
Implementation of the Community Board
Conflict Managers Program in Six Rural
Elementary and Middle Schools: A
Comprehensive Qualitative Evaluation

APPENDIX A: Complete Tables and Matrices

August, 1999

Tables and Matrices

1. Within-Site Conceptually Clustered Summary Matrices 1 - 22
2. Cross-Site Summary Tables of Implementation Issues 23 - 26
3. Site-ordered Meta-Matrices 27 – 29

School A: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate
Students	<ul style="list-style-type: none"> • Sports/games • Theft • Teasing • Rumors/Secrets • Boyfriend/girlfriend arguments 	<ul style="list-style-type: none"> • Pushing • Hitting • Slapping/kicking • Punching • Wrestling • Throwing pencils 	<ul style="list-style-type: none"> • Fun • Helping people – makes you feel good • Did it with friends • Curiosity- saw kids wearing t-shirts • Getting treats • To be a part of the school
Teachers	<ul style="list-style-type: none"> • Previous racial tensions • Teasing • Rumors, gossip, teasing • Leaving kids out • Much of this is tied to little nurturing at home • Low level of constant acting out 	<ul style="list-style-type: none"> • Minor physical-pushing and shoving • No weapons 	<ul style="list-style-type: none"> • Kids like to help, doing something extra and worthwhile makes them feel good. • Status • Feels good for kids to solve problems by themselves • Power • Being part of something/participating in something
Principal	<ul style="list-style-type: none"> • Predictable problems with anger management 	<ul style="list-style-type: none"> • No problem with serious violence 	

School A: Overall Program Strengths and Challenges

	Ingredients for success	Challenges to implementation
Teachers	<ul style="list-style-type: none"> • Decent teacher buy-in • Teachers already somewhat involved through experience with Project Yes Curriculum. • Prevention specialist’s personal rapport with students • Bi-lingual prevention specialist in coordinator role • Financial and programmatic support from SAFE HAVEN program office • Incentives (snacks, trips, other treats) for participants • Being a Conflict Manager is a “status thing.” • Training sessions are after school and don’t interfere with class time • Transportation for students who live far from school. • High levels of student awareness 	<ul style="list-style-type: none"> • Teacher support not universal • Staff overworked • Teachers not skilled/don’t model CM behaviors • Training time too short • Too few Latino role models • Conflict managers generally “good kids” who don’t have credibility with all students • Kids use Conflict Managers as a way to get attention. • Referral model is limiting; many problems aren’t referred and time is too short. • Program doesn’t reach kids in younger grades. • Kids receive contradictory messages about handling conflict from media, video games, families, etc. • Kids don’t want to spend recess mediating.
Principal	<ul style="list-style-type: none"> • Commitment of coordinating staff • Allowing coordinator/prevention specialist to maintain a “neutral” role in school discipline 	<ul style="list-style-type: none"> • Teacher resistance to students missing class time • Conflict Managers is sometimes perceived as an arm of the administration and/or a vehicle for turning kids in.

School A: Program Integration Into School

	Alignment with discipline policy	Training (Teachers and Students)	Staff Support	Other structural integration
Students				
Teachers	<ul style="list-style-type: none"> + Closely aligned: Most utilized type of discipline + Consistent: Principal shares the philosophies of program + Consistent: Conflict Management and discipline policy support one another. + Consistent: Conflict Management helps promote a responsible attitude among kids + Separate but consistent: Conflict Managers are not permitted to intervene in situation of physical violence. - Serious disconnect – Conflict Managers aren’t solving problems, their presence is symbolic 	<ul style="list-style-type: none"> + Training sessions after school. + Transportation for students who live far from school allows more students to participate. - Teachers not skilled/don’t model CM behaviors - Need to train early elementary students as well 	<ul style="list-style-type: none"> + Teachers already somewhat involved through experience with Project Yes Curriculum - Many staff are not skilled to model behaviors - Teacher support not universal. - Staff overworked 	<ul style="list-style-type: none"> - Need to integrate program into all aspects of school life (whole school approach) - Need to share coordination responsibilities among several teachers
Principal	<ul style="list-style-type: none"> + Consistent: Separate but mutually supportive of one another. + Consistent: Conflict Managers forms are available to principal and administration to help determining appropriate response to disciplinary actions. 		<ul style="list-style-type: none"> + Commitment of coordinating staff + Decent teacher buy-in. 	<ul style="list-style-type: none"> - Insufficient use of school communication lines to promote awareness about program. - Need for formalized means of recognizing student contribution. - Need to make sure every class is visited by Conflict Managers.

- + Indicates a positive example of program integration
- Indicates a challenge or barrier to integration or a need to be addressed.

