A detailed botanical illustration background featuring various plants. In the top left, there are pink flowers and green leaves. In the top right, there are white flowers and green leaves. In the bottom left, there is a large yellow flower with a dark red center and green leaves. In the bottom right, there is a yellow lemon on a branch with green leaves and a small white flower. The central text is framed by a white border.

Conflict Resolution

Integrating Problem-Solving Strategies into a School-Wide Culture

Agenda

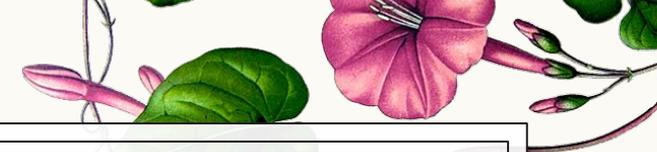
- **Our School's Demographics**
- **Proactive vs. Reactive Mindset**
- **Let's Talk Strategies!**
 - ◎ **Parent**
 - ◎ **Teacher**
 - ◎ **Scholar**
- **Lemon Squeeze Review**



Demographics



- K-8 Conversion Charter
- Affiliated with Atlanta Public Schools
- Urban
- Downtown Atlanta
- 20% Mobility Rate
- Zoned to 2 Homeless Shelters
- 100% of scholars receive free lunch
- Predominantly African-American



Proactive vs. Reactive Mindset

Proactive

How many different ways can we embed this into the school-wide systems so that we create a culture of understanding differences, promoting inclusion, and normalizing conflict?

How can we explicitly teach and model problem solving before a conflict arises so that it becomes a natural and automatic response?

Reactive

In times of conflict, how do we model autonomous ways to deescalate and repair/maintain relationships?

How do we help scholars see the value of repairing/maintaining relationships, even when you don't have a close personal bond with that person?

How do we help educators promote understanding versus punishment in order to help students choose alternative behaviors ?





Let's Talk Strategies!



Communication Chain

I need assistance, who do I go to?

Student Life

Concerns Related To:
Leader In Me, action teams (clubs), discipline, attendance, bullying, and counseling

Academic Affairs

Concerns Related To:
Grades, flexible grouping (K-2), classroom assignment, instructional programming, and assessments

Ms. Blythers

Head of Elementary School Division

kblythers@centennialacademycharter.org

Schedule a meeting: <https://calendly.com/kblythers>

Mr. Bussey

Director of Student Life & Leadership
tbussey@centennialacademycharter.org

Ms. Borland

Director of Curriculum & Instruction
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Ms. Hendricks
Dean of Students

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Ms. Moore

Academic Coordinator (Kdg.-2nd grade)
tmoores@centennialacademycharter.org

Ms. Miller
Lead Counselor (K-2)

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Mrs. Daniel

Academic Coordinator (3rd-4th grade & Connections)
tdaniel@centennialacademycharter.org

Ms. Williams
Counselor (3rd-4th grade)

cwilliams@centennialacademycharter.org

Your scholar's teacher should always be the first point of contact.

Once you have spoken to the teacher please feel free to reach out to all other parties working your way up.

Discrimination, Bullying, & Harassment Protocol

- ◉ **Discrimination, Bullying, & Harassment Protocol**
 - ◉ Google Form
 - ◉ Secret Signal
 - ◉ Follow Up Documentation
 - ◉ Seperate Folder
- ◉ Bullying Understanding and Prevention Presentation



Communication

- **Parent Communication Protocols**

- 48 Hour Response Time
- Contact Log Expectations

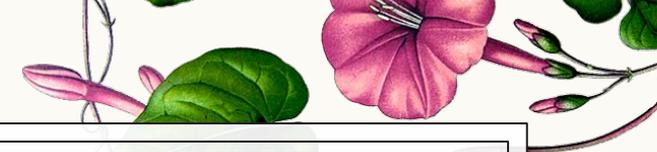
- **Six Step Communication Process**

- Adapted from *Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom*
 - 1. Listen
 - 2. Reassure
 - 3. Validate
 - 4. Respond
 - 5. Repair
 - 6. Resolve



