

# **White House Conference on School Safety: Causes and Prevention of Youth Violence**

**Facilitator**

**A Live National Satellite Broadcast Presented by the office of Juvenile Justice and  
delinquency prevention, U.S. Department of Justice**

**in association with**

**Safe and Drug Free Schools Program  
U.S. Department of Education**

**and**

**Juvenile Justice Telecommunications Assistance Project  
Training Resource Center  
Eastern Kentucky University**

**Letter from Secretary Riley and Attorney General Janet Reno**

# SITE FACILITATOR PACKET

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## **White House Conference On School Safety: Causes and Prevention of Youth Violence**

# Conflict Resolution for Youth

**AGENDA**  
**May 29, 1996**

## Broadcast Time

| 1:30 p.m.<br>(ET) | 12:30 p.m.<br>(CT) | 11:30 a.m.<br>(MT) | 10:30 a.m.<br>(PT) |
|-------------------|--------------------|--------------------|--------------------|
|-------------------|--------------------|--------------------|--------------------|

| Activity                                                                                                                                                                                                                                                                                                                                                                                      | Approximate Time | Time Table (ET) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|
| <b>Pre-Teleconference Activities</b> <i>(Conducted by local facilitator)</i><br>Pre-teleconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, preliminary discussion of issues surrounding conflict resolution, and review of Participant Packet materials. | 30 minutes       | 1:00-1:30       |
| <b>Test Signal</b> <i>(Conflict Resolution for Youth)</i>                                                                                                                                                                                                                                                                                                                                     | 30 minutes       | 1:00 - 1:30     |
| 1. Test Slate                                                                                                                                                                                                                                                                                                                                                                                 | 60 min.          | 12:30 - 1:30    |
| 2. Pre-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                      | 30 min.          | 1:00 - 1:30     |
| 3. Teleconference Introduction                                                                                                                                                                                                                                                                                                                                                                | 1 min.           | 1:30 - 1:31     |
| 4. Welcome (U.S. Attorney General, Janet Reno)                                                                                                                                                                                                                                                                                                                                                | 2 min.           | 1:31 - 1:33     |
| 5. Segment One Introduction                                                                                                                                                                                                                                                                                                                                                                   | 1 min.           | 1:33 - 1:34     |
| 6. Video Roll-In #1: Overview                                                                                                                                                                                                                                                                                                                                                                 | 12 min.          | 1:34 - 1:46     |
| 7. Panel Discussion                                                                                                                                                                                                                                                                                                                                                                           | 5 min.           | 1:46 - 2:51     |
| 8. Segment Two Introduction                                                                                                                                                                                                                                                                                                                                                                   | 1 min.           | 1:51 - 1:52     |
| 9. Video Roll-In #2:<br>Process Curriculum Approach                                                                                                                                                                                                                                                                                                                                           | 12 min.          | 1:52 - 2:04     |
| 10. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                  | 22 min.          | 2:04 - 2:26     |
| 11. Break <i>(Local Group Activity)</i>                                                                                                                                                                                                                                                                                                                                                       | 10 min.          | 2:26 - 2:36     |
| 12. Segment Three Introduction                                                                                                                                                                                                                                                                                                                                                                | 1 min.           | 2:36 - 2:37     |
| 13. Video Roll-In #3: Peaceable School/<br>Peaceable Classroom Approach                                                                                                                                                                                                                                                                                                                       | 12 min.          | 2:37 - 2:49     |
| 14. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                  | 22 min.          | 2:49 - 3:11     |
| 15. Segment Four Introduction                                                                                                                                                                                                                                                                                                                                                                 | 1 min.           | 3:11 - 3:12     |
| 16. Video Roll-In #4: Peer Mediation Approach                                                                                                                                                                                                                                                                                                                                                 | 12 min.          | 3:12 - 3:24     |
| 17. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                  | 21 min.          | 3:24 - 3:45     |
| 18. Summary Discussion                                                                                                                                                                                                                                                                                                                                                                        | 12 min.          | 3:45 - 3:57     |
| 19. Closing Comments                                                                                                                                                                                                                                                                                                                                                                          | 1 min.           | 3:57 - 3:58     |
| 20. OJJDP Information Slate/Credits                                                                                                                                                                                                                                                                                                                                                           | 2 min.           | 3:58 - 4:00     |
| 21. Post-Teleconference Call-In                                                                                                                                                                                                                                                                                                                                                               | 30 min.          | 4:00 - 4:30     |
| 22. Post-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                    | 30 min.          | 4:00 - 4:30     |

**Post-Teleconference Discussion** *(Conducted by local facilitator)* 30 minutes  
Post-teleconference discussion should focus on key issues discussed in the program.