School A: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students		<ul style="list-style-type: none"> Promote awareness about program (via loudspeaker, etc.) Promote awareness about what Conflict Managers is not, i.e., <u>not</u> an arm of the administration Give conflict managers more authority, allow them to tell students they “have to” solve the problem Have 3 or 4 pairs of conflict managers circulating every day. Hold an end of year assembly to congratulate conflict managers. Create more opportunities for involvement 	
Teachers	<ul style="list-style-type: none"> Lengthen training time Train all staff model principles and skills Train early elementary school students 	<ul style="list-style-type: none"> Adopt a “Whole school approach”: self sufficient classrooms as well as trained cadre of Conflict Managers End of year ceremony to acknowledge contribution of Conflict Managers. 	<ul style="list-style-type: none"> Translate materials into Spanish. Materials and posters for every classroom. More time allocated to mediation process.
Principal	<ul style="list-style-type: none"> Plan program so that students don’t have to miss class time. 	<ul style="list-style-type: none"> Enhance current model so that every class is visited by Conflict Managers Emphasize the importance of referral forms in classrooms 	

School C: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate
Students	<ul style="list-style-type: none"> • Not listening to rules • Game/sports-taking the ball out of turn, stealing bases, etc. • Name calling • Teasing • Yelling 	<ul style="list-style-type: none"> • Yes-limited • Throwing things • Kicking • Hitting • Beating each other up 	<ul style="list-style-type: none"> • Help other kids. • Contribute to school • Parents encouraged • Wanted to join other friends who were already involved.
Teachers	<ul style="list-style-type: none"> • No real problems • Typical kid stuff- showing off, mouthing off • Sports/games related conflict • Personal property issues • Name calling/teasing • Low level racial problems (and language) • Racial epithets • Some sexual harassment • Some drug use (marijuana) 	<ul style="list-style-type: none"> • Small problem • Pushing • Throwing rocks • Younger kids more likely to kick and push • Violence not a big problem 	<ul style="list-style-type: none"> • To be with their friends who are also involved • To feel like the boss • Like the responsibility • Like helping others • Gives them something to do during recess • A chance to feel important • End of year picnic/recognition • Makes kids feel good to see school benefit as a result of their effort • Participation based in part on nomination
Principals	<ul style="list-style-type: none"> • Some fighting, usually resulting in in-house or at-home suspension 	<ul style="list-style-type: none"> • Small problem- • one instance of weapon on campus • Some fighting 	<ul style="list-style-type: none"> • Monthly recognition of service day • Stamp hands of anyone doing service • Yearly award assembly recognizing all kids making positive contribution, including crossing guards, etc.

School C: Overall Program Strengths and Challenges

	Ingredients for success	Challenges to implementation
Teachers	<ul style="list-style-type: none"> • Training program has developed over time to respond to needs of school • Program coordinator’s commitment • Support from principal • Widespread school support • Other compatible curricula at school: TRIBES, A World of Differences • Mediation is an easy, step by step process • Prevention specialists’ accessibility and rapport with students • Evidence and school-wide belief that mediation works • End of year bar-b-que and other treats 	<ul style="list-style-type: none"> • Teachers don’t like Project Yes and associate the two components • Teachers don’t feel trained or sufficiently prepared to get involved in the program • Program doesn’t address developmental differences among kids and grade levels • Limited funds to pay a coordinator • More adults need to believe in the conflict management process - need to go through training and hands-on experience • Logistical difficulties - many students can’t stay after school for training because must be bussed out of town. • Training is too short (3 ½ hours) to cover all material • If training is longer, program loses teacher support • So many students are trained that it is hard to keep them all involved
Principals	<ul style="list-style-type: none"> • Monthly recognition of service, “service day” (not just Conflict Managers) - hand stamp, ice cream • End of year award assembly - recognize Conflict Managers, crossing guards, etc. • Built-in incentive, an honor to participate • Prevention specialist’s rapport with kids • Commitment from staff and principal • Staff buy-in • Students believe they are making a difference 	<ul style="list-style-type: none"> • Only real barrier is time

School C: Program Integration Into School

	Alignment with discipline policy	Training (Teachers and Students)	Staff Support	Other structural integration
Students				
Teachers	<ul style="list-style-type: none"> + Closely aligned: A key component - kids know they can go to a Conflict Manager if they need help resolving conflicts in a peaceful and constructive way. + Closely aligned: Conflict Management is part of the continuum, handles low level disputes. + Consistent: Related, but recess isn't long enough to resolve a dispute effectively. 	<ul style="list-style-type: none"> - Insufficient in-service training opportunities - Teachers don't feel sufficiently trained - Logistical difficulties: many students cannot stay after school and school has no way to bus them home 	<ul style="list-style-type: none"> + Principal is supportive + Widespread school support - Many new faculty have not been exposed to the program and don't have the opportunity to get involved or be supportive - Many teachers don't like <i>Project YES!</i> and tend to associate the two 	<ul style="list-style-type: none"> - Need to reorganize coordinator position to be shared by several staff members or else hire new full time staff
Principals	<ul style="list-style-type: none"> + Consistent: Conflict Management strongly influences discipline policy + Consistent: Principal uses these skills when students come to her (talking about choices, etc.) 	<ul style="list-style-type: none"> + Training program has been developed over time to respond to the needs of the school 	<ul style="list-style-type: none"> + High teacher and staff commitment/buy-in 	<ul style="list-style-type: none"> - Need to integrate with other curricula used in schools : e.g. TRIBES - Need to use school venue for recognizing student contribution to congratulate students and acknowledge contribution (e.g. monthly recognition of service day)

- + Indicates a positive example of program integration
- Indicates a challenge or barrier to integration or a need to be addressed.