Town Hall Meeting

- ◉ Brief grade level meeting target *specific* problems
- ◉ **Example:** Grade level bathrooms are excessively dirty. What happens next?
 - ◎ Teachers are notified of town hall necessity and asked to brainstorm solutions beforehand
 - ◎ Teachers are given explicit expectations about how meeting will occur
 - ◎ Teachers, students, coaches, counselors, and administrators attend
 - ◎ Staff and students share their negative experiences
 - ◎ Staff and students share behaviors they can change to improve
 - ◎ Staff shares the targeted intervention they decided
 - ◎ Discuss PBIS incentives and consequences for the targeted behavior



Restorative Practices

- ◉ Restorative practices require calm, neutral affect/tone and expression of feelings
- ◉ Move away from shame and towards problem solving
- ◉ Easily integrated into classroom management and disciplinary processes
- ◉ Five main practices on a continuum:
 - ◎ Affective Statements
 - ◎ Affective Questions
 - ◎ Small Impromptu Conference
 - ◎ The Large Group or Circle
 - ◎ The Formal Conference



[Restorative Practices Quicksheet](#)





● **Mediations (Using Restorative Questions)**

- ◎ Set expectations before starting the mediation. Write them down.
- ◎ Use an object for a talking stick
- ◎ Consider setting an initial time limit for each person to share their side of the story
- ◎ Identify “key players”



To respond to challenging behavior:

What happened?

What were you thinking at the time?

Who has been affected by what was done?

What do you need to do to make things right?

What do you need from others to make things right?

To help those harmed by others actions:

What did you think when you realized what happened?

What have your thoughts been since?

How has this affected you and others?

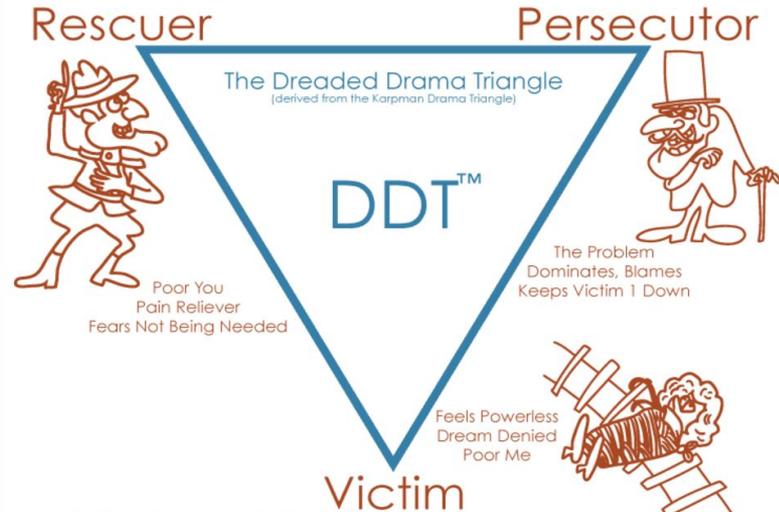
What has been the hardest thing for you?

What do you think needs to happen to make things right?



Drama Triangle

- ◉ Where are you on the triangle?
- ◉ How do you stop the drama? Get off of the triangle!
 - ◉ Discuss ways to stop playing each role
- ◉ Create a contract and sign it!