## **SITE FACILITATOR'S CHECKLIST**

### ***Responsibilities Before The Teleconference***

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By now you, or your designee, should have made arrangements with a facility to provide a satellite dish and a room for viewing the teleconference. We have enclosed a **Teleconference Announcement (page 11)** that you can circulate to prospective participants to let them know when and where they should go to view the teleconference. Just fill in the time and place of your site, copy and circulate. (Please note that, even though the telecast begins at 1:30 p.m. ET, we are asking people to arrive at 1:00 p.m. ET.) A test signal will begin at 1:00 p.m. You are encouraged to test your equipment at this time.

A satellite teleconference is less like watching TV at home and more like attending a local meeting; therefore, a teleconference has many of the same requirements as any other meeting. A group of people will come together on a local level and someone should make sure that the room is ready, that materials are there and other needs are met. In a satellite teleconference, however, someone also has to make sure that the technical aspect works correctly. The following pages provide critical information that will help you prepare for the OJJDP teleconference.

#### **EQUIPMENT REQUIREMENTS:**

##### **1. Satellite Receiving Dish**

The satellite dish you will be using for this teleconference will receive a "C" band and Ku" band signal. Please refer to the *Technical Information Guide* for relevant and critical data needed to receive this broadcast.

##### **2. Television**

A television that has a channel selector (tuned to the channel on which you will be receiving the program)  
Note: Ask for as large a screen as possible. If you expect more than 10-12 people at your site, ask if another TV set or a video projector can be provided.

##### **3. VCR**

If you wish to record the teleconference, additional equipment will be needed. Please inquire with your technical person to arrange for recording. You are encouraged and invited to record the teleconference.

##### **4. Telephone**

A telephone should be in the same room (located, if possible, at the opposite end from the TV) or adjacent to the meeting room. The further the telephone is from the TV, the less likely you are to experience a "feedback" noise when you phone into the teleconference.

Refer to the "Telephone Protocol" (page 9) for instructions about the call-in segments of the teleconference. You may wish to tape the protocol by the telephone for easy reference during the teleconference.

## **OTHER CONSIDERATIONS:**

### **1. Meeting Space**

You will need a meeting space that assures each seat has a clear view of the TV(s) or projector screen and will also allow participants to form small discussion groups, if needed.

### **2. Supplies**

Supplies you will need to provide: Name tags/pens, pencils, note paper

### **3. Duplicating Materials**

You will be responsible for duplicating the enclosed Participant's Packet and materials for those attending the teleconference at your site.

### **4. Food Service**

If you are in the Central or Mountain time zones, you may want to make some arrangements for lunch during the teleconference. For example, you could encourage participants to bring their lunches or you may choose to have food delivered.

### **5. Facility Design**

If you are in an unfamiliar facility, you should find out where restrooms and vending machines are, so you can tell the participants.

### **6. Evaluation**

You will be responsible for seeing that each participant completes the evaluation form found in the Participant's Packet. Following the teleconference, you will send the evaluation forms to Eastern Kentucky University in the enclosed envelope.

### **7. Downlink Demographic Sheet**

You will be responsible for completing the Downlink Demographic Sheet located on Page 12 of this packet. Following the teleconference, you will send the Demographic Sheet to Eastern Kentucky University along with the evaluation form (see enclosed envelope).