School C: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students			
Teachers	<ul style="list-style-type: none"> • In-service opportunities for teachers • Booster /refresher trainings so that students don't forget • Train fewer students so that those trained have a real role • Involve student Conflict Managers in training new students • Mandatory, in-service, short training for all teachers and staff 	<ul style="list-style-type: none"> • Get new faculty involved - many don't know what program is about 	<ul style="list-style-type: none"> • Reorganize coordinator role to be shared among several teachers/staff • Full time coordinator (not a teacher)
Principals	<ul style="list-style-type: none"> • Train more Conflict Managers so that students can make appointments. 	<ul style="list-style-type: none"> • Use middle school referral model for upper grades. • Integrate with TRIBES model 	<ul style="list-style-type: none"> • Full time Prevention Specialist/CM coordinator

School E: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate
Students	<ul style="list-style-type: none"> • Rumors • Arguments • Threatening • Occasional weapons He said/she said • Racial tension/name calling (Cowboys, Indians, etc.) • Cliques • Hair pulling • Gangs 	<ul style="list-style-type: none"> • Infrequent hitting/ • Fist fights • Gangs follow kids off the school grounds and beat them up 	<ul style="list-style-type: none"> • To be with friends • New to school, wanted a way to meet people • Help people • Activities are fun • Had been trained at Hopland and wanted to continue • Parents encouraged • Doesn't want to continue next year – worried about friends' reaction.
Teachers	<ul style="list-style-type: none"> • He said/she said • Rumors • Friendships ending • Some gang intimidation, signing • Name calling • Misunderstandings • Cat fights • Romantic disputes, flirting • Family connections to gangs 	<ul style="list-style-type: none"> • Small problem • Gang problem getting worse-often rooted in family • Some hitting, etc. in hallways 	<ul style="list-style-type: none"> • Something different to do • Get out of class • Kids feel that they're acting as adults • When they reach a certain level of maturity, they feel motivated to volunteer. • They want and need to grow and learn how to deal with people. They want to sharpen their tools for communication and just dealing with people in general. • Get nominated or suggested by teacher
Principal	<ul style="list-style-type: none"> • He said/she said • Anonymous notes in backpacks • On-going gang issues • Stealing • Gossip • Rumors 		

School E: Overall Program Strengths and Challenges

	Ingredients for success	Challenges to implementation
Teachers	<ul style="list-style-type: none"> • Support from principal • Getting students involved in spreading the message: e.g., presentations, mock trainings, to the School Board • Investing time in increasing staff awareness • Program coordinator’s commitment to the program • Student enthusiasm • Widespread awareness about program among students and staff • Teachers’ willingness to make referrals • Strong support from administration • Students’ perception that they are making a contribution to the school 	<ul style="list-style-type: none"> • Lack of systematic way to involve staff • Lack of systematic way to pull students out of class – causes disruption • Lack of diversity among CMs • Unsuccessful attempts at recruiting Latino/Latina students • Lack of conflicts to mediate - students lose interest and leave the program • Limited resources to stipend trainers • Conflict Managers are only allowed to mediate minor issues • No regular meetings between conflict managers and the program coordinator • Conflict Management is not a priority to the administration, still functions as a “club” • Low skill level among teachers - inability to model skills and behaviors • Many teachers don’t think this is useful material, want to focus exclusively on academics • High level of racial tension at school • “Kids aren’t trained in compassion”
Principals	<ul style="list-style-type: none"> • Immediacy of response • Teacher support - Conflict Managers are permitted to leave class to handle disputes • Strong training program • Knowing ground rules • Coordinator is always available • School Board support 	<ul style="list-style-type: none"> • Lack of diversity among Conflict Managers (too few Latino/Latina students and males) • Cultural barriers - some think that this model is not appropriate for the Latino population • Inconsistent administrative support - recently referrals have significantly tapered off • Teachers are overworked • No regular venues for communicating program information to teachers