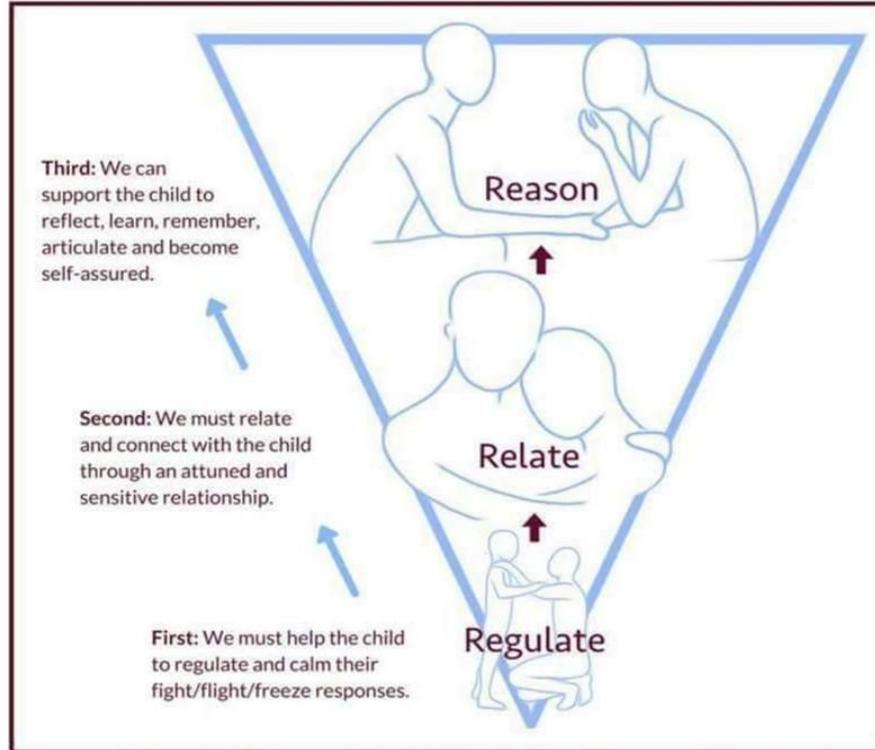
De-escalation Training

- Tone as a Tool and [Strong Voice](#)
 - Verbal De-escalation Tips from Crisis Prevention Institute
 - Undivided Attention
 - Non judgmental Language
 - Focus on Feelings
 - Allow Silence
 - Clarify Messages
 - Develop a Plan
 - Use a Team Approach
 - Use Positive Self-Talk
 - Recognize Personal Limits
 - Debrief
- 
- 



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



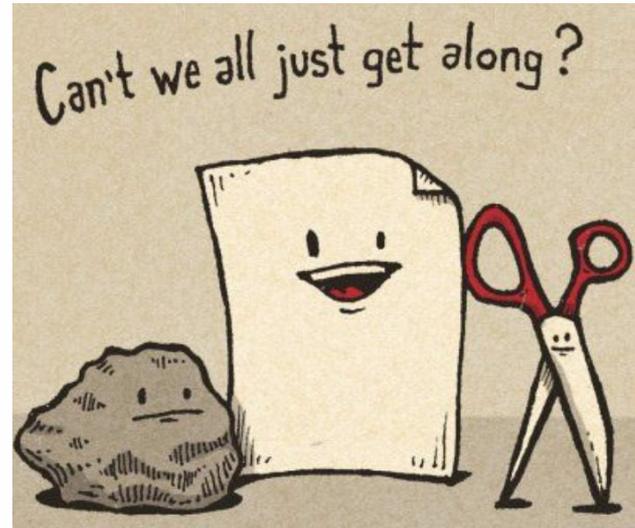
Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



Ro-Sham-Bo

Fun and easy way to quickly
resolve conflict between
scholars anywhere!

Share Examples...





Ro-Sham-Bo Rockstar



PLAYWORKS

First:

**Group in Pairs
Introduce**

**Be a
Winning
Cheerleader**

Last:

**Have Fun
&
Everyone's
a Winner!**



Morning Meeting

- **Consistent Routines and Procedures**
- **Building a Positive Culture**
- **Trust and Focus on Relationship Building**
- **The Leader In Me Lessons**
- **Responsive Classroom Techniques**

A
LeaderinMe™
School



Mindfulness Instruction

- Why?
 - Self-Calming
 - Self-Regulation
 - Encourages a mental pause to consider others' feelings
- Techniques:
 - Grounding
 - Body Scan
 - Belly Breathing
 - [Calm](#) app
 - Free for educators

Grounding



DESCRIBE **5** THINGS YOU SEE



DESCRIBE **4** THINGS YOU FEEL



DESCRIBE **3** THINGS YOU HEAR



DESCRIBE **2** THINGS YOU SMELL



DESCRIBE **1** THINGS YOU TASTE

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Friendship High Five

- Introduced with a Town Hall Meeting
- Reinforced with grade level lesson plans
- School-wide strategy that everyone is expected to try **first**

Resource





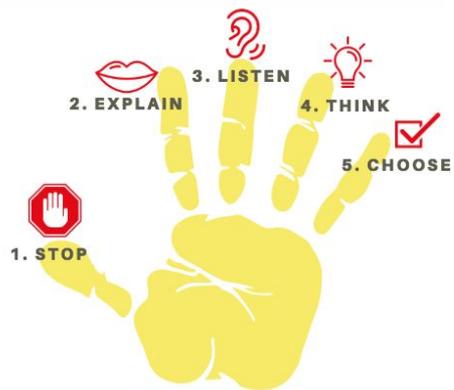

Centennial
Academy



FRIENDSHIP HIGH FIVE

WHAT IS CONFLICT RESOLUTION?

