CONFLICT RESOLUTION
(3 Hours/Units)

© 2010 by Aspira Continuing Education. All rights reserved. No part of this material may be transmitted or reproduced in any form, or by any means, mechanical or electronic without written permission of Aspira Continuing Education.

Course Objectives: This course is designed to help you:

1. Define the process of conflict resolution
2. Learn specific conflict resolution techniques
3. Identify various theoretical approaches to conflict resolution
4. Identify the barriers to conflict resolution
5. Clinically address the barriers to conflict resolution
6. Increase familiarity with conflict resolution interventions

Table of Contents:

1. Definition
2. Causes and Origins of Conflict
3. Conflict Resolution Clinical Strategies
4. Conflict Resolution Clinical Curriculum Resources
5. Clinical and Social Work Resources
5. References
1. Definition

Conflict resolution includes several techniques and processes designed to decrease or manage conflict in relationships. The term "conflict resolution" is sometimes used interchangeably with the term dispute resolution or alternative dispute resolution. Conflict resolution may sometimes include negotiation, mediation and diplomacy.

Conflict resolution has been the source of research in animals such as dogs and primates (Frans de Waal, 2000). Studies have demonstrated that aggression is more common among relatives and within a group, than between groups. Instead of creating a distance between the individuals, however, the primates were more intimate in the period after the aggressive incident. These intimacies consisted of grooming and various forms of body contact. Stress responses, like an increased heart rate, usually decrease after these reconciliatory signals. Different types of primates, as well as many other species living in groups, show different types of conciliatory behavior. Resolving conflicts that threaten the interaction between individuals in a group is necessary for survival, hence has a strong evolutionary value. These findings contradicted previous existing theories about the general function of aggression, i.e. creating space between individuals (Konrad Lorenz), which seems to be more the case in group conflicts (Frans de Waal, 2000).

Conflict is an unavoidable consequence of natural disagreements resulting from individuals or groups that differ in beliefs, attitudes, values or needs. Conflict may also originate from past rivalries and personality differences. Other causes of conflict include attempting to negotiate prematurely or before necessary information is available. The following includes common sources of conflict:

- communication failure
- personality conflict
- value differences
- goal differences
- methodological differences
• substandard performance
• lack of cooperation
• differences regarding authority
• differences regarding responsibility
• competition over resources
• non-compliance with rules

2. Causes and Origins of Conflict

Conflict arises from a discord of needs, drives, wishes, and/or demands. Conflict in and of itself is not positive or negative. Rather, it is the response to conflict that transforms it into either a competitive, destructive experience or a constructive challenge offering the opportunity for growth. Since conflict is an inevitable part of life, learning how to respond to it constructively is essential. Constructive conflict resolution begins with developing an understanding of conflict and the principles of conflict resolution.

Origins of Conflict
Almost every conflict involves an attempt by the disputants to meet basic needs that, if not satisfied, cause the conflict to persist, even when an agreement is reached about the subject of the dispute.

Basic Psychological Needs: All individuals are motivated by needs. Dr. William Glasser identifies four basic psychological needs that motivate behavior:
Belonging: Fulfilled by loving, sharing, and cooperating with others.
Power: Fulfilled by achieving, accomplishing, and being recognized and respected.
Freedom: Fulfilled by making choices.
Fun: Fulfilled by laughing and playing.
Conflicts may occur, for example, when two individuals in a relationship have different ideas about how to belong or because one is more concerned with building the relationship and the other with maintaining a sense of freedom. When conflict arises, individuals have
essentially two choices: to continue the conflict or to problem-solve. The problem-solving strategies of conflict resolution address needs and create opportunities for those needs to be satisfied. When individuals choose to continue the conflict, no one’s basic needs are fulfilled. Basic psychological needs are at the root of almost all conflict.

**Limited Resources**
Conflicts may arise over limited resources. Conflict resolution principles suggest that when limited resources are at issue, individuals’ best interests lie in cooperating, not competing. In cooperating, disputants share in the process of problem solving, recognize each other’s interests, and create choices. This process usually provides satisfaction because the psychological needs of belonging and power, and perhaps even of freedom and fun, are addressed in the fair allocation of limited resources. Conflicts over limited resources may not be resolved if basic needs are not addressed along with the resource issue. The resource issue by itself may not define the problem. When solutions deal only with the limited resource that appears to be the source of the conflict without addressing other underlying interests, conflict between the parties will likely occur again.

**Different Values**
Conflicts involving different values (beliefs, priorities, principles) tend to be more difficult to resolve. When an individual holds a value, he or she has an enduring belief that a specific action or quality is preferable to another action or quality. Many times disputants think in terms of “right/wrong” or “good/bad” when values are in opposition. Even conflicts over differing goals can be viewed as value conflicts. The source of a goal conflict relates either to the goal’s relative importance for each disputant or to the fact that the disputants value different goals.
Resolving a values conflict does not mean the disputants must change or agree on their values. Often a mutual acknowledgment that each person views the situation differently is the first step toward resolution. If the disputants can learn not to reject each other because of differences in beliefs, they will be better able to deal with the problem on its own merits. One of the fundamental principles of conflict resolution is to address separately the relationship issues and the substantive issues involved in the conflict. To resolve values conflicts, the disputants must look for interests that underlie the conflicting values. Again, psychological needs are enmeshed in values conflicts, and those needs likely frame the interests of each disputant. Values disputes may be rooted in issues of social diversity (differences in cultural, social, and physical/mental attributes), which are often expressed as different beliefs, convictions, and/or principles. Issues of social diversity also often involve prejudice. Although complex, these conflicts can be resolved by increased awareness, understanding, and respect. When a conflict is rooted in prejudice or bias against another, ignorance, fear, and misunderstanding often guide behavior toward that person.

**Limited Resources**  
Unmet Basic Needs  
Different Values  
Time  
Belonging  
Beliefs  
Money  
Power  
Priorities  
Property  
Freedom  
Principles  
Fun

**Soft Hard Principled**  
Withdrawing  
Threatening  
Listening  
Ignoring  
Pushing  
Understanding  
Denying  
Hitting  
Respecting  
Giving in  
Yelling  
Resolving

**Soft Hard Principled**
Responses to Conflict

Responses to conflict can be categorized into three basic groups: *soft*, *hard*, and *principled* responses. In both soft and hard responses, disputants take positions or stands relative to the problem. They negotiate these positions by trying either to avoid or to win a contest of wills. Soft and hard negotiations either bring about one-sided losses or demand one-sided gains. In principled responses, disputants use conflict resolution strategies to produce lasting “wise agreements” that address the legitimate interests of both parties, resolve conflicting interests fairly, and take into account how others will be affected by the agreement.

Soft responses such as avoidance, accommodation, and compromise usually occur between individuals who are friends or who want to be pleasant to each other because they will continue to have contact in the future. Individuals may attempt to avoid conflict altogether by withdrawing from the situation, ignoring it, or denying that the conflict even matters. Accommodation involves one disputant giving in to the position of the other without seeking to serve his or her interests. Disputants who compromise agree to something that does not really address the interests of either one in order to end the dispute. Soft responses typically result in feelings of disillusionment, self-doubt, fear, and anxiety about the future.

Hard responses to conflict usually occur between individuals who are adversaries and whose goal is victory. Hard responses to a conflict are characterized by confrontations that involve force, threats, aggression, and anger. Hard negotiators demand concessions as a condition of the relationship and
insist on their position. They often search for a single answer to the problem—namely, the one the other side will give in to. Hard negotiators frequently apply pressure, trying to win a contest of wills. They use bribery and punishments such as withholding money, favors, and affection. Hard responses are detrimental to cooperation and relationships and often result in hostility, physical damage, and violence.

