

UPPER Good Practice	
Code	ESHA - GP09a
Name (title) of the good practice:	Resolving Conflict Creatively Program
Country/region	United States of America – New York City
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Making <input checked="" type="checkbox"/> <u>Teachers Competence Development</u> <input checked="" type="checkbox"/> <u>Self-Assessment</u> <input checked="" type="checkbox"/> <u>Concrete School Practice</u> <input type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming <p>Short Description: An universal, school-based intervention for elementary students that promotes violence prevention as well as positive social and emotional learning. The program is rated Promising. The evaluation found higher levels of classroom instruction improved children's social-cognitive processes, reduced behavioral issues and decreased teacher's perceptions of youth problem behavior.</p>
Full Description	<ul style="list-style-type: none"> ● <i>Initiator, Partners, Target Groups, Stakeholders involved:</i> NIJ – National Institute of Justice – Office of Justice Programs Target Groups: teachers and students in primary schools as well as families ● <i>Content and Methodology:</i> Program Goals; The Resolving Conflict Creatively Program (RCCP) is a universal, school-based intervention that focuses on character education and social and emotional learning. RCCP aims to teach children self-management, cooperation, and problem-solving skills and promote interpersonal effectiveness and intercultural understanding. Specific program objectives include (1) reducing violence and violence-related behavior, (2) promoting caring and cooperative behavior, (3) teaching students about life skills in conflict resolution and intercultural understanding, and (4) promoting a positive climate for learning in the classroom and school. First developed as an initiative of the New York City public schools and Educators for Social Responsibility Metropolitan Area (now Morningside Center for Teaching Social Responsibility), RCCP is characterized by a

	<p>comprehensive, multiyear strategy for preventing violence and creating caring communities of learning to improve school success for all children. The intervention has two major components: (1) training and coaching of teachers to support them in implementing a curriculum in conflict resolution and intergroup understanding, and (2) delivery of that curriculum in classroom instruction for children provided by the trained teachers.</p> <p>Program Theory; Childhood risk factors for becoming violent offenders are frequently experienced before adolescence and may include conduct problems, violence exposure, and social–cognitive processes (Aber, Jones, and Brown 2003). RCCP is based on the notion that early intervention strategies when children are forming patterns of behaviors and attitudes can mediate or reduce children’s risk for future development of aggressive, antisocial, or violent behavior. Research also indicates that such behaviors are affected by such experiences as history of harsh parenting, failure to succeed in schools, or deviant peer environments where violence is normative, all of which increase the probability of aggression and violence by children. These potential causal mechanisms link early exposure to ecological risk with future developmental outcomes of aggression and violence (Aber, et al. 2003). As such, RCCP draws on developmental theory and research on patterns of youth violence and antisocial attitudes to help project children’s developmental trajectories or risk factors that can be identified and influenced. RCCP also incorporates components of social learning theory by using methods and skillsets that rely on observation and modeling to influence children’s behavior.</p> <p>Key Personnel; RCCP is taught by teachers who receive training from RCCP staff, including a 25-hour introductory training and ongoing coaching to support program implementation. A teacher’s role in the lessons is to facilitate student-directed discussions and learning. School administrators and peer mediators may also be involved in program implementation.</p> <p>Program Activities; RCCP is structured into 51 lessons tailored to be developmentally appropriate for a given age group. The RCCP curriculum aims to develop several core skills, such as countering bias, resolving conflicts, fostering cooperation, appreciating diversity, communicating clearly, expressing feelings, and dealing with anger. The lessons are organized into skill units, structured in workshop format, and designed to last from 30 minutes to 1 hour. Students are taught active listening, assertiveness, negotiation, and problem solving through such methods as role playing, interviewing, small group discussions, and brainstorming.</p> <p>RCCP also helps staff to establish peer-mediation programs, parent training workshops, and other school-wide initiatives that build student leadership in conflict resolution and intergroup relations. Schools can</p>