Conflict Resolution is a way for two or more people to find a **KIND** and **PEACEFUL** solution to a disagreement between them.



Schoolwide Initiatives



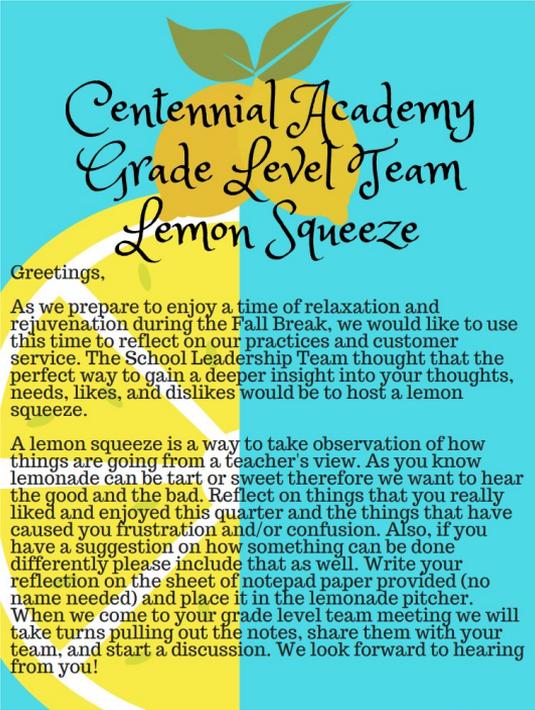
Core Curriculum Lessons

- Aggressive vs. Passive vs. Assertive Language
- I-statements (Using “I feel___ when you___ can you please___?”)
- Empathy & Inclusion
- Great Resources:
 - ◎ [Overcoming Obstacles Curriculum](#)
 - ◎ [Beyond Differences](#)
 - ◎ [Ophelia Project \(Relational Aggression\)](#)
 - ◎ [Choose Love](#)
 - ◎ Book: [Create a Culture of Kindness in Middle School](#)

Lemon Squeeze

- Grade Level Meeting
- Give teachers the opportunity to voice their opinions

- Post-It T-Chart
 - Subject line
 - Sweet vs. Tart

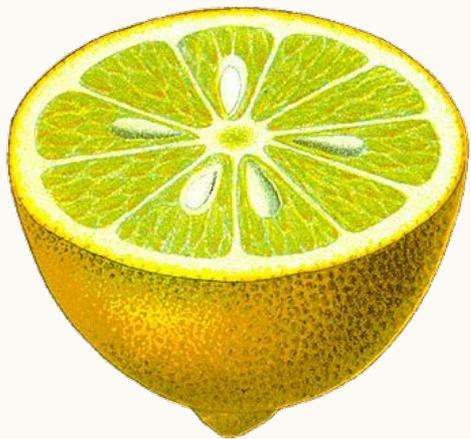


Centennial Academy Grade Level Team Lemon Squeeze

Greetings,

As we prepare to enjoy a time of relaxation and rejuvenation during the Fall Break, we would like to use this time to reflect on our practices and customer service. The School Leadership Team thought that the perfect way to gain a deeper insight into your thoughts, needs, likes, and dislikes would be to host a lemon squeeze.

A lemon squeeze is a way to take observation of how things are going from a teacher's view. As you know lemonade can be tart or sweet therefore we want to hear the good and the bad. Reflect on things that you really liked and enjoyed this quarter and the things that have caused you frustration and/or confusion. Also, if you have a suggestion on how something can be done differently please include that as well. Write your reflection on the sheet of notepad paper provided (no name needed) and place it in the lemonade pitcher. When we come to your grade level team meeting we will take turns pulling out the notes, share them with your team, and start a discussion. We look forward to hearing from you!