Principled responses occur between individuals who view themselves as problem solvers and whose goal is a wise outcome reached efficiently and amicably. Principled negotiators understand that communication is fundamental to cooperative interaction, and they understand what it means to participate in developing a common understanding. Principled negotiators are skilled, active, empathic listeners. They attempt to see the problem from different perspectives. Principled responses to conflict create the opportunity for the needs of both disputants to be met through an agreement that addresses the interests of both. Principled responses to conflict preserve relationships.

Outcomes of Soft, Hard, and Principled Responses
The three types of responses to conflict produce different outcomes. Soft responses typically result in two types of outcomes. In situations in which individuals give in on their positions for the sake of the relationship, with the result that no one’s interests are met, lose-lose outcomes result. In situations in which one side accommodates the other, lose-win outcomes occur. Individuals who avoid conflict by accommodating others lose, in the sense that their basic needs are not acknowledged or met. Often, individuals who avoid conflict see themselves as victims, and their relations with others suffer. Hard responses also typically result in two types of outcomes. Win-lose outcomes occur when the
more aggressive party wins and the adversary loses. Hard responses to conflict often lead to a situation in which the desire to punish or get even provokes adversaries to take vindictive actions that harm themselves as well as their opponents. This results in a lose-lose outcome. Stressful situations follow when these adversaries are required to continue to interact in some manner.

*Principled* responses to conflict typically lead to a win-win outcome. Using a problem-solving process based on principled negotiation theory, individuals in conflict come to consensus on a joint resolution without locking into positions or destroying relationships. The interests and needs of each party in the dispute are met.

**Structural Factors** (How the conflict is set up)

- Authority Relationships
- Common Resources
- Goal Differences
- Interdependence
- Jurisdictional Ambiguities
- Specialization
- Status inconsistencies
- Personal Factors
- Communication barriers
- Conflict management style
- Cultural differences
- Emotions
- Perception
- Personalities
- Skills and abilities
- Values and Ethics

There are many variables intertwined with conflict including behavioral, physiological, cognitive variables.
• Behavioral- The manner in which the emotional experience is expressed which can be verbal or non-verbal and internalized or externalized.
• Physiological- The bodily experience of emotion. The way emotions make us feel in relationship to our identity.
• Cognitive- The concept that we "assess or appraise" an event to reveal its relevancy to ourselves.

The following three variables demonstrate that the meanings of emotional experience and expression are determined by cultural values, beliefs, and practices:

• Cultural values- cultural values and norms influence, "which emotions ought to be expressed in particular situations" and "what emotions are to be felt."
• Physical- This escalation results from "anger or frustration."
• Verbal- This escalation results from "negative perceptions of the offender’s character."

There are several principles of conflict and emotion including:

1. Conflict is emotionally defined. Conflict involves emotion because something "triggers" it. The conflict is with the parties involved and how they decide to resolve it. Events that trigger conflict are events that elicit emotion.
2. Conflict is emotionally varied. Emotion levels during conflict can be intense or less intense. The "intensity" levels "may be indicative of the importance and meaning of the conflict issues for each party”.
3. Conflict invokes a moral stance. When an event occurs it can be interpreted as moral or immoral. The judging of this morality "influences one's orientation to the conflict, relationship to the parties involved, and the conflict issues".
4. Conflict is identity based. Emotions and identity are a part of conflict. When a person knows their values, beliefs, and morals they are able to determine whether the conflict is personal, relevant, and moral. "Identity related conflicts are potentially more destructive."
5. Conflict is relational. "Conflict is relational in the sense that emotional communication conveys relational definitions that impact conflict." "Key relational elements are power and social status."
3. Conflict Resolution Clinical Strategies

Five basic methods of addressing conflict were identified by Thomas and Kilman in 1976:

- **Accommodation** – surrender one's own needs and wishes to accommodate the other party.
- **Avoidance** – avoid or postpone conflict by ignoring it, changing the subject, etc. Avoidance can be useful as a temporary measure to buy time or as an expedient means of dealing with very minor, non-recurring conflicts. In more severe cases, conflict avoidance can involve severing a relationship or leaving a group.
- **Collaboration** – work together to find a mutually beneficial solution. While the Thomas Kilman grid views collaboration as the only win-win solution to conflict, collaboration can also be time-intensive and inappropriate when there is not enough trust, respect or communication among participants for collaboration to occur.
- **Compromise** – find a middle ground in which each party is partially satisfied.
- **Competition** – assert one's viewpoint at the potential expense of another. It can be useful when achieving one's objectives outweighs one's concern for the relationship.

The following *Thomas Kilman Instrument* can be used to assess one's dominant style for addressing conflict:

*Analyze Your Conflict Management Style:*

*The Thomas Kilman Instrument*

Think of two different situations where you have a conflict, disagreement, argument, or disappointment with someone. An example might be a co-worker or someone you live with. Then, according to the following scale, fill in your scores for situation A and situation B. For each question, you will have two scores. For example, on question #1 the scoring might look like this: 1. 2/4.

Write the name of each person for the two situations here:

Person A ______________________________
Person B ______________________________________

1 = never 2 = seldom 3 = sometimes 4 = often 5 = always

<table>
<thead>
<tr>
<th>Person</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

1. ___ | ___ I avoid being “put on the spot”; I keep conflicts to myself.
2. ___ | ___ I use my influence to get my ideas accepted.
3. ___ | ___ I usually try to split the difference to resolve an issue.
4. ___ | ___ I generally try to satisfy the others’ needs.
5. ___ | ___ I try to investigate an issue to find a solution acceptable to us.
6. ___ | ___ I usually avoid open discussion of my differences with the other.
7. ___ | ___ I use my authority to make a decision in my favor.
8. ___ | ___ I try to find a middle course to resolve an impasse.
9. ___ | ___ I usually accommodate to the other’s wishes.
10. ___ | ___ I try to integrate my ideas with the other’s to come up with a joint decision.
11. ___ | ___ I try to stay away from disagreement with the other.
12. ___ | ___ I use my expertise to make a decision that favors me.
13. ___ | ___ I propose a middle ground for breaking deadlocks.
14. ___ | ___ I give in to the other’s wishes.
15. ___ | ___ I try to work with the other to find solutions that satisfy both our expectations.
16. ___ | ___ I try to keep my disagreement to myself in order to avoid hard feelings.
17. ___ | ___ I generally pursue my side of the issue.
18. ___ | ___ I negotiate with the other to reach a compromise.
19. ___ | ___ I often go with the other’s suggestions.
20. ___ | ___ I exchange accurate information with the other so we can solve a problem together.
21. ___ | ___ I try to avoid unpleasant exchanges with the other.
22. ___ | ___ I sometimes use my power to win the argument.
23. ___ | ___ I use “give and take” so that a compromise can be made.
24. ___ | ___ I try to satisfy the other’s expectations.
25. ___ | ___ I try to bring all our concerns out in the open so that issues can be resolved.

Scoring: Add up your scores on the following question

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>___</td>
<td>2</td>
<td>___</td>
<td>3</td>
<td>___</td>
<td>4</td>
<td>___</td>
</tr>
<tr>
<td>6</td>
<td>___</td>
<td>7</td>
<td>___</td>
<td>8</td>
<td>___</td>
<td>9</td>
<td>___</td>
</tr>
<tr>
<td>11</td>
<td>___</td>
<td>12</td>
<td>___</td>
<td>13</td>
<td>___</td>
<td>14</td>
<td>___</td>
</tr>
</tbody>
</table>
Conflict Style Inventory

A conflict style inventory is a written tool for gaining insight into how one responds to conflict. Typically, a user answers a set of questions about their responses to conflict and is scored accordingly. Most people develop a patterned response to conflict based on their life history and history with others. This response may fit some situations well, but may be ineffective or destructive in other circumstances. The goal is to increase people's awareness of their own patterns and bring more options and flexibility within reach. The most widely used conflict style inventories are based on the Mouton Blake Axis which posits five styles of conflict response (see Managerial Grid Model). These include the Jay Hall Conflict Management Survey, the Thomas Kilmann Conflict Mode Instrument, a standard since the 1960s, and the Kraybill Conflict Style Inventory, a more recent publication that is culturally sensitive (Journal of Applied Psychology).

