesses allows you to decide whether and how to correct them and improve the program. Second, knowing where the weaknesses are helps you to plan for more effective programs in the future. And third, understanding where programs are in need of improvement may also explain why certain results that were hoped for were not obtained. In conflict resolution education, several studies have suggested that a common area of weakness for programs is a lack of administrative support (Jones & Bodtker, 1999; Lupton et al, 1996). Thus, when a high school in Colorado was implementing its curriculum integration model, the program evaluators knew that it was important to monitor the kinds of administrative support for the program and relate that to program success. Not surprisingly, the program evaluation revealed that a lack of administrative support led to a discontinuation of resources that ultimately undermined the program and kept it from achieving the goals of reducing teacher time devoted to classroom discipline rather than teaching.

But, just as with the investigation of strengths, not all weaknesses are recognized in advance. Program evaluation can be very helpful in uncovering previously unsuspected sources of difficulty. In some cases program evaluation finds that the training material or curriculum used, materials that had previously assumed to be high quality and appropriate for use, just do not meet the needs of students and staff. Perhaps the material is not sensitive to the cultural diversity in the school; or the training is not sensitive enough to the kinds of challenges the school faces in program implementation. In these examples, initial decisions about use of materials were based on the best available information at the time. Without program evaluation, the inability of the program to meet basic needs may have been attributed to the basic failure of the program approach or to the program staff and coordinators, but program evaluation enabled the identification of the real difficulty.

Expanding a Program:

Program expansion often follows an initially positive program evaluation. The program is expanded by introducing it into new schools if the effort is at a district level. Or, it can be expanded by adding more components to the program. For example, Bodine and Crawford (1998) talk about the progress trajectory that many programs have from a relatively small mediation program to some form of curriculum integration or whole-school initiative. They advocate the "start small and build slowly" approach rather than trying to do too much and failing to do any of it well.

Whenever program expansion is a possibility, and certainly when it is a goal, program evaluation provides a means of forecasting needs and planning for strengths. For example, program evaluation can provide a good estimate of the staff support necessary for maximum impact of the program. This information is crucial for effective planning and resource allocation in new programs.  If the role of NTAs has proven to be a strength of successful conflict resolution education efforts, strategic planning for new programs may first attend to shoring up the NTAs or encouraging their commitment to the program before implementation. Perhaps the program evaluation has suggested that students would get more from the experience if they had a foundational education at earlier grades. This is, in fact, one of the results of many evaluations of conflict resolution education that has led schools to add communication skills and emotional awareness training at early grade levels (say 1st or 2nd grade) in order to prepare students more effectively for participation in peer mediation when they are in grades 4, 5, or 6 (Jones & Brinkman, 1994).

In any expansion effort, whether in the same school or across schools, program evaluation provides the road map for success. It offers the opportunity to learn from previous mistakes, to preserve best practices, and to enhance the efficiency of the process.

Gaining Additional Resources:

People love a winner. An old maxim, but a true one when it comes to decisions about where to put already scarce resources. In education, there is little reason to throw good money after bad, especially when a lot of good programs vye for limited funding. Thus, one of the main reasons to do program evaluation is to make the strongest case for why you should continue to receive support for your efforts.

All decision-makers, from principals to superintendents, to program officers at external funding agencies, want to make sure that the resources they allocate will make a difference. If you have solid program evaluation you can provide this evidence and prove that you have the competence to continue overseeing the processes and outcomes of the conflict resolution education program.

Your program evaluation also makes it easier for these decision-makers to compare programs in terms of efficacy and efficiency. Often, administrators are asked to solve a problem but are presented with a dizzying array of options to do so. This is particularly true when the problems to be solved touch on issues of social development and violence prevention as mentioned in Chapter One. How can you help a decision-maker realize that they will help

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achieve more by going for your conflict resolution education program than an alternative touted to address the same issues with the same or superior impact? A quality program evaluation serves all of the purposes mentioned earlier and significantly increases the chances for securing additional resources to continue your work.

## Worksheet 2.3        Why Evaluate Your Program

*What is Your Motivation? Rate each of the following on a scale of 1-10 in terms*

*of how much this is motivating you to evaluate your program.*

**Because it is Mandated**        _____

**Monitoring a Program**        _____

**Improving a Program**        _____

**Expanding a Program**        _____

**Gaining Additional Resources**        _____

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# Chapter Three
# The Steps of Evaluation

This chapter presents basic steps of evaluation and how they are related to each other. The general framework provides the basis for the subsequent chapters in this manual.

There are six basic steps to an effective evaluation of your conflict resolution education program: (1) assessing your needs (and whether your program fits those needs), (2) setting your goals, (3) deciding what to look for, (4) getting what you look for, (5) making sense of what you see, and (6) letting others know what you found. Together they may seem daunting, but taken step-by-step you will find the evaluation task both logical and manageable -- hopefully, even enjoyable. In Chapter Four we'll discuss the first two steps – assessing your needs and setting your goals. In Chapter Five we'll discuss the next two steps – deciding what to look for and getting what you look for. And in Chapter Six we'll talk about the last two steps – making sense of what you see and letting others know what you found. Then, in the Appendices, we provide you with a number of actual instruments and measures you can use in your programs.

## Step 1: Assessing Your Needs

The first step in deciding whether to implement a program is determining what you hope or expect to get from the endeavor. For instance, if you're thinking about instituting a new program at your school, you need to ask what you want or need the program to do. Or, put another way, what is wrong with the current state of affairs? Similarly, if your goal is to evaluate

an existing program, what type of information do you need to get from the evaluation? What do you plan on doing with the information once you've obtained it? Asking these questions helps distinguish between the actual needs driving the program and people's desires for program outcomes. Identifying program needs is the starting place. It allows you to develop a general scope and trajectory of the project, so that you can narrow, refine and develop specific goals.

There are two key sets of issues to address when determining the needs for a program as well as for program evaluation: **who are the stakeholders** and **what are your resources**? Chapter Four deals with each of these issues fully.

Stakeholders are people who have an interest in the program. They may be people who will be involved in the day-to-day implementation and operation, or people who will be affected by the program, or people who feel they have a connection or link with the school and an interest in its activities. In a school, the most common stakeholders are the school members -- the administration, staff, students, and parents. The success or lack of success of a conflict resolution education program will affect each of these groups, so their needs and expectations should be considered in the planning phase. In addition, there are stakeholders outside the school. There may be community businesses that are impacted by an after-school program for youth. The local police may have an interest in the link between the program and truancy levels. The district

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administration will certainly have an interest in the program in terms of justifying resources and assessing best practices that may be used to help other schools.

Knowing who the stakeholders are allows you to identify their interests and design the conflict resolution education program in a responsive and responsible fashion. Ask yourself these questions. Have all stakeholders had the opportunity to voice their needs about the program? If not, how can you give them this opportunity? What kinds of information about the program operation and impact will be useful for each stakeholder audience? Are there potential or inherent conflicts between the different audiences? If so, how do you reconcile those?

Most of us working in school systems are well aware that resources are usually scarce and there are many in need of those that exist. Resource considerations play an integral role in a conflict resolution education program and its evaluation. Effective programs require adequate resources. It is important to identify resource needs during the planning process and to revisit them as the program gets underway. As we discuss in Chapter Four, there are many questions related to resources. Do you have the skills and expertise necessary to conduct all stages of the evaluation process? Are there funds available to contract out services you need assistance with? Are there enough people to carry out each of the tasks involved? When is the information from the evaluation needed?

# Step 2: Setting Your Goals

Once you have queried the stakeholders, you should have a good sense of the range of interests and needs you are dealing with. From these you will develop more specific goals and objectives. It is important to realize that rarely can a conflict resolution education effort meet all of the needs of all of the stakeholders identified. So, prioritizing those needs and interests is critical. It allows you to be very clear to stakeholders about what is possible and important, and thus, enables you to manage expectations from the beginning. Keep in mind that satisfaction is more a function of whether expectations are met than whether unforeseen outcomes are achieved.

Working from a well-articulated and prioritized set of needs and interests, you can develop specific goals and objectives. While goals are the hoped for outcome or result, objectives are the specific actions taken to achieve the goal.

And, as we discussed in Chapter One, understanding your goals will help you select a program model. In that chapter we talked about some basic goals like developing foundational abilities in students, improving classroom management, or improving school climate.

There is a strong relationship between goals for the program and goals for the program evaluation. At the heart of the program evaluation is the need to demonstrate whether the effort expended has been valuable. Value is defined in any situation, at least in part, by the extent to which goals and needs have been met. Thus, a good program evaluation attends to the goals for the program. But, in addition, there are goals for the evaluation itself. These goals have to do

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with the questions of utility of the evaluation--why are you doing the evaluation and how do you hope to use the information from the evaluation?

If you are engaged in a long-term program implementation and evaluation process, you will also need to monitor your goals and decide whether they are stable or are changing as events unfold. In most program evaluation, even that considered summative and outcome based, there is a realization that information from the evaluation process is part of a larger whole. Your goals for the program may change, necessitating a change in goals for the evaluation. Your information about program success or failure may suggest other questions about program efficacy that develop into new goals for the evaluation.

# Step 3: Deciding What to Look For

Measurement in research, whether it is traditional research or evaluation research, is very important because the measures we use to document something dictate what we will be able to say about it. Measurement is one of the basic tools of the researcher. If we select the right tool for the right job, we will have confidence in the quality of the overall product. But, if we mistakenly use measures that are inappropriate for our needs, we will have little to say and much to justify in terms of wasted resources.

Chapter Five discusses the importance of deciding what you will look for in your program evaluation and how to insure that you are using the most appropriate measures for your goals. It helps you think through what kinds of information will prove your case or satisfy the documentation of your goal. Once you know what will count as effective proof, you can review the variety of measures available for use.

Perhaps the most fundamental distinction is between qualitative and quantitative measures. Qualitative measures produce qualitative data, which is information that is not expressed in numerical form. Quantitative measures produce quantitative data, or information that is expressed in numerical form. As Chapter Five describes, the relative advantage of qualitative data is the richness of information provided. Narrative, quotes, statements of concern, are much richer in their ability to portray a reality and illustrate a concern than a number. But, quantitative data has the relative advantage of comparability. You can do many things with numerical expressions, like find averages and monitor the amount of relative change over time, that you cannot do with qualitative data. Quantitative data also provides more ability to compare responses or scores across large groups of people. While thematic comparison among people is possible with qualitative measures, the comparison is quite limited in number and the exactness of the comparison.

There are a number of qualitative measures that yield valuable information: documents or written text, observation of behavior and interaction, and interviewing. Each of these has been used effectively in program evaluation, usually with an emphasis on process concerns. Similarly,

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there are a variety of quantitative measures and scaling methods that are available for use: quantitative content analysis of behavior, survey questionnaires with closed-ended questions, and paper and pencil measures of attitudes, tests of ability, etc. Given the ability of quantitative measurement to provide exact comparisons and change indications, it is reasonable that much outcome evaluation research relies heavily on quantitative data of some sort.

## Step 4: Getting What You Look For

Choosing the right measure does not guarantee that the measure will be used appropriately. I can buy a wonderful chainsaw to cut down a tree, but if I don't know how to operate it, I might as well have bought an ax.  This step in evaluation research requires that you assess the best ways to use the measure you have chosen and, if necessary, adjust its use to your research context.

Chapter Five talks about the ways to insure that measures are used appropriately. Basic concerns about data collection and design are introduced.  A simple discussion of reliability and validity is presented. For both qualitative and quantitative measures, it is important that you know the measure is truly measuring what it purports to measure (the issue of validity) and that it measures it consistently and accurately (the issue of reliability).

The appropriate use of measures is much easier in the laboratory than in the real world. An important topic of discussion for this step is the reality of using measures with children and ways to guard against poor data and frustrated students. When children are involved in your program evaluation, measures need to be modified to insure they are appropriate for this age group.

## Step 5: Making Sense of What You See

One of the most daunting aspects for a novice evaluator is the prospect of having amassed a great deal of information, or data, without the sense of how to analyze it effectively. And, most research is presented in a way that seems to shroud data in mystery. But, the truth is that data analysis is only the process of identifying facts that are used to build an argument

The fifth step in the process of program evaluation is to analyze the data in order to make sense of what you have gathered from qualitative and quantitative measures. Luckily, you can do basic data analysis without a lot of sophisticated training. You can say a great deal without spending years poring over texts or without being a statistical wizard. In Chapter Six we talk briefly about how to analyze data.

Analyzing qualitative data is primarily a task of interpretation. If you have conducted interviews, observed behaviors, or collected documents, you have a great deal of text that you need to inductively identify a coherent set of themes or insights. The process of induction means that you start by noticing specific, individual insights; then you recognize patterns of insights or themes in the data. Yet, each form of qualitative data presents its own challenges. Interviews,

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even when standardized, may differ in terms of questions asked and information given. These nuances need to be appreciated when drawing comparisons across interviews. Observed behavior, especially nonverbal behavior, must be interpreted in a manner as close to the person's intent as possible. Sometimes this means that you have to be very sensitive to the context in which the behavior occurred in order to make an accurate interpretation. And documents, especially organizational ones, need to be analyzed in terms of the content of the document and the possible interpretations of that content.

The process of analyzing quantitative data is a task of data reduction and statistical manipulation. In most program evaluation research, statistical analyses fall into three general categories. First, there are reports of basic descriptive data. These statistics tell you how much of something occurred or was displayed. Second, there are data that show a relationship between things. For example, you may use statistical analyses that show a relationship between the satisfaction with mediation training and the number of cases mediated in a year. Finally, there are statistics that allow you to draw conclusions about differences between groups. For example, analyses may indicate that students who received conflict curriculum integrated into regular classroom settings had a greater increase in perspective-taking skills than students who were trained in after school programs.

## Step 6: Letting Others Know What You Found

Your research is a valuable thing. You have planned it carefully. You have worked diligently to collect the right kinds of data from the right kinds of people. Hours have been spent analyzing data and making sense of your findings. You have something to say to all of the stakeholders who you considered at the very beginning stages of this evaluation research. Your research deserves a decent presentation.

Unfortunately, most evaluation research is not presented well. In fact, often research findings are presented in such a complex manner that the reader is actually discouraged from trying to understand the information. Why?

The most common problem is that the research is presented without a sense of who the audience is and how they may use the information from the research. Before writing a research report, you should review the various audiences that will receive the report and ask yourself two questions about each audience: (1) what information is valuable to them?, and (2) how can I summarize that information in the most effective way? Since some of your audiences will be stakeholders, your earlier efforts at identifying stakeholders and their goals for an evaluation will enable you to answer the first question. For audiences that are not stakeholders, you may want to talk with others who have written reports that were favorably received by that group, or look at sample reports to see the variety sent to that audience.

The issue of presenting valuable information in the most effective way means that you should consider the form of evidence that is most persuasive. For some audiences, statistical

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results are the most persuasive evidence that impact occurred. For example, say you are writing your report to a funder who has made clear their interest in traditional scientific documentation of program effects. You would want to concentrate on providing figures in a way that works. That may be creative use of table, charts, and illustrations that bring the statistics to life. However, assume you are presenting your findings to an audience of parents. Perhaps the evidence that is most compelling to them is the narratives provided by children like their own of why the program made a difference in their lives. If you are preparing your report for this audience, a judicious use of quotes and personal stories will be far more persuasive than graphs and statistics.

Finally, it is also important to think about how to disseminate the information once the analysis and report or summary is ready. How can you let people know that your information is available?

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# Chapter Four
# Assessing Your Needs and Setting Goals

*A fight breaks out at the local high school between several boys. The talk around school and town is that the fight was over some gym clothes that were allegedly stolen. The boys are immediately suspended from school by the vice principal in charge of discipline. You pause and ask yourself - do we need a conflict resolution education program?*

*A couple of teachers are talking in the teachers' lounge. They are discussing a group of fifth grade girls who have essentially taken over the playground and are bullying the smaller children. One of them asks the question - do you think we need a conflict resolution program?*

*A teacher friend confides to you that he is always having problems maintaining classroom discipline. There are one or two children who are incessantly fighting with each other which then wreaks havoc on the rest of the class. Your friend asks you if you think his class would benefit from conflict resolution training.*

Hundreds of scenarios like the ones above are played out every day in schools and communities across the land. Conflict resolution education may be appropriate for all of the above situations, but would the cost of training and development of a conflict resolution education program be worth it?  How badly is the program needed and how can we choose the right program for the situation?

Given the real costs in training, materials, and personnel for a conflict resolution education program, we are of the opinion that before one invests there ought to be a determination of the needs and benefits of such a program for your school.How do you know if your school needs a conflict resolution education program? What could you expect as benefits of the program? And, how do you know which program model will best deliver those benefits and meet your needs? In this chapter we'll discuss how to conduct a needs assessment as the initial step in effective program planning and we'll talk about how needs assessment for the program is related to the needs assessment for an evaluation.

## Assessing Needs for the CRE Program

Why do we need this program?
A need is a necessity, something that is essential to life. Wants differ from needs in that a want is something that is desirable but not necessary. While it may add to the quality of life, it is not essential for the continuation of life.

For many people, conflict resolution education is a means to fulfill the needs of safety. One of the Education 2000 goals is to create a safe and drug free environment in each school.

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The development of this goal was based on the felt need that children cannot learn when they feel threatened or are subjected to hostile and intimidating environments. For them, conflict resolution education programs that help create a safe learning environment are high priority needs. Others have argued that conflict resolution education can fulfill other needs on the hierarchy, or at least contribute to their fulfillment. For example, conflict resolution education programs may increase students' self-esteem (Johnson & Johnson, 1996) and help them in developing and maintaining healthy relationships (French & Underwood, 1995).

One of the reasons it is important to assess your needs for a conflict resolution education program is that needs are motivating forces that ultimately influence expectations and define success. If you understand what your needs are, you are empowered to select interventions that have a higher chance of addressing them and you will be more motivated to implement the intervention. Assessing your needs for the program and for program evaluation involves answering several questions including the following. Who are "we"? What are our need or concerns? What information do we have to support our assumptions and plans? What resources do we have available?

Who are "we"?

When you think about your conflict resolution program and the needs it may address, it is very important to think carefully about who are the stakeholders in the program. Stakeholders are the "we" whose needs are being addressed by the program; people who have an interest in developing and delivering the program. As a result, stakeholders are the people who should be most directly involved in decisions about the program.

For a school-based conflict resolution education program, stakeholders would include the students, teachers, aids, staff, administrators, parents--just about everyone involved in the day to day life of the school. In addition, there may be stakeholders outside the school like the people who provide the conflict resolution training or the funders for the program. Often, community members who are not involved with school activities on a daily basis, still see the health of the school as integral to the health of the surrounding community. They have a vested interest in programs that improve the school and, by relationship, the community. These people may include members of the local police department, business news agencies, and civic organizations.

Once you have identified key stakeholders, your task is to decide who should be given the opportunity to voice their needs and have those needs influence the design and implementation of the conflict resolution education program. A good rule of thumb is to give priority to stakeholders who will be most closely involved with the daily operation of the program (e.g., teachers, students, parents). Yet, you should not ignore others. Their input may be very constructive. Attending to it can not only improve the program design, but can also increase the larger support for the program that may spell the difference when trying to find external resources.

What are our needs and concerns?

In order to determine whether you need a conflict resolution education program you have to consider the available information, the quality of the information, and additional information

you can obtain to make the most informed decision. Once the major stakeholders are identified you can include them as valuable information resources. A good place to start is to formalize our understanding of stakeholders' perceptions and interests by surveying and/or interviewing the stakeholders.

A survey is a written questionnaire that allows you to have people permanently record their comments for later analysis. In needs assessment, the general approach is to use fairly open-ended questions and to keep the length of the survey brief. The purpose is not to find out everything the stakeholder thinks about these issues, but to identify the significant concerns and goals that would indicate directions for action and their motivation to help in the effort. Some sample questions that you may want to include on a basic survey of your stakeholders are the following:

> What kinds of conflicts are occurring that need attention?
> How common are these conflicts?
> Who tends to be involved in these conflicts?
> How are conflicts usually dealt with?
> Why does the school need a conflict resolution education program?
> What would you like to see such a progress accomplish? What are your goals for the program?
> What are your concerns about having this kind of program?
> Who should we talk to in order to get their input before proceeding with the development of such a program?
> How interested are you in participating in the development and implementation of a conflict resolution education program?

Remember that a sound needs assessment has depth and breadth, but should not be an overwhelming experience. If you believe you have identified important stakeholders; have considered whose voices are most important; and have developed a means of accessing input from a small, representative portion of that group; you will probably have a decent summary of the perceived needs, interests, concerns, and goals. Just as important, you will have used a participatory process that reinforces your respect for and attempt to be collaborative with the stakeholders.

What information do we have to support our assumptions and plans?
Sometimes, even after talking with stakeholders, you feel the need for more information about the nature and degree of a need to be addressed and you often have questions about what options exist for best handling the situation. In such cases, there are three additional sources of information you should consider: archival data, conflict experts, and other educators who have been involved in conflict resolution education.

**Archival data** are documents produced by the school or the school district that provide context and information on the nature of conflicts in the school and how they have been dealt with. There are several types of archival data that may be valuable for you:

*Current school discipline and code of conduct policies:* Why should this be investigated? Your school may already have a policy mechanism in place for dealing with conflict. It may be that the current policy already emphasizes conflict management processes and orientations that you would hope to have in a conflict resolution education program (such as the notions of due process, confidentiality, fairness, and use of an appeals process). Review the school discipline policy or code of conduct and determine what the consequences are for behaviors such as fighting, stealing, lying, and harassment. Are consequences clearly articulated? Are conflict management procedures clearly explained? Do those procedures include options for things like mediation? If there is no clearly articulated policy then it may be a good idea to with stakeholders to create one that can be used in conjunction with the conflict resolution education effort.

*Employee or student handbooks:* Each teacher is hopefully equipped with a current employee handbook with guidelines regarding student discipline. The handbooks also should have information on procedures used in due process of a student/teacher conflict as well as a teacher/teacher, teacher/parent and teacher/administration conflict.

*School demographics or report data:* Many schools actually create a report with demographics about the student population, administrators, faculty, and staff, resources, average daily attendance, academic performance, etc. These reports are very helpful because they allow you to see at a glance the make-up of he school. Knowing things like the race and ethnicity, socio-economic status, and gender make-up of the student body can help you decide the type of program that will best meet the needs of the student population. Knowing the staff and teacher turnover rate at the school will help you think about issues of program longevity and how to plan for it. Knowledge about achievement test scores will help you select a program and materials that are academically appropriate for the students. These reports can also give you a good idea about resource allocations. Sometimes reports include library expenditures, teaching assistants available and how they are allocated in the school, etc.

*Discipline referrals:* Discipline referrals are an excellent source of information about the type and frequency of problem behaviors and how they are being dealt with. These referrals can also help determine who is committing the offensive behavior; information that may help target participants for the conflict resolution education program. From our own research we know that in the schools we studied, more than 80% of the discipline problems were produced by less than 20% of the student population.

**Conflict experts** are an invaluable resource. While there are a variety of options, we'll mention two: local training organizations and state or national organizations.

*Training organizations:* A very good place to start is the training organizations that usually provide the training for conflict resolution education programs. While some may have a vested interest in selling you a program, most of these people are dedicated professionals who believe in conflict resolution education and want the program to succeed. They have experience with schools that have poorly implemented programs and

have paid the price. And, in most cases, the conflict professionals want to help you avoid making the same mistakes.

***State or national organizations:*** In the Appendices, there a several state and national associations listed that provide information about conflict resolution education and related activities. Most of these organizations have wonderful materials that explain the ins and outs of developing a successful program.

**Fellow educators** who have had experience with conflict resolution education programs, are another important resource. They can help you learn from their experience. If they work in the same district they will also have much better information about the process of securing support for the program.

What resources do we have available for this program?

Let's say that you have decided there is a pressing need for a conflict resolution education program. You feel fairly certain that you know the kind of program that would meet your need. Now you face the question of whether there are adequate resources to begin program development or implementation. Consider the availability of the following:

***Commitment of Stakeholders***: You should have at least a majority of stakeholders who have expressed a strong commitment to actively supporting the program. Conversely, if you anticipate active resistance to the program from more than 5-10% of stakeholders, you do not have adequate backing to begin.

***Conflict Resolution Education Experts***: Do you have access to training organizations and experts in the area who can provide training and program implementation guidance?

***Staffing***: Do you have people in the school who are willing to act as program coordinators. Usually you should have a site leadership team of 4-8 people. In the best situations they should be given paid release time for this work. But, in reality, many program coordinators donate their efforts on top of their regular work load. Ideally, this person should have at least a quarter time release for program coordination.

***Money:*** Do you have the money to pay for training support, to buy curriculum, instructional materials, and small incentives for the students (t-shirts, publicity materials, pizzas for after school meetings, etc.)?

***Time:*** Given the demands being placed on schools today, such as state proficiency testing, you may find your school schedule does not allow for any additional programs at this time.

***Space:*** Do you have space to use for training, for meetings, for mediation sessions if your program has a mediation component?

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*SCHOOL CONFLICT MANAGEMENT: A Comprehensive Approach*

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# Assessing Needs for Your Program Evaluation

In many ways, assessing the need for an evaluation is similar to assessing the need for a conflict resolution education program. As we have discussed in Chapter Two, there are different approaches to program evaluation.

The type of evaluation you can do will depend upon your goals for the evaluation and the resources you have available. In fact, the assessment process for program evaluation parallels the basic questions for the assessment process for program implementation. You need to determine who the stakeholders that have a concern about evaluation are, what the concerns or goals are for the evaluation, what information is available to you, and what resources you have available to conduct the evaluation.

<u>Who are "we"?: Stakeholders in the evaluation</u>

When we talk about stakeholders in the evaluation, we mean people who are interested in and effected by the evaluation process. In most cases, the stakeholders for the program are also going to be stakeholders in the evaluation process since the evaluation is a component of the program. But it is short-sighted to think of these as the only stakeholders. Given the nature of program evaluation, there are others who should be considered.

> ***External Evaluators***: Many programs enlist the aid of external evaluators. These people may be wholly or partially responsible for conducting the evaluation; usually working with you on evaluation design, data collection, data analysis and/or report preparation. They are usually research professionals employed by the school district or from area universities. They have an interest in the evaluation quality, wanting to make sure that their work is a high quality, accurate, and objective assessment of the program.

> ***Funders:*** As indicated earlier, many conflict resolution education programs are funded by private foundations and state or federal agencies. Funders often have strong expectations for what constitutes quality program evaluation. It is very important that you dialogue with funders to determine what their expectations are.

> ***Other Educators:*** Often, educators are interested in what research can tell us about program efficacy, even if they are not involved in the program. They can use this information to make decisions about what kinds of programs to consider and what kinds of benefits can be expected.

The stakeholders mentioned earlier in the program implementation section, and these additional stakeholders, should be identified before the evaluation is planned. There is often an overlap between the information obtained from them on program design and the information obtained from them on evaluation.

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# What Are the Goals for the Evaluation?

First, it is very important that you ask stakeholders what kind of information they would consider valuable from a program evaluation. This is one way of identifying goals for the evaluation. If stakeholders feel strongly that they want detailed process information about how certain conflict education curricula were integrated into ongoing language arts classes, they have implicitly indicated an evaluation goal.