School E: Program Integration Into School

	Alignment with discipline policy	Training (Teachers and Students)	Staff Support	Other structural integration
Students				<ul style="list-style-type: none"> - Currently underutilizing school communication venues to raise awareness about program (The Bulletin, etc.)
Teachers	<ul style="list-style-type: none"> + Separate but consistent: Problems are often presented to Conflict Managers before being referred to the principal. + Separate but consistent: Conflict Managers handle low level problems. - Consistent but marginalized: Not given the opportunity to maximize its role in student discipline. Should be taking more responsibility. - Separate: designed for minor problems (the type that do not get referred.) 	<ul style="list-style-type: none"> + 15 hours of training held during the summer; scheduled to increase student participation - Insufficient in-service training opportunities for staff - Many staff would probably oppose mandatory in-service training. 	<ul style="list-style-type: none"> + Staff support is maintained by asking for teacher referrals to the program + Strong investment made to promote staff awareness + Program has strong support from principal - Need strengthen “mandate from the top” to further develop the program - Many teachers don’t think this is useful material; prefer focus on academics - Low staff skill and ability to model behaviors 	<ul style="list-style-type: none"> - Need to promote school-wide awareness about program - Program lacks a systematic way to involve teachers and other staff - Conflict Manager program is not a priority to the administration, still functions as a “club” - Need to develop strategies to recruit a more diverse group of Conflict Managers.
Principals	<ul style="list-style-type: none"> + Closely aligned: Conflict Managers handle low level problems + Closely aligned: Next year, conflict management will be included on the official discipline chart of the school + Closely aligned: First step in discipline policy - can reduce referrals to principal 	<ul style="list-style-type: none"> - All staff need to be trained. 	<ul style="list-style-type: none"> + Staff demonstrate support by permitting students to leave class as necessary to handle disputes - Inconsistent administrative support – recently referrals have tapered off 	<ul style="list-style-type: none"> - Cannot mandate training for all students. At the same time, need to find a way to spread awareness and interest in the program.

+ Indicates a positive example of program integration
 - Indicates a challenge or barrier to integration or a need to be addressed.

School E: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students		<ul style="list-style-type: none"> • Pass out fliers and other materials to promote program awareness. • Use The Bulletin to promote program awareness. • Refer more conflicts to Conflict Managers. • Talk more and use clip board less. • Fewer Conflict Managers or more opportunities for involvement • Few meetings 	
Teachers	<ul style="list-style-type: none"> • In-service training for all staff • Offer (or mandate) training to students sent to detention for discipline problems 	<ul style="list-style-type: none"> • Work with outside consultant on developing strategies for recruiting more Latino and Native American students. • Build in incentives and rewards for participation • Further integrate with discipline policy • Year long program for all students • Increase administrative support and directives 	<ul style="list-style-type: none"> • Increase stipend for coordinator
Principal		<ul style="list-style-type: none"> • Further integrate program into discipline policy 	

School B: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate
Students	<ul style="list-style-type: none"> • Pushing • Rudeness • Cheating in games • Mostly verbal fighting • Rumors • Name calling 	<ul style="list-style-type: none"> • Minimal (pushing only) 	<ul style="list-style-type: none"> • Helping people (most common) • Mother encouraged to do • Looking for strategies to deal with family conflict • Knew lots of other kids in class who did it. • Doesn't want to continue – reduces free time • Way to promote Christian values-peaceful values
Teachers	<ul style="list-style-type: none"> • Turns on the swing • Sports/games related conflict • Being left out • Miscommunication • Rumors • Name calling • Drugs and alcohol use 	<ul style="list-style-type: none"> • Not much • Tugging and pushing • Violence not a big problem 	<ul style="list-style-type: none"> • They are chosen to do something special • Parties
Principal	<ul style="list-style-type: none"> • No “big league” conflict • Territorial issues • Exclusion from games 	<ul style="list-style-type: none"> • Pushing • Shoving 	

School B: Overall Program Strengths and Challenges

	Ingredients for success	Challenges to implementation
Teachers	<ul style="list-style-type: none"> • Mentorship allowed coordinator to devote additional time to the project • Consistency in relationship with students • Regular “checking in” activities: bi-weekly meetings, meetings with booster role plays, hot chocolate, etc. • Students desire to participation and contribute to school environment • Coordinator’s enthusiasm and energy • Prevention specialist’s rapport with students 	<ul style="list-style-type: none"> • Students must use their “preferred activity” time (free time) for meetings • Some students face teasing or “cry wolf” type calls for help • Some resistance from 4-5 grade teachers
Principals	<ul style="list-style-type: none"> • Mentorship opportunity given to teacher/coordinator • Constant re-evaluation of needs of school and kids • School climate is open and receptive to this work 	<ul style="list-style-type: none"> • Scheduling

School B: Program Integration into School

	Alignment with discipline policy	Training (Teachers and Students)	Staff Support	Other structural integration
Students		<ul style="list-style-type: none"> - Training poorly planned – students must miss school 		
Teachers	<ul style="list-style-type: none"> + Separate but related: If Conflict Managers can handle the problem, problem won't get referred to the office - Separate but marginalized: General administrative support, but no overt support - No direct relationship - Separate: Minimal awareness about program among school administrators 	<ul style="list-style-type: none"> - Training too short - Training too limited in audience, should be offered to all students - Insufficient training opportunities for teachers and staff 	<ul style="list-style-type: none"> - Some resistance from 4th and 5th grade teachers 	
Principal	<ul style="list-style-type: none"> + Consistent: Early piece of discipline policy. (First stage of referral; if the problem can't be handled it moves to yard duty, then to front office.) 		<ul style="list-style-type: none"> + School climate is open and responsive to this kind of work 	<ul style="list-style-type: none"> - Program only working at elementary level, should be expanded to middle school as well. Need to focus on keeping kids involved who have been trained in the elementary school.