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	<p>choose to incorporate other components of RCCP, including Peace in the Family workshops for parents that have an option of preparing them to become workshop leaders, and training for paraprofessionals, bus drivers, and security staff to help them learn skills they can use in their roles to contribute to a positive school culture.</p> <ul style="list-style-type: none"> ● <i>Stage of development:</i> the Resolving Conflict Creatively Program (RCCP) in New York is a program which had been in New York since 1985, and at the time it had become one of the best-known school-wide programs for conflict resolution in the United States. It consisted of peer mediation: conflict mediation by peers. ● <i>Availability and link to evaluation results:</i> Study 1; The main and interaction effects of the Resolving Conflict Creatively Program (RCCP) intervention components, specifically classroom instruction and teacher training and coaching, were tested in the Intervention Model (Model 3). For each of the targeted outcomes, results from the unconditional model indicated significant unexplained variation around the intercept, linear, and quadratic parameters. These results suggested that individual children varied significantly in each of the targeted outcomes in intercept, rates, and shape of change over time (across ages 6.0 to 12.5). Therefore, modelling the parameters of intercept, linear change, and curvilinear change was necessary to adequately understand children’s trajectories on these measures of social–emotional development. (Please note no model is preferred over another). Researchers also estimated the preintervention differences and growth over time while controlling for possible selection bias. <p>While the rates of changes observed at different ages did vary, intervention effects were for the most part consistent across different demographic groups. The trajectories were identical for nearly all subgroups of children as defined by their gender, race/ethnicity, and economic resources (as delineated by school lunch eligibility).</p> <p>Overall, the authors observed three patterns of unconditional growth across the eight measures of social–emotional development. Late acceleration (positive curvilinear change) characterized the growth patterns for hostile attribution bias, aggressive interpersonal negotiation strategies, and teacher ratings of prosocial behavior. Steady increase (positive linear change) characterized the growth patterns for children’s reports of their conduct problems, and gradual deceleration (negative curvilinear change) best characterized children’s trajectories in competent interpersonal negotiation strategies, teachers’ reports of aggressive behavior, and children’s reports of aggressive fantasies and depressive symptoms.</p> <p>Children’s Social–Cognitive Processes; Classroom instruction and teacher training and coaching significantly affected social cognitive</p>
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	<p>processes, such that higher levels of classroom instruction were associated with lower levels of hostile attribution bias and aggressive strategies, and with higher levels of competent interpersonal strategies. In contrast, higher levels of teacher training and coaching were significantly associated with an increase in hostile attribution bias, aggressive strategies, and a decline in competent interpersonal strategies. (It should be noted that these findings were not consistent across all models.)</p> <p>Behavioral Symptomology; Higher levels of exposure to classroom instruction in the RCCP and lower levels of exposure to teacher training and coaching were related to significant reductions in conduct problems (linear main effects), depression (curvilinear main effects), and aggressive fantasies. Higher levels of classroom instruction relative to levels of teacher training and coaching were associated with relatively consistent levels of aggressive behavior and increases in prosocial behavior.</p> <p>Teacher Perceptions of Child Behavior; More classroom instruction was associated with lower aggression and higher prosocial behavior in the average and linear models as perceived by teachers. Classroom instruction and exposure to RCCP lessons also directly predicted growth in math achievement and related to decreases in teacher perceptions of youth problem behaviour.</p>
<p>Why is the case interesting?</p>	<p><i>Specific description of innovative value in relation to UPPER:</i></p> <p>Overall, the authors observed three patterns of unconditional growth across the eight measures of social–emotional development. Late acceleration (positive curvilinear change) characterized the growth patterns for hostile attribution bias, aggressive interpersonal negotiation strategies, and teacher ratings of prosocial behavior.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. <u>Transformative</u> 2. Observable results 3. Methodologically structured 4. <u>Potential for re-contextualisation</u> 5. Beneficiaries consider it a GP
<p>Coordinating institution</p>	<p>National Institute of Justice - NIJ</p>