Second, it is critical that you connect the goals for the evaluation with evaluation design. If the goals are to prove that the program reduced violence by a certain percent, then the evaluation design must be able to provide change-based data that enables a comparison of impact on violence to be made. Goals also impact decisions on measurement, sampling, etc. Your evaluation goals are the conceptual guide to the evaluation research process.

Third, you must realize that there is likely to be disagreement among stakeholders about what the evaluation goals should be. In our experience, we often work with schools in which administrators, teachers, students, parents, and funders all want different things from the evaluation. We will provide specific examples in the next chapter and talk about how important it is to negotiate the evaluation goals up front.

Fourth, realize that, just as conditions change, so will the evaluation goals. Especially in long term projects, most program evaluation balances the needs to be responsive and summative at some level.

## What information is available?

When you are planning your program evaluation, consider the extent to which you have available information about related research in the area. In many cases evaluators may spend time and energy re-inventing the wheel because they are not aware of other research or program evaluation that has been done. For example, say your school wants to use a training curriculum that has not been used in the school before. Some stakeholders may have a strong interest in having program evaluation that assesses the students reactions to this curriculum. Before deciding to devote energy to this task, see whether other schools in your district, or other schools with similar student populations, have used this curriculum and reported on student satisfaction. In many cases, questions have already been answered, relieving you of the responsibility to repeat the effort. That will free you to spend resources on questions that are important and unanswered.

You should also find out whether information is available or can be made available to assess program impact. For example, if you are interested in seeing whether the conflict resolution education program reduced violence significantly you will need to have baseline data of violence before the program begins. Do you know whether the school or district keeps this data on hand? In some cases you will be surprised to learn how little data of this kind is systematically kept. Without that baseline information, what will you be able to say about the degree of impact from your program?

And, even if certain information is kept, it may not be available to you for reasons of policy and student privacy. Many evaluators have expressed interest in monitoring the effects of conflict resolution education programs on academic progress, standardized test scores, and juvenile delinquency, only to learn that access to some or all of this kind of information is prohibited to anyone who is not an administrator of the school district. Although there are exceptions to this information protection policy, it behooves you to find out what information you will and will not have access to.

<u>What resources do we have available for this evaluation?</u>
Program evaluation can be a major undertaking or a streamlined affair depending on your goals and resources. When considering resources, pay attention to the following:

*Commitment of Stakeholders*: Now we are talking about the willingness of the stakeholders to participate in program evaluation processes. This may seem a given, but anyone who has done program evaluation can tell you it is one of the most difficult factors. The reality is that people get busy or do not provide you with the information they once promised--information that is critical to your program evaluation. In the needs assessment, talk with stakeholders very honestly about the kinds of support they will give, the kinds of information they will provide and the consequences of not getting it. If stakeholders are reluctant initially, you can almost be certain they will not be cooperative when you need the information.

*Program Evaluation Experts*: Do you have access to program evaluation experts who can serve as mentors or guides during your initial program evaluation experiences? Often area universities or school districts have people on staff with this expertise. However, you will probably have to pay them for their efforts. One of the reasons we have written this book is to reduce your reliance on external experts. But, realistically, we know that most of you will require some personal guidance, at least initially. Once you have completed an evaluation of your program, you will feel more comfortable evaluating programs unaided.

*Staffing*: Do you have people in the school who are willing to act as program evaluators? This can be more time consuming than expected. Do you have people who can help prepare surveys, collect data, record data, read reports, analyze data, and write reports? The need for clerical kinds of support is more pronounced in process evaluation than outcome evaluation. But the need for expert aid is more pronounced in outcome evaluation.

*Money:* Do you have the money to pay for research support, office supplies, copying costs, etc.?

*Time:* Do you have the time to do the evaluation? Does the school staff have time to devote to it? Do teachers have time to allow data collection in their classes?

Technology: If you are doing statistical analyses, or are planning on using graphs in your report, do you have the necessary computer software?

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# *Worksheet 4.1*          *Assessment Worksheet*

## *PROGRAM IMPLEMENTATION*          *EVALUATION*

*Who are the stakeholders?*          *Who are the stakeholders?*

*What are their program goals?*          *What are their evaluation goals?*

*What information is available?*          *What information is available?*

*(archival, experts, educators?)*

*What resources are available?*          *What resources are available?*

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# Chapter Five

# Deciding What to Look for
# and
# Making Sure You Get It

In the last chapter you did the important work of developing your goals and objectives for undertaking the evaluation. Nothing is more critical than having well defined statements of objectives, for they suggest what needs to be looked at and what will "count" as information valuable to the stakeholders. Put another way, your objectives determine what types of data you will need to collect, and the type of data you need determines, in part, what kind of method you will use to get it. In this chapter, we discuss measurement and basic methodology, or the way you go about collecting your information.

It's difficult not to get caught up in the terminology when discussing these things and the trick is to not let the jargon confuse you. So, here's a simple analogy to show you how all of these terms (goals, objectives, methods) are related. Let's say you and your partner have the goal (desire) of having an fun and elegant dinner party. In discussing what you mean by "fun" and "elegant," you help define your objectives for the party. Perhaps you decide that you want gourmet cuisine, which is elegant, but you don't want to have a formal sit-down dinner, which you consider stuffy (not fun). Pretend also that you decide you want to have lively music that people can dance to, but you don't want it to be overbearing so that guests can't hold conversations.

We could go on and on about the various details (objectives) of the party, but you probably get the gist of how objectives and goals fit together; the objectives are the more specific consequences you want to have happen. The way that methods and objectives relate is like thinking about how you would make the things happen the way you want them (your stated objectives) for your party. Since you want gourmet cuisine, this (generally speaking) rules out getting take-out from a fast food joint, pizza delivered, micro-waved leftovers, or squirt cheese from a can and crackers. However, it still leaves a number of other options open: you could have it catered by a restaurant or private catering company; you may know how to cook well yourselves and take time off to do the preparations; or you may have friends that are gourmet cooks and you could enlist their help. These possibilities are the different methods (ways) you could go about achieving your objectives and goals.

While this is not a perfect analogy, we hope you can see how all of these terms relate to one another. More importantly, we hope that you see why you need to go through this process systematically. Most of us would not want to have oysters Rockefeller and then plan a party around it. Though such a decision certainly does not have the same catastrophic potential as

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planning an evaluation around a method of measurement, we hope we have made the point clearly.

# What is Measurement and Why is it Important?

Measurement involves applying some standard (e.g., a number or a label) to some phenomenon in order to give it meaning.  The importance of doing this is that it makes it possible to compare it to other phenomena or to evaluate it in some way.  For instance, by identifying qualities or features that we can label or subject some standard to, we can say that a thing is similar to or different from, greater than or less than, and in some cases, better than or worse than, some other thing.

In daily life, we measure all sorts of things with all sorts of metrics or standards.  We measure our weight in pounds (lbs.), our height in feet and inches, our houses in square feet, our real estate in acres, our roads in miles and so on.  These are all numeric metrics, if you will; they have precise boundaries or agreed upon parameters. Understanding body weight and height, house or property size, or distance in these terms allows us to mentally compare two boxers, two potential homes, or which restaurant we can get to quickest.

We also measure things according to other non-numeric standards.  For instance, we measure "beauty" according to what we consider "beautiful" in our culture (and over the centuries this has changed); we measure "kindness" by a combination of assessing charitable acts, sincerity, and intention; we measure "antisocial-ness" by comparing a person's behavior with what we consider "normal" social behavior in our society.

This second set of measurements may seem more like judgments or interpretations.  And, they are. But they are not merely idle interpretations. We interpret behavior by assessing that behavior with regard to the socially agreed-upon standards we have learned from our culture. That these have less definite boundaries than the standards we accept for the inch and the mile does not make them less powerful, less useful or less ubiquitous. Indeed, most of our social life and social order is based upon these types of measurements. Their lack of specific borders doesn't make them less valid, only more difficult to pin down and agree upon at times (and this issue becomes very important when you are arguing with various stakeholders about what constitutes a successful program!).

When we talk about measures, we are talking about the ways (the techniques, the methods) one goes about collecting measurements of things of interest. The collected measurements then become data which are analyzed and interpreted.  The confusing part is that qualitative and quantitative are applied to both processes. Data collection (and measurement) can be qualitative or quantitative in nature, and data analysis can be qualitative or quantitative. In other words, how data (information) is collected does not necessarily render it qualitative or quantitative. Rather, it is how the information is used -coded and analyzed - that renders it qualitative or quantitative.

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For example, a novel could be considered data. You could read the novel, identify themes within it, and reach certain conclusions about the author, the time period in which it took place, or the state of society.  Or, you could count the number of times sexual images or issues are declared in relation to the length of the novel, and reach the conclusion that it be considered obscene due to the high percentage sexual content. The first type of analysis would be considered qualitative because it is based upon my interpretation and labeling of the themes that emerge from the text.  The latter would be considered quantitative analysis-not because it doesn't contain interpretation, rather because it involves turning interpretive information into quantitative (numeric) data that can then be subjected to statistical analysis.

Depending upon whom you talk to, one type of analysis is more valued than the other type of analysis. Our position is that both types of data measurement and analyses are important and useful, each with their own strengths and weaknesses. We discuss specific qualitative and quantitative methods of data collection or measurement next.

# Examples of Measures

Qualitative Measures

# The Interview

There are several different types of interviews and interviewing styles; most involve the querying of one or more persons by another person or persons in a face-to-face setting.  However interviews can also take place over the phone or via e-mail.  Furthermore, interviews can be formal and structured or casual and spontaneous, and each can provide information useful to evaluation.  We'll briefly overview two types of interviews and their best uses, discuss logistical concerns and finish with some of the pros and cons of each.

> **Structured interview.** This type of interview is basically the same thing as a written, closed-ended questionnaire with a set of limited response options, but is read to the respondents by an interviewer who uses a tally sheet to record responses. The interviewer tries not to vary the way they ask the questions of each participant, and does not elaborate or improvise the questions. The goal in doing the interview in this way is be as systematic as possible and for the interviewer to be as neutral as possible.  Information gathered in this way is thought to provide a more uniform interpretation of the questions by the respondents, and therefore to be more accurate, thus providing more reliable results. This is a good method to use following mediation sessions when the goal is to keep a basic record of party's perceptions of the process and satisfaction with the outcome.  However, the mediators themselves should not conduct these, as parties may be hesitant to reveal negative information. It is also a good way to get at basic pro and con opinions on specific issues if more detailed information is not needed at the time. For instance, if you want to get the read of a neighborhood on its open-mindedness toward a new youth center, you could fairly easily go door-to-door, or make phone calls to query residents. The pros of structured interviews are that they can be very time and cost efficient. Although the interviewer should be courteous and friendly, they have a no-nonsense

quality to them that can allow you to get limited, yet specific information relatively quickly. And because responses are strictly coded, analysis of this type of data is relatively quick and easy. The downside is that you don't know what you're NOT getting; you don't know what conditions surround their responses.

**Semi-structured interviews.** As you might guess, in this type of interview the interviewer has a set of pre-determined questions they ask of everyone, but is able to encourage the participants to elaborate on their responses in order to get richer, more detailed information.  Unlike the structured interview, the interviewer seeks multiple interpretations of the questions, and he or she may stray from the original order of the questions if the flow of the conversation warrants this.  Because it is more difficult to record responses in writing with this type of interview, a combination of written notes and audio recordings are often used.  Audio tapes are later transcribed, and themes related to the questions are analyzed.  This is a particularly good method to use when seeking feedback on current practices, trying to identify needs in an existing system and when the goal is to generate ideas and options rather than precise measurement. It is also a good method to use in conjunction with other methods, such as written questionnaires, in order to corroborate or dispute other findings.  The upsides to using a semi-structured interview format are that they tend to be more casual and generate more information.  You can also more easily conduct these types of interviews in group settings (sometimes called a focus group interview), especially if the goal is to generate ideas.  The downsides are that they often take longer to do, as some people get very talkative.  They are also more time-consuming to analyze, and can yield less precise types of information, which makes interpretation more difficult.

Both types of interviews are appropriate for school and community settings.  Issues to keep in mind are phrasing the questions at an appropriate level for the respondents, scheduling enough time and a quiet place to conduct interviews, having appropriate permission or consent of participants or their guardians, and making sure the interviewer is familiar with the questions and goals, and is comfortable with the task of interviewing. These issues are taken up in greater detail in the second section of this chapter.

## Document Analysis

**Archival data.** Archival data are documents which are produced by some agency (e.g., the school, the police department, the better business bureau, your mediation program, etc) for the purpose of record keeping.  Demographics, crime statistics, and violence and suspension incident reports are primary examples of archival data. Because archival data already exists, they are a relatively easy form of information to use in evaluation research.  They can be used to describe characteristics of a population in order to argue for the need of certain programs and services.  Or they can be used to document an existing state of affairs before the implementation of a program, as baseline data, and again afterwards (after new data have been collected), to determine whether a correlation exists (and if so, whether it supports efficacy of your program).  Although this type of data cannot be used to show cause and effect, it can be used persuasively, especially in

conjunction with other types of data like survey (interview or questionnaire) data, to make an argument for the benefits of a particular program.

## Observation

Sometimes, just observing what is happening in the school or the classroom can shed enormous light on what progress is being made and what actions are still needed. Qualitative observation can follow a number of rules, but for your purposes, the critical thing to remember is that being in the moment and seeing what is happening can be extremely valuable. For example, actually seeing a peer mediation session in action can give you a better sense of what the mediator has learned about negotiation skills than any questionnaire. Watching how student relate to each other in the halls during classes or on the playground during recess may be a better indicator of how things are going that the disciplinary referral numbers.

If you plan on using observation in this manner, remember to make notes to yourself about what you were observing, when, and what you saw. The notes don't have to be fancy to do the job.

Quantitative Measures

# Surveys

Literally volumes have been written about good survey methods. Again, we are not going to try and recreate that wisdom. Although we do encourage you to seek additional information on constructing and administering surveys if this is going to be your main form of measurement. Instead, we want to remind you of some of the key points about effective use of surveys.

Depending on the number of people being surveyed, the questions can be open-ended, or you could provide some answer options to guide responses and make data analysis easier. The advantage of open-ended questions is that you get the honest responses from the stakeholder in their own words. Their responses may be things that you would not have thought to include in a more closed-ended question. The disadvantage of open-ended questions is that it takes people longer to complete them. So many times people won't respond at all. Open-ended questions are also more difficult to decipher and to analyze. You need to make sense of the variety of information rather than just count the number of times someone checked a particular option.

The same questions can be asked in person, in an interview process. What are the relative advantages and disadvantages of interviews and surveys? Surveys provide a permanent record and do not require that you be present while the survey is being completed. Surveys also do not require you to depend on your interviewing skills, but interviews usually provide deeper, richer information and help you build relationships with the people being interviewed. In the process of the interview you may learn much more useful information. The tradeoff is that interviewing takes more time to do and the data is much harder to analyze.

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For some people, participating in an interview is much easier than completing a survey questionnaire, especially when the interview topic is non-threatening and the interview happens at a time and place that is convenient to them.  In most cases, adults will prefer a brief interview (in person or over the phone) rather than an open-ended survey questionnaire. For children, there is an additional consideration. Children are not as comfortable being interviewed by parents or adults. They tend to wonder whether they are giving the "right" answer. So, if you are thinking about interviewing children, make sure the interviewer is experienced and able to put kids at ease in order to generate honest input.

You can put surveys in faculty mailboxes, distribute them at staff meetings, or hold informal interviews in the teachers' lounge or after school. Since administrative support is key to program success, make sure that you get input from as many administrators as possible. When selecting parents and community members, the best strategy is to send surveys to leaders of parent-teacher organizations or community-school partnerships to ask interested parties to volunteer their thoughts.

# Behavioral Observation

Counting incidents of important behavior is an important measure for many CRE programs. The most common forms are to count the number of fights that occur, the number of mediations that are held, the number of disciplinary referrals that are made, etc. There are two important considerations when you do behavioral observation. First, you need to be very clear about exactly what behavior you are looking for. You need to be able to articulate when that behavior is happening and when it is not. Second, you need to have a mechanism for recording the behavior. The simpler, the better.

# Questionnaires

Some people consider questionnaires a form of survey instrument. And, there are many similarities. When we refer to questionnaires we are talking about measures that ask students about their attitudes and opinions. Written questionnaires vary widely in their form and function. They can have closed-ended (forced choice) or open-ended (free response) items, and they can be used to ask questions of opinion (like survey interviews) or represent validated indexes and scales used in research to measure attitudes, beliefs and behaviors (e.g., indexes of aggressive behavior).

There are several guidelines for using questionnaires:

> When using closed-ended  items, response categories should be both exhaustive (there aren't any other possible responses) and mutual exclusive (a person shouldn't be able to select more than one response).

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The wording of questions and statements is also very important as it can mean the difference between getting responses you can use, and getting information that does you no good.

Some common guidelines in phrasing questionnaire items include: keep items as short, yet clear and precise as possible. Be careful about questions or statements that could be interpreted ambiguously.

It is usually best to avoid using negatively phrased items, as this causes problems in scoring and sometimes creates confusion to the reader.

It is also crucial to avoid creating compound sentences, those asking or stating more than one idea. The concern is that the respondent might agree with the first idea, yet disagree or object to the second idea and therefore, not know how to respond.

Finally, be careful about using value-laden, biased or pejorative terms. One of the weaknesses of questionnaires is that people respond to items in ways that make them look more socially desirable, rather than what they actually think or believe. You can protect against this by phrasing questions and statements as neutrally as possible.

# Getting What You Look For

This section talks about the ways to insure that measures are used appropriately. A simple discussion of reliability and validity is presented. Basic concerns about data collection and design are introduced. The chapter talks abut the reality of using measures with children and ways to guard against poor data and frustrated students. These issues include: age appropriate measures (what children of certain ages can and can't handle), using graphic representation to make measures "user friendly" for children, tips for easy administration of questionnaires, how timing data collection can affect results, and issues of cultural diversity and culturally sensitive measures.

# What Makes a Good Measure?

There are two standards by which the quality of a measure is determined. One standard is reliability; the other is validity. The notion of reliability applied to measures is quite similar to the notion of reliability applied to anything else - it's a matter of consistency. To say that a person is reliable is to say that their behavior is consistent and predictable. We can rely on Tom to be at the meeting at 8:00 a.m. because he has been consistently punctual to every meeting in the past. The reliability of measures is concerned with the same issue: will it consistently measure what it is supposed to measure? Without a reliable measure or indicator, we will not be able to say with any certainty whether any changes have occurred in the use of the program.

Having a reliable measure is only half the battle however, because reliability does not ensure accuracy. Returning to the losing weight example, if the scale you use is always 5 pounds over, it will reliably indicate your present weight plus 5 pounds each time you weigh yourself.

In other words, you consistently get an inaccurate account. So consistency in a measure isn't the only concern. We also want accurate measures, and this is a matter of validity, the second standard by which we determine the quality of a measure.

The issue of validity asks whether the measure actually measures what it is intended to measure. For instance, let's say that on this diet of yours that you are really more interested in losing fat content rather than weight per se. If your fat-reducing program involves exercise, then weighing yourself on a standard bathroom scale may not be the most appropriate (valid) indicator of fat loss. Conventional knowledge has it that exercise builds lean body mass (muscle) which is denser and hence weighs more than fat. After several weeks on your program, you may weigh the same as you did when you began, but your fat reduction might be considerable. Without knowing that fat loss is not accurately measured by weighing yourself, however, you may get discouraged and give up on the program.

The issue of validity is often a trickier question to ascertain because there is not usually a one-to-one correspondence with the measure you're using and the quality or thing it reports on. In the case of your program objectives, you will have to carefully select measures that reflect those issues of importance and interest. These are usually tied directly to your program objectives. For instance, if your objective is to reduce classroom disruptions, you probably don't want to use an instrument that measures students' attitudes. However, you might be able to use an instrument that measures student's perceptions of the number of conflicts or fights in class. Finding the appropriate measure to provide you with information (data) suitable for your goals and objectives will take some work, and the best way to insure the selection of valid and reliable measures is to find those that have been tested and used by experts in previous work. We provide a toolbox of such measures in the Appendices.

## How Your Use of Measures Increases Reliability and Validity

In addition to selecting tried and true measures, there are additional ways to increase their validity and reliability. Making sure the measures are appropriate for the population you are administering to and taking care in how they are administered will enhance both validity and reliability.

### Be Sensitive to Age and Culture

Few among us would suggest that a first grader read and interpret the financial section of the Wall Street Journal; not only are the concepts too sophisticated for the typical 6 year old, but their language skills are not usually advanced enough to read much of what is written. Through experience, we've learned that we need to insure that our expectations aren't as misguided when we develop questionnaires and other testing measures. This pertains not only to the obvious choice of language but also to the use of concepts, symbols and the questionnaire format itself.

The wording of questionnaires (or interview questions) is vital to their effectiveness as measurements. When working with children, wording choices are especially important. If the child doesn't understand the statement or question, then it will be impossible to get a reliable

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response from them.  The best way to safeguard against this is to have the teachers of the particular grade/developmental level review the questionnaires ahead of time.  Not only can they check for problematic language, but they might also help to identify the use of concepts that are too sophisticated for them.

Our own experience allows us to illustrate. In a questionnaire designed to measure the school climate from the children's point of view, one of the items was written as a double negative.  The item asked to what extent the child agreed or disagreed with the following statement:  "I do not feel safe at school".  If they did NOT feel safe at school, they should have circled one of the "yes/YES" responses.  If they DID feel safe at school, they should have circled one of the "no/NO" responses. Because we had not identified this problem earlier, administrators of the questionnaire were unable to coordinate ahead of time as to how to clarify the item.  Some chose to change it to an affirmative statement (I feel safe at school); others assisted the students by explaining which choice they should circle if they felt a certain way.  As a result, there was so much confusion with this item we were unable to use it in the final analysis.  This is just one example of how important language choice is in designing questionnaires.

Children and adults also differ widely in their level of understanding of concepts, and sometimes the distinctions are subtle.  For instance, we found that although most elementary aged children understand what it means to be "proud" of something,
 they do not understand the more abstract concept of "pride".  Similarly, qualifiers and quantities need to be carefully chosen.  That is "REALLY TRUE for me" may be equivalent to "I STRONGLY AGREE", but younger children tend to understand the former rather than the latter.  And, numeric scales should be carefully explained and/or used in conjunction with verbal labels.  When working with elementary and middle school children, we often take them through a fun example to give them an idea of how a numeric scale works.  Food items or activities serve as good domains for such examples. Students enthusiastically respond to the question, "on a scale of "1 - 10", with "10" being really really a lot, and "1" being really really not at all, and numbers in the middle being sort of, how much do you like pizza?"  After letting several students share their opinions about pizza, we then move to the first item on the questionnaire that uses the scale and work through the item together to make sure they understand.

There are developmental models (e.g., Piaget) which provide guidelines for what level of abstraction individuals of a particular age group tend to comprehend.  However, children and adults vary widely in their conceptual understanding, and this diversity is impacted by many factors (e.g., SES, level of education, ethnicity/cultural background).  While measuring conceptual understanding prior to designing or selecting your questionnaire may be the best way to insure the appropriate level of abstraction, it is not very practical. Therefore, we offer these guidelines to enhance comprehensibility:

**Basic concepts**. Whenever possible, use less abstract, more concrete concepts.

**Colloquialisms/labels**. Be cautious in using slang words popular to a particular age, gender or cultural group and to the use of labels.  In some cases, you may increase intelligibility for some students, but you may unintentionally alienate students in another

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group. We encountered such a difficulty with our Hispanic respondents in using the label "INS" for our questionnaire that measured their "Interpersonal Negotiation Style".  Many students feared that we would be sending these forms to the Department of Immigration and Naturalization Services.  Needless to say, these students experienced trepidation in completing the forms.

**Compound sentences**. Avoid using sentences or statements that represent more than one idea.  The concern is that the respondent might agree with one idea, but disagree with the other, and therefore not know to which to respond.

**Complex explanations.** Avoid providing too much detail or explanations too sophisticated for audience.  Aim to keep items short, yet clear and precise.

**Closed-ended items.**  These are statements that have specific and limited choices for response (e.g., agree/disagree).  When using them, make sure that they are both exhaustive (there aren't any other possible responses than the ones you provide) and mutually exclusive (a person should not be able to select more than one response).

**Value-laden, biased or pejorative terms**. Be very careful about language phrased in a way that insinuates evaluation, good or bad, etc.  One of the weaknesses of questionnaires is that people respond to items in ways that make them look more socially desirable, rather than what they actually think or believe.  You can protect against this by phrasing statements a neutrally as possible.

**Cultural sensitivity**.  All of the issues raised here require being attentive to the cultural diversity of your population. Different cultures may hold different values about expressing one's opinions to strangers, for instance.  And, as the example above illustrated, different labels and terms may mean different things to people. It's difficult to provide a specific list of issues to be aware of.  But our best advice for issues related to cultural sensitivity and to developmental appropriateness is to do any or all of the following:

Format/symbols

The format of your measures should also be geared appropriately to the age, experience and cultural diversity of your population.  As adults, we often take for granted that young children are familiar with a questionnaire format because they are so prevalent in our culture.  Any of us who read popular magazines or the newspaper have come across opinion polls of one sort or another.  Whether to identify popular opinion of a political issue or to discover how romantic your partner is, most of us have been exposed to and are comfortable with such "questionnaires."

Other formatting issues to consider:

**Graphics**: if possible to substitute a pictorial for words, do so, especially with younger respondents. For instance, simple facial expressions (smiley face, frowning face) often work well to replace "agree" and "don't agree".

**Larger fonts/underline/bold type/boxes and shading**: the goal should be to make the form as easy to read as possible. Using larger fonts for younger respondents, bolding and shading to emphasize important words or instructions, all facilitate this.

**Uncluttered pages**: on the other hand, be careful about over-stimulating the reader. Some students will see a page filled with words, numbers and diagrams and automatically tune out. Too much information overwhelms these students (especially younger and special ed.), so be judicious with space. It's better to have a longer instrument that is visually less complex.

**Prompts/encouragements**: (e.g., go on to next page; you're almost done!) Remind respondents that they can continue on to the next page if there is one (some students are accustomed to waiting for instructions from the teacher). And, for some populations it is important to let them know that the time they are taking to complete the instruments is appreciated, and their responses are important.

In some cases, you will be able to find intact measures to use that are suitable for your purposes (The last section of this manual provides several excellent ones). In other cases, you will need to adapt or revise the measures to be developmentally appropriate. In doing so however, care must be taken not to destroy the integrity of the instrument if it has been previously validated (i.e., if is has been systematically tested on different populations to establish it's validity and reliability).

## Tips for Administering Measures

Painstaking selection, development and/or revision of measures are certainly a critical step in the design process. Yet, in and of itself, a brilliant measure does not guarantee excellent or even good results. As alluded to earlier, if the people who are to complete your instruments (questionnaires, interviews) are to provide you with useful (valid and reliable) information, you need to make it as easy and painless for them as possible. Following are some useful guidelines for data collection:

### Instructions for Completing Measures

Providing clearly written instructions for completing the instrument may seem obvious, but it's amazing how easy it is to write ambiguous directions (think about how many times you curse when assembling toys or appliances). If you have been one of the crafters of the instrument, keep in mind that it is much more familiar to you than it may be for others, especially if those others aren't accustomed to filling out forms. You might want to begin with the most basic step involved (writing names, dates, etc) and proceed with each step a respondent will need to take. In explaining how to complete the instrument, make sure to be very specific about what

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you want them to do (e.g., mark an "x", circle only one number from 1-7).  You also may want to provide an example of how to use a particular instrument.