- + Indicates a positive example of program integration
- Indicates a challenge or barrier to integration or a need to be addressed.

School B: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students	<ul style="list-style-type: none"> • Arrange training so they don't have to miss school. • More space to walk around, bigger playground. • More play space – limited space increases tension 	<ul style="list-style-type: none"> • Don't have Conflict Managers during lunch • Have Conflict Managers on duty at lunch recess and first recess. 	
Teachers	<ul style="list-style-type: none"> • Longer training • Offer training to all students • More training opportunities for teachers/staff 	<ul style="list-style-type: none"> • More adults (parents and school staff) involved • More space/better facilities for training • Whole school approach • Develop a “mentor” relationship with Oak Manor 	<ul style="list-style-type: none"> • Bring in outside trainer • Bring another staff member into day to day organization of program
Principal		<ul style="list-style-type: none"> • Develop middle school program by recruiting kids who were already trained in the elementary school. 	<ul style="list-style-type: none"> • Research additional funding sources .

School D: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate/not to participate
Students	<ul style="list-style-type: none"> • Blaming • Sports related fights • Cheating • Rumors • Talking back 	<ul style="list-style-type: none"> • Yes • Fist fights • Wrestling • Pushing and shoving 	<ul style="list-style-type: none"> • New to school, wanted to meet other kids. • To help people • Other friends were doing it. • Likes listening to people <p><i>Reasons not to continue:</i></p> <ul style="list-style-type: none"> • Other students tease. • Students with conflicts often get angry at the mediators • It takes away from recess. • It's harder to see friends at recess
Teachers	<ul style="list-style-type: none"> • Gossip • Alliances-often lead to physical violence (particularly among Native Americans) • Inappropriate sexual aggressions • Misunderstandings • He said/She said • Name calling • Disrespect • Sports related 	<ul style="list-style-type: none"> • Moderate problem • Sexual advances/ abuse • Fist fights • Pushing 	<ul style="list-style-type: none"> • Parties/Food (incentives build into program) • Caps (incentive) • T-shirts (disincentive) • Being part of a group
Principal	<ul style="list-style-type: none"> • Sports related fights most common • Defiance of teachers 	<ul style="list-style-type: none"> • Mostly younger kids 	

School D: Overall Program Strengths and Challenges

	Ingredients for success	Challenges to implementation
Teachers	<ul style="list-style-type: none"> • Elementary school given ownership of K-6 program • Moderate to high level of teacher support • Diversity of students in program - not only the “good” kids • Involving teachers in discussions about scheduling and program logistics • Asking teachers about needs and availability • Opening up the conversations around the mediation so that students don’t feel like they’re “tattling” • Offering incentives for Conflict Managers who are able to step in and take over if another kid is unable (absent, sick, etc.) • On-going meetings with Conflict Managers • Prevention specialist’s commitment and reliability • Regular check-in times, rewards for students • Students take responsibility for behavior and school environment • Coordinator’s follow through in training 	<ul style="list-style-type: none"> • Program had to get underway too quickly- not enough time taken to plan • Program has changed many times over the course of the grant • Difficult for the elementary and middle school to collaborate • Parental consent issue: logistics, trust, reading level of parents • Not enough support from teachers • Some kids try to intervene as “Conflict Managers” in physically violent situations. This changes other students’ perception of the role of conflict managers. • Students had to miss recess and then got bored when there were no conflicts. • School did not receive parent permission from some of the students who could have most benefited from the program. • Parents often misunderstand the intent of the program - they fear that the school is encroaching on the domain of parents and families.
Principal	<ul style="list-style-type: none"> • School culture is receptive to this work • Previously communication skills training from outside organization • Most staff can model “I messages” and other skills • Close relationships between students and staff • Prevention specialist’s dedication • Coordinator is male, this makes program more attractive to boys • Prevention specialist is consistently available 	<ul style="list-style-type: none"> • Anything that requires parent permission creates difficulty. Best to stay focused on building skills. • Inconsistency among staff- too many different skill levels and fractured school-wide orientation toward conflict management • Time

School D: Program Integration into School

	Alignment with discipline policy	Training (Teachers and Students)	Staff Support	Other Structural Integration
Students				
Teachers	<ul style="list-style-type: none"> + Closely aligned: Principal acknowledges that the school has problems and counts on Conflict Managers to help address these. + Separate but consistent: handles low level conflicts and reduces number of problems sent to the principal’s office. – Separate: Has nothing to do with referral process that sends students to the principal’s office. Simply offers students a way to better deal with their own problems. 	<ul style="list-style-type: none"> – Training for middle school students did not take place – creates an inconsistency in the two part of the school. – Teachers often object to “being trained;” feel it questions their competence – Time constraints make the idea of training all staff impractical. 	<ul style="list-style-type: none"> + Moderate to high levels of teacher support + Teachers have been consulted on program development, scheduling, and logistics planning – Not enough support from teachers 	<ul style="list-style-type: none"> – Program was introduced into school too quickly. Program was not well enough thought out and school was not sufficiently prepared. – Middle and elementary schools work as separate entities. Through collaboration the program could become stronger. – Currently only used on the playground. Should be used in the classroom as well. – School day isn’t set up in a way that allows teachers to devote time to extra projects.
Principal	<ul style="list-style-type: none"> + Integral to discipline: kids take first stage of responsibility for discipline problems. – Would also like to consider the possibility of anger management as a “first step” in discipline procedures 	<ul style="list-style-type: none"> + Most staff trained in and model basic communication skills + Classified staff have had training opportunities + Periodic in-service training opportunities for all teachers – Not all staff trained – still some inconsistency in language and philosophies toward conflict 	<ul style="list-style-type: none"> + Staff generally receptive to and interested in the project 	