## Media Tips

## Sample Press Release

## **How to Create a Satellite Downlink Event**

## **SITE FACILITATOR'S CHECKLIST**

### *Responsibilities The Day of The Teleconference*

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As with any conference or workshop, a satellite teleconference needs someone to make sure the event runs smoothly at each site and that is the function of the Site Facilitator, including:

1. making sure the phone works,
2. making sure the technical person has tuned in the satellite receiver and TV,
3. greeting participants and handing out materials,
4. explaining the teleconference format to the participants,
5. facilitating group discussion before and after the teleconference,
6. ensuring that evaluation forms are completed and returned to you,
7. ensuring that the Downlink Site Demographic Sheet is completed by you,
8. returning the evaluation forms to Eastern Kentucky University, and,
9. returning the Downlink Site Demographic Sheet to Eastern Kentucky University.

It would be a good idea for the Site Facilitator to bring someone to assist him/her.

Listed below are the specific tasks of the Site Facilitator on the day of the teleconference:

|                              |                              |                               |                             |
|------------------------------|------------------------------|-------------------------------|-----------------------------|
| <b>12:00 Noon</b><br>Eastern | <b>11:00 a.m.</b><br>Central | <b>10:00 a.m.</b><br>Mountain | <b>9:00 a.m.</b><br>Pacific |
|------------------------------|------------------------------|-------------------------------|-----------------------------|

#### **FACILITATORS ARRIVE:**

1. You should arrive early enough to:
  - make sure the room is arranged where all can see,
  - make sure the phone is available and working,
  - arrange the handout materials,
  - make contact with the technician. Ask him/her to adjust the satellite dish and TV to receive the teleconference.

|                       |                       |                        |                      |
|-----------------------|-----------------------|------------------------|----------------------|
| 12:30 p.m.<br>Eastern | 11:30 a.m.<br>Central | 10:30 a.m.<br>Mountain | 9:30 a.m.<br>Pacific |
|-----------------------|-----------------------|------------------------|----------------------|

### **TEST EQUIPMENT: (Site Technician)**

1. If the technician has completed adjusting the equipment, you should see the following announcement on your screen:

**OJJDP Teleconference:  
"Conflict Resolution for Youth"  
will begin at 1:30 p.m. ET**

If you do not see the above at this time, ask the technician to re-check the satellite receiver and TV channel tuner to make sure you are on the correct satellite coordinate and channel.

If, after checking, you still do not see the graphic, call 1-800-895-4584 and tell the person answering that you have a technical problem. The Eastern Kentucky University technical staff will try to assist you in solving the problem.

Studio personnel will be testing our phones, so you should be able to hear other incoming phone calls or background music.

2. Test your telephone by calling 1-800-895-4584. After you are receiving our signal, please try to phone in. You may be asked to stay on the line in order to talk to the teleconference staff. If you get a busy signal, you can assume your line is working and it is not necessary to continue to try and call in.

|                      |                       |                        |                       |
|----------------------|-----------------------|------------------------|-----------------------|
| 1:00 p.m.<br>Eastern | 12:00 p.m.<br>Central | 11:00 a.m.<br>Mountain | 10:00 a.m.<br>Pacific |
|----------------------|-----------------------|------------------------|-----------------------|

### **PARTICIPANTS ARRIVE:**

1. Greet the participants and distribute the teleconference materials.
2. Familiarize them with the facility.
3. Encourage participants to review their information packets.

1:15 p.m.  
Eastern

12:15 p.m.  
Central

11:15 a.m.  
Mountain

10:15 a.m.  
Pacific

### **FACILITATOR ORIENTS PARTICIPANTS:**

1. Introduce yourself to the group and welcome them.
2. If the group is small enough, you might ask them to introduce themselves and tell what organizations they represent.
3. Go over the format of the teleconference with them. Please be sure and explain that the objectives of the teleconference are:
  - to promote the release of the document *Conflict Resolution Education*;
  - to promote the availability of conflict resolution training and consultation resources;
  - to encourage and promote the incorporation of *Conflict Resolution Education* into school curricula;
  - to present basic information about conflict resolution and information on incorporating conflict resolution curricula into schools; and
  - to outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education*.
4. Go over the telephone protocol with them and explain that if they want to ask a question or make a comment, you would be happy to assist them in phoning in to the teleconference. Please be aware that you will probably be put on hold when you call in so caution your group to stay on the line until they are on the air. Some participants may be reluctant to phone in so it would be helpful for you to announce that you would phone in questions if the participants wrote them down.
5. Explain that your local group will be having a short discussion of the issues following the teleconference.
6. If there is time before the teleconference starts, encourage participants to review their information packets.