## Timing of Data Collection Can Affect Results

There are two issues to be considered with respect to timing. One deals with the larger issue of program implementation - when during that process do you collect data.  We will address that issue later on.  The other timing issue deals with the time it takes to complete the instruments, and the time of day this occurs. The amount of time it takes to complete forms is related to the fatigue factor, which we discuss next.

When during the course of the day (or night) you administer an instrument can affect responses dramatically.  Think about your own high and low points during the day.  When is it most difficult for you to concentrate - right before lunch?  Around 3:00 in the afternoon?  When do you have more energy - first thing in the morning?  Right after lunch?  You may not always be able to control "when" the data is collected. But if you can, think about the group you are working with (children or adults) and try to schedule administration during a time that they will have fewest distractions.

## Fatigue Affects Data

We mentioned that the time of the day affects how attentive we tend be, which is one type of fatigue.  Another type of fatigue occurs when you have several instruments for the respondents to complete.  If you have three or four questionnaires for instance, most people will begin to get burnt out long before they reach the last page. Regardless of the reason, tired and worn out respondents do not provide as thoughtful of responses as do their more energetic counterparts. Fatigue causes people to read less carefully, to misunderstand questions and answer choices more frequently, and to have poorer attitudes towards the process. You can cut down on poor quality data related to fatigue by taking note of the following things:

**How many instruments do you have and how long do you expect it to take to complete them?**  In general, the younger the respondent, the less time they will be able to maintain focus on a task (see rules of thumb below).  Consider breaking the completion of the instruments into units, to be completed at different times during the day, or over the course of several days.  Or, you may be able to introduce a "breather"-a brief, fun activity unrelated to the instruments-in between administration of instruments to break up the work.

**How long is it actually taking for respondents to complete instruments?**  And/or, do you notice them getting fidgety, showing signs of exasperation or frustration?  If it is taking longer than you had anticipated for your respondents to complete the tasks, or if you notice them becoming frustrated in doing so, you might consider breaking the tasks into segments, as discussed above.

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**In thumbing through completed forms, do you notice a high number of incomplete responses?**  If so, this may be an indication that respondents are getting tired or bored, or that they do not understand the items.

**Is there a high frequency of unsolicited comments written on the forms?**  Often, when people get tired of doing a task, they get angry and frustrated.  One way they reveal this is in messages they scrawl in the margins of a form like "this is stupid" or "this has nothing to do with me."  Of course, there is always one or two in a crowd that resent being asked or told to participate, so it's not unusual to get a few snide remarks.  However, if you have a high incidence of such responses, you may want to consider not only the length of time it takes to complete the instruments, but the types of questions that are asked and the way they are presented.  You may need to revise some items.

### Oral Presentation Provides Support:

One of the ways to facilitate the administration of a measure or set of measures and to help insure comprehension is to have the instrument(s) read aloud by a non-participating adult.  This is particularly useful for younger respondents who are just learning to read or who may be unfamiliar with questionnaires.  Reading questionnaire items aloud increases uniform understanding of items. And, if a child doesn't understand a word or a statement, she can ask the adult for clarification.  Both of these greatly enhance the efficacy of the instrument.  Reading aloud may also make completing the items less like taking an exam.  When students understand the questions being asked of them and they don't feel the pressure of being evaluated, they are more likely to answer honestly and the event is more likely to be pleasant for them.

Other guidelines for oral presentation:

**Use a multi-lingual speaker if you have a multiple language communities represented in your population.** Read each item in all languages.

**Read items twice**, along with response choices and then move on.  Return to individual items later if needed.

**Coordinate with all people who will be administering the instruments** orally and make sure they have a common understanding of the objectives and the protocol for delivery.

### Group Or Individual Administration?

Another advantage of reading questionnaires aloud is that you can do so to an entire group, which saves time and increases the chance that all students understand both the questions and the choices for answering them. Particularly with younger respondents, but also for lower functioning students, completing written questionnaires is an especially arduous endeavor.

When left to complete the instruments on their own, they struggle diligently but often taking a great deal of time. Consequently, they may not finish before the fatigue factor sets in. Reading aloud to the group helps to reduce fatigue and increases the amount of completed data.

Administering in a group setting also reduces fatigue for the adult who facilitates. Children often have questions about the same items. When only one adult is present to answer questions individually, they find themselves running from desk to desk to keep up with the demand. Not only is that tiring, but some students may give up before you get to them, thus affecting the quality and quantity of their responses.

### How to Design Data Collection to Help You Make Certain Claims

The issue of design is directly related to the purpose of your evaluation. Recall that in chapter two we discussed 2 basic types of evaluation (process and outcome) and identified types of processes and types of outcomes that could be evaluated. In this section we help you prepare to go about gathering the information you will use in your evaluation. The design issues discussed here can pertain to both process and outcome evaluation; but we will focus on outcome evaluation. There are two general areas of interest with outcome evaluation: being able to say something about what happened with respect to the training and program implementation, and being able to document changes as a result of the training and program. We address each.

## Looking at What Happened

Program utility and resources created were two categories of issues discussed in chapter two that are concerned with "what happened." With these types of issues, the data collection objective is for comprehensiveness; you need to make sure you have comprehensive data collection of every incident of the behavior or activity in question. The basic task, therefore, is to count, to keep track of these incidents. For instance, if you have provided training for and implemented a peer mediation program in your school, you may want to keep track of the following things: How often mediation was used; how many agreements were reached in those cases that were mediated; the frequency of recidivism. To do this, you will need to employ some type of accounting system or what we later call program utility measures. Samples of program utility measures area provided in the last section for your use.

> Your program utility measures should be comprehensive. In order to insure this, follow these guidelines:

- An accounting system, a system of keeping track of what has happened.
- An agreed upon meaning of what counts as what (e.g., to keep track of mediated cases, do you want to count cases that mediate but don't reach agreement, only those that reach agreement, or both.) or definition of what counts as a resource.
- People responsible for maintaining records.
- Time frame-period of time you want to document.
- Schedule-time table for summarizing data. Data can be accumulated weekly, monthly, or at the end of the program year.

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# Looking at What Has Changed

Creating change is typically the ultimate objective of conflict education programs. It is often the one thing that stakeholders will look to in deciding whether a program has been successful or not. Because of this, the pressure to document change is high. Unfortunately, this is not always as simple as it seems it should be. Earlier in this chapter we discussed the importance of using instruments with integrity and provided suggestions for increasing their robustness for measuring change that occurs. In the last section of this manual we will discuss different instruments that can be used to measure specific phenomena and link these with the goals and conditions of programs. Here, we take a step back and look at the broader data collection landscape to help you prepare to document what has changed as a result of your program.

When we are interested in what has changed, the data collection objective is comparability - you need to make sure that you can contrast the condition before the program started and how it has changed because of the program. For instance, if you have argued that the 12 weeks of conflict management curriculum administered to select classes in grades 6, 7, and 8 will be beneficial in terms of reducing disruptions in class and the lunchroom, and increase the options students have for dealing with conflict when it occurs, you will need to have baseline measures of these things BEFORE the curriculum is started. This is commonly known as a pre-test. The pre-tests are then followed by one or more post-tests. At the very least, you need to administer the same instruments when the curriculum is completed. However, it is sometimes interesting and beneficial to take measurements at different increments in the training to determine if and where the change occurs. Most of you are familiar with this basic pre-test/post-test design.

There are several other elements important to this design that you also need to consider and plan for. First and foremost is the selection of a control group, or comparison group. While it is not essential to employ this design, it lends much greater strength to your comparison to do so. Otherwise, some might argue, any change that you are able to document could be the result of chance, or some other event that happens in the school, community or society (recall the discussion of environmental influences in chapter 2). Using comparison groups (groups that do not receive the curriculum and are similar in age, grade and ability to the groups that do get the curriculum) allows you to say whether any changes observed in the curriculum group was indeed a result of the curriculum, and not other factors.

So, the basic design is to have a control group paired with every treatment group to increase the robustness of your comparison. How do you go about preparing for this? What things do you need to plan for aside from the groups and the instruments? Following is an overview of the essential to-do's:

- Curriculum or training treatment chosen, training scheduled.
- Instruments/questionnaires appropriate for expected change; age appropriate, culturally sensitive; pilot-tested if possible.
- Control and Treatment groups selected and appropriately matched.
- Instrument administration (data collection) scheduled in advance.

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- Teachers involved informed of and consented to full design: data collection schedule, familiar with instruments, time involved.
- Parents informed and signed consent if necessary.

# Chapter Six

# Making Sense of What You See

# And

# Letting Others Know What You Found

One of the most daunting aspects for a novice evaluator is the prospect of having amassed a great deal of information, or data, without the sense of how to analyze it effectively. Most research is presented in a way that seems to shroud data in mystery but the truth is that data analysis is only the process of identifying facts that are used to build an argument. In this chapter we discuss some very basic ideas about how you can analyze the data you have collected. We talk about how you can present your results in the way that will do the most for your CRE program.

## Making Sense of What You See

The fifth step in the process of program evaluation is to analyze the data in order to make sense of what you have gathered from qualitative and quantitative measures. Luckily, you can do basic data analysis without a lot of sophisticated training. You can say a great deal without spending years poring over texts or without being a statistical wizard.

How Do You Analyze Qualitative Data?

At the end of your data collection process you are likely to have a great deal of qualitative information. What do you do with all the interview tapes, observation notes, documents in order to find something important to say? Too often, CRE evaluation discards very valuable information because it seems too overwhelming to tackle and analysis stage.

## Preparing Qualitative Data for Interpretation

The first step is to prepare the raw data in a way that makes it easier to see what you have. First make sure that you have labeled the source of all the data. For each interview you should clearly note who was interviewed and when. For each document gathered you should keep track of where you got the document, what the document was about, and when the document was originally prepared or created. For observations, note when you observed, where you were observing, and whom you observed. Now you're ready to prepare the data for analysis. Preparation differs for certain types of qualitative data.

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**Interview Transcription**: If you have done interviews and have tape-recorded them, you need to transcribe the interviews. This can take a long time. Remember that it is usually not necessary to transcribe interviews verbatim. Instead, you can paraphrase or summarize the interviewee's statements as you hear them. The difference between a verbatim transcript process and a summary transcript process is considerable. The former often takes 4-5 times longer to do than the latter.

**Interview Response Recording**: If you took notes of the interviewee's responses during the interview instead of tape recording the interview, your preparation stage will consist of typing your written comments in to some word processing program that will allow you to cut and paste content in the data analysis stage. Remember that it is important to keep track of which interview and which question the recorded comment is from.

**Document Segments**: If you are looking at document, for example policy statements about dealing with violence incidents in the school, the first step is to identify portions of the document that are relevant to your evaluation. These portions can be highlighted on the original document and then recorded in a word processing program for later analysis.

**Observation Notes**: If you have been observing classroom interaction or school situations you probably have several pages of notes about what you have seen. Take these notes and summarize them into short statements of important or meaningful things you've seen. Enter these statements in the word processing program you are using for other data.

# Interpreting Qualitative Data

Analyzing qualitative data is primarily a task of interpretation. If you have conducted interviews, observed behaviors, or collected documents, you have a great deal of text that you need to inductively identify a coherent set of themes or insights. The process of induction means that you start by noticing specific, individual insights; then you recognize patterns of insights or themes in the data. Yet, each form of qualitative data presents its own challenges.

Interviews, even when standardized, may differ in terms of questions asked and information given. These nuances need to be appreciated when drawing comparisons across interviews.

Observed behavior, especially nonverbal behavior, must be interpreted in a manner as close to the person's intent as possible. Sometimes, this means that you have to be very sensitive to the context in which behavior occurred in order to make an accurate interpretation.

And documents, especially organizational ones, need to be analyzed in terms of the content of the document and the possible interpretations of that content. Try and be sensitive to what the intent of the original creator of the document might have been as well as the meaning you are getting from it.

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# Seeing the Difference that Makes a Difference

How do you know which themes or categories or behaviors are really important to share in your evaluation report? The simplest answer is that you are looking for the "difference that makes a difference".  And what is this? Use the following criteria to help you decide what to focus on.

**What is confirming**: If you are expecting to see students learn more constructive conflict behaviors as a result of their CRE program, you want to note examples of when you see them demonstrating these behaviors.

**What is new**: If you have seen or noticed ideas, opinions, or behaviors that are new or novel it is important to note them. You may see members of gangs working together on projects when before they would not socialize at all. Or, you may see teachers allowing students to solve conflicts in class while before the teacher would never have allowed that to happen.

**What is unique**: Perhaps you have noticed something that is truly unique and that deserves to be discussed. In one study teachers suggested in their interviews that they had realized a new mentoring structure that could be used to increase the effectiveness of curriculum infusion programs. Their ideas were unique and, although untested, had strong rationale. Of course, the ideas deserved to be highlighted.

**What is unexpected**: Imagine that in your evaluation you hear students talking about how much they dislike having to take responsibility for their own conflict behavior – a sentiment that is usually not expected in CRE programs. In such a case you would not only want to report this information but would also want to try and find out more about why the students feel this way.

**What is contrary to common sense**: One of the findings that occurred in an evaluation of a peer mediation program struck teachers as contrary to common sense. In the interviews with students and in observations of playground behavior it seemed that students who had been trained as peer mediators were actually more comfortable with being aggressive than they had been before the training. Of course, this seems quite contrary to common sense. Peer mediation training is supposed to decrease aggressiveness. This insight led teachers to look more closely at possible reasons for this. They ultimately discovered that such emphasis had been placed on the honor of being selected as peer mediators in the school, that the students selected felt they had gained a lot of status among their peers. One of the ways students were expressing this heightened status was through more aggressive behavior in their social interactions.

How Do You Analyze Quantitative Data?

The steps of analyzing quantitative data are similar to those of qualitative data. First you must prepare the data, and then decide when and how to look for meaningful patterns.

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# Preparing Quantitative Data for Interpretation

When preparing quantitative data for there are three basic steps: data labeling, data cleaning, and data entry or tabulation.

**Data Labeling** involves making sure that questionnaire, survey, and observational data are labeled in terms of who they are from. If you are planning to compare students attitudes before CRE training and after you need to have questionnaires clearly labeled as pre-test or post-test. If you want to compare girls and boys responses to classroom climate surveys you need to have questionnaires clearly marked in terms of coming from girls versus boys. In the data labeling process you will reaffirm the comparisons and points of difference that are important to you – that relate to some of the goals of your evaluation.

**Data Cleaning** involves throwing out data that indicates the person responding didn't understand what was being asked. For example, you may have asked students to rate the teacher on a five point scale (with 1 being the best and 5 being the worst). When you look at the questionnaire all the "5s" are circled, but when you look at the open-ended responses the student is raving about how wonderful the teacher is. In this case, it is clear that the student didn't understand the scaling being used and his/her responses should not be used. Sometimes data needs to be discarded because the person providing the data simply wasn't taking the task seriously. If a student circles the "NA" option for every question on the questionnaire, chances are good he/she wasn't reading carefully or answering honestly.

**Data Entry or Tabulation** depends on how sophisticated an analysis you want to do and how much data you have. If you've collected a great deal of data you will probably want to enter the data in to some sort of spread sheet program or statistical analysis program, even if you are only calculating percentages. But if you have a small amount if data you don't need to enter the data in to a computer unless you want to do sophisticated analysis (and in that event you may want to attain the aid of an evaluation researcher or analyst to do this work for you).

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# Interpreting Quantitative Data

The process of analyzing quantitative data is a task of data reduction and statistical manipulation. In most program evaluation research, statistical analyses fall into three general categories – descriptive data, analyses of relationship, and analyses of difference. We discuss these in terms of easiest to most difficult.

**Descriptive Data**: First, there are reports of basic descriptive data. These statistics tell you how much of something occurred or was displayed. Descriptive data are usually displayed in one of three ways.

**Raw Frequencies**: This is simply reporting the number of times something happened or a certain response was given. If you are interested in how much the mediation program was used, you may report that there were 56 mediation sessions held during the academic year or you may say that 11 students answered "yes" to the question "Would you use mediation again?" Raw frequencies only require the ability to count and record the number of occurrences. Unfortunately, raw frequencies are often not very information because they are not presented in relation to something that give the raw number meaning. For example, saying there are 56 mediations sounds very good if you have only 125 students in an elementary school. But it does not sound as impressive if you have 3000 students in a high school.

**Percentages**: Percentages are a very common form of descriptive data. They are easy to calculate, easy to report, and easy to compare. If I say that 56% of the students in the CRE curriculum infusion class reported that they felt they had improved their conflict management behavior while only 10% of student in control classes reported the same, you have a fairly clear idea of the information. Of course, percentages are not as meaningful if you have a very small number of respondents or a small sample of data. If I say we experienced a 50% reduction in violent incidents over the school year after the CRE program you may be impressed but if I tell you that last year there were 2 violent incidents and this year there was 1 violent incident you are likely to be less impressed.

**Means**: Means are average scores on an item or a scale. They are easily calculated by adding together the raw scores of all the people and dividing the total by the number of people responding. Means are often used to indicate the average score or general trend in response for an item. For example, Say you were assessing how satisfied teachers were with the CRE training they had received. On the training evaluation questionnaire you asked them to respond on a 10 point scale (with 1 being "very unhappy" and 10 being "very happy") to the statement, "The trainers were well prepared". If the mean score is 7.9, you can say that the general response to the training was very positive, that teachers were quite happy with the preparation of the trainers. Means are very valuable for more complex statistics.

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**Analyses of Relationship**: Second, there are data that show a relationship between things. For example, you may use statistical analyses that show a relationship between the satisfaction with mediation training and the number of cases mediated in a year. These statistics involve some form of correlation. In order to conduct these you need to have access to basic statistical software and need some basic statistics background. If you don't have this it is strongly recommended that you obtain the services of a researcher to do these analyses.

**Analyses of Differences**: Finally, there are statistics that allow you to draw conclusions about differences between groups. For example, analyses may indicate that students who received conflict curriculum integrated into regular classroom settings had a greater increase in perspective-taking skills than students who were trained in after school programs. Again, if you don't have basic statistical background we recommend you find someone who does to conduct these tests and report them.

# Letting Others Know What You Found

Your research is a valuable thing. You have planned it carefully. You have worked diligently to collect the right kinds of data from the right kinds of people. Hours have been spent analyzing data and making sense of your findings. You have something to say to all of the stakeholders who you considered at the very beginning stages of this evaluation research. Your research deserves a decent presentation.

Unfortunately, most evaluation research is not presented well. In fact, research findings are often presented in a confusing manner. Faced with a mess of results, the reader quickly gives up and the effort of the evaluator is for naught. Why?

The most common problem is that the research is presented without a sense of who the audience is and how they may use the information from the research. Before writing a research report, you should review the various audiences that will receive the report and ask yourself two questions about each audience: (1) what information is valuable to them?, and (2) how can I summarize that information in the most effective way? Since some of your audiences will be stakeholders, your earlier efforts at identifying stakeholders and their goals for an evaluation will enable you to answer the first question. For audiences that are not stakeholders, you may want to talk with others who have written reports that were favorably received by that group, or look at sample reports to see the variety sent to that audience.

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# Worksheet 6.1       Audience Analysis Worksheet

Who are the audiences for this evaluation information?

How will each audience use the information you give them in the evaluation report?

Based on this, what kind of evidence do you think will be most persuasive for this audience (statistics? stories?)

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The issue of presenting valuable information in the most effective way means that you should consider the form of evidence that is most persuasive. For some audiences, statistical results are the most persuasive evidence that impact occurred. For example, say you are writing your report to a funder who has made clear their interest in traditional scientific documentation of program effects. You would want to concentrate on providing figures in a way that works. That may be creative use of table, charts, and illustrations that bring the statistics to life. However, assume you are presenting your findings to an audience of parents. Perhaps the evidence that is most compelling to them is the narratives provided by children like their own of why the program made a difference in their lives. If you are preparing your report for this audience, a judicious use of quotes and personal stories would be far more persuasive than graphs and statistics.

For example, visual presentation of statistical information can greatly increase its impact. Three common ways to visually depict information include the bar graph, the line graph, and the pie chart. Examples of each are provided below.

**Bar Charts**: Bar charts are often used to present comparisons between groups in terms of raw frequencies or percentages of response.

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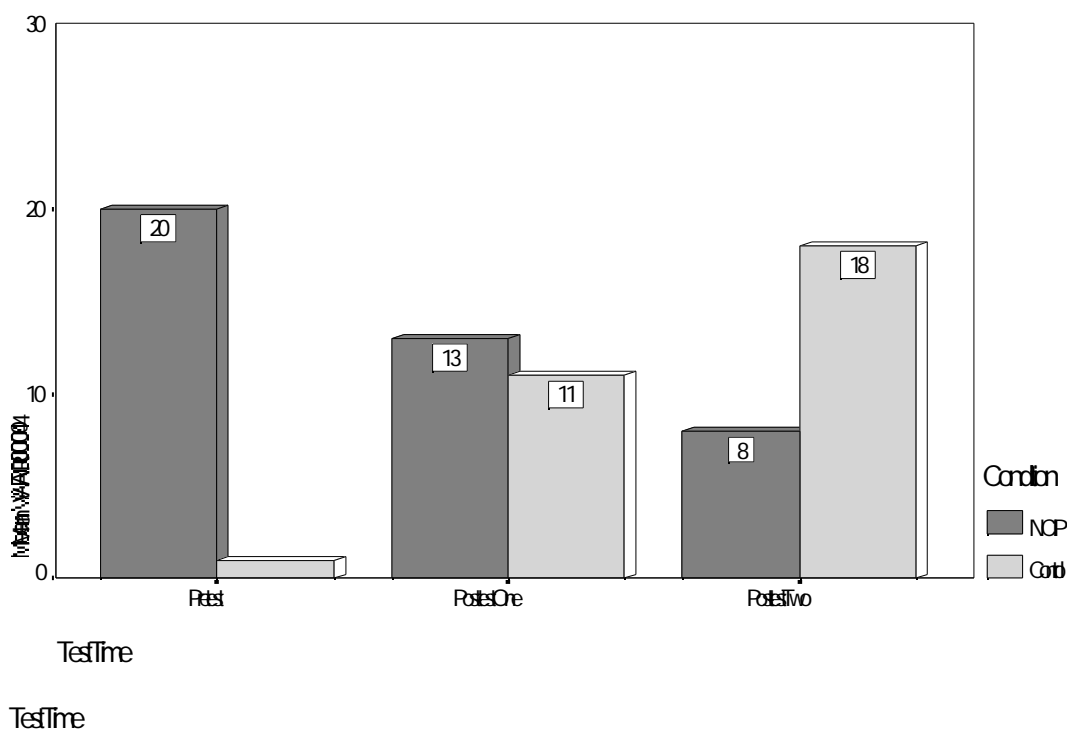
**Line Charts:** Line charts are often used to visually portray relationships between groups over time. They are constructed using the means of groups to plot points of the lines.
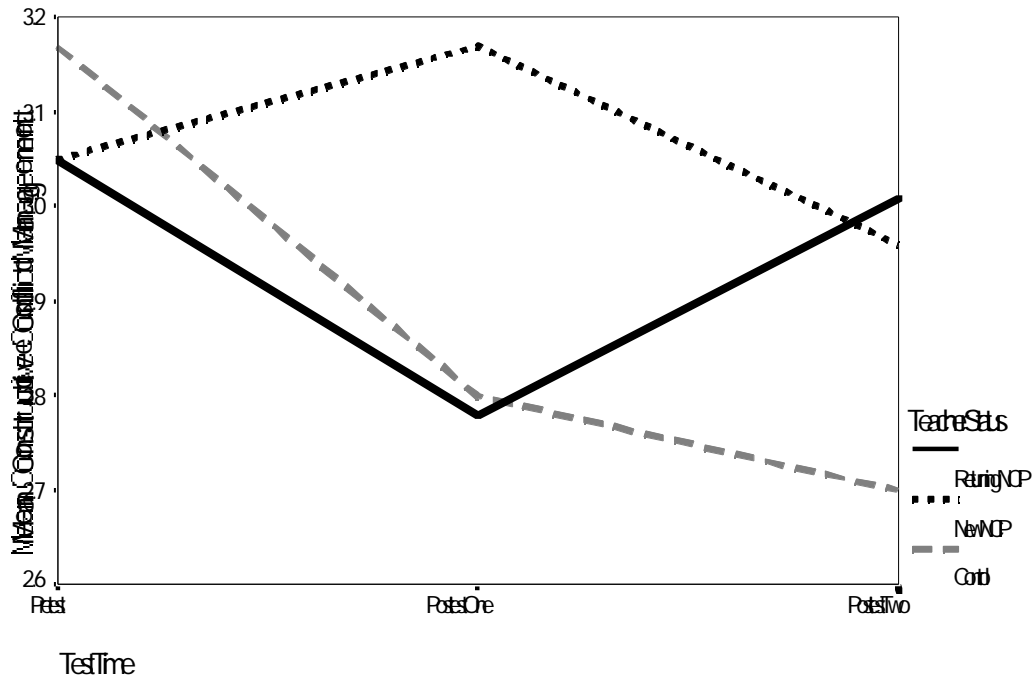


**Pie Charts**: Pie Charts present a visual image of how a "whole" is divided up in to portions. For example, you may use a pie chart to depict the demographic make-up of a student population, or to show the kinds of cases that come to mediation.
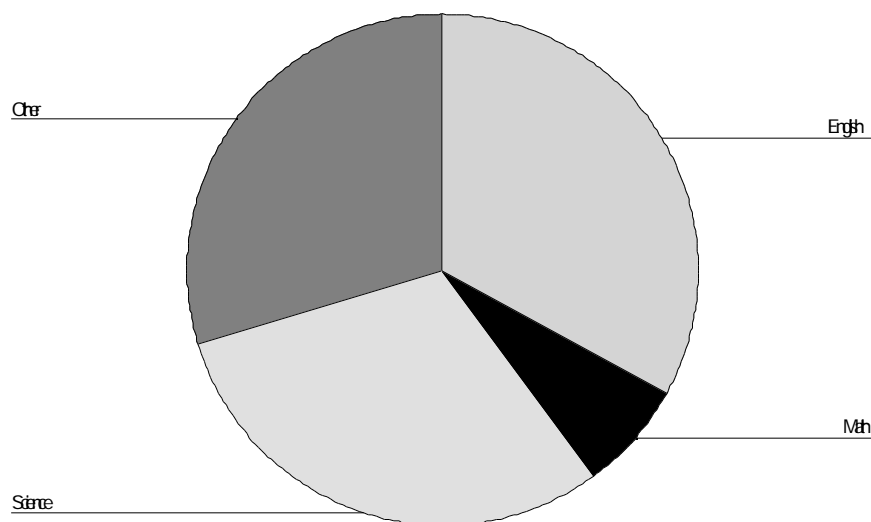
# APPENDICES

# TOOLS FOR EVALUATING YOUR CRE PROGRAM

## OVERVIEW

The following appendices provide you with a variety of tools to use in evaluating your CRE program. There are seven appendices:

1)  Appendix A provides Program Utility tools to help you in the administration of a peer mediation program.
2) Appendix B includes tools you can use to evaluate the various progresses in your CRE program implementation. These tools include a variety of interview protocols and questionnaires and checksheets you can use.
3) Appendix C focuses on the goal of Creating a Safe Learning Environment, with a specific emphasis on disciplinary referrals and behavioral indicators of violent and unsafe action.
4) Appendix D includes tools concerning Creating a Constructive Learning Environment. Specifically, this section provides tools to measure classroom climate and school climate.
5) Appendix E concerns Improving Classroom Climate. It contains measures for classroom climate.
6) Appendix F focuses on Enhancing Students' Social and Emotion Learning and Competence. This appendix contains several measures you an use to tap into students' aggressive orientation, tendency to make hostile attribution, perspective-taking, frequency of conflict behavior, conflict styles, emotional management, and conflict knowledge.
7) Appendix G, the final appendix, contains tools to assess Creating a Constructive Conflict Community.