Lemon Squeeze

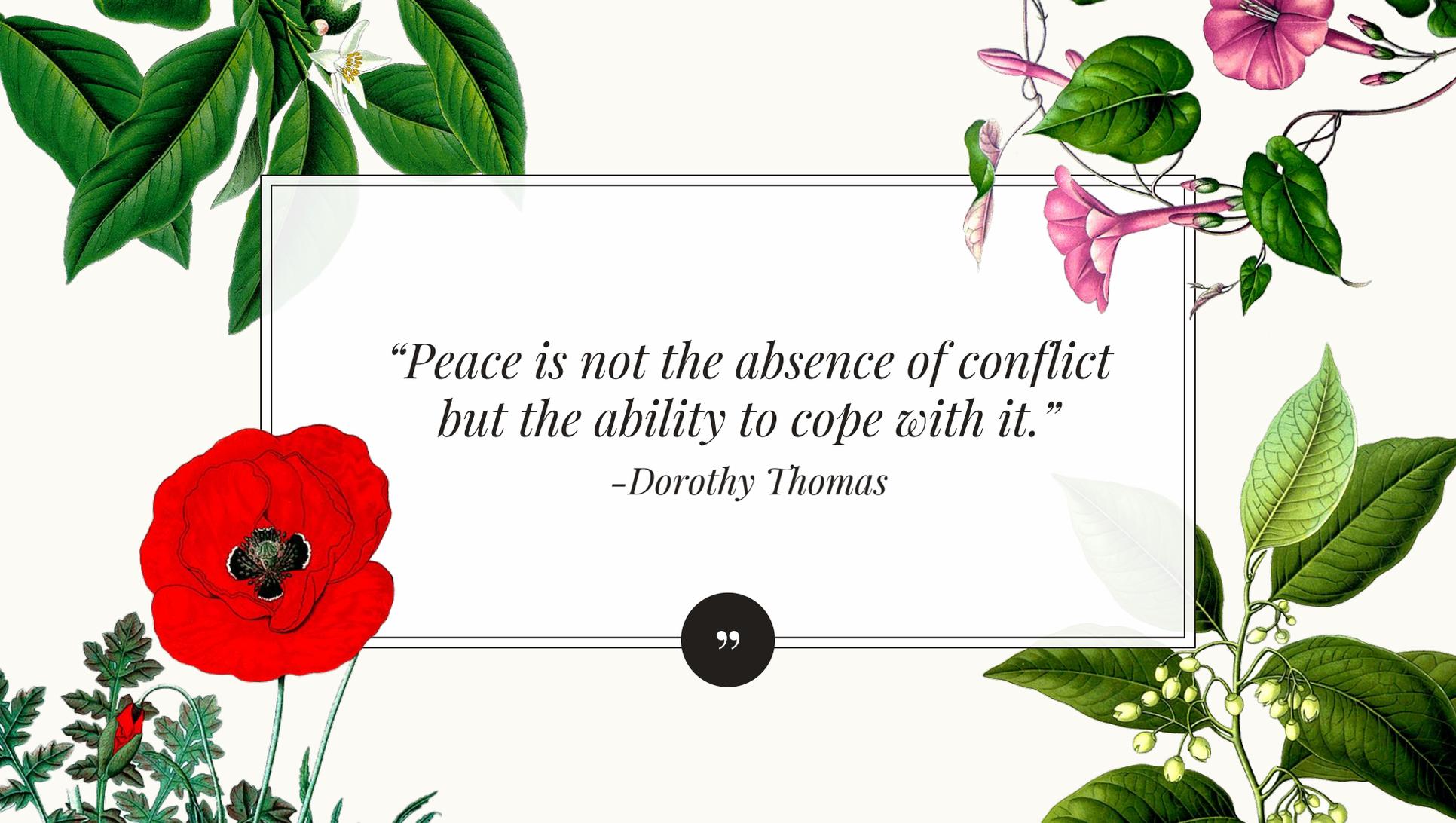




Considerations

- ◉ Know & consider your triggers + help your students understand theirs, too
- ◉ Consider your method of delivery
 - ◉ If you are on your 3rd emailed exchange, an in-person meeting or phone call may be better
- ◉ Timing matters! Is it a good time for all parties involved?
- ◉ Consider the messaging that others receive about resolving conflicts from their families/communities/experiences
- ◉ Understand that all parties may not immediately be in a space to talk about a conflict - and that's okay!