More extensive personality type instruments are also useful to help understand conflict style differences. The Myers-Briggs Type Indicator, which is based on the work of Carl Jung, and the Gilmore Fraleigh instruments fall in this category.

Conflict resolution teachers and trainers, mediators, organizational consultants, and human resource managers use conflict style inventories in their work to help people reflect on and improve their responses to conflict.
Awareness of styles helps people recognize that they have choices in how to respond to conflict. Since each style has a preferred way of interacting with others in conflict, style awareness also can greatly assist people in meeting the needs of those they live and work with (Journal of Applied Psychology).

Active Listening

While interacting during a conflict, people often are not listening attentively to one another. They may be angry, distracted, or thinking about what they want to say next. Active listening is a structured method of listening and responding to others. It focuses attention on the speaker. Suspending one’s own frame of reference and suspending judgment are important in order to fully attend to the speaker. It is important to observe the other person's behavior and body language. Having the ability to interpret a person's body language allows the listener to develop a more accurate understanding of the speaker's words. After truly listening, the listener may then paraphrase the speaker’s words. The listener is not necessarily agreeing with the speaker but instead simply stating what was said. In emotionally charged communications, the listener may listen for underlying emotions (Atwater, Eastwood, 1981. I Hear You. Prentice-Hall).

Individuals in conflict often contradict one another. This has the effect of denying the validity of the other person’s position. Either party may react defensively, and they may lash out or withdraw. On the other hand, if one finds that the other party understands, an atmosphere of cooperation can be created. This increases the possibility of collaborating and resolving the conflict (Atwater, Eastwood, 1981. I Hear You. Prentice-Hall).

In the book Leader Effectiveness Training, Thomas Gordon states "Active listening is certainly not complex. Listeners need only restate, in their own language, their impression of the expression of the sender. ... Still, learning to do Active Listening well is a rather difficult task...”

Active listening is used in a wide variety of situations, including tutoring, medical workers talking to patients, HIV counseling, helping suicidal persons, management, counseling and journalistic settings. In groups it may aid in reaching consensus. It may also be used in casual conversation to build understanding, though this can be interpreted as condescending. The benefits of active listening include getting people to open up, avoiding misunderstandings, resolving conflict and building trust. In a medical
context, benefits may include increased patient satisfaction, improving cross-cultural communication, improved outcomes, or decreased litigation (Atwater, Eastwood, 1981. I Hear You. Prentice-Hall).

Active listening can be measured by the Active Listening Observation Scale. All elements of communication, including listening, may be affected by a barrier(s) that can impede the flow of conversation between individuals. Some of these barriers include distractions, trigger words, vocabulary, and limited attention span to name a few (Atwater, Eastwood, 1981. I Hear You. Prentice-Hall).

**Fair Fighting**

Fair fighting is a conflict resolution process designed to improve marital communication. Fair fighting is a set of rules designed to help couples discuss their differences within boundaries, thereby preserving the relationship over the need to "win over" the other. Fair fighting is a method for spouses to effectively communicate their needs to each other through the use of problem-solving skills (George Robert Bach and Peter Wyden, 1983. Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books).

Fair fighting is a respectful, structured way of confronting each other on issues that are causing open or hidden conflict. It is a method for handling and resolving the differences of opinion that inevitably occur between spouses or partners. The basic idea is to provide an alternative to “dirty fighting” which uses reciprocal blaming, yelling, accusing and humiliating the other, in order to win or be “right.” It provides a way to support an individual's point of view while recognizing his/her partner’s needs (George Robert Bach and Peter Wyden, 1983. Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books). A structure is defined as, “agreed upon ground rules for handling differences and conflict well.” Clear rules give couples a road map for navigating through discussions. Conflict resolution has the potential to provide a learning opportunity for those who learn to correctly manage it. Wilmot and Hocker, J. Downs are among many authors who have contributed to the fair fighting tool. They propose to establish a good frame of rules to fight fair even before the first serious confrontation appears (George Robert Bach and Peter Wyden, 1983. Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books).
People in intimate relationships may instigate conflicts in an attempt to resolve unsatisfied needs. Among Maslow’s Hierarchy of Needs, marital fighting springs on frustration of needs 2-4: Safety, Belonging; Love, and Self-Esteem. The need for safety refers to the absence or alleviation of anxiety and fear of isolation and rejection. It is a sense of well-being, physical and financial security, and provides a foundation for personal health. The need for belonging and love, when satisfied represents the resolution of the dreaded feelings of loneliness, abandonment, depression, and social anxiety (George Robert Bach and Peter Wyden, 1983. Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books).

Although a good argument may appear to clear the air and define which needs are a priority, unbridled, applying a zero-sum style of fighting can lead to destroying the relationship itself. If the objective of the argument is to control, humiliate, or win over the other, the possibility of negative communication is elevated. The results are discouraging; because the eventual repetition of the argument is inevitable when it is not resolved at the deep needs level. This process can cause the relationship to deteriorate. Fair fighting is designed to deal with conflict related issues while preserving the relationship (George Robert Bach and Peter Wyden, 1983. Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books).

**I-statements**

An I-statement is a statement that begins with the word "I" and is frequently used in an attempt to be assertive. The use of I-statements often decreases the listener’s defensiveness. It can be used to take ownership for one's feelings rather than saying they are caused by the other person. An example of this would be saying, "I feel angry when you make fun of my clothes, and I would prefer that you stop doing that." rather than "Quit saying that crap, you're really making me mad!" The latter is an example of a "you-statement." (Constructing I-Statements, Hope E. Morrow, MA, MFT, CTS, 1998-2009).

I-statements may also be used to communicate constructive criticism. According to The Conflict Resolution Network, I-statements are a dispute resolution conversation opener that can be used to state how one sees things and how one would like things to be, without using inflaming language (Constructing I-Statements, Hope E. Morrow, MA, MFT, CTS, 1998-2009).
According to *Culture Change in Practice*, an I-statement has four parts:

1. “I feel____” (taking responsibility for one's own feelings)
2. “when you______” (stating the behavior that is a problem)
3. “because____” (what it is about the behavior or its consequences that one objects to)
4. “I’d appreciate it if you would_____” (offering a preferred alternative to the behavior)

According to *Hope E. Morrow*, common pitfalls in I-statement construction includes using phrases such as "I feel that..." or "I like that..." which typically express an opinion or judgment. Morrow favors following "I feel..." with a feeling such as "sad," "angry," etc. (*Constructing I-Statements, Hope E. Morrow, MA, MFT, CTS, 1998-2009*).

**Anger Management**

Managing one’s anger is crucial in achieving successful conflict resolution. Psychologists recommend a balanced approach to anger, which both controls the emotion and allows the emotion to express itself in a healthy way. Some descriptions of actions of anger management are:

- Direct, such as not beating around the bush, making behavior visible and conspicuous, using body language to indicate feelings clearly and honestly, anger directed at persons concerned.

- Honorable, such as making it apparent that there is some clear moral basis for the anger, being prepared to argue your case, never using manipulation or emotional blackmail, never abusing another person’s basic human rights, never unfairly hurting the weak or defenseless, taking responsibility for actions.

- Focused, such as sticking to the issue of concern, not bringing up irrelevant material.

- Persistent, such as repeating the expression of feeling in the argument over and over again, standing your ground, self defense.

- Courageous, such as taking calculated risks, enduring short term discomfort for long term gain, risking displeasure of some people some of the time, taking the lead, not showing fear of other’s anger,
standing outside the crowd and owning up to differences, using self-protective skills.

- Passionate, such as using full power of the body to show intensity of feeling, being excited and motivated, acting dynamically and energetically, initiating change, showing fervent caring, being fiercely protective, enthusing others.