The tools in each Appendix are clearly marked in terms of their suitability for elementary or secondary education. The tools included are tools that have already been used and validated in a CRE study conducted within the last 10 years in the United States.

Each Appendix is organized in terms of presentation of tools first and explanation of tools and scoring or data analysis concerns second. Thus, in the Table of Contents or all Appendices you will see the page or pages on which a particular tool is presented. Then, at the end of that Appendix there is a section that describes how each tool should be used, how it can be scored or analyzed, and (for the more complex measures) what the background and validity of the instrument is.

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# Appendix A

# Program Utility Tools for Administering your Mediation Program

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Case #: _____

# School Mediation Intake Form

Date: _____         Intake Person (Initials): _____

---

**Initiating Party** _____
Grade: _____         Sex (circle):  M     F         Age (in years):_____
Race:  African-American _____   Caucasian _____   Asian _____
        Hispanic _____   Native-American _____   Inter-racial _____
Has Party Used Mediation Before? (please circle):  Y     N

---

**Responding Party** _____
Grade: _____         Sex (circle):  M     F         Age (in years):_____
Race:  African-American _____   Caucasian _____   Asian _____
        Hispanic _____   Native-American _____   Inter-racial _____
Has Party Used Mediation Before? (please circle):  Y     N

---

**Dispute Referred By** (check most appropriate answer):
   Teacher _____         Other Student _____         Principal or Administrator _____
   Counselor _____     Discipline or Security _____         One of Parties _____

**Nature of Dispute** (check most appropriate answer):
   Physical Fighting _____   Verbal Disagreement _____         Rumors _____
   Property and/or Money _____   Truancy _____   Other Inappropriate Behavior _____

**Presenting Problem** (describe the problem that brought the parties to mediation):
_____
_____

Comments:

Was Mediation Scheduled? Yes _____     No _____

If Yes, Date Scheduled:         _____

Co-Mediators Assigned:         _____

                                _____

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Case #: _____

# School Mediation Agreement Form-Elementary

Date:_____  Co-Mediators: (1) _____

(2) _____

First Student(Name)_____

Grade: _____  Are they a boy or a girl? (circle):   Boy       Girl

Other
Student  (Name)_____

Grade: _____  Are they a boy or a girl? (circle):   Boy       Girl

Did they make an agreement?  Yes _____    No _____

Statement of Agreement:

_____

_____

_____

_____

_____

_____

_____

_____

First Student _____          Other Student _____

Mediator _____          Mediator _____

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Case #: _____

# School Mediation Agreement Form -Secondary

Date:_____ Co-Mediators: (1) _____

(2) _____

Initiating Party  (Name)_____

Grade: _____      Sex (circle):   M      F       Age (in years):_____

Responding Party

(Name)_____

Grade: _____      Sex (circle):   M      F       Age (in years):_____

Was  an agreement reached in this mediation?  Yes _____      No _____

Statement of Agreement:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Initiating Party _____      Responding Party _____

Mediator _____      Mediator _____

Case #: _____

# School Mediation Follow-Up Form

Date of Mediation:_____ Date of Follow-Up: _____
Which Follow-up Is This?  2 week Follow-Up_____      2 month Follow-Up_____
Follow-Up Done By (put initials): _____

Was an Agreement Reached in This Mediation?  Yes _____      No _____

---

Initiating Party: _____
Grade: _____      Sex (circle):  M      F

### (circle one)

| | | | |
|---|---|---|---|
| This disputant was | satisfied | not satisfied | with the results of the mediation. |
| The conflict | has | has not | been resolved. |
| The agreement | has | has not | been followed for the most part. |
| The disputant | has | has not | had further conflict with the other since mediation. |
| The disputant | has | has not | used mediation since this case. |

---

Responding Party: _____
Grade: _____      Sex (circle):  M      F

### (circle one)

| | | | |
|---|---|---|---|
| This disputant was | satisfied | not satisfied | with the results of the mediation. |
| The conflict | has | has not | been resolved. |
| The agreement | has | has not | been followed for the most part. |
| The disputant | has | has not | had further conflict with the other since mediation. |
| The disputant | has | has not | used mediation since this case. |

Comments:
_____
_____

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# Administration and Scoring Information

## School Mediation Intake Form

**Purpose:** To collect information about the disputes referred to the mediation program.

**Who Completes the Form?** Teachers or staff in the site leadership team or the mediation program coordinator.

**When Do They Complete the Form?** Every time a dispute is referred to mediation.

**Special Scoring Instructions:** None

## School Mediation Agreement Form – Elementary and Secondary

**Purpose:** To collect information about whether agreements are reached in mediation and what kind of agreements are reached.

**Who Completes the Form?** Mediators

**When Do They Complete the Form?** At the end of every mediation.

**Special Scoring Instructions:** None

## School Mediation Follow-Up Form

**Purpose:** To collect information about how participants in mediation feel at 2 weeks and 2 months after the mediation.

**Who Completes the Form?** Teachers or staff in the site leadership team or the mediation program coordinator.

**When Do They Complete the Form?** Every time a mediation has been held.

**Special Scoring Instructions:** Teacher or staff person interviews the parties and records their answers on the sheet.

# Appendix B

# Process Evaluation Tools

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# Conflict Resolution Training Checklist

Check off the items on the list. The more complete the list the more complete the training.

1. Training materials were provided by the trainers.    Yes_____    No_____

2. The trainers completed the agreed upon training time.    Yes_____    No_____

3. The trainers made arrangements for follow up trainings.  Yes_____    No_____

4. The training covered all the items that the organization
or trainers contracted to cover.    Yes_____    No_____

5. The trainers required at a minimum a full conflict
resolution role play (mediation, negotiation, group problem
solving) by all the participants.    Yes_____    No_____

6. The training was age appropriate.    Yes_____    No_____

7. The trainers included the entire school community in
planning for the training.    Yes_____    No_____

8. The training covered ways to institutionalize conflict
resolution education into the school.    Yes_____    No_____

9. The training was cost effective.    Yes_____    No_____

10. The training covered a representative group of
people from the school.    Yes_____    No_____

11. The training was evaluated and the results of the
evaluation were made available to the participants.    Yes_____    No_____

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# Program Evaluation Record

*Demographic Data: Attach regular school district summary sheet or enter relevant data below:*
**Type of School:** (Elem., Mid., High) _____
**Grades Included:** _____

**Size of School:** # of students _____
              # of total staff _____
              # of teachers _____

**Ethnic Breakdown of School Population:**

|  | % Students | % Staff | % Teachers | % Community |
|---|---|---|---|---|
| Caucasian | _____ | _____ | _____ | _____ |
| Afr-Amer | _____ | _____ | _____ | _____ |
| Asian | _____ | _____ | _____ | _____ |
| Hispanic | _____ | _____ | _____ | _____ |
| Native Amer | _____ | _____ | _____ | _____ |
| Interracial | _____ | _____ | _____ | _____ |

**Gender Breakdown for School:**

|  | % Students | % Staff | % Teachers | % Community |
|---|---|---|---|---|
| Male | _____ | _____ | _____ | _____ |
| Female | _____ | _____ | _____ | _____ |

## Program History:

TRAINING DATES

*Attach roster of training participants (students/and or adults) for ALL trainings.*

| Type of Training | Date of Training | Trainers |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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## Participants Involved in Program:

### *Administrators*
Administrator at Time of Program Initiation _____

Administrator at Present: _____

Other Administrators in Between (also list the dates of their tenure, e.g., 1996-7):

_____

### *Site Leadership Team Members*
*(List names and occupation, e.g., teacher, counselor, NTA)*
At Time of Program Initiation _____

_____

_____

_____

_____

At Year 2  (give month/date):_____

_____

_____

_____

_____

## Data Collected:

For each of the following, indicate when data was collected and how many records are on file.

TRAINING EVALUATIONS:

| Type of Training | Date of Training | # Evaluations Collected |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

PARTICIPANTS' CONFLICT ORIENTATIONS OR ATTITUDES

| Type of Measure | Date Administered | # Collected |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## PROGRAM UTILITY MEASURES

| Date Collected | # of Intake | # of Agreement | # of Parties' Feedback | # of Mediator Feedback | # of Follow-Up |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

## SCHOOL OR CLASSROOM CLIMATE QUESTIONNAIRES

| Type of Measure | Date Collected | # of Adult Ss | # of Student Ss |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## INTERVIEWS CONDUCTED

| Type of Interview (with whom) | Date Collected |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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## BEHAVIORAL INDICES (VIOLENCE, SUSPENSIONS)

| Type of Data | Date Collected |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |
|  |  |
|  |  |

## AUDIOTAPES COLLECTED (role plays and mediation sessions)

| Source of Data (Training or Actual Session) | If Actual Session, Case # | Date Collected |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Site Leader Interview for Mediation

When did the program start?

At what stage is the program now (first year, second year, third-year)?

How long have you been associated with the program?

Tell me the story of the _____ peer mediation program from start to finish.

How would you characterize the levels of administrative support for the program (to what extent have resources been made available?)

Have you witnessed a change in the levels of support for the program over time? If so, what do you attribute those changes to? If not, has there been a continuity of leadership that has helped with resource provision?

Do you think the program is successful in terms of:
> -students interested in peer mediation training
> -publicity of the program
> -referral to mediation
> -support of the teachers
> -support from other adult staff members
> -student responses to the peer mediation program as disputants or others

What factors have you identified that have affected the perceived success. If it is successful in certain areas - why? If not - why not?

How do you view your relationship with the students and staff members at this school?

What kinds of feedback have you received from school administrators about their view of the program?

What do you think of the future for this program? What kinds of things are you concerned about? What kinds of things do you count on to make the program successful?

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# Site Leader Interview for Curriculum Infusion

When did the program start?

At what stage is the program now (first year, second year, third-year)?

How long have you been associated with the program?

Tell me the story of the _____ curriculum integration program from start to finish.

How would you characterize the levels of administrative support for the program (to what extent have resources been made available?)

Have you witnessed a change in the levels of support for the program over time? If so, what do you attribute those changes to? If not, has there been a continuity of leadership that has helped with resource provision?

Do you think the program is successful in terms of:
  -teachers interested in participating in the program
  -publicity of the program
  -quality of instructional materials
  -support of the other teachers
  -support from other adult staff members
  -student responses to the curriculum infusion

What factors have you identified that have affected the perceived success. If it is successful in certain areas - why? If not - why not?

What kinds of feedback have you received from school administrators about their view of the program?

What do you think of the future for this program? What kinds of things are you concerned about? What kinds of things do you count on to make the program successful?

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# Interview Schedule
# For Teachers and Administrators

1. What motivated you and the school to become involved in the conflict resolution education/peer mediation program?

2. Can you give a brief history of how and when the program started here at --------?

3. Initially, what did you hope the program would accomplish?
   (what initial goals did you have?)

   - what do you think others hoped the program would accomplish?

4. Did you participate in or observe the initial training of the children and/or the teachers? What were your impressions of the training program?

   - what aspects of the training were you impressed with?
   - what could be done to strengthen the training?
   - if you didn't participate in training, what prevented you?

5. What has the program accomplished so far?

   - How well would you say it has achieved the goals of
     (decreasing violence, decreasing suspensions and expulsions,
      improving children's conflict skills)

6. What has the program not accomplished that you had hoped it would?

7. What factors have contributed to the success of the program?

8. What factors have inhibited the success of the program?

9. From the students point of view, how positive or negative has this experience been for them?

   - from the teacher's point of view?
   - from the administrator's point of view?

10. What have you learned from this experience that you would give as advice to someone else who wanted to start a peer mediation program in their school?

# Interview Schedule
# Children/Peer Mediators

1. Why did you want to be a peer mediator?

2. Before the peer mediation program what did you do when you were
   having a conflict with

       -friends
       -other kids
       -teachers
       -brother and sisters

3. Tell me what you did in the training sessions to become a peer
   mediator.

  -what was really helpful?
  -what else would have been helpful?

4. What did you learn from the peer mediation program that has changed the way you handle
conflict now?

5. What are the important skills someone needs to know to handle conflict more effectively?

6. As a peer mediator how did other students respond when you tried to help them solve their
conflicts?

7. In general, what do the other kids think of the peer mediators and the whole idea of the peer
mediation program?

8. What do the teachers think of the program?

9. How do your parents or other family members feel about you being a peer mediator?

  -do you try and use your mediation skills at home?
  -if so, how have they worked?
  -if not, why not?

10. What would tell other kids interested in becoming peer mediators?

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# TRAINING OBSERVATION PACKET

Observer: _____

Date of Observation: _____

School: _____

Day of Training: 1   2   3   4 (or approximate timing of observation, e.g. beginning, middle, end):

_____

Trainers: _____

**Please note any striking behavior or interaction with particular emphasis on the following categories:**

Physical Environment of School and Neighborhood:


Incidents of Fighting/Aggression Among Students or Adults:


Incidents of Constructive Conflict Management Among Students or Adults:


Level of Participant Involvement in Training:


Expertise of Trainers(Substantive, Ability to Communicate Concepts to Students):


Classroom Control (Degree of control maintained by trainers, level of discipline):


Interactions Between Students and NonTrainer Adults:


General Climate of School (Impressions of  Student and Staff Morale, Standards, Behavior):

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# ROLE PLAY OBSERVATION SHEET

Observer: _____

Date of Observation: _____

School: _____

Day of Training: 1   2   3   4 (or approximate timing of observation, e.g. beginning, middle, end):

_____

Trainers: _____

Mediator 1:  Sex _____   Race _____  Grade _____

Mediator 2:  Sex _____   Race _____  Grade _____

Disputant 1:  Sex _____   Race _____  Grade _____

Disputant 2:  Sex _____   Race _____  Grade _____

Topic of Dispute Role Play  _____

---

**For each of the following stages of the mediation process, indicate whether you think the skills were performed very well to very poorly on a scale of 1 to 5 (i.e., very well = 5, well = 4, medium = 3, poorly = 2, very poorly = 1). Also, please comment specifically on the reasons you rated as you did. Note the specific behaviors that were or were not performed adequately. Use checklists for guidance and prompting.**

---

OPENING STATEMENT:

| | |
|---|---|
| Introductions | 1   2   3   4   5 |
| Description of Mediation | 1   2   3   4   5 |
| Explanation of Mediator's Role | 1   2   3   4   5 |
| Explanation of Groundrules | 1   2   3   4   5 |
| Explanation of Confidentiality | 1   2   3   4   5 |
| Handling Questions | 1   2   3   4   5 |

   OVERALL        1   2   3   4   5

   Comments:

## FACT-FINDING

| | | | | | |
|---|---|---|---|---|---|
| Ability to Gather Information | 1 | 2 | 3 | 4 | 5 |
| Maintaining Groundrules | 1 | 2 | 3 | 4 | 5 |
| Identifying Parties' Interests | 1 | 2 | 3 | 4 | 5 |
| Active Listening | 1 | 2 | 3 | 4 | 5 |
| Summarizing  Parties' Statements | 1 | 2 | 3 | 4 | 5 |

OVERALL      1    2    3    4    5

Comments:

## CAUCUSING:      Were caucuses used?   yes      no

| | | | | | |
|---|---|---|---|---|---|
| Explanation of Caucusing | 1 | 2 | 3 | 4 | 5 |
| Ability to Gather Information | 1 | 2 | 3 | 4 | 5 |
| Summarizing Parties' Statements | 1 | 2 | 3 | 4 | 5 |
| Maintaining Confidentiality | 1 | 2 | 3 | 4 | 5 |

OVERALL      1    2    3    4    5

Comments:

## FINDING SOLUTIONS:

| | | | | | |
|---|---|---|---|---|---|
| Brainstorming | 1 | 2 | 3 | 4 | 5 |
| Evaluating Solutions | 1 | 2 | 3 | 4 | 5 |
| Helping Parties Negotiate | 1 | 2 | 3 | 4 | 5 |
| Summarizing | 1 | 2 | 3 | 4 | 5 |

OVERALL      1    2    3    4    5

Comments:

## PREPARING AGREEMENT

| | | | | | |
|---|---|---|---|---|---|
| Keeping Agreement Balanced | 1 | 2 | 3 | 4 | 5 |
| Making Agreement Specific | 1 | 2 | 3 | 4 | 5 |
| Planning for "What-Ifs" | 1 | 2 | 3 | 4 | 5 |
| Summarizing Agreement | 1 | 2 | 3 | 4 | 5 |

OVERALL      1    2    3    4    5
Comments:

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# Mediation Training  Evaluation - Staff

1. Your school:  _____

2. Your job title:  _____

3. Staff ID:  _____

4. *If you are a teacher:*

   Grade you teach (please circle):  K  1  2  3  4  5  6  7  8  9  10  11  12

   How long have you been a teacher? (please put number of years):  _____

5. Your sex (please circle)  M    F

6. Your age (years): _____

7. Your race (check one): African-American _____  Caucasian _____  Asian _____

                   Hispanic _____  Native American _____  Inter-racial _____

---

**Use this scale to rate how much you agree with each of the following statements:**

        **SA = Strongly Agree**
         **A = Agree**
         **D = Disagree**
        **SD = Strongly Disagree**
        **NA = Not Applicable to this Training**

---

*Circle one response for each:*

| | | | | |
|---|---|---|---|---|
| 8. The training manuals were easy to follow. | SA | A | D | SD | NA |
| 9. The training manuals covered all information I needed about mediation. | SA | A | D | SD | NA |
| 10. The mediation trainers explained all mediation procedures clearly. | SA | A | D | SD | NA |
| 11. The mediation trainers answered all questions to my satisfaction. | SA | A | D | SD | NA |
| 12 The mediation trainers provided opportunities for persons to express their views about mediation. | SA | A | D | SD | NA |
| 13. The trainers gained my trust and confidence. | SA | A | D | SD | NA |
| 14. In general, the training included enough time to practice skills in resolving conflict. | SA | A | D | SD | NA |
| 15. In general, the training enhanced my own skills for resolving conflicts. | SA | A | D | SD | NA |
| 16. The training did a good job of preparing me to mediate conflicts. | SA | A | D | SD | NA |
| 17. The training did a good job of preparing me to supervise students who will be mediating conflicts. | SA | A | D | SD | NA |

18. Was anything NOT covered in training that you wish had been covered?

_____

_____

19. Is there anything you would suggest to improve the training?

_____

_____

---

*The following questions ask about the training you received in methods for implementing a peer mediation program. If you have not yet received this training please leave these items unanswered.*

1.  The trainers provided good ideas for publicizing
     the mediation program throughout the school.   SA   A   D   SD   NA
2.  I feel that I will be able to help explain
     mediation to other teachers and staff
     members in the school.                          SA   A   D   SD   NA
3.  The trainers provided suggestions for
     structuring follow-up meetings with the
     mediators to keep them active and
     able to mediate.                                SA   A   D   SD   NA
4.  The training did a good job of explaining
     how to do intake procedures for mediation      SA   A   D   SD   NA
5.  The training provided me with information
     about keeping records of the mediations
     and agreements.                                 SA   A   D   SD   NA
6. In general, the training did a good job of
    preparing me to implement an effective
    peer mediation program in my school.             SA   A   D   SD   NA

7. Was anything NOT covered in the mediation program implementation training that you wish HAD been covered?

_____

_____

8. Is there anything you would suggest to improve the mediation program implementation training?

_____

---

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# Mediation Training  Evaluation – Student Secondary

Your feedback on this mediation training is very important to us. We'd like to know what you thought of the peer mediation training you just completed. Please complete all of the following questions.

1. Your sex: M_____   F_____
2. What grade are you in? (please circle):   3   4   5   6   7   8   9   10   11   12
3. How old are you? (years): _____
4. Your race (check one): African-American _____   Caucasian _____   Asian _____
                                     Hispanic _____   Native American _____ Inter-racial _____

| Use this scale to rate how much you agree with each of the following statements: |
|---|
| **SA = Strongly Agree** <br> **A = Agree** <br> **D = Disagree** <br> **SD = Strongly Disagree** <br> **NA = Not Applicable to this Training/Undecided** |

*Circle one response for each:*

| | | | | | |
|---|---|---|---|---|---|
| 6.   The training manuals were easy to follow. | SA | A | D | SD | NA |
| 6.   The training manuals covered all information I needed about mediation. | SA | A | D | SD | NA |
| 7.   The mediation trainers explained all mediation procedures clearly. | SA | A | D | SD | NA |
| 8.   The mediation trainers answered all questions to my satisfaction. | SA | A | D | SD | NA |
| 9. The mediation trainers provided opportunities for persons to express their views about mediation. | SA | A | D | SD | NA |
| 10.  The trainers gained my trust and confidence. | SA | A | D | SD | NA |
| 11.  In general,  the training included  enough time to practice skills in resolving conflict. | SA | A | D | SD | NA |
| 12.  In general,  the training enhanced my own skills for resolving conflicts. | SA | A | D | SD | NA |
| 13.  The training did a good job of preparing me to mediate conflicts. | SA | A | D | SD | NA |

14. Was anything NOT covered in training that you wish had been covered?
_____
_____

# Mediation Training Evaluation – Student Elementary

What grade are you in?:     3        4        5        6

*Circle one response for each:*

1.  The training manuals were easy to follow.

      YES         yes         no         NO

2.  The mediation trainer explained the mediation process clearly.

      YES         yes         no         NO

3.  The mediation trainer answered all my questions well.

      YES         yes         no         NO

4.  The trainer gained my trust.

      YES         yes         no         NO

5.  The training gave me enough time to practice mediation.

      YES         yes         no         NO

6. In general,  the training helped me handle conflicts better.

      YES         yes         no         NO

7. The training did a good job of preparing me to mediate conflicts.

      YES         yes         no         NO

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# Conflict Training Evaluation – Student Secondary

1. Your sex: M_____    F_____

2. What grade are you in?:    6   7   8   9   10   11   12

*Circle one response for each:*

3.   The training was easy to follow.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

4.   The trainer gave us a lot of good information about conflict and how to handle it.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

5.   The trainer answered all my questions well.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

6.   The trainer gained my trust.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

7.   The training gave me enough time to practice new conflict skills.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

8.  In general, the training helped me handle conflicts better.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

# Conflict Skills Training Evaluation - Staff

Your feedback on this conflict skills training is very important to us. We appreciate your time and effort in providing the following information.

1. Your school: _____

2. Your job title: _____

3. ***If you are a teacher:***
   Grade you teach (please circle):   K   1   2   3   4   5   6   7   8   9   10   11   12
   How long have you been a teacher? (please put number of years): _____

4. Your sex (please circle)   M     F

5. Your age (years): _____

6. Your race (check one): African-American _____   Caucasian _____   Asian _____
                            Hispanic _____   Native American _____   Inter-racial _____

---

**Use this scale to rate how much you agree with each of the following statements:**
> **SA = Strongly Agree**
>  **A = Agree**
>   **D = Disagree**
> **SD = Strongly Disagree**
> **NA = Not Applicable to this Training**

---

*Circle one response for each:*

| | | | | | |
|---|---|---|---|---|---|
| 7. The training materials were easy to follow. | SA | A | D | SD | NA |
| 8. The training on communication skills helped me identify areas where I can improve. | SA | A | D | SD | NA |
| 9. The training taught me valuable skills to improve my communication.        . | SA | A | D | SD | NA |
| 10. The conflict materials were helpful in better understanding how we deal with conflicts at this school. | SA | A | D | SD | NA |
| 11. The trainers were helpful in explaining how to use conflict management skills in my work relationships. | SA | A | D | SD | NA |
| 12. The trainers explained all the information clearly. | SA | A | D | SD | NA |
| 13. The trainers gained my trust and confidence. | SA | A | D | SD | NA |
| 14. In general, the training enhanced my own skills for resolving conflicts. | SA | A | D | SD | NA |

16. Was anything NOT covered in training that you wish had been covered?
_____

15. Is there anything you would suggest to improve the training?
_____

# Curriculum Training Evaluation - Staff

Your feedback on this curriculum training is very important to us. We appreciate your time and effort in providing the following information.

1. Your school:  _____

2. Your job title:  _____

3. Grade you teach (please circle):   K   1   2   3   4   5   6   7   8   9   10   11   12

4. How long have you been a teacher? (please put number of years):  _____

4. Your sex (please circle)   M     F

5. Your age (years): _____

6. Your race (check one): African-American _____   Caucasian _____   Asian _____
                        Hispanic _____   Native American _____   Inter-racial _____

---

**Use this scale to rate how much you agree with each of the following statements:**
> **SA = Strongly Agree**
>  **A = Agree**
>  **D = Disagree**
> **SD = Strongly Disagree**
> **NA = Not Applicable to this Training**

---

*Circle one response for each:*

| | | | | | |
|---|---|---|---|---|---|
| 7.  The training manuals were easy to follow. | SA | A | D | SD | NA |
| 8.  The training manuals included the information I need to use these ideas in my classes. | SA | A | D | SD | NA |
| 9.   In general, the exercises in the manuals are appropriate for students in my classes. | SA | A | D | SD | NA |
| 10.  The trainers were helpful in explaining how to use some of the exercises in my classes. | SA | A | D | SD | NA |
| 9.   The trainers explained information clearly. | SA | A | D | SD | NA |
| 10.  The trainers gained my trust and confidence. | SA | A | D | SD | NA |
| 11.  The training helped me understand the importance of teaching conflict skills to students. | SA | A | D | SD | NA |
| 12.  In general, the training enhanced my own skills for resolving conflicts. | SA | A | D | SD | NA |
| 13.  The trainers answered questions satisfactorily. | SA | A | D | SD | NA |

14. Was anything NOT covered in training that you wish had been covered?

_____

15. Is there anything you would suggest to improve the training?

_____

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Case #: _____

# Mediators' Feedback Form –Secondary

Co-Mediators should work together to answer this form. Complete one form per mediation. Please answer each of the following questions in terms of your feelings about the mediation you have just completed.

Co-Mediator #1: _____
        Grade: _____ Sex (circle):  M    F
Co-Mediator #2: _____
        Grade: _____ Sex (circle):  M    F
Date of Mediation:_____

| | | |
|---|---|---|
| Was an agreement reached in this mediation? | Yes _____ | No _____ |
| Did you caucus during the mediation? | Yes _____ | No _____ |
| Was the mediation held in a private place? | Yes _____ | No _____ |
| Did both(all) parties agree to mediate? | Yes _____ | No _____ |
| Did you explain the mediation process? | Yes _____ | No _____ |
| Did you explain confidentiality? | Yes _____ | No _____ |
| If an agreement was reached did you complete an agreement form? | Yes _____ | No _____ |

---

**Please answer the following in terms of the extent to which you agree or disagree.**
        **SA = Strongly Agree**
        **A =  Agree**
        **D =  Disagree**
        **SD = Strongly Disagree**
        **U = Undecided**

---

1. We worked well together as co-mediators.    SA    A    D    SD    U
2. The parties gave a sincere effort in mediation.    SA    A    D    SD    U
3. We had difficulty helping the parties
    explain their sides of the situation.    SA    A    D    SD    U
4. We did not act in a biased way toward
    either party.    SA    A    D    SD    U
5. The parties were unable to come up with
    their own ideas for solving the problem.    SA    A    D    SD    U
6. We gained the parties' trust.    SA    A    D    SD    U
7. We could have done a better job of
    caucusing with the parties.    SA    A    D    SD    U
8. Overall the parties were very satisfied with the
    outcome of the mediation.    SA    A    D    SD    U
9. Overall the parties were very satisfied with the
    process of mediation.    SA    A    D    SD    U

Case #: _____

# Mediators' Feedback Form -Elementary

CO-MEDIATORS ANSWER THESE QUESTIONS TOGETHER. HOW DID YOU FEEL ABOUT THE MEDIATION YOU JUST DID?