## Discussion Questions

|                      |                       |                        |                       |
|----------------------|-----------------------|------------------------|-----------------------|
| 1:30 p.m.<br>Eastern | 12:30 p.m.<br>Central | 11:30 a.m.<br>Mountain | 10:30 a.m.<br>Pacific |
|----------------------|-----------------------|------------------------|-----------------------|

### **TELECONFERENCE STARTS:**

1. Music will start two minutes before the teleconference begins. That is a good cue to start asking people to be seated. You might walk around the room and make sure that everyone can see and hear.
2. When you see the graphic to begin calling in questions and comments (at approximately 1:55 Eastern time), please encourage your group to call in with a question.
3. Enjoy the first half of the teleconference.

|                      |                      |                        |                       |
|----------------------|----------------------|------------------------|-----------------------|
| 2:26 p.m.<br>Eastern | 1:26 p.m.<br>Central | 12:26 p.m.<br>Mountain | 11:26 a.m.<br>Pacific |
|----------------------|----------------------|------------------------|-----------------------|

### **BREAK:**

1. Be sure that everyone knows where the restrooms and vending machines are located.
2. Seek comments or discussion points of issues presented during the first half of the broadcast.
3. Discussion issues are provided in the Participant Packet.

|                      |                      |                        |                       |
|----------------------|----------------------|------------------------|-----------------------|
| 2:36 p.m.<br>Eastern | 1:36 p.m.<br>Central | 12:36 p.m.<br>Mountain | 11:36 a.m.<br>Pacific |
|----------------------|----------------------|------------------------|-----------------------|

### **TELECONFERENCE RESUMES:**

1. Again, the music will get louder two minutes before the teleconference resumes. When you hear the music, ask the participants to return to their seats.
2. Once again, please assist participants in making phone calls for the call-in portion. See Page 9 for Telephone Protocol.

# ***Conflict Resolution for Youth***

## **TELEPHONE PROTOCOL**

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The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the teleconference.

We will try to get as many calls on the air as possible. If you call in, please be patient. Our operators may be handling other calls. The following information will assist you.

1. If the phone is in the same room as the TV(s), you should lower the volume before you go on the air to reduce noisy feedback.
2. Dial the toll-free number to ask a question or make a comment: 1-800-895-4584.
3. When your call is answered, please state your question to the operator succinctly and clearly.

### **YOU WILL BE PUT ON HOLD.**

4. When you are to be put on the air, another operator will come on the line and ask your home state. She will inform you when you are next on the air and this would be a good time to turn down the sound on your TV.
5. When you are on the air, please state your name, city and state and ask your question loudly and clearly.
6. After you have finished with your conversation, please hang up.

### **\*\*CELLULAR PHONES\*\***

***Please do not use Cellular Phones to place your calls.  
At times, cellular phones produce static interference  
which may result in your being disconnected.***

**4:00 p.m.  
Eastern**

**3:00 p.m.  
Central**

**2:00 p.m.  
Mountain**

**1:00 p.m.  
Pacific**

### **TELECONFERENCE BROADCAST ENDS:**

Even though the broadcast ends at this time, teleconference panelists will still be available to take questions by telephone until 4:30 p.m. (ET). Sites are encouraged to continue calling in to have their questions answered. In addition, the Facilitators should complete the following three tasks:

1. **Encourage the participants to stay in their seats a few moments to discuss the issues from the teleconference.**
  - If possible, try to guide the discussion toward an action plan.
  - When, in your judgment, the participants have completed their discussion, encourage them to get together at another time for further discussion and planning.