- Creative, such as thinking quickly, using more wit, spontaneously coming up with new ideas and new views on subject

- Forgive, such as demonstrating a willingness to hear other people’s anger and grievances, showing an ability to wipe the slate clean once anger has been expressed.

- Listen to what is being said to you. Anger creates a hostility filter, and often all you can hear is negatively toned.


**Assertiveness Techniques**

Assertiveness techniques are also very helpful in achieving successful conflict resolution. Assertiveness prevents aggressiveness and can help those trying to resolve conflict maintain fair fighting rules. Assertive communication is the appropriate use of expressing feelings and needs without offending or taking away the rights of others. It is typically started with the use of “I” statements followed by a need statement. For example, “I feel upset when you don't take my feelings into consideration when you talk about your past relationships. I hope you can be more thoughtful and know what you should and should not say the next time.” (Bower, S. A. & Bower, G. H., 1991. Asserting Yourself: A Practical Guide for Positive Change. 2nd ed. Reading, MA: Addison Wesley).

Assertiveness can be a learned skill taught by many mental health professionals. It is closely connected to self-esteem and considered an important communication skill. As a communication style and strategy, assertiveness is distinguished from aggression and passivity. How people deal with personal boundaries; their own and those of other people, helps to distinguish between these three concepts. Passive communicators do not
defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them. They are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus are liable to harm others while trying to influence them. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. They are also willing to defend themselves against aggressive incursions (Bower, S. A. & Bower, G. H., 1991. Asserting Yourself: A Practical Guide for Positive Change. 2nd ed. Reading, MA: Addison Wesley).

Assertive people have the following characteristics:

- They feel free to express their feelings, thoughts, and desires.
- They know their rights.
- They have control over their anger. It does not mean that they repress this feeling. It means that they control it for a moment and then talk about it later in a reasoning manner.


The following includes helpful assertiveness techniques:

- **Broken record**

A widely recognized technique advocated by assertiveness experts is the Broken Record Technique. This consists of simply repeating your requests every time you are met with illegitimate resistance. The term comes from vinyl records, the surface of which when scratched would lead the needle of a record player to loop over the same few seconds of the recording indefinitely. However, a disadvantage with this technique is that when resistance continues, your requests lose power every time you have to repeat them. If the requests are repeated too often it can backfire on the authority of your words. In these cases it is necessary to have some sanctions on hand (Bower, S. A. & Bower, G. H., 1991. Asserting Yourself: A Practical Guide for Positive Change. 2nd ed. Reading, MA: Addison Wesley)
• **Fogging**

Another technique is called Fogging, which consists of finding some limited truth to agree with in what an antagonist is saying. More specifically, one can agree in part or agree in principle.

• **Negative inquiry**

Negative inquiry consists of requesting further, more specific criticism. Negative assertion however, is agreement with criticism without letting up demand.

• **I statements**

I statements can be used to voice one's feelings and wishes from a personal position without expressing a judgment about the other person or blaming one's feelings on them.

Dr. Eva L. Feindler recommends that people try, in the heat of an angry moment, to see if they can understand where the alleged perpetrator is coming from. Empathy is very difficult when one is angry but it can make all the difference in the world. Taking the other person's point of view can be excruciating when in the throes of anger, but with practice it can become second nature. Of course, once the angry person is in conditions of considering the opposite position, then the anger based on righteous indignation tends to disappear (*Bower, S. A. & Bower, G. H., 1991. Asserting Yourself: A Practical Guide for Positive Change. 2nd ed. Reading, MA: Addison Wesley)*.

**Stress Management**

Stress Inoculation Training (SIT), one of the most researched and comprehensive anxiety management programs (*Meadows & Foa, 1998*). SIT is helpful in reducing anxiety and increasing the likelihood of using conflict resolution techniques. SIT is helpful in imparting coping skills thereby reducing anxiety, hypervigilance, hyperarousal, sleep disturbances, and difficulty in concentration (*Foa et al., 1999*). These coping skills include muscle relaxation training, controlled breathing exercises, role playing, covert modeling, positive thinking, self-talk, assertiveness training, guided self imagery and dialogue, and thought stopping (*Foa et al., 1999*).
Successful stress management is integral to increasing the ability to cope and thereby increase conflict resolution effectiveness.

**Problem-Solving Processes**
The structured problem-solving processes of conflict resolution are *negotiation, mediation, and consensus decisionmaking*. All problem-solving processes in conflict resolution are based on integrated negotiation theory. In conflict resolution literature and practice, the terms “negotiation” and “mediation” are often used interchangeably. In this Guide, the three structured problem-solving processes are defined as follows:

- **Negotiation** is a problem-solving process in which either the two parties in the dispute or their representatives meet face to face to work together unassisted to resolve the dispute between the parties.
- **Mediation** is a problem-solving process in which the two parties in the dispute or their representatives meet face to face to work together to resolve the dispute assisted by a neutral third party called the “mediator.”
- **Consensus decision-making** is a group problem solving process in which all of the parties in the dispute or representatives of each party collaborate to resolve the dispute by crafting a plan of action that all parties can and will support. This process may or may not be facilitated by a neutral party.

**Principles of Conflict Resolution**
Effective implementation of the conflict resolution processes of negotiation, mediation, or consensus decision-making requires an understanding of the following four essential principles:

- **Separate people from the problem.** Every problem involves both substantive issues and relationship issues. By separating these issues, individuals come to see themselves as working side by side, attacking the problem, not each other. Fisher and
colleagues state, “Where perceptions are inaccurate, you can look for ways to educate. If emotions run high, you can find ways for each person involved to let off steam. Where misunderstanding exists, you can work to improve communication.”

**Focus on interests, not positions.** Understanding the difference between positions and interests is crucial to problem solving. Interests, not positions, define the problem. Positions are something that individuals decide they want; interests are the underlying motivations behind the positions they take. Fisher and colleagues note that “compromising between positions is not likely to produce an agreement which will effectively take care of the human needs that led individuals to adopt those positions.”

Where such interests are not identified, temporary agreements may be reached, but typically do not last because the real interests have not been addressed.

**Invent options for mutual gain.** Disputants focus on identifying options for resolving the conflict without the pressure of reaching a decision. A brainstorming process is used to invent a wide range of options that advance shared interests and creatively reconcile differing interests. The key ground rule to brainstorming is to postpone criticism and evaluation of the ideas being generated. To broaden their options, those in a dispute think about the problem in different ways and build upon the ideas presented.

**Use objective criteria.** Using objective criteria ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Using objective criteria means that neither party needs to give in to the other; rather, they can defer to a fair solution. Objective criteria are determined by disputants based on fair standards and fair procedures.

**Foundation Abilities for Conflict Resolution**
Effective implementation of the problem-solving processes of conflict resolution requires various attitudes, understandings, and skills for dealing with a problem or dispute. Conflict resolution occurs when individuals change from being adversaries in a face-to-face confrontation to being partners in a side-by-side search for a fair agreement that is advantageous to both. Training in the six foundation abilities of conflict resolution helps to promote the effective use of the four principles of conflict resolution. The six foundation abilities are as follows:

**Orientation abilities** encompass values, beliefs, attitudes, and propensities that are compatible with effective conflict resolution. Orientation abilities include:
- Nonviolence.
- Compassion and empathy.
- Fairness.
- Trust.
- Justice.
- Tolerance.
- Self-respect.
- Respect for others.
- Celebration of diversity.
- Appreciation for controversy.

**Perception abilities** encompass the understanding that conflict lies not in objective reality, but in how individuals perceive that reality. Perception abilities include:
- Empathizing in order to see the situation as the other side sees it.
- Self-evaluating to recognize personal fears.
- Suspending judgment and blame to facilitate a free exchange of views.