- + Indicates a positive example of program integration
- Indicates a challenge or barrier to integration or a need to be addressed.

School D: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students		<ul style="list-style-type: none"> • Choose own partners- some conflict managers were always fighting with their partners.. • No hats • Allow students to choose own symbols • More parties. • Need to have more constructive strategies than “I messages” • More Conflict Managers on the playground. • More time for Conflict Managers on yard duty to work on conflicts.” 	
Teachers	<ul style="list-style-type: none"> • Make training for teachers mandatory (include in an AB77 day agenda) • Bring in outside consultant to train teachers • Take teachers through role play experiences • Offer credit (toward credential) for participating teachers • Train all students 	<ul style="list-style-type: none"> • Talk to each teacher individually to learn what would be a sufficient incentive to get them involved • Research incentives to get teachers involved, (e.g. training credits, stipends, raffles, etc.) • Teachers and staff could sit in on students training to increase their familiarity with the program and gain a greater appreciation for what students do. • Use Conflict Managers curriculum in classrooms. 	<ul style="list-style-type: none"> • Offer teachers incentives (new materials, supplies, etc.) to get their class involved in the project
Principal	<ul style="list-style-type: none"> • Train as many students as possible • Increase training opportunities for staff 		

School F: Perceived Need/Value of Program

	Types of conflict	Perception that physical violence exists/type	Incentive to participate/not to participate (1996-1997)
Students	<ul style="list-style-type: none"> • Sports related fights.-stealing the ball. • Teasing about weight • Vandalism • Fights after school • Group fights – pretending to be the Spice Girls 	<ul style="list-style-type: none"> • Yes, but not on school property. 	<ul style="list-style-type: none"> • Voted in by someone • To get out of class • Friends were doing it
Teachers	<ul style="list-style-type: none"> • Few playground problems • New kids in school • Sports related fights • Very little conflict, everyone has grown up together. • Racial tension is diffused as soon as it is spotted. 		<ul style="list-style-type: none"> • Prevention Specialist talked to each of the classes • High level of student awareness, Conflict Managers were very visible
Principal			

School F: Ideas for Program Improvement and Development

	Training	Integration / Participation	Resources/Staffing issues
Students	<ul style="list-style-type: none"> • Do at recess, not just lunch. • Return to using the playground model • Doesn't like wearing a hat. • Different hats and shirts (another color) • Doesn't think there is a need 		
Teachers	<ul style="list-style-type: none"> • At least one teacher plans on making it a classroom based program-her students learn the skills and then get involved in teaching/training other students. 		
Principal			

Ingredients of Success

Success factor	Sites at which item is mentioned
<i>Support:</i> Teacher support	A, C, D, E
<i>Support:</i> Support from principal	C, E
<i>Support/Design:</i> Recognition of student service	C, D
<i>Support:</i> School board support	E
<i>Personal factors:</i> Prevention Specialist’s rapport with students	A, B, C
<i>Personal factors:</i> Commitment of coordinating staff	A, B, C, D, E
<i>Personal factors:</i> Student desire to contribute to school	B
<i>Personal factors:</i> Bi-lingual prevention specialist	A
<i>Personal factors:</i> Prevention specialist’s commitment and reliability	D
<i>Personal factors:</i> Male coordinator increases boys’ participation	D
<i>Design:</i> Incentives to participate (snacks, parties, trips)	A, B, C, D
<i>Design/Implementation:</i> Consistency in coordinator’s relationship with students	B, D
<i>Design/Logistics:</i> Training arranged so that kids don’t miss class or other extra-curricular time	A
<i>Environment:</i> Receptive school climate; school-wide belief in mediation process	A, B, C, D, E
<i>Logistics:</i> Transportation for kids who live far from school	A
<i>Environment:</i> Other compatible curricula/programs at school	C
<i>Implementation:</i> Students are involved in promoting program	E
<i>Design/Implementation:</i> Program’s timely response to conflict	E
<i>Design:</i> Strong training program	E
<i>Implementation/Personal factors:</i> Coordinator always available	E
<i>Implementation:</i> Mentorship opportunity created for coordinator, allows extra time to invest in program	B
<i>Implementation:</i> Involve all teachers in planning to better determine their needs and availability	D
<i>Implementation:</i> Diversity of participating students	D
<i>Environment:</i> School already committed due to previous training from outside organization	D
<i>Support/Implementation:</i> Staff can model skills	D