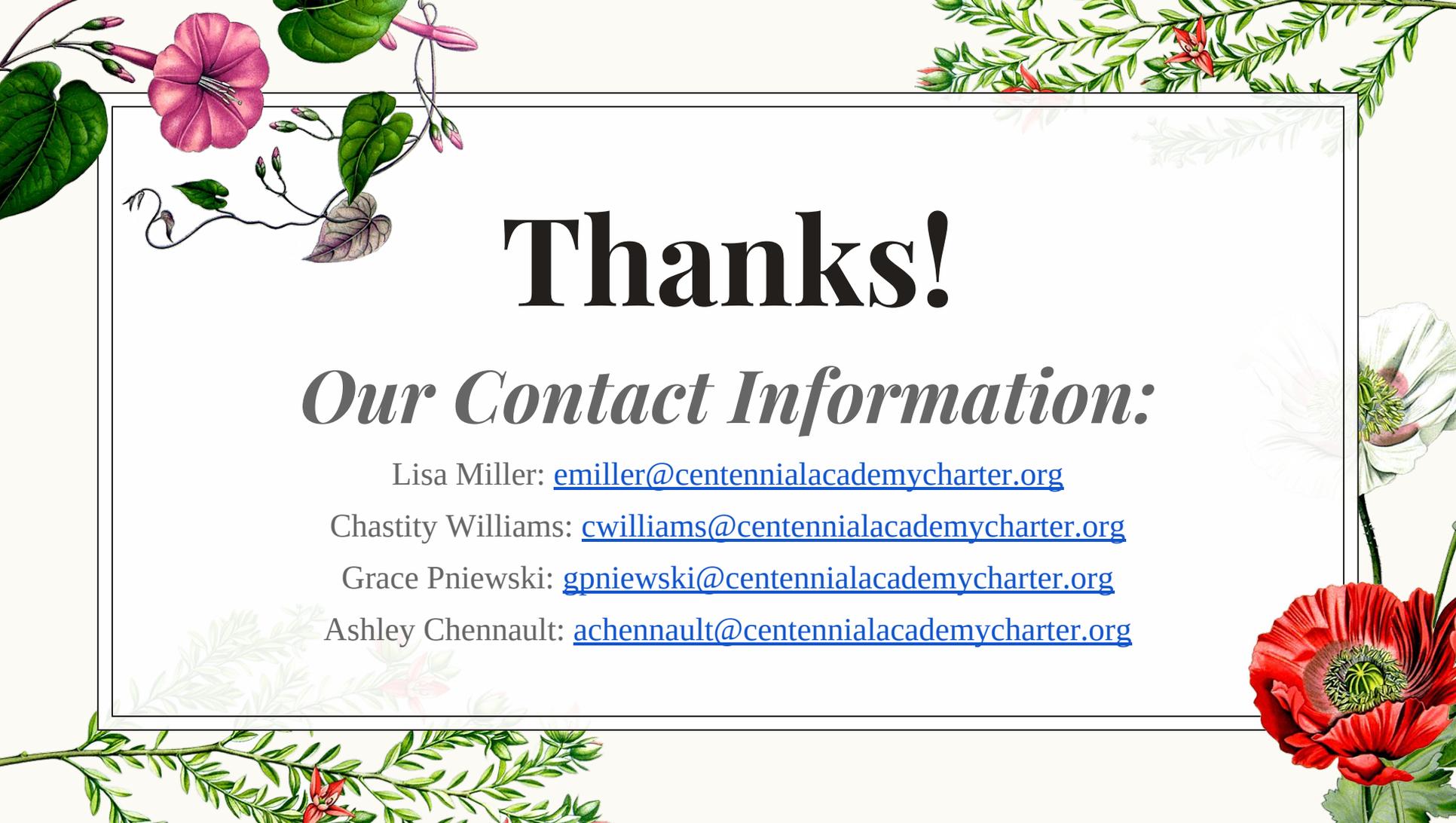




*“Peace is not the absence of conflict
but the ability to cope with it.”*

-Dorothy Thomas

”



Thanks!

Our Contact Information:

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