**Emotion abilities** encompass behaviors to manage anger, frustration, fear, and other emotions effectively. Emotion abilities include:
- Learning language for communicating emotions effectively.
- Expressing emotions in nonaggressive,
noninflammatory ways.
Exercising self-control in order not to react to the emotional outbursts of others.
**Communication abilities** encompass behaviors of listening and speaking that allow for the effective exchange of facts and feelings. Communication abilities include:
- Listening to understand by using active listening behaviors.
- Speaking to be understood.
- Reframing emotionally charged statements into neutral, less emotional terms.

**Creative thinking abilities** encompass behaviors that enable individuals to be innovative in defining problems and making decisions. Creative thinking abilities include:
- Contemplating the problem from a variety of perspectives.
- Approaching the problem-solving task as a mutual pursuit of possibilities.
- Brainstorming to create, elaborate, and enhance a variety of options.

**Critical thinking abilities** encompass the behaviors of analyzing, hypothesizing, predicting, strategizing, comparing/contrasting, and evaluating.

Critical thinking abilities include:

- Recognizing existing criteria and making them explicit.
- Establishing objective criteria.
- Applying criteria as the basis for choosing options.
- Planning future behaviors

Although these foundation abilities are necessary to the successful implementation of the problem solving
processes of conflict resolution, programs that teach only these skills are not genuine conflict resolution programs.

**Steps in the Problem-Solving Process**

Genuine conflict resolution programs require two major components: the principles of conflict resolution (separate the people from the problem; focus on interests, not positions; invent options for mutual gain; and use objective criteria as the basis for decision-making) and a problem-solving process (negotiation, mediation, or consensus decision-making). The conflict resolution processes are characterized by a series of steps that enable the disputants to identify their own needs and interests and to work cooperatively to find solutions to meet those needs and interests. Each process gives support and direction to the cooperative effort, assisting the parties to stay focused on the problem rather than on each other and to find a mutually acceptable resolution. In addition, genuine conflict resolution education programs include extensive training and practice using the principles and problem-solving processes of conflict resolution.

The six steps in each problem-solving process are:

- Set the stage.
- Gather perspectives.
- Identify interests.
- Create options.
- Evaluate options.
- Generate agreement.

*Have you not learned great lessons from those who braced themselves against you, and disputed the passage with you?*

-*Walt Whitman*

**Harvard Negotiation Project**

- **Communicate** unconditionally both ways.
• Build a **relationship** in which you work side by side.
• Clarify everyone’s underlying **interests**.
• Without commitment, generate **options** to meet the interests.
• Find external standards of **legitimacy** by which to evaluate and improve options.
• Think about the walk-away **alternatives** if no agreement is reached.
• Carefully draft terms that are better than the best alternatives. Then make **commitments**.

**Young Negotiators**
• Understand their **perceptions** and communicate your own.
• Be **trustworthy** all the time and collaborate.
• Explore their underlying **interests**, as well as your own.
• **Brainstorm** options without criticizing each other.
• Identify **fair reasons** for choosing options.
• Know your **backup plan**.
• **Package** options based on both of your interests.

**The Peace Education Foundation**
The Peace Education Foundation (PEF), based in Miami, Florida, offers a grade-level-specific, classroom-tested curriculum for prekindergarten through grade 12.2 The curriculum has a unified scope, sequence of content, and sequence of skills. PEF views conflict resolution as a body of knowledge and skills that equips individuals with the ability to use a nonviolent, constructive approach when dealing with life’s inevitable conflicts. PEF focuses on children and the adults who facilitate children’s social, emotional, and intellectual growth. Since much of this growth occurs in schools, PEF’s goals are to make schools safe and more disciplined, improve school climate, make instructional strategies more effective, and foster resiliency in children. To make conflict resolution “standard operating to let students know how, in “real life,” to use the
Rules for Fighting Fair and skills such as reflective listening, “I” statements, and problem solving.

- **Teach:** Teach the students what to do and why. Break the skills into understandable parts and give them the chance to practice through role-play. The goal is for students to learn the techniques so they can repeat the vocabulary and techniques when prompted.

- **Coach:** Assist students in using the techniques appropriately in real-life situations. Offer support and corrective feedback when needed. The goal is for students to practice what they have learned.

- **Encourage:** Remind students to use their skills. Express confidence in their ability to succeed. Recognize students’ appropriate use of skills. The goal is for students to behave appropriately without depending on adults.

- **Delegate:** After students become proficient, let them teach or coach less experienced students. The goal is for students to demonstrate their competence and acknowledge the value of habitual use of the skills.

“When I was in the fifth grade, I was always fighting and always bad, and sixth grade, too. When I moved to Charlestown and came to the Edwards School, I learned how to negotiate, and I have not had a fight since then. I want to tell you that if I can do it, you can all do it, too.”

Seventh grader, Charlestown, Massachusetts

Our partnership with the Peace Education Foundation has reduced the number of referrals and improved the classroom climate in our schools. Safe Schools Program Director, Palm Beach County Schools

**Mediation**

Schools report that, as the number of students and adults skilled in mediation increases in a school, the incidence of conflict in the school decreases.
The mediation curriculum, therefore, is the next step in a well-implemented conflict resolution program. The PEF program includes mediation curriculums for grades 4 through 7 and 8 through 12. These curriculums provide step-by-step instructions for training peer mediators and monitoring a school-based mediation program.

**The Mediation Process**

Mediation is a process in which one or more mediators serve as neutral facilitators to help disputants negotiate an agreement. In this process, the mediator creates and maintains an environment that fosters mutual problem solving. During mediation, the mediator uses the six problem-solving steps of conflict resolution:

- Set the stage—establish ground rules for problem solving.
- Gather perspectives—listen to each disputant’s point of view.
- Identify interests contributing to the conflict.
- Create options that address the interests of both disputants.
- Evaluate these options according to objective criteria.
- Generate an agreement satisfactory to each disputant.

Although the mediator controls the process, the disputants control the outcome. Participation in mediation is voluntary, and the mediator does not judge, impose an agreement, or force a solution. Mediation is powerful because conflicts can only be resolved if the disputants choose to resolve them. Disputants can judge best what will resolve the conflict and are more likely to execute the terms of an agreement if they have authored them.

- Understands that having conflicts is natural and knows that
involvement in conflicts is all right.
  • Knows that conflicts can be solved through cooperation.
  • Views peace as a desired condition and identifies several peacemaking and peace breaking behaviors.
  • Differentiates between prejudice and a dislike.

Orientation Abilities
Age-Appropriate Sequence for Acquiring the Foundation Abilities of Conflict Resolution

• Recognizes that the sources of conflict and the problem solving processes of conflict resolution are applicable to all types of conflicts—interpersonal, intergroup, and international.
• Diagnoses conflicts appropriately and selects conflict resolution strategies for conflicts in various settings (such as school, home, and neighborhood).
• Exhibits effective responses to another person who, in a shared conflict, chooses a soft or hard response.
• Takes action to inform when prejudice is displayed.
• Suggests a peacemaking action as an alternative to a displayed peace breaking action.
• Maintains various good working relationships with parents, family, siblings, boyfriends, girlfriends, teachers, and bosses.
• Analyzes conflict in the context of a present relationship and uses an appropriate problem-solving strategy.
• Recognizes patterns in his or her responses to conflict and strives for positive growth and change in those patterns.
• Understands that conflict resolution skills are life skills.
• Confronts prejudice effectively in self and others and in the school as an institution.
• Promotes equal access and opportunity on many fronts.
• Seeks diverse and multicultural experiences and relationships.
• Works actively to promote
peace in the school and in the community.
• Understands that conflict is inevitable and that it can be a positive force for growth.
• Understands that conflicts can become better or worse, depending on the chosen response.
• Understands and recognizes soft, hard, and principled responses to conflicts.
• Participates in cooperative endeavors.
• Recognizes prejudice in self and in the actions of others.
• Understands own behavior in terms of the need for belonging, power, freedom, and fun.
• Understands peace as a personal action and differentiates between peacemaking and peace breaking behaviors in self and others.