Challenges to implementation

Challenges to implementation	Sites at which item is mentioned
<i>Support:</i> Insufficient teacher support and buy-in	A, B, C, D, E
<i>Support/Environment:</i> Teachers not skilled in behaviors, do not model	A, C, E
<i>Support:</i> Kids don't want to give up free time	A, B, D
<i>Support:</i> Conflict Managers perceived as punitive arm of administration	A
<i>Support:</i> Widespread perception that conflict managers is only a "club"	E
<i>Support:</i> Inconsistent administrative support	E
<i>Design:</i> Doesn't reach kids in all grades (younger)	A
<i>Design:</i> Training too short	A, C
<i>Design:</i> Referral model is limiting – too few opportunities to mediate	A
<i>Design:</i> Cultural barriers, may not be appropriate for Latino population	E
<i>Design:</i> Doesn't reach kids in all grades (younger)	A
<i>Design/Logistics:</i> Lack of systemic way to inform and involve staff	E
<i>Design/Logistics:</i> Lack of systemic way to pull kids out of class	E
<i>Environment:</i> High levels of racial tension at school	E
<i>Environment:</i> Kids receive contradictory messages about violence (from media, etc.)	A
<i>Environment:</i> Difficult for middle and elementary school to collaborate	D
<i>Environment:</i> Many parents don't trust schools, unwilling to give consent	D
<i>Implementation:</i> Too many students trained – hard to keep them all involved	C, D, E
<i>Implementation:</i> Lack of diversity among conflict managers	A, E
<i>Implementation/Environment:</i> Misuse of program – students use as attention getting technique	A, E
<i>Implementation:</i> Misuse of program – conflict managers intervene in physical fights	D
<i>Logistics/Environment:</i> Not enough time to plan; staff overworked	A, B, C, D, E
<i>Logistics:</i> Limited funds	C, E
<i>Logistics:</i> Bussing issues for students who live far from school	C
<i>Logistics:</i> Lack of regular meetings between coordinator and conflict managers	E

Ideas for program improvement and development

Ideas for improvement and development	Sites at which item was mentioned
<i>Support:</i> Generate more administrative support and directives to school	E
<i>Environment:</i> Create more play space – limited space increases tension	B
<i>Design:</i> Lengthen training time	A, B
<i>Design:</i> Plan program to minimize students missing class time	A, B
<i>Design:</i> Have multiple pairs of conflict managers on duty every day	A
<i>Design:</i> Use middle school referral model for upper grades	C
<i>Implementation:</i> Train all staff in skills	A
<i>Implementation:</i> Promote school-wide awareness about program	A, E
<i>Implementation:</i> Offer more incentives and recognition to participating students	A, D
<i>Implementation:</i> Have conflict managers visit every class to promote awareness	A
<i>Implementation:</i> Mandatory in-service training for all teachers	C, D, E
<i>Implementation:</i> Optional in-service opportunities for teachers	B, C, D
<i>Implementation:</i> Provide booster trainings for students	C
<i>Implementation:</i> Train fewer students to ensure that all trained have a role	C, E
<i>Implementation:</i> Involve conflict managers as trainers	C
<i>Implementation:</i> Actively recruit new faculty	C
<i>Implementation:</i> Integrate with other programs/ curricula (TRIBES)	C
<i>Implementation:</i> Share coordination among several staff	B
<i>Implementation:</i> Hire full time coordinator	C
<i>Implementation:</i> Offer conflict managers training for students sent to office with discipline problems	C
<i>Implementation:</i> Develop strategies for recruiting more diverse group of conflict managers	E
<i>Implementation:</i> Build more incentives for participation into program	E
<i>Implementation:</i> Further integrate with discipline policy	E
<i>Implementation:</i> Training opportunities for all students	B
<i>Implementation:</i> Create opportunities to increase parent and family involvement	B

<i>Implementation:</i> Develop a mentor relationship with more experienced program	B
<i>Implementation:</i> Recruit kids already trained in elementary school	B
<i>Implementation:</i> Bring in outside trainer	B, D
Research additional funding sources	B
<i>Design:</i> Train all students	D
<i>Support:</i> Interview teachers to find out what would get them involved and keep them involved	D
<i>Implementation:</i> Allow CMs to choose own partners	D
<i>Implementation:</i> Don't require conflict managers to wear hats	D
<i>Design:</i> Expand scope of skills (and de-emphasize "I messages")	D
<i>Implementation:</i> More conflict managers on the playground	D

Degree of Integration: Alignment with discipline policy

HIGH

School	Positive examples	Challenges
C	<p>Consistent and Closely aligned</p> <ul style="list-style-type: none"> • Part of continuum, CM handles low level disputes • Strongly influences discipline: principal uses CM skills when students come to her • Allows kids be proactive about solving conflicts 	<ul style="list-style-type: none"> • Recess isn't long enough to solve problems effectively
A	<p>Consistent and closely aligned</p> <ul style="list-style-type: none"> • Most utilized form of discipline • Principal supports program and shares philosophy • Helps promote responsible attitude among all students • CM Forms are available to principal to help make appropriate discipline decisions • Consistent with discipline policy, although CMs are not permitted to intervene in violent situations 	<ul style="list-style-type: none"> • Perceived by some teachers as primarily symbolic