Co-Mediator #1: Name: _____
Grade: _____ Boy or Girl? (circle):  Boy   Girl

Co-Mediator #1: Name: _____
Grade: _____ Boy or Girl? (circle):  Boy   Girl

Date of Mediation:_____

Did you caucus during the mediation?          Yes _____ No _____

Was the mediation held in a private place?     Yes _____ No _____

Did you explain the mediation process?         Yes _____ No _____

Did you explain confidentiality?               Yes _____ No _____

1. We worked well together as co-mediators.                    YES   Yes   No   NO

2.  The parties really tried to work things out.               YES   Yes   No   NO

3.  The parties had trouble telling their sides of the story.  YES   Yes   No   NO

4.  We were fair with both parties.                            YES   Yes   No   NO

5.  We gained the parties' trust.                              YES   Yes   No   NO

7. We could have done a better job of caucusing.               YES   Yes   No   NO

8.  The parties were very happy with the mediation.            YES   Yes   No   NO

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Case #: _____

# Parties' Feedback Form -Secondary

Please answer each of the following questions in terms of your feelings about the mediation you have just completed.

1. Name: _____
2. Grade: _____          3. Sex (circle):   M     F
4. Date of Mediation:_____
5. You Were:   Initiating Party _____     Responding Party _____
6. Was  an agreement reached in this mediation?  Yes _____     No _____
7. Did you caucus (meet with the mediators alone without the other party) in the
    mediation? Yes _____    No _____

---

**Please answer the following in terms of the extent to which you agree or disagree.**
> **SA = Strongly Agree**
>  **A =  Agree**
>  **D =  Disagree**
> **SD = Strongly Disagree**
>  **U = Undecided**

---

8.  The mediators helped us state our sides
    of the situation.                                    SA     A     D     SD     U
9.  I feel like I understand the other party's needs
    and feelings better now than before mediation.   SA     A     D     SD     U
10. The mediators explained the mediation
     process clearly.                                   SA     A     D     SD     U
11. The mediators explained confidentiality.     SA     A     D     SD     U
12. The mediators were biased in favor of the
     other party.                                       SA     A     D     SD     U
13. Mediation helped me think of more options
     for settling the problem.                          SA     A     D     SD     U
14. The mediators gained my trust.               SA     A     D     SD     U
15. Caucusing did not help me handle the
     conflict more effectively.                         SA     A     D     SD     U
16. Mediation was worth the effort.              SA     A     D     SD     U
17. Overall I'm very satisfied with the
     outcome of the mediation.                          SA     A     D     SD     U
18. Overall, I think the other party is very
     satisfied with the outcome of the mediation.   SA     A     D     SD     U
19. I will use mediation again.                  SA     A     D     SD     U
20. I will recommend mediation to my friends.    SA     A     D     SD     U
21. I'd like to become a peer mediator.          SA     A     D     SD     U

Case #: _____

# Parties' Feedback Form - Elementary

Please tell how you feel about the mediation you just did.

Your Name: _____

| | | | | |
|---|---|---|---|---|
| 1.  The mediators helped me tell my side of the story. | YES | Yes | No | NO |
| 2.  Mediation helped me understand how the other person feels. | YES | Yes | No | NO |
| 3. The mediators let me know what would happen in mediation. | YES | Yes | No | NO |
| 4. The mediators told us about confidentiality. | YES | Yes | No | NO |
| 5. The mediators treated one of us better than the other. | YES | Yes | No | NO |
| 6. Mediation helped me think of good ways to handle the problem. | YES | Yes | No | NO |
| 7. I trusted the mediators. | YES | Yes | No | NO |
| 8. Mediation was worth the effort. | YES | Yes | No | NO |
| 9. I am very happy that I went to mediation. | YES | Yes | No | NO |
| 10. I will use mediation again. | YES | Yes | No | NO |
| 11. I will tell my friends to use mediation. | YES | Yes | No | NO |
| 12. I want to be a peer mediator. | YES | Yes | No | NO |

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## Staff Feedback Form

We're interested in any general feedback you have on the peer mediation and/or conflict education program. If you have feedback on any of the following questions, please complete this form and return with the next round of data collection for the students.

1. In what way, if any, do you see the program making a positive difference?

2. In what way, if any, do you see the program making a negative difference?

3. What feedback would you like to send to the administration about the program?

4. Do you have any other comments, suggestions or feedback on the program?

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# Administration and Scoring Information

## Conflict Resolution Training Checklist

**Purpose:** To quickly assess quality of the CRE training bring provided.

**Who Completes the Form?:** Site Leadership Team or program coordinator.

**When Do They Complete the Form?:** At the end of the training process.

**Special Scoring or Administration Instructions:** None

## Program Evaluation Record

**Purpose:** To record information about school demographics, trainees, training process, participants involved in program, and nature of data collected for the program evaluation.

**Who Completes the Form?:** Site Leadership Team or program coordinator.

**When Do They Complete the Form?:** Ongoing throughout the program.

**Special Scoring or Administration Instructions:** None

## Site Leader Interview for Mediation

**Purpose:** To find out how site leadership team members or program coordinators feel about the CRE program.

**Who Completes the Form?:** Site Leadership Team members can interview each other or another staff member can do the interview.

**When Do They Complete the Form?:** Throughout the program process but at least at the end of each academic year.

**Special Scoring or Administration Instructions:** None

## Site Leader Interview for Curriculum Infusion

**Purpose:** To find out how site leadership team members or program coordinators feel about the Curriculum Infusion program.

**Who Completes the Form?:** Site Leadership Team members can interview each other or another staff member can do the interview.

**When Do They Complete the Form?:** Throughout the program process but at least at the end of each academic year.

**Special Scoring or Administration Instructions:** None

# Interview Schedule for Teachers and Administrators

**Purpose:** To find out how teachers and administrators feel about the CRE program.

**Who Completes the Form?:** Site Leadership Team members can interview other teachers, administrators or staff members.

**When Do They Complete the Form?:** Throughout the program process but at least at the end of each academic year.

**Special Scoring or Administration Instructions:** None

# Interview Schedule for Children/Peer Mediators

**Purpose:** To find out how students and peer mediators feel about the CRE program.

**Who Completes the Form?:** Site Leadership Team members can interview students.

**When Do They Complete the Form?:** Throughout the program process but at least at the end of each academic year.

**Special Scoring or Administration Instructions:** None

# Training Observation Packet

**Purpose:** To observe the condition of the school and the participants during training.

**Who Completes the Form?:** Site Leadership Team members.

**When Do They Complete the Form?:** Daily during the training process or at the end of training.

**Special Scoring or Administration Instructions:** None

# Role Play Observation Sheet

**Purpose:** To monitor how well peer mediators are accomplishing mediation skills in training role plays.

**Who Completes the Form?:** Site Leadership Team members or mediation program coordinator.

**When Do They Complete the Form?:** During the role plays in training.

**Special Scoring or Administration Instructions:** No need to aggregate data. The intent is simply to rate the mediators' performance in that specific role play to be able to give them feedback and to provide feedback to the trainers about skill areas that need more work.

# Mediation Training Evaluation - Staff

**Purpose:** To find out how teachers and staff members evaluate the quality of the mediation training.

**Who Completes the Form?:** All teachers and staff participating in the mediation training.

**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement.

# Mediation Training Evaluation – Student Secondary

**Purpose:** To find out how students evaluate the quality of the mediation training.

**Who Completes the Form?:** All students participating in the mediation training.

**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement

# Mediation Training Evaluation – Student Elementary

**Purpose:** To find out how students evaluate the quality of the mediation training.

**Who Completes the Form?:** All students participating in the mediation training.

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**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who responded YES, yes, no or NO.

# Conflict Training Evaluation – Student Secondary

**Purpose:** To find out how students evaluate the quality of the conflict skills training.

**Who Completes the Form?:** All students participating in the conflict skills training.

**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement.

# Conflict Skills Training Evaluation - Staff

**Purpose:** To find out how teachers and staff members evaluate the quality of the conflict skills training.

**Who Completes the Form?:** All teachers and staff participating in the conflict skills training.

**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement

# Curriculum Training Evaluation - Staff

**Purpose:** To find out how teachers and staff members evaluate the quality of the training on how to do curriculum infusion.

**Who Completes the Form?:** All teachers and staff participating in the curriculum infusion training.

**When Do They Complete the Form?:** At the end of training.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement

# Mediator's Feedback Form - Secondary

**Purpose:** To find out how mediators evaluate the quality of a mediation session.

**Who Completes the Form?:** The mediator/co-mediation team.

**When Do They Complete the Form?:** At the end of mediation.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement.

# Mediator's Feedback Form - Elementary

**Purpose:** To find out how mediators evaluate the quality of a mediation session.

**Who Completes the Form?:** The mediator/co-mediation team.

**When Do They Complete the Form?:** At the end of mediation.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who indicated YES, yes, no, or NO.

# Parties' Feedback Form - Secondary

**Purpose:** To find out how the parties in mediation evaluate the quality of a mediation session.

**Who Completes the Form?:** Each party in the mediation completes a feedback form.

**When Do They Complete the Form?:** At the end of mediation.

**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who strongly agreed, agreed, disagreed, or strongly disagreed with the statement.

# Parties' Feedback Form - Elementary

**Purpose:** To find out how mediators evaluate the quality of a mediation session.

**Who Completes the Form?:** The mediator/co-mediation team.

**When Do They Complete the Form?:** At the end of mediation.

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**Special Scoring or Administration Instructions:** A mean or average score can be calculated for each item on the instrument. You can also choose to report the percentage of respondents who indicated Yes, yes, no or NO.

# Staff Feedback Form

**Purpose:** To find out how teachers and staff in the school feel about the CRE program.

**Who Completes the Form?:** Any teacher or staff person in the school.

**When Do They Complete the Form?:** Throughout the CRE program implementation but at least at the end of each academic year.

**Special Scoring or Administration Instructions:** None.

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# Appendix C

# Create a Safe Learning Environment

Note: Most schools have their own forms for identifying and categorizing behaviors that warrant disciplinary actions, suspensions, etc. CRE program coordinators should use the forms that the school has developed and uses for its annual reporting of such statistics to the district.

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## Disciplinary Action Summary Table

| Grade Level | Month /Year | Type of Incident | Action Taken (e.g., inhouse suspension) |
|---|---|---|---|
| | | | |
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# Appendix D

# Create a Constructive Learning Environment

# Classroom Climate (Long Form)

**Directions:** In the blanks, write the number that tells how true each statement is of you. Respond to every statement. Do not leave anything blank.

**If The Statement Is:**                        **Write In The Blank The Number:**
    Completely False . . . . . . . . . . . . . . . . . . . . . . . .        **1**
    False Much Of The Time . . . . . . . . . . . . . . . . .        **2**
    Sometimes True And Sometimes False . . . . . .        **3**
    True Much Of The Time . . . . . . . . . . . . . . . . .        **4**
    Completely True . . . . . . . . . . . . . . . . . . . . . . .        **5**

\_\_\_\_\_ 1. In this class, the other students like to help me learn.

\_\_\_\_\_ 2. I feel safe in this class.

\_\_\_\_\_ 3. I learn more from students who are similar to me.

\_\_\_\_\_ 4. I worry about my physical safety at school.

\_\_\_\_\_ 5. In this class, students show respect for each other even when they disagree.

\_\_\_\_\_ 6. In this class, it is important that we learn things by ourselves.

\_\_\_\_\_ 7. In this class, I should get along with other students better than I do.

\_\_\_\_\_ 8. In this class, my teacher really cares about me.

\_\_\_\_\_ 9. In this class, when we work together in small groups, our job is not done until everyone in the group has finished the assignment.

\_\_\_\_\_ 10. In this class, students use steps to resolve conflicts constructively.

\_\_\_\_\_ 11. In this class, we spend a lot of time working alone.

\_\_\_\_\_ 12. In this class, other students care about how much I learn.

\_\_\_\_\_ 13. In this class, students use conflict resolution skills to resolve disputes.

\_\_\_\_\_ 14. Whenever I take a test in this class, I am afraid I will fail.

\_\_\_\_\_ 15. In this class, competing with other students is a good way to work.

\_\_\_\_\_ 16. In this class, the other students like me the way I am.

_____ 17. In this class, my teacher cares about how much I learn.

_____ 18. In this class, everybody is my friend.

_____ 19. In this class, students work out conflicts cooperatively.

_____ 20. I often get discouraged in this class.

_____ 21. In this class, we help each other with our school work.

_____ 22. In this class, my teacher likes to help me learn.

_____ 23. In this class, when we work together in small groups, I have to make sure that the other members learn if I want to do well on the assignment.

_____ 24. In this class, other students really care about me.

_____ 25. In this class, we learn more when we work with others.

_____ 26. In this class, when we work together in small groups, we cannot complete an assignment unless everyone contributes.

_____ 27. In this class, my teacher likes me as much as he or she likes other students.

_____ 28. All the students in this class know each other well.

_____ 29. It is safe to tell other students in this class how I really feel.

_____ 30. In this class, I am a good student.

_____ 31. In this class, when we work together in small groups, the teacher divides up the material so that everyone has a part and everyone has to share.

_____ 32. I like being in a learning group with students who are different from me.

_____ 33. I often feel upset in this class.

_____ 34. I fear that other students in this class may try to hurt me.

_____ 35. In this class, the teacher decides who is right when students have disputes.

_____ 36. I don't like working with other students in this class.

_____ 37. In this class, I work to get better grades than other students get.

_____ 38. In this class, students learn a lot of important things from each other.

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# Classroom Life

Date: _____ Name: _____     Male     Female

Grade: _____ Teacher: _____ Subject: _____

School: _____

| Directions: | In the blanks, write the number that tells how true each statement is of you. Respond to every statement. Do not leave anything blank. |
|---|---|

**If The Statement Is:**                    **Write In the Blank the Number:**

**Completely False** . . . . . . . . . . . . . . . . . . . . . . .     **1**
**False Much Of The Time** . . . . . . . . . . . . . . . . .     **2**
**Sometimes True and Sometimes False** . . . . . .     **3**
**True Much Of The Time** . . . . . . . . . . . . . . . . .     **4**
**Completely True** . . . . . . . . . . . . . . . . . . . . . .     **5**

\_\_\_\_\_ 1. In this class, the other students like to help me when I need it.

\_\_\_\_\_ 2. I worry about my physical safety at school.

\_\_\_\_\_ 3. In this class, students show respect for each other even when they disagree.

\_\_\_\_\_ 4. In this class, I should get along with other students better than I do.

\_\_\_\_\_ 5. In this class, my teacher really cares about me.

\_\_\_\_\_ 6. In this class, students are comfortable saying how they feel about something.

\_\_\_\_\_ 7. In this class, other students care about how much I learn.

\_\_\_\_\_ 8. I often feel upset in this class.

\_\_\_\_\_ 9. In this class, students use conflict resolution skills to resolve disputes     constructively.

\_\_\_\_\_ 10. In this class, the other students like me the way I am.

\_\_\_\_\_ 11. In this class, my teacher cares about how much I learn.

\_\_\_\_\_ 12. In this class, everybody is my friend.

*(Continue on the Next Page Please)*

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| If The Statement Is: | Write In The Blank The Number: |
|---|---|
| **Completely False** . . . . . . . . . . . . . . . . . . . . . . | **1** |
| **False Much Of The Time** . . . . . . . . . . . . . . . . . | **2** |
| **Sometimes True And Sometimes False** . . . . . . | **3** |
| **True Much Of The Time** . . . . . . . . . . . . . . . . | **4** |
| **Completely True** . . . . . . . . . . . . . . . . . . . . . . | **5** |

\_\_\_\_\_ 13. In this class, students respect each other.

\_\_\_\_\_ 14. In this class, my teacher often lets students solve their own conflicts.

\_\_\_\_\_ 15. In this class, other students really care about me.

\_\_\_\_\_ 16. In this class, my teacher likes me as much as he or she likes other students.

\_\_\_\_\_ 17. In this class, the teacher decides who is right when students have disputes.

\_\_\_\_\_ 18. All the students in this class know each other well.

\_\_\_\_\_ 19. It is safe to tell other students in this class how I really feel.

\_\_\_\_\_ 20. I fear that other students in this class may try to hurt me.

\_\_\_\_\_ 21. In this class, when students are in conflict they are able to see the other person's point of view.

\_\_\_\_\_ 22. In this class, students often feel comfortable stepping in to help other     students who are in conflict.

\_\_\_\_\_ 23. In this class, when students need help solving their conflicts, they feel   comfortable asking other students to help them deal with the conflict.

\_\_\_\_\_ 24. My teacher  shows students it is okay to really share what they are feeling.

## *Thank You!*

# Your School

These questions ask you to tell us about your school. There are no right or wrong answers. We are interested in your ideas.

1. STUDENTS HAVE PRIDE IN OUR SCHOOL.

YES        Yes        No        NO

2. I  FEEL SAFE AT SCHOOL.

YES        Yes        No        NO

3. THERE ARE A LOT OF FIGHTS AMONG STUDENTS AT OUR SCHOOL.

YES        Yes        No        NO

4. STUDENTS WHO ARE DIFFERENT FROM EACH OTHER STILL GET ALONG.

YES        Yes        No        NO

5. TEACHERS GET ALONG WITH EACH OTHER IN OUR SCHOOL.

YES        Yes        No        NO

6. STUDENTS WORK TOGETHER TO MAKE THE SCHOOL A BETTER PLACE TO BE.

YES        Yes        No        NO

7. THE SCHOOL IS KEPT NEAT AND CLEAN.

YES        Yes        No        NO

8. OUR SCHOOL IS A GOOD SCHOOL.

YES        Yes        No        NO

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# Student Climate Measure

These questions ask you to tell us about your school. There are no right or wrong answers. We are interested in your ideas.

| Please answer each of the following questions in terms of whether you agree or disagree with the statement. Use the following scale and circle the response that best indicates your thoughts and feelings. |
| --- |
| **SA = Strongly Agree**<br>**A = Agree**<br>**D = Disagree**<br>**SD = Strongly Disagree**<br>**U = Undecided** |

1. Students have pride in our school.           SA    A    D    SD    U

2. I feel safe at school.                        SA    A    D    SD    U

3. There are a lot of fights among students
   at our school.                                SA    A    D    SD    U

4. Students from different backgrounds
   and cultures respect each other in
   our school.                                   SA    A    D    SD    U

5. Teachers in our school take
   students seriously.                           SA    A    D    SD    U

6. Teachers spend too much time
   disciplining students.                        SA    A    D    SD    U

7. Teachers get along with each other
   in our school.                                SA    A    D    SD    U

8. Students work together to make the
   school a better place to be.                  SA    A    D    SD    U

9. The school is kept neat and clean.            SA    A    D    SD    U

10. Our school is a good school.                 SA    A    D    SD    U

11. People in the community take a
    strong interest in our school.               SA    A    D    SD    U

Date _____

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# Organizational Health Inventory - Elementary

Directions: The following are statements about your school. <u>Please indicate the extent to which each statement characterizes your school by circling the appropriate response.</u>

| **Use the following scale to respond to each item:** |
| --- |
| **RO** = **Rarely Occurs**<br>**SO** = **Sometimes Occurs**<br>**O** = **Often Occurs**<br>**VFO** = **Very Frequently Occurs** |

1. The principal explores all sides of topics and admits that other opinions exist.    RO   SO   O   VFO
2. The principal gets what he or she asks for from superiors.    RO   SO   O   VFO
3. The principal discusses classroom issues with teachers.    RO   SO   O   VFO
4. The principal accepts questions without appearing to snub or quash the teacher.    RO   SO   O   VFO
5. Extra materials are available if requested.    RO   SO   O   VFO
6. Students neglect to complete homework.    RO   SO   O   VFO
7. Students are cooperative during classroom instruction.    RO   SO   O   VFO
8. The school is vulnerable to outside pressures.    RO   SO   O   VFO
9. The principal is able to influence the actions of his or her superiors.    RO   SO   O   VFO
10. The principal treats all faculty members as his or her equal.    RO   SO   O   VFO
11. The principal goes out of his or her way to show appreciation to teachers.    RO   SO   O   VFO
12. Teachers are provided with adequate materials for their classrooms.    RO   SO   O   VFO
13. Teachers in this school like each other.    RO   SO   O   VFO
14. Community demands are accepted even when they are not consistent with the educational program.    RO   SO   O   VFO
15. The principal lets faculty know what is expected of them.    RO   SO   O   VFO
16. Teachers receive necessary classroom supplies.    RO   SO   O   VFO
17. The principal conducts meaningful evaluations.    RO   SO   O   VFO
18. Students respect others who get good grades.    RO   SO   O   VFO

| | | | | |
|---|---|---|---|---|
| 19. Teachers feel pressure from the community. | RO | SO | O | VFO |
| 20. The principal's recommendations are given serious consideration by his or her superiors. | RO | SO | O | VFO |
| 21. The principal maintains definite standards of performance. | RO | SO | O | VFO |
| 22. Supplementary materials are available for classroom use. | RO | SO | O | VFO |
| 23. Teachers exhibit friendliness to each other. | RO | SO | O | VFO |
| 24. Students seek extra work so they can get good grades. | RO | SO | O | VFO |
| 25. Select citizen groups are influential with the board. | RO | SO | O | VFO |
| 26. The principal looks out for the personal welfare of faculty members. | RO | SO | O | VFO |
| 27. Teachers express pride in their school. | RO | SO | O | VFO |
| 28. Teachers identify with the school. | RO | SO | O | VFO |
| 29. The school is open to the whims of the public. | RO | SO | O | VFO |
| 30. A few vocal parents can change school policy. | RO | SO | O | VFO |
| 31. Students try hard to improve on previous work. | RO | SO | O | VFO |
| 32. Teachers accomplish their jobs with enthusiasm. | RO | SO | O | VFO |
| 33. The learning environment is orderly and serious. | RO | SO | O | VFO |
| 34. The principal is friendly and approachable. | RO | SO | O | VFO |
| 35. There is a feeling of trust and confidence among the staff. | RO | SO | O | VFO |
| 36. Teachers show commitment to their students. | RO | SO | O | VFO |
| 37. Teachers are indifferent to each other. | RO | SO | O | VFO |

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# Organizational Health Inventory

Directions: The following are statements about your school. <u>Please indicate the extent to which each statement characterizes your school by circling the appropriate response.</u>

---

**Use the following scale to respond to each item:**

**RO** = **Rarely Occurs**
**SO** = **Sometimes Occurs**
**O** = **Often Occurs**
**VFO** = **Very Frequently Occurs**

---

1. Teachers are protected from unreasonable community and parental demands.  RO  SO  O  VFO
2. The principal gets what he or she asks for from superiors.  RO  SO  O  VFO
3. The principal is friendly and approachable.  RO  SO  O  VFO
4. The principal asks that faculty members follow standard rules and regulations.  RO  SO  O  VFO
5. Extra materials are available if requested.  RO  SO  O  VFO
6. Teachers do favors for each other.  RO  SO  O  VFO
7. The students in this school can achieve the goals that have been set for them.  RO  SO  O  VFO
8. The school is vulnerable to outside pressures.  RO  SO  O  VFO
9. The principal is able to influence the actions of his or her superiors.  RO  SO  O  VFO
10. The principal treats all faculty members as his or her equal.  RO  SO  O  VFO
11. The principal makes his or her attitudes clear to the school.  RO  SO  O  VFO
12. Teachers are provided with adequate materials for their classrooms.  RO  SO  O  VFO
13. Teachers in this school like each other.  RO  SO  O  VFO
14. The school sets high standards for academic performance.  RO  SO  O  VFO
15. Community demands are accepted even when they are not consistent with the educational program.  RO  SO  O  VFO
16. The principal is able to work well with the superintendent.  RO  SO  O  VFO
17. The principal puts suggestions made by the faculty into operation.  RO  SO  O  VFO

| | | | | |
|---|---|---|---|---|
| 18. The principal lets faculty know what is expected of them. | RO | SO | O | VFO |
| 19. Teachers receive necessary classroom supplies. | RO | SO | O | VFO |
| 20. Teachers are indifferent to each other. | RO | SO | O | VFO |
| 21. Students respect others who get good grades. | RO | SO | O | VFO |
| 22. Teachers feel pressure from the community. | RO | SO | O | VFO |
| 23. The principal's recommendations are given serious consideration by his or her superiors. | RO | SO | O | VFO |
| 24. The principal is willing to make changes. | RO | SO | O | VFO |
| 25. The principal maintains definite standards of performance. | RO | SO | O | VFO |
| 26. Supplementary materials are available for classroom use. | RO | SO | O | VFO |
| 27. Teachers exhibit friendliness to each other. | RO | SO | O | VFO |
| 28. Students seek extra work so they can get good grades. | RO | SO | O | VFO |
| 29. Select citizen groups are influential with the board. | RO | SO | O | VFO |
| 30. The principal is impeded by the superiors. | RO | SO | O | VFO |
| 31. The principal looks out for the personal welfare of faculty members. | RO | SO | O | VFO |
| 32. The principal schedules the work to be done. | RO | SO | O | VFO |
| 33. Teachers have access to needed instructional materials. | RO | SO | O | VFO |
| 34. Teachers in this school are cool and aloof to each other. | RO | SO | O | VFO |
| 35. Teachers in this school believe their students have the ability to achieve academically. | RO | SO | O | VFO |
| 36. The school is open to the whims of the public. | RO | SO | O | VFO |
| 37. The morale of the teachers is high. | RO | SO | O | VFO |
| 38. Academic achievement is recognized and acknowledged by the school. | RO | SO | O | VFO |
| 39. A few vocal parents can change school policy. | RO | SO | O | VFO |
| 40. There is a feeling of trust and confidence among the staff. | RO | SO | O | VFO |
| 41. Students try hard to improve on previous work. | RO | SO | O | VFO |
| 42. Teachers accomplish their jobs with enthusiasm. | RO | SO | O | VFO |
| 43. The learning environment is orderly and serious. | RO | SO | O | VFO |
| 44. Teachers identify with the school. | RO | SO | O | VFO |

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# INSTITUTIONAL INVENTORY

Place a (3) by those items in the inventory which in your experience, opinion, and when ever possible has data to support it, influences your school in an overall positive manner*.

Place a (2) by those items in the inventory which in your experience, opinion, and when ever possible has data to support it, neither influences your school in an overall positive or negative manner or you feel the positives and negatives cancel each other out for that item. *

Place a (1) by those items in the inventory which in your experience, opinion, and when ever possible has data to support it, influence your school in an overall negative manner*.

\*\*\* Think of the constructs; positive, neutral, and negative, in very general terms covering as many situations as possible.