P e r c e p t i o n A b i l i t i e s
• Critically analyzes own perceptions and modifies understanding as new information emerges.
• Articulates how own words, actions, and emotions are perceived by others.
• Analyzes how perceptions of others relate to probable intent or purpose.
• Understands how problem solving strategies can be influenced and regularly chooses to exercise positive influence.
• Prevents escalation of conflicts, even with adults.
• Helps others recognize the potential for violence and for nonviolent conflict resolution.
• Recognizes the limitations of own perceptions and understands that selective filters affect seeing and hearing.
• Identifies and checks assumptions that self and others make about a situation.
• Possesses a rudimentary understanding of how problem-solving strategies can be influenced.
• Recognizes the prevalence and glamorization of violence in society.
• Recognizes that conflicts can escalate into violence.
• Identifies and checks own assumptions about
a situation.
- Understands how others perceive words and actions.
- Empathizes and accepts the feelings and perceptions of others.
- Analyzes a conflict from the perspective of unmet basic psychological needs.
- Understands friendships and good working relationships and strives to build and maintain them.
- Understands the effects of blaming and accusing behaviors and chooses not to act in that manner.
- Accepts that he or she is not always “right.”
- Accepts that others may see things differently.
- Describes a conflict from own perspective and from the perspective of others.
- Withholds blame.

**Age-Appropriate Sequence for Acquiring the Foundation Abilities of Conflict Resolution (continued)**

**Emotion Abilities**

- Knows that feeling anger, frustration, and fear is all right.
- Controls anger.
- Expresses feelings in language that expands beyond happy, sad, glad, or mad.
- Hears and acknowledges the feelings of others.
- Does not react to emotional outbursts of others by elevating own emotional response.
- Understands own emotions.
- Understands that others have emotional responses and that those responses may be different from his or her own.
- Expresses emotions effectively and appropriately.
- Disagrees without being disagreeable.
- Takes responsibility for emotions.
- Accepts and validates emotions and perceptions of others.
• Possesses effective strategies for “cool down” and uses them at appropriate times.
• Remains calm and focused on problem solving when confronted by a strong emotional display from another person, including an adult.
• Prevents conflict escalation and violence effectively by using communication-based conflict resolution strategies.

Creative Thinking Abilities
• Describes what is wanted and why it is wanted.
• Generates ideas for solving a problem.
• Improves a simple idea.
• Distinguishes between positions and interests.
• Identifies interests beyond own position in any situation.
• Separates inventing options from making decisions.
• Identifies mutual and compatible interests and creates behavioral options to satisfy those interests.
• Understands that underlying interests, not positions, define the problem in conflict situations.
• Understands that multiple, unclear, or conflicting interests often coexist.
• Understands and uses analytical tools to diagnose problems.
• Uses problem solving for conflicting as well as common or compatible interests.
• Evaluates and reconciles positions and interests of self and others in most situations.
• Prioritizes interests and develops a strategy for working toward agreement, focusing on easier issues first (those of mutual concern) and more difficult issues last (those of conflicting concerns).
• Articulates mutual interests and reconciles conflicting interests.
• Switches perspectives to generate new options.
• Manages brainstorming effectively, separates inventing from deciding, and advocates options for mutual gain.
• Brainstorms multiple options in any situation,
improving, refining, embellishing, and expanding on current options.

- Uses analytical tools to diagnose problems, develop new approaches, and evaluate those approaches.

**Age-Appropriate Sequence for Acquiring the Foundation Abilities of Conflict Resolution (continued)**

- Chooses from multiple ideas.
- Understands when something is fair to self and fair to another person.
- Explains why something is not fair.
- Expresses a realistic and workable plan for Resolving a conflict.
- Understands the meaning of committing to a plan and being trustworthy.
- Evaluates realistically the risks and consequences of “flight or fight” in conflict.
- Identifies best self-help alternative in a conflict situation.
- Chooses to work toward mutual fairness in resolving a dispute rather than to accomplish self-imposed will.
- Evaluates interests of self and others according to fairness standards.
- Crafts win-win resolutions.
- Specifies clear agreement by stating who, what, when, and how.
- Challenges assumptions about what is possible.
- Thinks about short- and long-term consequences of proposed options.
- Negotiates without conceding.
- Identifies outside standards and criteria for fairness (such as legal standards and school rules) when evaluating interests and solutions.
- Recognizes the efficacy of committing only to solutions that are fair, realistic, and workable.
- Endeavors to fulfill commitments.
- Uses problem-solving processes when engaging
in difficult conversations.
- Speculates as to best alternatives to negotiated agreement for self and others.
- Analyzes ways to improve best alternatives to negotiated agreement.
- Analyzes willingness and ability of self and other person to honor a plan of action in any situation.
- Identifies uncontrollable factors that might impact the ability of the parties to fulfill an agreement.
- Identifies external standards of fairness and uses those to resolve conflicts.
- Honors commitments and encourages others to do the same.

4. Conflict Resolution Curriculum Resources

The intent of this appendix is to illustrate some of the most current and readily available conflict resolution curriculum resources. These representative materials were selected through a nomination process by national leaders in the field of conflict resolution education. This list is neither exhaustive nor intended as a recommendation of these curriculums by the U.S. Department of Justice or the U.S. Department of Education. The materials have been categorized into five groups: Foundation Abilities, Process Curriculum, Mediation, Peaceable Classroom, and Peaceable School. Many of the publications listed here are available through the Office of Juvenile Justice and Delinquency Prevention’s Juvenile Justice Clearinghouse, a component of the National Criminal Justice Reference Service (NCJRS). An NCJ (National Criminal Justice) number after a citation indicates that the publication is available from the Clearinghouse on microfiche or through paper reproduction or interlibrary loan. For further information, contact the Clearinghouse by telephone at 800–638–8736; via the electronic bulletin board at 301–738–8895; or through the Internet at askncjrs@ncjrs.org.
Foundation Abilities


**Phone:** 800–225–4276

**Audience:** Grades 6–9.

**Focus:** To develop skills in solving social problems nonviolently and in evaluating beliefs regarding violence.

**Key Teaching Strategies:** Full-class and smallgroup discussions, games, role-playing, and skill-building exercises.

**Type of Material:** Teacher’s guide and handouts.

**Cost:** $45.


**Phone:** 202–232–8777

**Audience:** Ages 2–5.

**Focus:** To promote critical thinking regarding cultural bias and diversity and problem-solving processes to resolve conflict.

**Key Teaching Strategies:** Activities and discussions.

**Type of Material:** Teacher’s guide.

**Cost:** $17.


**Phone:** 612–831–9500

**Audience:** Grades K–8.

**Focus:** To teach students to work cooperatively to achieve mutual learning goals. Program is research and theory based.

**Key Teaching Strategies:** Experiential/cooperative learning, simulations, role-playing, and perspective taking.
Type of Material: Book, videos, student manual, and audiocassettes.

Cost: Book, $10; video, $25; audiocassette, $10.

Conflict Management: Middle School Curriculum.  
1990. Elizabeth Loescher, The Conflict Center,  
2626 Osceola Street, Denver, CO 80212.  
Phone: 303–433–4983  
Audience: Grades 6–8.  
Focus: To reduce levels of physical, verbal, and emotional violence through skill building.  
Key Teaching Strategies: Role-playing, interactive lessons, self-evaluations, and small- and large-group discussions.  
Type of Material: Teacher’s guide and handouts.  
Cost: $20.

Phone: 217–352–3273  
Audience: African-American youth in grades 6–12 (each set is specific for males or females).  
Focus: To teach students ways to express angry feelings, accept criticism, and negotiate a solution.  
Key Teaching Strategies: Videos, discussion, and role-playing.  
Type of Material: Video and discussion guide.  
Cost: Each set of videos, $495; both sets, $740.