<p>Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> 1. <u>Avoiding segregation</u> (4) 2. <u>Leadership/governance</u> (2) 3. <u>Information on diversity</u> (4) 4. <u>Teacher education on diversity</u> (4) 5. <u>Diversity in teaching workforce</u> (4) 6. <u>Curriculum and pedagogies</u> (2) 7. Multilingual education 8. <u>Interactive, culturally relevant methods</u> (2) 9. <u>School-Society relationship</u> (4) 10. Socially responsible ICT

	<p>11. Involving NGOs and Youth organisation 12. Incentives and reward for GP 13. Social integration (4) 14. Awareness of injustice (3) 15. Promotion of Peace Value (4) 16. Other (please specify)</p>
<p>Accessibility of data and persons by UPPER Team</p>	<p><i>Easy – Average -Difficult:</i> You are free to use the rating system and scoring instruments described and posted on CrimeSolutions.gov. Information on CrimeSolutions.gov, generated by the Department of Justice, is in the public domain and may be reproduced, published or otherwise used without our permission.</p> <p>When reproducing material from CrimeSolutions.gov, including the scoring instrument, please acknowledge the National Institute of Justice and CrimeSolutions.gov. When publishing or presenting work stemming from the use these materials, including programs ratings that you calculate, you must make it clear that such analyses, interpretations, and derivative work are yours and do not represent an actual or official rating from CrimeSolutions.gov.</p>
<p>Impact</p>	<p><u>Short impact</u></p>
<p>Brief description of the context in which the practice was applied</p>	<p>The Resolving Conflict Creatively Program (RCCP) has been designed for kindergarten through 12th grade students. It was initially implemented in New York City, but has since been replicated nationwide in over 400 schools. The program can be implemented across school settings and for general populations of students.</p> <p>RCCP is currently provided and distributed by Educators for Social Responsibilities Metropolitan Area (ESR Metro). The core training is required for all educators who will deliver the program. ESR Metro offers multiple options for schools or districts to get started with RCCP so that schools or districts can begin with one, several, or all of the program components. In addition, RCCP can provide training for interested schools and districts.</p> <p>With RCCP, schools receive the following:</p> <ul style="list-style-type: none"> •A planning meeting and data collection to assess the needs of each school and customize the program to address those needs; •A 25-hour introductory course for teachers complete with curriculum materials, followed by on-site classroom visits, coaching, and consultation with all participants; •Peer-mediation training for school coordinators, adult coaches, and students; •Training for administrators so that they can utilize their leadership skills in promoting healthy social and emotional development, positive intergroup relations, and constructive resolution of conflict; •Peace in the Family workshops for parents with an option to prepare them to become workshop leaders; and •Training for paraprofessionals, bus drivers, and security staff to help them

	learn skills they can use in their roles to contribute to a positive school culture.				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	Although the program has been developed for schools dealing with high rates of violence and criminality in the school, the program is a universal, school-based intervention for elementary students that promotes violence prevention as well as positive social and emotional learning. The evaluation found higher levels of classroom instruction improved children's social-cognitive processes, reduced behavioral issues and decreased teacher's perceptions of youth problem behavior.				
Matrix	1	2	3	4	5
Partnership structure			X		
Methodology		X			
Content of training				X	
Stakeholders involvement		X			
Evaluation approach		X			
Training to practitioners			x		
Other (please specify)					
Critical aspects in the application of the practice	It is a great training for teacher as a mediator and to my opinion it can be a valuable part of an integral program.				
Sustainability elements and recommended use in UPPER	First experience with students as a mediator functioning in schools it was hard to find how such a thing would work in the somewhat longer term. It turned out to be very difficult to find a school that still worked with mediators after a few years. Further research showed that this was no coincidence, but on the contrary a representative image: schools were very enthusiastic during the introduction of pupil mediators, but could not sustain that enthusiasm. The methods appeared to remain on the shelf at almost all schools after a relatively short period of time, and the results also turned out to be meagre.				
Contact persons	https://www.crimesolutions.gov/contactus.aspx				
Web link(s)	https://www.crimesolutions.gov/ProgramDetails.aspx?ID=313				
Filled by [name and partner institution]:	European School Heads Association – Monique Westland				