## I. Adminstrative Procedures

☐ 1.Due Process           TOTAL

☐ 2.Student Handbook

☐ 3.Rules

☐ 4.Consequences

☐ v5.Student referral process

## II. Classroom

☐ 6.Student Class Size     TOTAL

☐ 7.Maintenance

☐ 8.Physical Class Size

☐ 9.Furniture

☐ 10.Classroom Equipment

## III. Collegial Support

☐ 11.Cooperative          TOTAL

☐ 12.Mentoring

☐ 13.Supportive

☐ 14.Competitive

☐ 15.Resourceful

## IV. Materials

☐ 16.Current Textbooks     TOTAL

☐ 17.Current Software

☐ 18.Internet Connection

☐ 19.Office Supplies

☐ 20. Current Technology

## VI. Community

☐ 21. Parental Involvement   TOTAL

☐ 22. Police

☐ .23 Civic Groups

☐ 24. Community Agencies

☐ 25. Political/Religious

## VI. Student Population

☐ 26.Diversity        TOTAL

☐ 27.Extra Curriculars

☐ v28.Working

☐ 29.Abilities

☐ 30.Attendance

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# Administration and Scoring Information

## Classroom Climate

**Purpose:** To measure the creation of a cooperative and supportive climate in the classroom within a cooperative learning framework. Used for middle and high school populations.

**Who Completes the Form?:** Students in classes with conflict skills training or curriculum infusion.

**When Do They Complete the Form?:** Before the training begins and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

Reverse score items: 3, 4, 14, 34, 35

There are six factors:  (1) Constructive Conflict Management – items 5, 10, 13, 19, 35; (2) Cooperation – items 18, 21, 25, 28, 39; (3) Interdependence – items 9, 23, 26, 31; (4) Safety – items 2, 4, 29, 34, 38; (5) Student Support – items 1, 12, 16, 24; and (6) Teacher Support – items 8, 17, 22, 27. In addition, you calculate an overall Climate score by summing across all items on the measure.

The internal consistency of the overall instrument and the subscales was determined using Cronbach's alpha. The reliability for the overall climate scale was .82; for the conflict factor, p. 63; for the cooperation factor, .62; for the interdependence factor, .73; for the safety factor, .62; for the student support factor, .70; and for the teacher support factor, .79. Other than the overall scale reliability and the teacher support factor, these results suggest only a moderate internal consistency.

## Classroom Life

**Purpose:** To measure the creation of a cooperative and supportive climate in the classroom, with more emphasis on conflict management. This version is shorter than the Classroom Climate measure and does not presume a cooperative learning context. This version can be used for grades 4 and 5 as well as middle and high school populations.

**Who Completes the Form?:** Students in classes with conflict skills training or curriculum infusion.

**When Do They Complete the Form?:** Before the training begins and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

Reverse score items: 2, 4, 8, 17, 20

This is a twenty-four-item survey measuring five factors: safety, student support, teacher support, cohesion, and constructive conflict management. Items 2, 6, 19, 20, and 24 comprise the Safety factor. Items 1, 7, 10, and 15 comprise the Student Support factor. Items 5, 11, and 16 comprise the Teacher Support factor. Items 4, 8, 12, 13, and 18 comprise the Cohesion factor. Items 3, 9, 14, 17, 21, 22, and 23 comprise the Constructive Conflict Management factor.

In addition, we calculated an overall Climate score by summing across all items on the measure.

# Your School

# Purpose: To measure elementary students' perceptions of school climate.

**Who Completes the Form?:** Students grade 3-5.

**When Do They Complete the Form?:** Before the CRE program is implemented and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

Reverse score item #3.

This instrument is intended to be a unidimensional measure. It is administered only to students at the third grade level or above. The internal consistency of the Your School Climate Measure was .69.

# Student Climate Measure

**Purpose:** To measure middle and high school students' perceptions of school climate.

**Who Completes the Form?:** Students grades 6-12.

**When Do They Complete the Form?:** Before the CRE program is implemented and at the end of each semester as long as training continues.

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**Special Scoring Instructions and Validity Information:**

Reverse score items #3 and 6.

The internal consistency analysis report an alpha of .74 indicating an acceptable, although not strong, degree of reliability.

# Organizational Health Inventory –Elementary

**Purpose:** To measure teacher and staff's perceptions of school climate in elementary schools.

**Who Completes the Form?:** Any or all teachers and staff.

**When Do They Complete the Form?:** Before the CRE program is implemented and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

The OHI/E, developed by Wayne Hoy and colleagues, is a 37-item measure using the same scaling mechanism as the OHI. Specifically designed for and validated with elementary schools, it has five underlying dimensions and an overall health index score:

Institutional Integrity describes a school that has integrity in its educational program. The school is not vulnerable to narrow, vested interests of community groups. Teachers are protected from unreasonable community and parental demands. The school is able to cope successfully with destructive outside forces.

Collegial Leadership refers to behavior by the principal that is friendly, supportive, open, and guided by norms of equality. At the same time the principal sets the tone for high performance by letting people know what is expected of them.

Resource Influence describes a principal's ability to affect the action of superiors to the benefit of teachers. Teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

Teacher Affiliation refers to a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs. They are committed to both their students and their colleagues. They find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.

Academic Emphasis refers to the press for achievement. The expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.

Overall Health Index is an overall climate score across these dimensions.

The OHI/E was validated using a sample of 78 elementary schools. Internal consistency alphas for each dimension ranged from .87 to .94. Factor loadings demonstrated a five factor

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solution with validity loadings for each factor ranging between .43 - .85 and explaining 66% of the variance. The factor structure for the OHI/E emerged differently than predicted. Thus, although the OHI/E is considered a valid measure, there is uncertainty about the stability of its internal structure.

The dimensions are made of the following items: Institutional Integrity (items 8, 14, 19, 25, 29, and 30); Collegial Leadership (items 1, 3, 4, 10, 11, 15, 17, 21, 26, and 34); Resource Influence (items 2, 5, 9, 12, 16, 20, and 22); Teacher Affiliation (items 13, 23, 27, 28, 32, 33, 35, 36, and 37); Academic Emphasis (items 6, 7, 18, 24, and 31).

# Organizational Health Inventory (Secondary)

**Purpose:** To measure teacher and staff's perceptions of school climate in middle or high schools.

**Who Completes the Form?:** Any or all teachers and staff.

**When Do They Complete the Form?:** Before the CRE program is implemented and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

The Organizational Health Inventory was developed by Wayne Hoy and colleagues. The 44 items comprise the following seven dimensions and are summed to produce an overall health index score:

Institutional Integrity describes a school that has integrity in its educational program. The school is not vulnerable to narrow, vested interests of community groups. Indeed, teachers are protected from unreasonable community and parental demands. The school is able to cope successfully with destructive outside forces.

Initiating Structure is task and achievement oriented behavior. The principal makes his or her attitudes and expectations clear to the faculty and maintains definite standards of performance.

Consideration is principal behavior that is friendly, supportive, and collegial. The principal looks out for the welfare of faculty members and is open to their suggestions.

Principal Influence is the principal's ability to influence the actions of superiors. The influential principal is persuasive, works effectively with the superintendent, and simultaneously demonstrates independence in thought and action.

Resource Support refers to a school where adequate classroom supplies and instructional materials are available and extra materials are easily obtained.

Morale is the sense of trust, confidence, enthusiasm and friendliness among teachers. Teachers feel good about each other and feel a sense of accomplishment from their jobs.

Academic Emphasis refers to the school's press for achievement. High, but achievable goals are set for students. The learning environment is orderly and serious. Teachers

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believe students can achieve and students work hard and respect those who do well academically.

Overall Health Index: Overall scores across all dimensions

The OHI was validated using a sample of 1,131 educators from 78 randomly selected schools in New Jersey. Internal consistency alphas for each of the seven dimensions ranged from .87 to .93. Conceptual structure was verified by factor analysis using principal components analysis with varimax rotation. The preliminary factor analysis and internal reliability research demonstrated that the OHI was highly accurate and reliable measure of school climate. Factor loadings demonstrated a seven factor solution with validity loadings for each factor ranging between .55 - .91 and explaining 74% of the variance. The OHI is administered only to teachers, staff, and administrators in the school.

The following items belong to each dimension: Institutional Integrity (items 1, 8, 15, 22, 29, 36, and 39); Initiating Structure (items 4, 11, 18, 25, and 32); Consideration (items 3, 10, 17, 24, and 31); Principal Influence (items 2, 9, 16, 23, and 33); Resource Support (items 5, 12, 19, 26, 33); Morale (items 6, 13, 20, 27, 34, 37, 40, 42, and 44); Academic Emphasis (items 7, 14, 21, 28, 35, 38, 41, and 43).

# Institutional Inventory

**Purpose:** The inventory is designed to help the members of the school community look at the strengths and weaknesses of their institution and isolate problems as well as solutions within the institution. The inventory assists school members because it condenses six vital aspects of schooling and generates a score that tells you how positive, negative, or neutral any one of these constructs are or for the school as a whole.

**Who Completes the Form?:** Any member of the school community, but usually teachers and staff.

**When Do They Complete the Form?:** Before the training begins and at the end of each semester as long as training continues.

**Special Scoring Instructions and Validity Information:**

There are six categories for the instrument: Administrative Procedures, Classroom, Collegial Support, Materials, Community, and Students, each categories is comprised of 5 items which are to be rated using a 3 point scale. 3 is the highest value, 2 is a middle value, and 1 is the lowest value. Thus the lowest total negative raw score for any one category is a 5 and the highest positive raw score is 15. Rarely will there be pure positive, neutral, or negative categories. Within each category of course there will be some variability a mix of positive, neutral, and negative responses. The total instrument raw score is a low of 30 and a high of 75.

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In order to determine the value of any one category an average score needs to be created. Add up the five values for the category and then divide by 5. The closer to 3 the category is more positive, closer to 2, more neutral, and closer to 1 a negative. The total instrument score can also be averaged the same way.

## **Procedures**

Each member independently takes the inventory. Next small groups must be formed with several key roles fulfilled: a recording secretary, an accountant, and a facilitator.

Then in small groups of no more than 10 the groups compile the data and create a group inventory score. The facilitator should go around the group and call on everyone to share their results while the accountant tabulates. The accountant combines the scores into one group score. During the group tabulation time, thoughts or examples of why the institutional category is positive, neutral, or negative ought to be recorded by a recording secretary. Keep the side notes for the larger debriefing. The facilitator should encourage elaboration of responses and why some choices are made.

Once the small groups have tabulated their data the process is repeated for the large group. Essentially using the same set up except that the notes taken by the recording secretary are not read until the end of the tabulation. Then an accounting of the notes is made.

Finally, the data should start to reveal some patterns of perceived positive, neutral, and negative aspects of the school. It is here that inquiry can start to flush out problems in the institution. It is also at this point that some of the strengths will emerge allowing a side by side contrast of where strengths and weaknesses exist in the school. This open contrast is the impetus for the community members find viable internal solutions. The inventory also provides strong documentation and data on the need for additional resources or outside help if internal solutions are not present.

# Appendix E

# Improve Classroom Management

# Classroom Management Style Survey

Below are a list of 15 questions. Use the following scale to answer the questions. Afterwards follow the instructions on how to score the survey to determine what type of classroom discipline you favor.

1.= Strongly Disagree,  2. = Disagree,  3.= Neutral,  4. = Agree,  5= Strongly Agree

1.  I engage my students in the creation and enforcement of the classroom rules.          1     2     3     4     5

2.  I don't want to impose any rules on my students.  1     2     3     4     5

3. The classroom must be quiet in order for students to learn.          1     2     3     4     5

4. I am concerned about both what my students learn and how they learn.          1     2     3     4     5

5. If a student turns in a late homework assignment, it is not my problem.          1     2     3     4     5

6. I often let my students choose what work they will do based upon interest and relevance to the curriculum.          1     2     3     4     5

7. Class preparation isn't worth the effort.          1     2     3     4     5

8. I always try to explain the reasons behind my rules and decisions.          1     2     3     4     5

9. I will not accept excuses from a student who is tardy.          1     2     3     4     5

10. The emotional well-being of my students is more important than classroom control.          1     2     3     4     5

11. My students understand that they can interrupt my lecture if they have a relevant question.          1     2     3     4     5

12. If a student requests a hall pass, I always honor the request.          1     2     3     4     5

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13. If a student is disruptive during class,
    I assign him/her to detention without
    further discussion.                              1      2      3      4      5

14. I don't want to reprimand a student because
    it might hurt his/her feelings.                  1      2      3      4      5

15. When a problem arises in the classroom
    I will schedule a classroom meeting to isolate
    and fix the problem.                             1      2      3      4      5

To score your quiz:

Add up your responses to questions 3, 9, and 13. _____ This is your score for the authoritarian style.

Add up your responses to questions 4, 8, and 11. _____ This is your score for the authoritative style.

Add up your responses to questions 10,12,and 14. _____ This is your score for the the laissez-faire style.

Add up your responses to questions 2, 5, and 7. _____ This is your score for the the indifferent style.

Add up your responses to questions 1, 6, and 15. _____ This is your score for the democratic style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style.

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# Administration and Scoring Information

## Classroom Management Style Survey

**Purpose:** To measure a teacher's classroom management style.

**Who Completes the Form?:** Teachers

**When Do They Complete the Form?:** Throughout the CRE program. Can be completed before program implementation and at the end of every semester during program implementation.

**Special Scoring Instruction and Validity Information:**

To score your quiz:

Add up your responses to questions 3, 9, and 13.   _____  This is your score for the authoritarian style.

Add up your responses to questions 4, 8, and 11.   _____  This is your score for the authoritative style.

Add up your responses to questions 10,12,and 14. _____  This is your score for the the laissez-faire style.

Add up your responses to questions 2, 5, and 7.    _____  This is your score for the the indifferent style.

Add up your responses to questions 1, 6, and 15.   _____  This is your score for the democratic style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style.

The Classroom Discipline Type Scale is adapted by Daniel Kmitta from the classroom management styles which are adaptations of the parenting styles discussed in Adolescence, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritt er Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer. http://www.u.arizona.edu/ic/edtech/strategy.html
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# AUTHORITARIAN STYLE

The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences. Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why. At the extreme, the authoritarian teacher gives no indication that he/she cares for the students.

## AUTHORITATIVE STYLE

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances. The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

## LAISSEZ-FAIRE STYLE

The laissez-faire teacher places few demand or controls on the students. "Do your own thing" describes this classroom. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior. However, this overindulgent style is associated with students lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

## INDIFFERENT STYLE

The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year. Also, classroom discipline is lacking.

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This teacher may lack the skills, confidence, or courage to discipline students. The students sense and reflect the teacher's indifferent attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and killing time. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control."

## DEMOCRATIC STYLE

The democratic teacher is involved in the class as leader, participant, facilitator and teacher. This teacher actively seeks information and participation from the students to create a learning environment for everyone in the classroom. This teacher will include students in the creation of classroom rules and how consequences should be administered. This teacher will conduct classroom meetings, soliciting everyone's comments, and open the class to active group problem solving. The democratic teacher will maintain secure boundaries of safety for students while at the same time allowing for appropriate risk taking behaviors to occur in the class so that all students will feel challenged to expand their learning. The democratic teacher employs a variety of useful tools that help students resolve their own problems and conflicts.

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# Appendix F

# Enhance Students'
# Social and Emotional Development

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# How do you manage conflict?

Date:_____ Name:_____ ( ) Male ( ) Female

Teacher: _____ Subject: _____ Period: _____

School: _____ Grade Level: _____

---

**When you have a conflict with another person, how do you resolve it?**

*In the space below, write out what you do to resolve the conflict.*

---

# How would you solve this conflict?

Date:_____ Name:_____ ( ) Male ( ) Female

Teacher: _____ Subject: _____ Period: _____

School: _____ Grade Level: _____

Your school has a limited number of computers. You have reserved a computer during your only study period to complete an assignment. You must hand in the assignment today or you will not get credit for it. When you arrive at the computer you reserved, another student is using it. You tell that student that it is your assigned time to use the computer and that you have to use it now! The student looks at you and says, *"I was here first,"* and does not move. This student has done this to you before. All the other computers are being used and the teacher is busy with other students.

### *In the space below, write what you would do to Settle this conflict.*

# How would you help solve this conflict?

Date:_____ Name:_____ ( ) Male ( ) Female

Teacher: _____ Subject: _____ Period: _____

School: _____ Grade Level: _____

Chris and Kelly have been friends for 10 years and have always spent a lot of time with each other. Chris recently became upset when Kelly started hanging out with other kids at school. Today at school, Chris heard a group of students say that Kelly doesn't like Chris any more. Chris became angry and went to find Kelly. You have been a friend to Chris and Kelly for a long time. You are standing nearby and see Chris march up to Kelly and say, *"I hate you! You never do things with me any more. I thought you were my friend!"* Kelly replied by saying, *"What do you mean? I've always been your friend."* Chris said, *"Don't you lie to me!"* Chris and Kelly continue to argue.

### *In the space below, write what you, <u>as their friend</u>, would do to help Chris and Kelly resolve their conflict.*

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# How would you help solve this conflict?

Date:_____ Name:_____ ( ) Male ( ) Female

Teacher: _____ Subject: _____ Period: _____

School: _____ Grade Level: _____

---

Chris and Kelly have been friends for 10 years and have always spent a lot of time with each other. Chris recently became upset when Kelly started hanging out with other kids at school. Today at school, Chris heard a group of students say that Kelly doesn't like Chris any more. Chris became angry and went to find Kelly. You are a classmate of Chris and Kelly's, but you don't know them well. You are standing nearby and see Chris march up to Kelly and say, "*I hate you! You never do things with me any more. I thought you were my friend!*" Kelly replied by saying, "*What do you mean? I've always been your friend.*" Chris said, "*Don't you lie to me!*" Chris and Kelly continue to argue.

### *In the space below, write what you, <u>as their classmate</u>, would do to help Chris and Kelly resolve their conflict.*

# What Do You Think? (Elementary)

For the following story, circle the answer that tells what you think.

**1. You are walking down the hall when Terry comes out of a room and bumps in to you very hard.**

<u>What would you think?</u>

a) Terry tried to bump you because Terry's a mean person
b) Terry tried to bump you to look big in front of other kids in the hall
c) Terry didn't mean to bump you, he just wasn't watching where he was going
d) Terry didn't mean to bump you, somebody bumped him

<u>What would you do?</u>

a) Hit Terry
b) Just forget it happened
c) Talk to Terry about how you felt

# What Do You Feel?

For the following questions, circle the answer that tells how you feel.

1. When someone is sad I can tell by the look on their face.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

2. When I'm in a bad mood I try to think about the other things that make me happy.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

3. When I really like someone I want to tell them or show them right away.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

# What Do You Think? (Secondary)

For each of the following situations, please circle the answer that tells what you would think or do in the situation.

**1. You are walking down the hall when Terry comes out of a room and bumps in to you very hard.**

   <u>What would you think?</u>

a) Terry tried to bump you because Terry's a mean person
b) Terry tried to bump you to look big in front of other kids in the hall
c) Terry didn't mean to bump you, he just wasn't watching where he was going
d) Terry didn't mean to bump you, somebody bumped him

   <u>What would you do?</u>

a) Hit Terry
b) Just forget it happened
c) Talk to Terry about how you felt

**2. At lunch one day you hear Chris talking about your clothes and laughing with a group of kids at the table.**

   <u>What would you think?</u>

a) Chris wanted to make fun of you because Chris is a nasty person
b) Chris wanted to make fun of you so other kids would think Chris is cool
c) Chris wasn't making fun of you, Chris just giggles a lot
d) Chris wasn't making fun of you, Chris was laughing at somebody who dropped their food

   <u>What would you do?</u>

a) Scream at Chris
b) Pretend you didn't hear anything
c) Talk to Chris about how you felt

**3. In class you notice Pat looking at you a lot.**

<u>What would you think?</u>

a) Pat wants to disrespect you because Pat is a bully
b) Pat wants to disrespect you because Pat feels disrespected by you
c) Pat wants to be your friend but is too shy to talk
d) Pat wants to be your friend but talking isn't allowed in class

<u>What would you do?</u>

a) Give Pat a really dirty look back
b) Stay away from Pat
c) Ask Pat what is going on

# What Do You Feel?

For each of the following statements circle the answer that best describes how you feel.

| Please answer each of the following questions in terms of whether you agree or disagree with the statement. Use the following scale and circle the response that best indicates your thoughts and feelings. |
|---|
| **SA = Strongly Agree** |
| **A = Agree** |
| **D = Disagree** |
| **SD = Strongly Disagree** |
| **U = Undecided** |

1. I can tell how other people feel about me even if they don't tell me.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

2. When someone is sad I can tell by the look on their face.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

3. When I'm really angry I try to calm myself down before I do anything.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |
|---|---|---|---|---|

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4. When I'm in a bad mood I try to think about the other things that make me happy.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

5. When I really like someone I want to tell them or show them right away.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

6. I can make myself relax when I feel really tense or upset.

| STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | DON'T KNOW |

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# YOUNG STUDENT SURVEY
# GRADES 3-5.

**WRITE DOWN A NUMBER ON HOW MANY TIMES A DAY YOU THINK THAT PEOPLE IN SCHOOL:**

• CALL PEOPLE NAMES        _____

• GIVE DIRTY LOOKS         _____

• PUSH OR FIGHT            _____

• DON'T LISTEN             _____

• HAVE OUTBURSTS           _____

**PLEASE FILL IN THE BOX THAT MOST DESCRIBES HOW YOU FEEL**

1. I LEARN MORE IN GROUPS THAN WHEN I AM BY MYSELF.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
|  |  |  |  |  |

2. MY FRIENDS AND I HELP OTHER KIDS WHEN THEY GET INTO TROUBLE.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
|  |  |  |  |  |

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## 3. I CAN TELL SOMEONE HOW I FEEL WITHOUT HURTING THEM.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 4. I WOULD RATHER TALK THAN FIGHT OVER A PROBLEM

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 5. I TRY TO STOP MY FRIENDS FROM FIGHTING.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 6. I DO NOT LIKE FIGHTING.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 7. I LIKE TO WORK WITH ALL MY TEACHERS AT SCHOOL.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 8. I DO NOT MAKE FUN OF OTHER KIDS

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 9. I DO NOT CALL PEOPLE NAMES.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 10. MY SCHOOL IS SAFE.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 11. MY PARENTS HELP OUT AT THE SCHOOL.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

## 12. TEACHERS SHOULD NOT PADDLE STUDENTS

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
| | | | | |

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## 13.  I LIKE TO DO SCHOOLWORK WITH OTHER KIDS IN MY CLASS

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
|  |  |  |  |  |

## 14.  I BEHAVE WELL IN SCHOOL.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
|  |  |  |  |  |

## 15.  ALL MY FRIENDS BEHAVE WELL IN SCHOOL.

| STRONGLY DISAGREE | DISAGREE | DON'T KNOW | AGREE | STRONGLY AGREE |
|---|---|---|---|---|
|  |  |  |  |  |

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# Student Conflict Perception and Attitude Scales
# Grades 6-9

The purpose of the survey is to discover changes in attitudes related to conflict resolution education in your school. Please be certain to answer each response. (**ALL RESPONSES WILL REMAIN CONFIDENTIAL**)Please respond to each question as quickly and honestly as possible.

**A.** How common are each of the following discipline problems in your school? (**Note:** Zero per day is considered *Not at all Common* and five or more incidents per day as *Very Common.*)

1. Verbal harassment
(cussing, capping, name calling, threats)               _____

2. Nonverbal harassment
(dirty looks, giving the finger)               _____

3. Physical Harassment
(pushing, fighting, hitting)               _____

4. Insubordinate
(talking back, refusing to listen, arguing)               _____

5. Disruptive behavior
(talking while you lecture or
give instructions in class, tapping on desk)               _____

**Using the scale where:**

> 1=strongly disagree
> 2=disagree
> 3=don't know
> 4=agree
> 5=strongly agree

**Please answer the following questions.**

- I believe that group work helps people learn how
to resolve conflicts more constructively.          1          2          3          4          5

- My friends and I work as a team to help peers          1          2          3          4          5
with discipline problems in our school.

- I can express my approval or disapproval of a
person's behavior without expressing judgement

about the person.                                               1       2       3       4       5

- I encourage people to talk their problems out with each other.                                      1       2       3       4       5

- I do not tolerate harrassment in my presence                  1       2       3       4       5

- I enjoy working with our teachers on schoolwide projects.                                      1       2       3       4       5

- I like to work with my peers on schoolwide projects.                                               1       2       3       4       5

- I believe a good way to prevent violence is to create a peaceful and safe environment.             1       2       3       4       5

- I do not tolerate name calling in my presence.               1       2       3       4       5

- There are no excuses for using violence.                     1       2       3       4       5

- I am not threatened by conflict.                             1       2       3       4       5

- I expect all my peers to exhibit appropriate behaviors.                                            1       2       3       4       5

18. I believe that you can learn how to handle conflict in constructive ways.                        1       2       3       4       5

19. Conflicts can be resolved so everyone benefits.           1       2       3       4       5

# Student Conflict Perception and Attitude Scales
# Grades 10-12

The purpose of the survey is to discover changes in attitudes related to conflict resolution education in your school. Please be certain to answer each response. (**ALL RESPONSES WILL REMAIN CONFIDENTIAL**)Please respond to each question as quickly and honestly as possible.

**A.** How common are each of the following discipline problems in your school? (**Note:** Zero per day is considered *Not at all Common* and five or more incidents per day as *Very Common.*)

1. Verbal harassment
(cussing, capping, name calling, threats) _____

2. Nonverbal harassment
(dirty looks, giving the finger) _____

3. Physical Harassment
(pushing, fighting, hitting) _____

4. Insubordinate
(talking back, refusing to listen, arguing) _____

5. Disruptive behavior
(talking while you lecture or
give instructions in class, tapping on desk) _____

**Using the scale where:**

> 1=strongly disagree
> 2=disagree
> 3=don't know
> 4=agree
> 5=strongly agree

**Please answer the following questions.**

6. I believe that group work helps people learn how
to resolve conflicts more constructively.        1     2     3     4     5

7. My friends and I work as a team to help peers     1     2     3     4     5
with discipline problems in our school.

8. I can express my approval or disapproval of a
person's behavior without expressing judgement
about the person.                                 1     2     3     4     5

9. I encourage people to talk their problems out
with each other.                                              1     2     3     4     5

10. I do not tolerate harrassment in my presence              1     2     3     4     5

11. I enjoy working with our teachers on
schoolwide projects.                                          1     2     3     4     5

12. I like to work with my peers on schoolwide projects. 1    2     3     4     5

13. I believe a good way to prevent violence is to            1     2     3     4     5
create a peaceful and safe environment.

14. I do not tolerate name calling in my presence.            1     2     3     4     5

15. There are no excuses for using violence.                  1     2     3     4     5

16. I do not believe in the use of corporal punishment.       1     2     3     4     5

17. I count the parents as allies in our school.              1     2     3     4     5

18. I do not tolerate fighting in my presence.                1     2     3     4     5

19. I like to be involved in school community projects
like service learning.                                        1     2     3     4     5

20. I am not threatened by conflict.                          1     2     3     4     5

21. Knowing the motivation of someone's misbehavior  1        2     3     4     5
 would help me to correct the behavior.