Phone: 800–333–9093  
Audience: Infants, toddlers, and grades pre-K through 5; especially geared toward young children.  
Focus: To teach respect for oneself and others.  
Key Teaching Strategies: Activities and lesson plans
that include art, music, movement, and language.

**Type of Material:** Teacher’s guide.

**Cost:** $14.95.

**Everyone Wins! Cooperative Games and Activities.**

**Phone:** 800–333–9093

**Audience:** Grades pre-K through 4.

**Focus:** To increase self-esteem and interconnectedness with others through the interaction of gameplaying.

**Key Teaching Strategies:** Playing games.

**Type of Material:** Teacher’s guide.

**Cost:** $8.95.


**Phone:** 216–371–1123

**Audience:** Grades 1–8.

**Focus:** To promote caring, cooperative, and safe schools through teaching nonviolent communication skills that empower children and others to get their needs met in mutually satisfying ways.

**Key Teaching Strategies:** Cooperative pairs and small-group work integrated into language, social studies, art, and music.

**Type of Material:** Teacher’s manual.

**Cost:** $14.


**Phone:** 800–333–9093

**Audience:** Preschool children and adults who live and work with preschool children.

**Focus:** To increase altruistic behavior, decrease aggressive behavior, and enhance a greater tolerance among children for the differences in others.
Key Teaching Strategies: Activities and games.
Type of Material: Teacher’s guide.
Cost: Paperback, $12.95; hardcover, $34.95.

Phone: 216–371–1123
Audience: Grades K–8.
Focus: To teach a nonviolent communication approach for solving school conflicts between children/teachers/parents that includes stating one’s own position and appreciating the positions of others.
Key Teaching Strategies: Role-playing with puppets, class meetings, and other experiential learning techniques.
Type of Material: Book, lesson plans, and resource materials.
Cost: Book, $10; curriculum guide, $10; puppets, $40.

Phone: 800–736–2630
Audience: Grades K–5.
Focus: To improve the social and emotional competence and behavior of children, reduce peer and classroom conflict, and improve both student thinking skills and classroom climate.
Key Teaching Strategies: Role-playing, stories, and other language arts activities; problem-solving meetings; peer discussions; cooperative learning; and artistic and other creative activities.
Type of Material: Scope and sequence instructional manual, lessons, pictures, and photographs.
Cost: PATHS basic kit, $550 (includes curriculum, instruction manual, materials, photographs, and posters).
**Personal and Social Responsibility.** 1988. Constance Dembrowsky, Institute for Affective Skill Development, P.O. Box 880, La Luz, NM 88337.
**Phone:** 800–745–0418
**Audience:** Grades 9–12.
**Focus:** To teach students to develop critical concepts and behavioral skills in the areas of self-esteem, responsibility, relating effectively, conflict resolution, problem solving, and goal setting.
**Key Teaching Strategies:** Experientially based, scoped, and sequenced one-semester course using role-playing, games, and small-group activities.

**Phone:** 303–444–7671

**Audience:** Grades K–2, 2–5, 5–8, and high school.
**Focus:** To reduce violence and antisocial behavior; develop long-term change in students’ and teachers’ attitudes and behavior toward conflict, diversity, and decision-making; promote greater academic achievement and emotional intelligence; and promote a caring, cooperative, disciplined school environment where learning and creativity take place.
**Key Teaching Strategies:** Role-playing, discussion, brainstorming, journaling, and other experiential learning.
**Type of Material:** Curriculums for grades K–12, videos, and mediation training manuals.
**Cost:** Grades K–2, $20; grades 2–5, 5–8, and high school, $25; manuals, $9.95.

Phone: 404–699–6891

Audience: Ages 8–18.

Focus: To teach conflict resolution through the Saturday school program for juveniles. Manual includes program overview, curriculum on African-American history, program implementation steps, procedures, and schedules. The model is adaptable for community settings.

Key Teaching Strategies: Art, music, group discussions, drama, role-playing, photography, and video production.

Type of Material: Curriculum, training manuals, and videos.


Phone: 800–634–4449

Audience: Grades pre-K through 8.

Focus: To reduce impulsive and aggressive behavior by teaching students foundational skills in empathy, impulse control, problem solving, and anger management.

Key Teaching Strategies: Stories/discussions, teacher modeling of behaviors and skills, activities, and role-playing.

Type of Material: 11- x 17-inch photo lesson cards, teacher guide, posters, film strip, puppets, and song tape.

Cost: Grades pre-K–K, $245; grades 1–3, $255; grades 4–5, $235; grades 6–8, $285.


Phone: 303–444–1166
Audience: Grades 4–6.
Focus: To teach new skills to replace violent reactions in problem situations through student role-playing.
Key Teaching Strategies: Role-playing interspersed with teaching exercises.
Type of Material: 25-minute video with teaching guide included.
Cost: $69.95.

Violence in the Schools: Developing Prevention Plans.
1994. Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302–1467.
Phone: 800–350–4223
Audience: Grades 6–9.
Focus: To develop students’ commitment to active citizenship and governance by teaching the knowledge and skills required for effective participation.
Key Teaching Strategies: Reading, directed discussions, writing, role-playing, small-group problem solving, cooperative learning techniques, and critical thinking exercises.
Type of Material: Teacher’s guide, student text, and staff development training manual.
Cost: Teacher’s guide, $10; student text, $5.50 ($5 each for orders of 10 or more); set comprising a teacher’s guide and 30 student texts, $150.

Deborah Prothrow-Stith, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
Phone: 617–969–7100
Audience: Grades 9–12.
Focus: To increase students’ awareness of the causes and effects of violence; illustrate that violence is preventable; teach that anger is a normal part of life that can be expressed and channeled in healthy, constructive ways; and encourage students to think about alternatives to violence in conflict situations.

Key Teaching Strategies: Minilectures, facilitated class discussions, role-playing, and observation and
analysis.

**Type of Material:** 110-page teacher’s guide, student handouts, and video.

**Cost:** Teacher’s guide, $30 ($25 each for orders of 10 or more); video rental, $60; teacher’s guide and video, $150.


**Phone:** 212–490–2525

**Audience:** Grades preschool–12.

**Focus:** To promote positive self-concept while recognizing and appreciating diversity in all forms, and to raise awareness and understanding of the detrimental effects of racism, prejudice, anti-Semitism, and discrimination.

**Key Teaching Strategies:** Activities, discussion, role-playing, and readings.

**Type of Material:** Resource guides, audiovisual materials, and articles.

**Cost:** Elementary and secondary guides, $35; activity guide, $25. (Guides are only sold through teacher training sessions.)

*A Year of SCRC: 35 Experiential Workshops for the Classroom.* 1992. Kinshasha Nia Azariah, Frances Kern-Crotty, and Louise Gomer Bangel, Center for Peace Education, 103 William Howard Taft Road, Cincinnati, OH 45219. **NCJ 160380.**

**Phone:** 513–221–4863

**Audience:** Grades K–6.

**Focus:** To promote the attitudes of inclusion and respect for self and others and teach the skills needed for problem solving.