MODERATE

School	Positive examples	Challenges
E	<p>Separate but consistent</p> <ul style="list-style-type: none"> • Problems often presented to conflict managers before being referred to principal • Part of continuum, CMs handle low level problems • Administration has plans to include on official discipline chart for the school • First step in discipline policy • Intended to reduce referrals to principal 	<ul style="list-style-type: none"> • CM program marginalized, not given opportunity to handle serious problems • Not designed for problems that typically get "referred"
D	<p>Separate but consistent</p> <ul style="list-style-type: none"> • Principal counts on students to help address problems • Reduces number of conflicts sent to principal • Integral to school climate and discipline: invests kids with responsibility for maintaining a peaceful environment 	<p>Related but not connected</p> <ul style="list-style-type: none"> • No relation to standard discipline procedures; a set of skills to help students deal with problems
B	<p>Separate but related</p> <ul style="list-style-type: none"> • First stage of referral process: if CMs can't handle a problem, it gets sent to yard duty and then to the office • General support from administration 	<p>Related but marginalized</p> <ul style="list-style-type: none"> • No overt support from administration • Minimal awareness among school staff • No direct relationship with discipline procedures

Degree of Integration: Training

MODERATE

School	Positive examples	Challenges
A	<p>Logistically sound</p> <ul style="list-style-type: none"> • Training sessions held after school to minimize disturbance to teachers • Transportation provided for students who live far from home 	<p>Not wide spread enough</p> <ul style="list-style-type: none"> • Not enough teachers trained in skills • Teachers don't model CM behaviors
D	<p>Widespread opportunity and interest</p> <ul style="list-style-type: none"> • Many staff trained • Many staff model behaviors • Classified staff have training opportunities • Periodic in-service opportunities for all staff 	<p>Interest and participation not universal</p> <ul style="list-style-type: none"> • Middle school students not trained – creates an inconsistency • Teachers object to “being trained”, likely to resist • Time constraints make training staff impractical
C	<p>Reflects needs and culture of school</p> <ul style="list-style-type: none"> • Training has developed over time to be responsive to needs and realities of the school 	<p>Limitations due to time and logistics</p> <ul style="list-style-type: none"> • Insufficient in-service training opportunities • Teachers don't feel sufficiently trained • Logistical problems – many students can't participate in after school training because no transportation is provided
E	<p>Student training extensive and accessible</p> <ul style="list-style-type: none"> • Extensive training (15 hours) for students held during summer 	<p>Staff training limited and problematic</p> <ul style="list-style-type: none"> • Insufficient in-service training opportunities for staff • Mandatory in-service training would create resentment among staff

LOW

B		<p>Insufficient student and staff training opportunities</p> <ul style="list-style-type: none"> • Training poorly planned – students must miss class time • Student training too short • Insufficient in-service training opportunities for teachers and other staff
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Degree of Integration: Staff support

HIGH

School	Positive examples	Challenges
C	<p>Widespread support and interest</p> <ul style="list-style-type: none"> Principal is supportive Widespread school support High teacher/staff/community buy-in 	<p>Support not yet universal</p> <ul style="list-style-type: none"> Some new teachers haven't been exposed to program Some teachers associate CM (negatively) with <i>Project Yes!</i>
D	<p>Involving teachers in planning led to widespread support</p> <ul style="list-style-type: none"> Moderate to high levels of teacher support Teachers have been consulted on program planning and development Most staff trained in skills and can model them Staff generally interested in and receptive to program 	<p>Logistical difficulties in generating additional support</p> <ul style="list-style-type: none"> Teacher support not universal School day isn't set up in a way that allows teachers to devote time to extra projects

MODERATE

School	Positive examples	Challenges
A	<p>Moderate awareness and support</p> <ul style="list-style-type: none"> Teachers somewhat aware of CM through experience with <i>Project Yes!</i> Moderate teacher buy-in 	<p>Support fractured and unlikely to change under present conditions</p> <ul style="list-style-type: none"> Many staff not skilled in CM behaviors Teacher support not universal Staff already overworked
E	<p>School-wide commitment to keep staff involved and interested</p> <ul style="list-style-type: none"> Big investment has been made to promote staff awareness Staff support generated and maintained through referral system Principal supports program Staff demonstrate support by allowing students to leave class to participate in mediations 	<p>Support inconsistent</p> <ul style="list-style-type: none"> Inconsistent administrative support Referrals have tapered off recently Low staff skill and ability to model behaviors Inconsistent teacher support – many would prefer to focus on academics Lack of systematic way to involve teachers and other staff

LOW

School	Positive examples	Challenges
B	<p>Open school climate</p> <ul style="list-style-type: none"> • School climate open to conflict management 	<p>Some resistance to program and participation requirements</p> <ul style="list-style-type: none"> • Some teachers not interested • Teachers resist allowing students to miss class to participate