22. In my school many discipline problems are stopped  1      2     3     4     5
 before they become serious problems.

23. I believe parental involvement is essential in            1     2     3     4     5
establishing appropriate student behavior.

24. I expect my peers to exhibit appropriate behaviors.  1    2     3     4     5

25. My school offers a safe learning environment
for all students.                                             1     2     3     4     5

26. It is essential that students be involved in the
creation of some of the school rules.                         1     2     3     4     5

27. I believe that you can learn how to handle                1     2     3     4     5
conflict in constructive ways.

28. Conflicts can be resolved so everyone benefits.           1     2     3     4     5

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NAME_____

# Conflict Resolution Basic Knowledge Test
## GRADES 3-5.

**True False (15 Points)**
CIRCLE **T** FOR TRUE AND **F** FOR FALSE.

1.  CONFLICTS HAPPEN ALL THE TIME.                           T      F

2.  TALKING IS A GOOD WAY TO END A CONFLICT.                 T      F

3.  FIGHTING IS A GOOD WAY TO END A CONFLICT.                T      F

4.  CONFLICTS ARE PART OF NATURE .                           T      F

5.  MEDIATION IS A NEW WAY TO FIGHT.                         T      F

6.  IT IS BETTER TO TALK WHEN YOU ARE NOT ANGRY.             T      F

7.  WE SHOULD NOT BE VIOLENT TO EACH OTHER.                  T      F

8.  VIOLENCE HURTS PEOPLE AND THAT IS GOOD.                  T      F

9.  TALKING IS BETTER THAN HITTING.                          T      F

10. YOU CAN HAVE A CONFLICT OVER ANYTHING.                   T      F

11. A CONFLICT IS A PROBLEM BETWEEN PEOPLE.                  T      F

12. CONFLICT RESOLUTION IS ALSO PROBLEM SOLVING.             T      F

13. ONLY TWO PEOPLE CAN NEGOTIATE.                       .   T      F

14. THERE ARE THREE OR MORE PEOPLE IN A MEDIATION.  T      F

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# Conflict Resolution Basic Knowledge Test (Middle School)

## Circle T for True or F for False for the following statements

1. Mediation uses a third person to help solve a problem. T F

2. Negotiation is always used to end a fight. T F

3. Fighting is a type of conflict resolution. T F

4. Arbitration uses a judge to make a binding resolution between disputants. T F

5. An I statement demonstrates that one is owning what they are saying. T F

6. Reflective listening is also used to convey understanding. T F

7. One of the rules of a mediation is that only the mediator talks during the mediation. T F

8. History has demonstrated that humanity uses violent conflict resolution more often than nonviolent conflict resolution. T F

9. Only people of the same race can use mediation. T F

10. Peer mediation requires two mediators. T F

11. Conflict has never produced anything good. T F

12. Conflict is something that is natural and inevitable. T F

13. You can break up a fight using mediation T F

14. Only the smart kids are mediators T F

15. Negotiation skills are something that you can always use. T F

16. Conflict has many faces but fighting is the only way to resolve a conflict. T F

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# High School Conflict Resolution Knowledge Test

**25 Points**

Name_____

Date_____

**Multiple Choice (1 Point Each)**
Please circle the one correct answer.

1. The process by which a third party is asked to resolve a dispute between two parties is called

- negotiation
- arbitration
- mediation
- exhoneration

2. The process by which an agreed upon expert or judge is asked to resolve a dispute between to or more parties is called.

- trial
- litigation
- mediation
- arbitration

3. The process by which two people discuss and reach an agreement over some dispute is called.

- negotiation
- aggitation
- litigation
- arbitration

4. The process by which groups of people resolve a dispute is known as

11. group arbitration.
12. group problem solving
13. group trial resolution
14. group negotiation

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5. The technique that is used during mediation when two disputants have reached some type of impasse and the mediator/s discuss options with the disputants separate from each other is called.

a. caucasing
b. canvassing
c. collecting
d. converting

6. The mediation cadre should be composed of

a. all the smart kids in school
b. all the atheletes and cheerleaders
c. all the students should be represented
d. all the members of the city you live

7. The central role of the mediator is to

a. guide the disputants to a mutual resolution
b. guide the disputants to good lawyers
c. guide the disputants into suspensions
d. guide the disputants to a the right answer

8. One role of the co-mediator is to

a. assist the mediator in the paperwork.
b. assist the mediator in blaming the disputants.
c. assist the mediator is suspending the disputants.
d. assist the mediator in shaming the disputants

9. Mediation can best be used to resolve which one of the following disputes

a. non-violent arguments between two or more disputants.
b. violent arguments between multiple disputants
c. already supended disputants who want back into school
d. disputants expelled for fighting

10. Negotiation can be used to resolve which one of the following disputes

a. a long standing feud between disputants
b. short term conflict between two people
c. short but violent exchange between gangs
d. long term violent exchanges between two people

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**Fill In The Blank (1 Point Each).** Write the correct answer in the space provided.

What are the six steps to the mediation process

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

What are the ground rules to any mediation

17. _____

18. _____

19. _____

20. _____

Short Answer: (1 Point Each)
Convert the following into "I" statements.

You are such an idiot dating that guy.

_____

I heard a rumor that Berry and Linda are dating.

_____

I think you are a real dog.

_____

You should never have been elected team captian.

_____

What a wimp.

_____

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# Parent's Conflict Perception and Attitude Scales

The purpose of the survey is to discover changes in attitudes related to conflict resolution education in your child's school. Please be certain to answer each response. (**ALL RESPONSES WILL REMAIN CONFIDENTIAL**)Please respond to each question as quickly and honestly as possible.

**A.** How common are each of the following discipline problems in your school? (**Note:** Zero per day is considered *Not at all Common* and five or more incidents per day as *Very Common.*)

1. Verbal harassment
(cussing, capping, name calling, threats)　　　　＿＿＿＿＿＿

2. Nonverbal harassment
(dirty looks, giving the finger)　　　　＿＿＿＿＿＿

3. Physical Harassment
(pushing, fighting, hitting)　　　　＿＿＿＿＿＿

4. Insubordinate
(talking back, refusing to listen, arguing)　　　　＿＿＿＿＿＿

5. Disruptive behavior
(talking  while you lecture or
give instructions in class, tapping on desk)　　　　＿＿＿＿＿＿

**Using the scale where:**

> 1=strongly disagree
> 2=disagree
> 3=don't know
> 4=agree
> 5=strongly agree

**Please answer the following questions.**

6. I believe that group work helps people learn how
to resolve conflicts more constructively.　　　　1　　2　　3　　4　　5

7. I work with other parents to correct ,　　　　1　　2　　3　　4　　5
discipline problems in our school.

8. I can express my approval or disapproval of a
person's behavior without expressing judgement
about the person.　　　　1　　2　　3　　4　　5

9. I encourage people to talk their problems out

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| | | | | | |
|---|---|---|---|---|---|
| with each other. | 1 | 2 | 3 | 4 | 5 |
| 10. I do not tolerate harrassment in my presence | 1 | 2 | 3 | 4 | 5 |
| 11. I enjoy working with our students on schoolwide projects. | 1 | 2 | 3 | 4 | 5 |
| 12. I like to work with our teachers on schoolwide projects. | 1 | 2 | 3 | 4 | 5 |
| 13. I believe a good way to prevent violence is to create a peaceful and safe environment. | 1 | 2 | 3 | 4 | 5 |
| 14. I do not tolerate name calling in my presence. | 1 | 2 | 3 | 4 | 5 |
| 15. There are no excuses for using violence. | 1 | 2 | 3 | 4 | 5 |
| 16. I do not believe in the use of corporal punishment. | 1 | 2 | 3 | 4 | 5 |
| • I count myself and other parents as allies in our school. | 1 | 2 | 3 | 4 | 5 |
| 18. I do not tolerate fighting in my presence. | 1 | 2 | 3 | 4 | 5 |
| • I like to be involved in school community projects like service learning. | 1 | 2 | 3 | 4 | 5 |
| 20. I am not threatened by conflict. | 1 | 2 | 3 | 4 | 5 |
| 21. Knowing the motivation of a person's misbehavior would help me to correct the behavior. | 1 | 2 | 3 | 4 | 5 |
| 22. In my school many discipline problems are stopped before they become serious problems. | 1 | 2 | 3 | 4 | 5 |
| 23. I believe parental involvement is essential in establishing appropriate student behavior. | 1 | 2 | 3 | 4 | 5 |
| 24. I expect all people to exhibit appropriate behaviors. | 1 | 2 | 3 | 4 | 5 |
| 25. My room offers a safe learning environment for all students. | 1 | 2 | 3 | 4 | 5 |
| 26. It is essential that students be involved in the creation of some of the classroom rules. | 1 | 2 | 3 | 4 | 5 |
| 27. I believe that you can learn how to handle conflict in constructive ways. | 1 | 2 | 3 | 4 | 5 |
| 28. Conflicts can be resolved so everyone benefits. | 1 | 2 | 3 | 4 | 5 |

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# Teacher Conflict Perception and Attitude Scales

The purpose of the survey is to discover  perceptions and attitudes about conflict in your school. Please be certain to answer each response. **(ALL RESPONSES WILL REMAIN CONFIDENTIAL)** Please respond to each question as quickly and honestly as possible.

 **A.**   How common are each of the following discipline problems in your  school? (**Note:** Zero per  day is considered *Not at all Common* and five or more incidents per day as *Very Common.*)

1. Verbal harassment
(cussing, capping, name calling, threats)            _____

2. Nonverbal harassment
(dirty looks, giving the finger)            _____

3. Physical Harassment
(pushing, fighting, hitting)            _____

4. Insubordinate
(talking back, refusing to listen, arguing)            _____

5. Disruptive behavior
(talking  while you lecture or
give instructions in class, tapping on desk)            _____

**Using the scale where:**

>          1=strongly disagree
>          2=disagree
>          3=don't know
>          4=agree
>          5=strongly agree

**Please answer the following questions.**

6. I believe that group work helps people learn how
to resolve conflicts more constructively.                1        2        3        4        5

7. My colleagues and I work as a team to correct ,         1        2        3        4        5
discipline problems in our school.

8. I can express my approval or disapproval of a
person's behavior without expressing judgement about
the person.                1        2        3        4        5

9. I encourage people to talk their problems out with
each other.                1        2        3        4        5

| | | | | | |
|---|---|---|---|---|---|
| 10. I do not tolerate harassment in my presence. | 1 | 2 | 3 | 4 | 5 |
| 11. I enjoy working with our students on schoolwide projects. | 1 | 2 | 3 | 4 | 5 |
| 12. I like to work with my colleagues on schoolwide projects. | 1 | 2 | 3 | 4 | 5 |
| 13. I believe a good way to prevent violence is to create a peaceful and safe environment. | 1 | 2 | 3 | 4 | 5 |
| 14. I do not tolerate name calling in my presence. | 1 | 2 | 3 | 4 | 5 |
| 15. There are no excuses for using violence. | 1 | 2 | 3 | 4 | 5 |
| 16. I do not believe in the use of corporal punishment. | 1 | 2 | 3 | 4 | 5 |
| 17. I count the parents as allies in our school. | 1 | 2 | 3 | 4 | 5 |
| 18. I do not tolerate fighting in my presence. | 1 | 2 | 3 | 4 | 5 |
| 19. I like to be involved in school community projects like service learning. | 1 | 2 | 3 | 4 | 5 |
| 20. I am not threatened by conflict. | 1 | 2 | 3 | 4 | 5 |
| 21. Knowing the motivation of a person's misbehavior would help me to correct the behavior. | 1 | 2 | 3 | 4 | 5 |
| 22. In my school many discipline problems are stopped before they become serious problems. | 1 | 2 | 3 | 4 | 5 |
| 23. I believe parental involvement is essential in establishing appropriate student behavior. | 1 | 2 | 3 | 4 | 5 |
| 24. I expect all people to exhibit appropriate behaviors. | 1 | 2 | 3 | 4 | 5 |
| 25. My room offers a safe learning environment for all students. | 1 | 2 | 3 | 4 | 5 |
| 26. It is essential that students be involved in the creation of some of the classroom rules. | 1 | 2 | 3 | 4 | 5 |
| 27. I believe that you can learn how to handle conflict in constructive ways. | 1 | 2 | 3 | 4 | 5 |
| 28. Conflicts can be resolved so everyone benefits. | 1 | 2 | 3 | 4 | 5 |

# Teacher Observation Form

**Student's Name** _____        **Date** _____

**Teacher's Name** _____        **School** _____

**For the following items, rate the student's performance on the following scale.**

**4** = excellent ability
**3** = average ability
**2** = below average ability
**1** = poor ability
**9** = don't know

1. The student is aware of his/her emotions.                                          _____

2. The student is able to articulate how s/he is feeling.              _____
3. The student seems able to read correctly others'
   nonverbal communication.                                                       _____

4. The student responds empathically to others.                            _____

5. The student is able to calm himself/herself when angry.        _____

6. When in poor spirits, the student tries to get in a better mood.   _____

7. The student is able to control his/her impulse to react immediately.   _____

8. The student utilizes constructive conflict management skills when
s/he has disputes with other students.                                      _____

9. The student is respectful to other students and teachers        _____

10. The student demonstrates heightened self-confidence/self-esteem.   _____

11. The student fits in well with the class, is a part of the class community._____

12. The student has a good sense of how others are feeling.        _____

13. The student instigates conflict with others (check the one that applies).

        frequently _____        occasionally _____        very rarely _____        never _____

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# Parent Feedback Form

(please print)
**Child's Name** _____     **Date** _____

**Child's School** _____     **Child's Teacher** _____

**Your Relationship to Child (please check):** ☐ **mother**     ☐ **father**     ☐ **guardian**

---

**Basic Information: Please provide the following information about your child's family.**

Number of children in household:     _____

Ages of children in household:     Child #1: _____
Child #2: _____
Child #3: _____
Child #4: _____     (add more if necessary)

---

**We are interested in your thoughts about your child's behavior. For the following items, please rate your child's behavior using the following scale.**

**4 = excellent ability**
**3 = average ability**
**2 = below average ability**
**1 = poor ability**
**9 = don't know**

1. My child is aware of his/her emotions.     _____

2. My child is able to articulate how s/he is feeling.     _____
3. My child seems able to read correctly others'
   nonverbal communication (body language).     _____

4. My child responds empathically to others.     _____

5. My child is able to calm himself/herself when angry.     _____

6. When in poor spirits, my child tries to get in a better mood.     _____

7. My child is able to control his/her impulse to react immediately.     _____

8. My child uses constructive conflict management skills when
   s/he has disputes with siblings or friends.     _____

9. My child is respectful to siblings, friends, and parents. _____

10. My child has good self-confidence/self-esteem. _____

11. My child has a good sense of how others are feeling. _____

12. My child instigates conflict with others (check the one that applies).

frequently _____     occasionally _____     very rarely _____     never _____

---

**Finally, we are interested in your thoughts about your child's general temperament. On each of the following items, please place an "X" in the space that you feel best describes your child.**

**Example:     Happy _____;__X__;_____;_____;_____;_____;_____ Sad**

---

My child is:

Active          _____;_____;_____;_____;_____;_____;_____     Passive

Aggressive      _____;_____;_____;_____;_____;_____;_____     Not Aggressive

Bad             _____;_____;_____;_____;_____;_____;_____     Good

Easy            _____;_____;_____;_____;_____;_____;_____     Difficult

Friendly        _____;_____;_____;_____;_____;_____;_____     Unfriendly

Happy           _____;_____;_____;_____;_____;_____;_____     Sad

Not impulsive _____;_____;_____;_____;_____;_____;_____     Impulsive

Optimistic      _____;_____;_____;_____;_____;_____;_____     Pessimistic

Relaxed         _____;_____;_____;_____;_____;_____;_____     Anxious

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# Peer Mediator Experiences

Please take a few minutes to think about and respond to each of the following questions.  If you need more space, use the back of the sheet, or ask for an extra piece of paper.  As always, your responses will be kept anonymous and confidential.

1. What did you learn from the peer mediation program that has changed the way you handle conflict now?

2. In general, what do the other kids think of the peer mediators and the whole idea of the peer mediation program?

3. What do you think the teachers think of the program?

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4. What would you tell other kids interested in becoming peer mediators?

5. Since you've been a peer mediator, how have you changed?

6. Have your ideas about what you'd like to do with your life changed since you've been a peer mediator? If so, in what way?

7. Are you more or less involved in school activities since you've been a peer mediator? Explain.

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# Is it OK?

Directions: These questions ask you whether you think certain behaviors are WRONG or are OK. Circle the answer that best describes what you think. Circle only <u>one</u> answer.

**1. Suppose a boy says something bad to another boy named John.**

    A) Is it OK for John to scream at him?

        REALLY OK        SORT OF OK        SORT OF WRONG        REALLY WRONG

    B) Is it OK for John to hit him?

        REALLY OK        SORT OF OK        SORT OF WRONG        REALLY WRONG

**2. Suppose a boy says something bad to a girl.**

    A) Is it wrong for the girl to scream at him?

        REALLY WRONG        SORT OF WRONG        SORT OF OK        REALLY OK

    B) Is it wrong for the girl to hit him?

        REALLY WRONG        SORT OF WRONG        SORT OF OK        REALLY OK

**3. Suppose a girl says something bad to another girl named Mary.**

    A) Is it OK for Mary to scream at her?

        REALLY OK        SORT OF OK        SORT OF WRONG        REALLY WRONG

    B) Is it OK for Mary to hit her?

        REALLY OK        SORT OF OK        SORT OF WRONG        REALLY WRONG

**4. Suppose a girl says something bad to a boy.**

    A) Is it wrong for the boy to scream at her?

        REALLY WRONG        SORT OF WRONG        SORT OF OK        REALLY OK

    B) Is it wrong for the boy to hit her?

        REALLY WRONG        SORT OF WRONG        SORT OF OK        REALLY OK

**5. Suppose a boy hits another boy named John. Is it wrong for John to hit him back?**

        REALLY WRONG        SORT OF WRONG        SORT OF OK        REALLY OK

**6. Suppose a boy hits a girl. Is it OK for the girl to hit him back?**

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

**7. Suppose a girl hits another girl named Mary. Is it wrong for Mary to hit her back?**

REALLY  WRONG          SORT  OF  WRONG          SORT  OF  OK          REALLY  OK

**8. Suppose a girl hits a boy. Is it OK for the boy to hit her back?**

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

**9. It's wrong to hit other people.**

REALLY  WRONG          SORT  OF  WRONG          SORT  OF  OK          REALLY  OK

**10. If you're mad, it's OK to say mean things to other people.**

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

**11.  It's OK to yell at others and say bad things**.

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

**12. It's OK to push or shove other people around if you're mad.**

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

**13. It's wrong to say mean things to hurt other people's feelings.**

REALLY  WRONG          SORT  OF  WRONG          SORT  OF  OK          REALLY  OK

**14. It's wrong to take it out on others by saying mean things when you're mad.**

REALLY  WRONG          SORT  OF  WRONG          SORT  OF  OK          REALLY  OK

**15. It's wrong to punch and hit and kick other people.**

REALLY  WRONG          SORT  OF  WRONG          SORT  OF  OK          REALLY  OK

**16. It's OK to punch and hit and kick other people just because you're mad.**

REALLY  OK          SORT OF OK          SORT OF  WRONG          REALLY  WRONG

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# How Do You Argue?

> **Use this scale to rate how much you agree with each of the following statements:**
> **1 = Almost Never True**
> **2 = Rarely True**
> **3 = Occasionally True**
> **4 = Often True**
> **5 = Almost Always True**

1. I am extremely careful to avoid attacking a
   person's intelligence when I attack their ideas.      1      2      3      4      5

2. When someone is stubborn, I use insults to
   make them back down.      1      2      3      4      5

3. I try very hard to avoid having other people
   feel bad about themselves when I try to
   influence them.      1      2      3      4      5

4. When someone refuses to do a task I know is
   important, without good reason, I tell them
   they are unreasonable.      1      2      3      4      5

5. When others do things I regard as stupid,
   I try to be extremely gentle with them.      1      2      3      4      5

6. If a person I am trying to influence really
   deserves it, I attack their character.      1      2      3      4      5

7. When someone behaves in ways that are
   in very poor taste, I insult them in order
   to shock them into proper behavior.      1      2      3      4      5

8. I try to make people feel good about themselves
   even when their ideas are stupid.      1      2      3      4      5

9. When people simply will not budge on a
   matter of importance I lose my temper and
   say rather strong things to them.      1      2      3      4      5

10. When people criticize me I take it in good humor
    and do not try to get back at them.      1      2      3      4      5

11. When someone insults me I get a lot of pleasure
    out of really telling them off.                          1        2        3        4        5

12. When I dislike someone a lot I try not to show it
    in what I say or how I say it.                           1        2        3        4        5

13. I like poking fun at people who do stupid things
    in order to stimulate their intelligence.               1        2        3        4        5

14. When I attack a person's ideas
    I try not to damage their self-concept.                 1        2        3        4        5

15. When I try to influence people I make
    a great effort not to offend them.                      1        2        3        4        5

16. When people do things that are mean or cruel,
    I attack their character in order to correct
    their behavior.                                          1        2        3        4        5

17.  I refuse to participate in arguments
    when they involve personal attacks.                     1        2        3        4        5

18. When nothing seems to work in trying to
    influence someone, I yell and scream in order to
    get some movement from them.                            1        2        3        4        5

19. When I am not able to argue against an other's
    positions,  I try to make them feel defensive
    in order to weaken their position.                      1        2        3        4        5

20. When an argument shifts to personal attacks,
    I try very hard to change the subject.                  1        2        3        4        5

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# Administration and Scoring Information

## How Do You Manage Conflict?
## How Would You Solve This Conflict?
## How Would You Solve This Conflict?

How Would You Help Solve This Conflict? (friend and classmate versions)

**Purpose:** To measure the conflict orientation of students and their self-reported response to conflict situations.

**Who Completes the Form?** Students at all age levels from grades 3-12 can complete these open-ended measures, but they are best used for grades 3-9.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: These open-ended measures have been used in several studies. These instruments were originally developed and used by Johnson and Johnson (1996) in their cooperative learning and classroom climate research. Here are simple instructions to use in administering the questionnaires:
1. Give each student a copy of the three conflict management questionnaires.
2. Students should be seated individually.
3. Each student should have a pencil with a useable eraser.
4. Make sure each student provides all of the information at the top of the questionnaire (date; first and last name; male or female; teacher; subject; period; school; grade level).
5. Read to the students the following:
   · These questionnaires are about how you manage conflict.
   · This is not a test. There are no right or wrong answers – so please be honest.
   · All of your responses are confidential. Your individual responses will not be seen by anyone in this class or in this school or by any of your teachers. The researchers in Minnesota as part of a national study will compile the questionnaires.
   · Work on your own on each questionnaire.
   · If you already completed any of these questionnaires in your other classes, that's good. Please complete them again for this class. Your input for this class is very important.

   The coding system that can be used is:

For the "How Do You Manage Conflict" and "How Would You Solve This Conflict" scenarios, the same category system was used since both questionnaires assessed the ways in which students reported dealing with a conflict when they were a disputant.

- **Passive aggression** – doing something to hurt the other or retaliate, but choosing an action that was "behind" the other's back, that occurred without the other knowing that the action was being taken or by whom.
- **Physical aggression (initiator)** – using physical aggression (pushing, hitting, kicking, etc.) to hurt the other before the other has been aggressive.
- **Physical aggression (responding/reciprocating)** – using physical aggression to hurt the other only after the other has used physical aggression to harm you.
- **Verbal aggression (initiator)** – using verbal aggression (name calling, making fun, verbal put downs) to hurt the other before the other has been aggressive.
- **Verbal aggression (responding/reciprocating)** – using verbal aggression to hurt the other after the other has used verbal aggression to harm you.
- **Pro-social withdrawal** – walking away from the conflict in order to cool down, assess the situation, and become better prepared to handle the situation collaboratively; strategic withdrawal for the purpose of improving collaborative possibility.
- **Anti-social withdrawal** – walking away from the conflict due to fear, an inability to confront the conflict or the sense that confrontation will lead to a situation you can't handle; non-strategic withdrawal.
- **Seeking a third party authority impulsively** – going to get someone in authority (a teacher, principal, etc.) to intervene in the conflict, but doing so in a manner that requests the immediate assistance of the third party even if it interrupts what that person is doing.
- **Seeking a third party authority patiently** – going to get someone in authority to intervene in the conflict, but doing so patiently so that you wait politely for the third party to be available to help.
- **Seeking third party peer** – going to a classmate to ask their assistance in the conflict.
- **Constructive Conflict Management/emotional management** – working to manage emotions effectively in the conflict for self (self calming behavior) and other (recognizing emotional stress in the other, choosing not to emotionally trigger other, apologizing when appropriate to calm the other).
- **Constructive Conflict Management/facilitate communication** – working to open a conversation or dialogue with the other party (including using effective listening behavior).
- **Constructive Conflict Management/ negotiation and problem solving** – actively becoming involved in negotiation and problem-solving behavior with the other party.
- **Other** – (e.g., get other resources, postpone action on the conflict, write about it in a diary).

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- **Investigate rumors** – as a third party, enact the role of detective/fact-finder and investigate whether the rumors about Kelly are true.
- **Stay Out of the Conflict** – regardless of the reason given, decide to stay out of the conflict and decline the "invitation" from the disputants to become involved.
- **Suggest Physical Aggression** – suggest that one or both parties use physical aggression to solve their problem.
- **Facilitate Communication between the parties** – get the parties to talk to each other in a civil way (but do not get involved with substantive issues in the dispute).
- **Facilitate Emotional Management of the Conflict** – help calm the parties, make suggestions about how they may feel better about the situation (but do not get involved with the substantive issues in the dispute).
- **Facilitate Negotiation/Problem-Solving between the Parties** – Act as a mediator and help the parties to resolve their problem together collaboratively.
- **Other** – Make fun of them, create a group discussion of the problem, get someone else to act as third party, etc.

Coders independently coded each of the data sets. Calculations using a simple percentage of agreement between three coders revealed a high level of reliability. For the first questionnaire, "How do You Manage Conflict", there were 280 coding possibilities, with 26 coding disagreements for a 91% agreement rate. For the second questionnaire, "How Would You Solve This Conflict", there were 350 coding possibilities, with 33 coding disagreements for a 91% agreement rate. And, for the third questionnaire, "How Would You Help Solve This Conflict", there were 336 coding possibilities, with 35 coding disagreements for a total of 89% agreement rate.

# What Do You Think? (Elementary)
# What Do You Think? (Secondary)

**Purpose:**  The first part of this questionnaire (the What Do You Think? Section) measures the student's tendency to make hostile attributions about others and to take aggressive action toward others. The second part of the questionnaire (the What Do You Feel? section) measures the student's ability to read others' emotions, control teir own mood, and strategically express emotion.

**Who Completes the Form?** Students from grades 3-5 (for the elementary version) and grades 6-9  (for the secondary version).

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

Hostile Attribution. In order to measure hostile attribution, students are asked to respond to brief situations (One for the elementary version and three for the secondary version). For each situation they were asked to answer two questions: (1) "what would you think?" (to measure hostile attribution) and (2) "what would you do?" (to measure attribution-related aggression). For the first question they were presented with four response options that represented different levels of hostile attribution (e.g., purposive/internal, purposive/external, reactive/internal and reactive/external) and asked to choose one.