**Key Teaching Strategies:** Experiential learning activities, including games, role-playing, and group dialog.

**Type of Material:** Program guide and workshop
Cost: Program guide, $15; workshop manual, $23.

5. Clinical and Social Work Resources

Conflict Resolution Consultation
and Training Resources
American Bar Association
Section of Dispute Resolution
740 15th Street NW., Ninth Floor
Washington, DC 20005
202–662–1680
202–662–1032 (fax)

Anti-Defamation League
A World of Difference Program
823 United Nations Plaza
New York, NY 10017
212–885–7810
212–490–0187 (fax)

Children’s Creative Response to Conflict
P.O. Box 271
Nyack, NY 10960
914–353–1796 914–358–4924 (fax)

Community Board Program, Inc.
Conflict Resolution Resources for Schools and Youth
1540 Market Street, Suite 490
San Francisco, CA 94102
415–552–1250
415–626–0595 (fax)

Conflict Resolution and Cooperative Learning Center
Teaching Students To Be Peacemakers Program
University of Minnesota
College of Education and Human Development
60 Peik Hall
159 Pillsbury Drive SE.
Minneapolis, MN 55455
612–624–7031
612–626–1395 (fax)

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
617–492–1764
617–864–5164 (fax)

Harvard Negotiation Project
500 Pound Hall
Harvard Law School
Cambridge, MA 02138
617–495–1684
617–495–7818 (fax)

Illinois Institute for Dispute Resolution
National Peaceable School Project
110 West Main Street
Urbana, IL 61801
217–384–4118
217–384–8280 (fax)

International Center for Cooperation
and Conflict Resolution
Teachers College at Columbia University
525 West 120th Street
Box 53
New York, NY 10027
212–678–3402
212–678–4048 (fax)

Iowa Peace Institute
917 10th Avenue
P.O. Box 480
Grinnell, IA 50112
515–236–4880
515–236–6905 (fax)

National Association for Community Mediation
1726 M Street NW., Suite 500
Washington, DC 20036–4502
202–467–6226
202–466–4769 (fax)
National Crime Prevention Council
1700 K Street NW., Second Floor
Washington, DC 20006–3817
202–466–6272
202–296–1356 (fax)
National Institute for Citizen Education in the Law
711 G Street SE.
Washington, DC 20003
202–546–6644
202–546–6649 (fax)
National Institute for Dispute Resolution
National Association for Mediation in Education
1726 M Street NW., Suite 500
Washington, DC 20036–4502
202–466–4764
202–466–4769 (fax)
National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805–373–9977
805–373–9277 (fax)
New Mexico Center for Dispute Resolution
National Resource Center for Youth Mediation
800 Park Avenue SW.
Albuquerque, NM 87102
800–249–6884 (publications)
505–247–0571 (information)
505–242–5966 (fax)
Ohio Commission on Dispute Resolution and Conflict Management
77 South High Street, 24th Floor
Columbus, OH 43266
614–752–9595
614–752–9682 (fax)
Peace Education Foundation
1900 Biscayne Boulevard
Miami, FL 33132
800–749–8838
305–576–5075
Program for Young Negotiators, Inc.
20 University Road
Cambridge, MA 02138
888–832–2479 [888–TEACH–PYN (toll free)]
617–354–8467 (fax)

Resolving Conflict Creatively Program
National Center
163 Third Avenue
P.O. Box 103
New York, NY 10003
212–387–0225
212–387–0510 (fax)

Programs Cited in This Guide
The Arts and Conflict Resolution
Arts and Prevention Projects
U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program
1250 Maryland Avenue SW.
Washington, DC 20202–6123
202–260–3954
202–260–3748 (fax)

California Lawyers for the Arts
Northern California Program
Fort Mason Center, Building C, Room 255
San Francisco, CA 94123
415–775–7200
415–775–1143 (fax)
Southern California Program
1641 18th Street
Santa Monica, CA 90404
310–998–5590
310–998–5594 (fax)

National Assembly of Local Arts Agencies
927 15th Street NW., 12th Floor
Washington, DC 20005
202–371–2830
202–371–0424 (fax)

National Endowment for the Arts
1100 Pennsylvania Avenue NW., Room 726
Washington, DC 20506
202–682–5537
202–682–5613 (fax)

**Pathways to Success Program**
U.S. Department of Justice
Office of Juvenile Justice and Delinquency Prevention
633 Indiana Avenue NW.
Washington, DC 20531
202–307–1150
202–514–6382 (fax)

**Urban SMARTS**
Department of Arts and Cultural Affairs
222 East Houston, Suite 500
San Antonio, TX 78205
210–222–2787
210–228–0263 (fax)

**Washington Area Lawyers for the Arts**
410 Eighth Street NW., Suite 601
Washington, DC 20004
202–393–2826
202–393–4444 (fax)

**Community-Based Programs**

**AmeriCorps Conflict Resolution Training Project**
National Association for Community Mediation
1726 M Street NW., Suite 500
Washington, DC 20036–4502
202–467–6226
202–466–4769 (fax)

**Boys & Girls Clubs of America**
National Headquarters
1230 West Peachtree Street NW.
Atlanta, GA 30309–3447
404–815–5781
404–815–5757 (fax)

**Conflict Managers Program**
Community Board Program, Inc.
1540 Market Street, Suite 490
San Francisco, CA 94102
415–552–1250
415–626–0595 (fax)

**East Cleveland Youth Services Mobile Mediation Project**
14801 Shaw Avenue
East Cleveland, OH 44112
216–681–7526
216–681–5733 (fax)

**Effective Alternatives in Reconciliation Services**
3319 Rochambeau Avenue
Bronx, NY 10467
718–654–4931
718–654–4942 (fax)

**Lawyers Adopt-a-School Program**
American Bar Association
Section of Dispute Resolution
740 15th Street NW., Seventh Floor
Washington, DC 20005
202–662–1687
202–662–1683 (fax)

**Roxbury Conflict Resolution Project**
The Conflict Management Group
20 University Road
Cambridge, MA 02138
617–354–5444
617–354–8467 (fax)

**Second Step Program**
Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134–2027
206–343–1223
206–343–1445 (fax)

**Parent Education**
**Franklin Mediation Service**
97 Franklin Street
Greenfield, MA 01301
413–774–7469
413–773–3834 (fax)

**Parents Anonymous, Inc.**
675 West Foothill Boulevard, Suite 220
Claremont, CA 91711
909–621–6184
909–625–6304 (fax)

**Parents as Teachers National Center**
10176 Corporate Square Drive, Suite 230
St. Louis, MO 63132
314–432–4330
314–432–8963 (fax)

**Community Relations Service, U.S. Department of Justice**

**Regional Offices**

**Region I: New England** (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
99 Summer Street, Suite 1820
Boston, MA 02110
617–424–5717
617–424–5727 (fax)

**Region II: Northeast** (New Jersey, New York, Puerto Rico, Virgin Islands)
26 Federal Plaza, Room 3402
New York, NY 10278
212–264–0700
212–264–2143 (fax)

**Region III: Mid-Atlantic** (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)
Room 208 Custom House
Second and Chestnut Streets
Philadelphia, PA 19106
215–597–2344
215–597–9148 (fax)

**Region IV: Southeast** (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)
75 Piedmont Avenue NE., Room 900
Atlanta, GA 30303
404–331–6883
404–331–4471 (fax)

**Region V: Midwest** (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)
55 West Monroe Street, Suite 420
Chicago, IL 60603
312–353–4391
312–353–4390 (fax)

**Region VI: Southwest** (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)
1420 West Mockingbird Lane, Suite 250
Dallas, TX 75247
214–655–8175
214–655–8184 (fax)

**Region VII: Central** (Iowa, Kansas, Missouri, Nebraska)
323 West Eighth Street, Suite 301
Kansas City, MO 64105
816–374–6522
816–374–6530 (fax)

**Region VIII: Rocky Mountain** (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)
1244 Speer Boulevard, Room 650
Denver, CO 80204–3584
303–844–2973
303–844–2907 (fax)

**Region IX: Western** (Arizona, California, Guam, Hawaii, Nevada)
33 New Montgomery Street, Suite 1840
San Francisco, CA 94105
415–744–6565
415–744–6590 (fax)

**Region X: Northwest** (Alaska, Idaho, Oregon, Washington)
915 Second Avenue, Room 1898
Seattle, WA 98174
206–220–6700
206–220–6706 (fax)
5. References


George Robert Bach and Peter Wyden (1983) Intimate Enemy: How to Fight Fair in Love and Marriage, Avon Books (Mm);


Robertson K (2005). "Active listening: more than just paying attention". *Aust Fam Physician* 34 (12)