The three scenarios varied in terms physical, verbal, and nonverbal provocation. The physical provocation situation was, "You are walking down the hall when Terry comes out of a room and bumps into you very hard". The verbal provocation situation was, "At lunch one day you hear Chris talking about your clothes and laughing with a group of kids at the table". And, the nonverbal provocation situation was, "In class you notice Pat looking at you a lot."

Answers to the hostile attribution questions were scored in terms of "1" for purposive/internal, "2" for purposive/external, "3" for reactive/internal, and "4" for reactive/external. Scores were summed across the three scenarios. The lower the score, the more hostile the attribution.

For the second question (What would you do?) the students are presented with three options. The (a) option is the most aggressive, the (b) option is avoidant, and the (c) option is constructive. Score (a) as 1, (b) as 2, and (c) as 3. If there is more than one scenario sum across the scenarios. The lower the score the more aggressive the response to the situation.

Emotional Management. Students are asked to respond to items (3 in the elementary condition and 6 in the secondary condition) that tap into their ability to recognize and manage their own emotions during conflict.

You can treat these items as individual items or you can sum across them.

"Strongly agree" is coded as 4, "Agree" is coded as 3, "Disagree" is coded as 2, and "Strongly Disagree" is coded as 1. The higher the scores the more emotional management the student is reporting.

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# Young Student Survey Grades 3-5
## Student Conflict Perception and Attitude Scale Grades 6-9
# Student Conflict Perception and Attitude Scale Grades 10-12

**Purpose:** To measure the conflict orientation of students.

**Who Completes the Form?** Students at all age levels from grades 3-12 can complete these forms as long as they use the right one for their age group.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

The CPAS instruments are to be used in conjunction with each other. There are 4 versions of the instrument all asking the same questions, though in slightly different ways for four different groups of participants; young children, adolescents, educators and parents. Each instrument measures the same two constructs, perceptions of conflicts, where perception is defined by frequency of 5 types of conflict, and attitude about conflict which is defined by positively skewed belief statements about conflict and conflict behaviors. The purpose is to examine whether or not CRE training can positively influence both perceptions of conflict as well as beliefs about conflict for the major participants and stakeholders of the school. The instrument is designed to track changes in both attitude and perceptions over time and to determine the validity of those perceptions among the major stakeholders of the school.

HOW TO USE

Ideally these instruments ought to be used in conjunction with each other and used repeatedly over the course of the school year - before, during, and after CRE training. The surveys can also be used in a pretest posttest evaluation. Thus a minimum of two copies of the instrument ought to be made (pre/post test).  One examines the pretest information against the posttests and looks for changes over time. Research has demonstrated that perceptions of conflicts change over time. Sandy, 2000 reported that research using perception scales of conflict almost always demonstrated an observed increase of conflict immediately following CRE trainings. The reason being that CRE training makes people more sensitive to conflicts. Over time though, if the school is working to reduce conflicts, this survey will help in documenting the reduction of those conflicts.

## HOW TO SCORE

The first part of the instrument measure raw numbers of perceived conflicts. Tally the sum for each category and then calculate the average for each category. Using the rubric provided on the survey, if the average number of conflicts per day approach or exceed 5 then that conflict would be considered as a very common conflict category, and one that needs to addressed. Repeat this process throughout the training comparing the new measures against this first measure. Ideally, over time you should see an increase soon following the training and then a decrease as the CRE becomes more entrenched in the school community.

The second part of this instrument deals with attitudes about conflict. It is a positively skewed scale. That means all the survey questions are designed to elicit positive aspects of conflict. Thus high scores on the scale indicate that one has a relatively healthy or good attitude and belief system around conflict and low scores indicate that one has relatively poor attitudes regarding conflict. Ideally, attitudes on the pretest that are low will improve after CRE training on the posttest and attitudes that are high on the pretest will remain high after CRE training.

Again, the scoring is straight forward. A perfect high score is 110 points and a low of 22 (a high of 75 for Young Student Survey and a low of 15). Subtract pretest from posttest scores and determine if there was a gain or loss in the scores.

## VALIDITY AND RELIABILITY

Variants of two of these instruments have undergone some reliability and validity work ups. Table of specifications are available for the educator and adolescent instruments and some work has been conducted on the reliability and validity of the adolescent and educator instruments. No reliability or validity work has been conducted on the young children or parents instruments. Test retest reliability estimates for the five perception categories, have been recorded at or above .80. Test and retest reliability for the attitude survey have hovered between .63 - .88. Chronbach reliability for the instruments have been better with alpha coefficients for both instruments recorded at or close to .90. In addition, some validity work has been conducted looking at the rate of agreement or correlation between the teachers and adolescent responses. There are high correlations between teachers and adolescents on the perception scales >.80 and moderate correlations on the overall attitude scores of the two instruments .45 - .63.

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# Conflict Resolution Basic Knowledge Test --- Grades 3-5

**Purpose:** To measure the basic conflict knowledge and conflict orientation of students.

**Who Completes the Form?** Students at grades 3-5.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: The answers to the questions are indicated in bold below.

| | | | |
|---|---|---|---|
| 15. | CONFLICTS HAPPEN ALL THE TIME. | **T** | F |
| 16. | TALKING IS A GOOD WAY TO END A CONFLICT. | **T** | F |
| 17. | FIGHTING IS A GOOD WAY TO END A CONFLICT. | T | **F** |
| 18. | CONFLICTS ARE PART OF NATURE . | **T** | F |
| 19. | MEDIATION IS A NEW WAY TO FIGHT. | T | **F** |
| 20. | IT IS BETTER TO TALK WHEN YOU ARE NOT ANGRY. | **T** | F |
| 21. | WE SHOULD NOT BE VIOLENT TO EACH OTHER. | **T** | F |
| 22. | VIOLENCE HURTS PEOPLE AND THAT IS GOOD. | T | **F** |
| 23. | TALKING IS BETTER THAN HITTING. | **T** | F |
| 24. | YOU CAN HAVE A CONFLICT OVER ANYTHING. | **T** | F |
| 11. | A CONFLICT IS A PROBLEM BETWEEN PEOPLE. | **T** | F |
| 12. | ALL CONFLICTS ARE BAD. | T | **F** |
| 13. | CONFLICT RESOLUTION IS ALSO PROBLEM SOLVING. | **T** | F |
| 14. | ONLY TWO PEOPLE CAN NEGOTIATE . | **T** | F |
| 15. | THERE ARE THREE OR MORE PEOPLE IN A MEDIATION. | **T** | F |

The scoring is straight forward. A perfect score is 15 points and a low score could be 0. When you prepost test the students subtract the pretest scores from the posttest scores. Ideally, if the CRE training was effective, those students who exhibited low pretest scores will hopefully have higher posttest scores

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# Conflict Resolution Basic Knowledge Test --- Middle School

**Purpose:** To measure the conflict knowledge of students.

**Who Completes the Form?** Students at grades 6-8.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

1. True
2. False
3. True
4. True
5. True
6. True
7. False
8. True
9. False
10. False
11. False
12. True
13. False
14. False
15. True
16. True

# High School Conflict Resolution Knowledge Test

**Purpose:** To measure the basic conflict knowledge of students.

**Who Completes the Form?** Students at grades 9-12.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: The correct answers are:

1. The process by which a third party is asked to resolve a dispute between two parties is called

- negotiation
- arbitration
- **mediation**
- exoneration

2. The process by which an agreed upon expert or judge is asked to resolve a dispute between to or more parties is called.

- trial
- litigation
- mediation
- **arbitration**

3. The process by which two people discuss and reach an agreement over some dispute is called.

- **negotiation**
- agitation
- litigation
- arbitration

4. The process by which groups of people resolve a dispute is known as

25. group arbitration.
**26. group problem solving**
27. group trial resolution
28. group negotiation

5. The technique that is used during mediation when two disputants have reached some type of impasse and the mediator/s discuss options with the disputants separate from each other is called.

**e. caucusing**
f. canvassing
g. collecting
h. converting

6. The mediation cadre should be composed of a sample of

e. all the smart kids in school
f. all the athletes and cheerleaders
**g. all the students**
h. all the of the city

7. The central role of the mediator is to

**e. guide the disputants to a mutual resolution**
f. guide the disputants to good lawyers
g. guide the disputants into suspensions
h. guide the disputants to a the right answer

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8. One role of the co-mediator is to

**e.  assist the mediator in the paperwork.**
f.  assist the mediator in blaming the disputants.
g.  assist the mediator is suspending the disputants.

h.  assist the mediator in shaming the disputants

9. Mediation can best be used to resolve which one of the following disputes

**e.  non-violent arguments between two or more disputants.**
f.  violent arguments between multiple disputants
g.  already suspended disputants who want back into school
h.  disputants expelled for fighting

10. Negotiation can be used to resolve which one of the following disputes

e.  a long standing feud between disputants
**f.  short term conflict between two people**
g.  short but violent exchange between gangs
h.  long term violent exchanges between two people

**Fill In The Blank (1 Point Each).** Write the correct answer in the space provided.

What are the six steps to the mediation process

**11. Introduction**
**12.Storytelling**
**13. Problem Solving**
**14. Brainstorming**
**15. Resolution**
**16. Departure**

What are the ground rules to any mediation

**17. No name calling**
**18. One person talks at a time**
**19. Remain seated**
**20. No put downs**

Short Answer: (1 Point Each)
Convert the following into "I" statements.
**Any answer similar to the proposed key.**

21. You should know better dating that guy.

**I am upset that you are dating ____ because I feel he treats you really bad.**

22. You're such a lying creep.

**I am upset with you when you tell me things that I do not feel are true.**

23. You always get your way.

**I am angry with you because you are trying to get your way in this matter and we need to reach a compromise.**

24. You should never have been elected team captain.

**I feel frustrated when you make calls that are opposite of what the coach made.**

25. What a whiner.

**I get really annoyed when you talk this way because it makes me feel like I am the cause of your distress.**

The scoring is straight forward. A perfect score is 25 points and a low score could be 0. When you prepost test the students subtract the pretest scores from the posttest scores. Ideally, if the CRE training was effective, those students who exhibited low pretest scores will hopefully have higher posttest scores

# Parent's Conflict Perception and Attitude Scales

**Purpose:** To measure the conflict orientation of parents.

**Who Completes the Form?** Parents.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

The CPAS instruments are to be used in conjunction with each other. There are 4 versions of the instrument all asking the same questions, though in slightly different ways for four different groups of participants; young children, adolescents, educators and parents. Each instrument measures the same two constructs, perceptions of conflicts, where perception is defined by frequency of 5 types of conflict, and attitude about conflict which is defined by 22 positively skewed belief statements about conflict and conflict behaviors. The purpose is to examine whether or not CRE training can positively influence both perceptions of conflict as well as beliefs about conflict for the major participants and stakeholders of the school. The instrument is designed to track changes in both attitude and perceptions over time and to determine the validity of those perceptions among the major stakeholders of the school.

HOW TO USE

Ideally these instruments ought to be used in conjunction with each other and used repeatedly over the course of the school year - before, during, and after CRE training. The surveys can also be used in a pretest posttest evaluation. Thus a minimum of two copies of the instrument ought to be made (pre/post test). One examines the pretest information against the posttests and looks for changes over time. Research has demonstrated that perceptions of conflicts change over time. Sandy, 2000 reported that research using perception scales of conflict almost always demonstrated an observed increase of conflict immediately following CRE trainings. The reason being that CRE training makes people more sensitive to conflicts. Over time though, if the school is working to reduce conflicts, this survey will help in documenting the reduction of those conflicts.

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HOW TO SCORE

The first part of the instrument measure raw numbers of perceived conflicts. Tally the sum for each category and then calculate the average for each category. Using the rubric provided on the survey, if the average number of conflicts per day approach or exceed 5 then that conflict would be considered as a very common conflict category, and one that needs to addressed. Repeat this process throughout the training comparing the new measures against this first measure. Ideally, over time you should see an increase soon following the training and then a decrease as the CRE becomes more entrenched in the school community.

The second part of this instrument deals with attitudes about conflict. It is a positively skewed scale. That means all the survey questions are designed to elicit positive aspects of conflict. Thus high scores on the scale indicate that one has a relatively healthy or good attitude and belief system around conflict and low scores indicate that one has relatively poor attitudes regarding conflict. Ideally, attitudes on the pretest that are low will improve after CRE training on the posttest and attitudes that are high on the pretest will remain high after CRE training.

Again, the scoring is straight forward. A perfect high score is 110 points and a low of 22. Subtract pretest from posttest scores and determine if there was a gain or loss in the scores.

VALIDITY AND RELIABILITY

Variants of two of these instruments have undergone some reliability and validity work ups. Table of specifications are available for the educator and adolescent instruments and some work has been conducted on the reliability and validity of the adolescent and educator instruments. No reliability or validity work has been conducted on the young children or parents instruments. Test retest reliability estimates for the five perception categories, have been recorded at or above .80. Test and retest reliability for the attitude survey have hovered between .63 - .88. Chronbach reliability for the instruments have been better with alpha coefficients for both instruments recorded at or close to .90. In addition, some validity work has been conducted looking at the rate of agreement or correlation between the teachers and adolescent responses. There are high correlations between teachers and adolescents on the perception scales >.80 and moderate correlations on the overall attitude scores of the two instruments .45 - .63.

# Teacher Conflict Perception and Attitude Scales

**Purpose:** To measure the conflict orientation of teachers.

**Who Completes the Form?** Teachers.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

The CPAS instruments are to be used in conjunction with each other. There are 4 versions of the instrument all asking the same questions, though in slightly different ways for four different groups of participants; young children, adolescents, educators and parents. Each instrument measures the same two constructs, perceptions of conflicts, where perception is defined by frequency of 5 types of conflict, and attitude about conflict which is defined by 22 positively skewed belief statements about conflict and conflict behaviors. The purpose is to examine whether or not CRE training can positively influence both perceptions of conflict as well as beliefs about conflict for the major participants and stakeholders of the school. The instrument is designed to track changes in both attitude and perceptions over time and to determine the validity of those perceptions among the major stakeholders of the school.

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HOW TO USE

Ideally these instruments ought to be used in conjunction with each other and used repeatedly over the course of the school year - before, during, and after CRE training. The surveys can also be used in a pretest posttest evaluation. Thus a minimum of two copies of the instrument ought to be made (pre/post test). One examines the pretest information against the posttests and looks for changes over time. Research has demonstrated that perceptions of conflicts change over time. Sandy, 2000 reported that research using perception scales of conflict almost always demonstrated an observed increase of conflict immediately following CRE trainings. The reason being that CRE

training makes people more sensitive to conflicts. Over time though, if the school is working to reduce conflicts, this survey will help in documenting the reduction of those conflicts.

HOW TO SCORE

The first part of the instrument measure raw numbers of perceived conflicts. Tally the sum for each category and then calculate the average for each category. Using the rubric provided on the survey, if the average number of conflicts per day approach or exceed 5 then that conflict would be considered as a very common conflict category, and one that needs to addressed. Repeat this process throughout the training comparing the new measures against this first measure. Ideally, over time you should see an increase soon following the training and then a decrease as the CRE becomes more entrenched in the school community.

The second part of this instrument deals with attitudes about conflict. It is a positively skewed scale. That means all the survey questions are designed to elicit positive aspects of conflict. Thus high scores on the scale indicate that one has a relatively healthy or good attitude and belief system around conflict and low scores indicate that one has relatively poor attitudes regarding conflict. Ideally, attitudes on the pretest that are low will improve after CRE training on the posttest and attitudes that are high on the pretest will remain high after CRE training.

Again, the scoring is straight forward. A perfect high score is 110 points and a low of 22. Subtract pretest from posttest scores and determine if there was a gain or loss in the scores.

VALIDITY AND RELIABILITY

Variants of two of these instruments have undergone some reliability and validity work ups. Table of specifications are available for the educator and adolescent instruments and some work has been conducted on the reliability and validity of the adolescent and educator instruments. No reliability or validity work has been conducted on the young children or parents instruments. Test retest reliability estimates for the five perception categories, have been recorded at or above .80. Test and retest reliability for the attitude survey have hovered between .63 - .88. Chronbach reliability for the instruments have been better with alpha coefficients for both instruments recorded at or close to .90. In addition, some validity work has been conducted looking at the rate of agreement or correlation between the teachers and adolescent responses. There are high correlations between teachers and adolescents on the perception scales >.80 and moderate correlations on the overall attitude scores of the two instruments .45 - .63.

# Teacher Observation Form

**Purpose:** To get information from teachers about how they evaluate the emotional management behavior of students in their class.

**Who Completes the Form?** Teachers complete the form about specific students in class who have participated in peer mediation and/or CRE programs and training.

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**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: The instrument is designed to be summed across the first 12 items. The highest possible score on these items is 48 and the lowest is 12. Item #13 on frequency of instigating conflict is treated as a stand alone item.

# Parent Feedback Form

**Purpose:** To get information from parents about how they see the emotional management and temperment of their child.

**Who Completes the Form?** Parents.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:  The instrument is designed to be summed across the first 12 items. The highest possible score on these items is 48 and the lowest is 12.

The semantic differential scales ask parents to assess their child's temperament on a series of bi-polar adjectives. Assign scores in terms of left to right for each scale, with the left most space being coded as 7 and the right-most space coded as 1.

The scales can be treated separately or they can be summed. If summed, reverse score items: Aggressive/Not Aggressive and Bad/Good. If summed, the highest total score is 63 and the lowest score is 9.

# Peer Mediator Experiences

**Purpose:** To find out how peer mediators feel about their experience in the peer mediation program.

**Who Completes the Form?** Students at all age levels from grades 3-12 can complete these open-ended measures, but they are best used for grades 3-9.

**When Do They Complete the Form?** They can complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: These open-ended measures have been used in several studies. There are categories of behavior already identified as response options.

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# Is It Ok? (Normative Beliefs About Aggression Scale)

**Purpose:** To measure the aggressive orientation of elementary and middle school students.

**Who Completes the Form?** Students at all age levels from grades 3-8.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**:

Normative Orientations to Beliefs About Aggression: The Normative Orientation to Beliefs About Aggression (NOBAGS) scale (Husemann, Eron, Guerra, & Crawshaw, 1994; Husemann & Guerra, 1997) is a 20-item scale designed to measure a child's perception of the acceptability of aggressive responses (both verbal and physical) under varying conditions of provocation. The items are responded to on a 4-point Likert scale (with "4" being "Really Wrong" and "1" being "Really OK"). A general aggressiveness score is calculated across the items, regardless of the provocation condition. In addition, scores can be calculated for "weak provocation conditions" and "strong provocation conditions". Weak provocation conditions ask the students whether a certain behavior (i.e., hitting, screaming) is OK if the person "says something bad". The strong provocation condition asks the students whether a certain behavior is OK if the person "hits". On the general aggression, weak provocation, and strong provocation scales of the NOBAGS, the lower the score the less aggressive the response.

Given the construction of the measure be careful when you are scoring to follow the instructions for scoring Really Wrong as 4, Sort of Wrong as 3, Sort of OK as 2, and Really OK as 1.

If you are calculating the general aggressiveness score across all items the highest possible score is 80 and the lowest score is 20. The LOWER the score the more aggressive the orientation of the student.

If you are calculating the "weak provocation" condition, only add the items that focus on what to do if someone "says something bad ( #1, 2, 3, 4,). If you are calculating the "strong provocation" condition, only add the items that focus on what to do if someone hits you (#5, 6, 7, 8).

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# How Do You Argue (Verbal Aggressiveness Scale)

**Purpose:** To measure the conflict orientation of students and their self-reported response to conflict situations.

**Who Completes the Form?** Students at all age levels from grades 3-12 can complete these open-ended measures, but they are best used for grades 3-9.

**When Do They Complete the Form?** They can complete the form before mediation training, conflict training, or curriculum infusion. And then they should complete the form at the end of the semester or year of program implementation.

**Special Scoring Instructions and Validity**: These open-ended measures have been used in several studies. There are categories of behavior already identified as response options.

The Verbal Aggressiveness Scale was used in high schools. Designed and validated by Infante and Wigley (1986), the VAS measures the level of verbal aggressiveness (rather than physical aggressiveness) of individuals. Verbal aggression is conceptualized as a personality trait that predisposes persons to attack the self-concepts of other people instead of, or in addition to, their positions on issues. The VAS has been validated in  numerous studies using adult and adolescent populations.

This scale is designed to be summed across all 20 items. Reverse score items 1, 3, 5, 8, 10, 12, 14, 15, 17, 20. The highest possible score is 100 and the lowest is 20. The higher the score the more verbally aggressive the student.

# Appendix G

# Create a Constructive Conflict Community

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# STUDENT INTERVIEW PROTOCOL FOR THE CONSTRUCTIVE CONFLICT COMMUNITY

Now that you have had Conflict Resolution Education for a while in your school I would like to ask you a few questions about an idea called the Constructive Conflict Community.

**Part I.**

1. How would you define or describe a Constructive Conflict Community?

If there is no answer or the respondent does not know provide the respondent with the following definition. Otherwise record their definition.

> A Constructive Conflict Community is any community that embraces the principles of resolving conflict non-violently. This includes viewing conflict as an opportunity rather than a threat. Central to the mission of a Constructive Conflict Community is to teach people how to resolve conflict in creative and positive ways. This would include the teaching of a variety of methods such as mediation, negotiation, arbitration, group problem solving, consensus building and elections.

2. To what extent do you believe a Constructive Conflict Community has been created in your school?

3. What are some examples of activities that have been used to build a Constructive Conflict Community in your school?

4. How valuable do you feel it has been to build a Constructive Conflict Community in your school?

This will probably elicit a short response. Probe for more information by using the following question?

> How would you describe the value that has been brought to your school by building a Constructive Conflict Community?

5. What would you like to see done to help build a more Constructive Conflict Community?

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**Part II.**

6.  Has there been any efforts to expand the school's vision of the Constructive Conflict Community to your surrounding community?

    If no try to probe by restating the question.  If an affirmative response ask the respondent to expound upon the question with the following question:

    Can you describe any activities that the school has done to help foster a Constructive

Conflict Community outside the school?


7.  How effective do you believe these efforts have been in fostering a Constructive Conflict Community?

8.  If there has been no effort who do you think would be good contacts in the area to help expand the creation  of a Constructive Conflict Community?

    Probe for responses – If none suggest a couple like the business community, clergy, non-profit agencies, law enforcement agencies, etc.

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# TEACHER INTERVIEW PROTOCOL FOR THE CONSTRUCTIVE CONFLICT COMMUNITY

Now that you have had Conflict Resolution Education for a while in your school I would like to ask you a few questions about an idea called the Constructive Conflict Community.

**Part I.**

1.  How would you define or describe a Constructive Conflict Community?

    If there is no answer or the respondent does not know provide the respondent with the following definition. Otherwise record their definition.

    > A Constructive Conflict Community is any community that embraces the principles of resolving conflict non-violently. This includes viewing conflict as an opportunity rather than a threat. Central to the mission of a Constructive Conflict Community is to teach people how to resolve conflict in creative and positive ways. This would include the teaching of a variety of methods such as mediation, negotiation, arbitration, group problem solving, consensus building and elections.

2.  To what extent do you believe a Constructive Conflict Community has been created in your school?

3.  What are some examples of activities that have been used to build a Constructive Conflict Community in your school?

4.  How valuable do you feel it has been to build a Constructive Conflict Community in your school?

    This will probably elicit a short response. Probe for more information by using the following question?

    > How would you describe the value that has been brought to your school by building a Constructive Conflict Community?

5.  What would you like to see done to help build a more Constructive Conflict Community?

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**Part II.**

6.  Has there been any efforts to expand the school's vision of the Constructive Conflict Community to your surrounding community?

    If no try to probe by restating the question.  If an affirmative response ask the respondent to expound upon the question with the following question:

    Can you describe any activities that the school has done to help foster a Constructive Conflict Community outside the school?

7.  How  effective do you believe these efforts have been in fostering a Constructive Conflict Community?

8.  If there has been no effort who do you think would be good contacts in the area to help expand the creation of a Constructive Conflict Community?

    Probe for responses – If none suggest a couple like the business community, clergy, non-profit agencies, law enforcement agencies, et.,

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# PARENT INTERVIEW PROTOCOL FOR
# THE CONSTRUCTIVE CONFLICT COMMUNITY

Now that you have had Conflict Resolution Education for a while in your school I would like to ask you a few questions about an idea called the Constructive Conflict Community.

**Part I.**

1. How would you define or describe a Constructive Conflict Community?

   If there is no answer or the respondent does not know provide the respondent with the following definition.
   Otherwise record their definition.

   > A Constructive Conflict Community is any community that embraces the principles of resolving conflict non-violently. This includes viewing conflict as an opportunity rather than a threat. Central to the mission of a Constructive Conflict Community is to teach people how to resolve conflict in creative and positive ways. This would include the teaching of a variety of methods such as mediation, negotiation, arbitration, group problem solving, consensus building and elections.

2. To what extent do you believe a Constructive Conflict Community has been created in your child's school?

3. What are some examples of activities that have been used to build a Constructive Conflict Community in your child's school?

4. How valuable do you feel it has been to build a Constructive Conflict Community in your child's school?

   This will probably elicit a short response. Probe for more information by using the following question?

   > How would you describe the value that has been brought to your school by building a Constructive Conflict Community?

5. What would you like to see done to help build a more Constructive Conflict Community?

**Part II.**

6.  Has there been any efforts to expand the school's vision of the Constructive Conflict Community to your surrounding community?

    If no try to probe by restating the question.  If an affirmative response ask the respondent to expound upon the question with the following question:

    Can you describe any activities that the school has done to help foster a Constructive Conflict Community outside the school?

7.  How  effective do you believe these efforts have been in fostering a Constructive Conflict Community?

8.  If there has been no effort who do you think would be good contacts in the area to help expand the creation  of a Constructive Conflict Community?

    Probe for responses – If none suggest a couple like the business community, clergy, non-profit agencies, law enforcement agencies, etc.

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# Administration and Scoring Information

# INTERVIEW PROTOCOLS FOR THE CONSTRUCTIVE CONFLICT COMMUNITY

**Purpose:** The purpose for this set of protocols is to gather information on how well CRE has informed as well as inspired participants to extend their understanding of CRE to the larger community.

**Who Completes the Interview?:** Site Leadership Team members or any staff member charged with evaluation.

**When do They Complete the Interview?:** Throughout the CRE program implementation.

**Special Scoring Instruction and Validity Information:**

HOW TO USE

Ask the questions in order. If you have non-responsive people try rewording or restating the question until you are sure they understand the question. You can use some of the prompts provided on the protocols or ones you develop that may be more appropriate for your respondent.

In the event that the respondents do not know what a Constructive Conflict Community is than read the definition provided on the protocol.

**Record responses on a separate sheet of paper.**

HOW TO SCORE

There really is no one correct way to score the interview. An easy and viable way to analyze the responses is to search out a key word pattern. A keyword is a word or words that the respondent uses persistently. Sometimes these words are used by more than one person. The idea behind this is to search out if a pattern of key word responses emerge. For example, if the respondent uses a certain word that conveys their liking for a particular aspect of the CRE program that word, and similar words, are key to focus on regarding positive aspects of creating a Constructive Conflict Community. It will also be instructive to see what other key words are used by the other respondents in the interview process. Similar words would indicate that some common language is used in the community which would than allow you to find other patterns in the community.

VALIDITY AND RELIABILITY

This instrument has not been tested. No information is available on its validity other than the questions appear to have high face validity in that they ask a set of questions that are all related to the same construct.

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