**(NOTE: Please use your discretion during the discussion. If your group seems to want to discuss these issues, allow them time to do so and try to let everyone have input. If the group doesn't seem to have much to say, just close the discussion.)**

2. **Encourage the participants to fill out the evaluation in their packet before leaving and return them to you.** It is important that OJJDP have the information and ideas on the evaluation forms to assist in planning for future utilization of the technology.
3. **Complete the Downlink Site Demographic Sheet (page 12 of this document).**

**THANK YOU FOR SERVING AS A FACILITATOR FOR THE OJJDP SATELLITE  
TELECONFERENCE:**

***Conflict Resolution for Youth***

***Your Cooperation and Assistance is Greatly Appreciated!!***

Please watch for future notifications of upcoming juvenile justice satellite teleconferences being coordinated by OJJDP and the Juvenile Justice Telecommunications Assistance Project at the Eastern Kentucky University Training Resource Center.

Announcing the  
OJJDP NATIONAL TELECONFERENCE

*Conflict Resolution for Youth*

1:30-4:00 p.m. (ET), Wednesday, May 29, 1996

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice, Juvenile Justice Telecommunications Assistance Project (JJTAP) announces the Satellite Teleconference "Conflict Resolution for Youth" to take place from 1:30-4:00 p.m. (ET), Wednesday, May 29, 1996. The 150-minute event will help .....

- promote the release of the document *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*;
- provide information on the availability of conflict resolution training and consultation resources;
- encourage and promote the incorporation of conflict resolution strategies into programming for schools, youth-serving organizations, and community and juvenile justice settings;
- outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*.

If you would like to attend the teleconference, please arrive at the location listed below approximately 30 minutes before the telecast begins to receive a packet of informational materials, meet your fellow participants and receive instructions about the teleconference. During the telecast, you will have the opportunity to participate in interactive question-and-answer segments with the broadcast presenters and panelists. At the end of the telecast, you will be given the opportunity to discuss issues and ideas with others in your locality.

PLACE:

---

---

TIME:

---

HOST AGENCY

---

RSVP TO:

---

PHONE:

---

NOTE:

# DOWNLINK SITE DEMOGRAPHIC SHEET

1. Site: \_\_\_\_\_  
\_\_\_\_\_
2. Number of Participants: \_\_\_\_\_
3. Did your site have any technical difficulties in receiving the broadcast? ☐ Yes ☐ No  
If "yes," please explain. \_\_\_\_\_  
\_\_\_\_\_
4. Was the Facilitator's Manual helpful? ☐ Yes ☐ No  
If "no," how could we improve it? \_\_\_\_\_  
\_\_\_\_\_
5. What additional information could we have provided you in advance of the broadcast that would have been useful?  
\_\_\_\_\_  
\_\_\_\_\_
6. Did the participants at your site seem to find the broadcast useful? ☐ Yes ☐ No
7. What suggestions do you have for improving the satellite teleconference? \_\_\_\_\_  
\_\_\_\_\_
8. What future topics would you like to see broadcast via OJJDP satellite teleconferences?  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you for your time and assistance!!***

Please return all demographic sheets to: Michael A. Jones, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Building, Richmond, KY 40475-3127, Fax: 606-622-2333.

# **White House Conference on School Safety: Causes and Prevention of Youth Violence**

## **Participant**

**A Live National Satellite Broadcast Presented by the office of Juvenile Justice and  
delinquency prevention, U.S. Department of Justice**

**in association with**

**Safe and Drug Free Schools Program  
U.S. Department of Education**

**and**

**Juvenile Justice Telecommunications Assistance Project  
Training Resource Center  
Eastern Kentucky University**

*President*

**Letter from Secretary Riley and Attorney General Janet Reno**

# *Conflict Resolution for Youth*

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This document was prepared by the Eastern Kentucky University Training Resource Center under grant #95-JN-MU-0001 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Program, U.S. Department of Justice.

Points of view or opinions stated in this document are those of the authors and not necessarily represent the official position or policies of the U.S. Department of Justice.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice and the Office for Victims of Crime.

## **White House Conference On School Safety: Causes and Prevention of Youth Violence**

# OJJDP National Satellite Teleconference

## Conflict Resolution for Youth

### AGENDA May 29, 1996 Broadcast Time

|                   |                    |                    |                    |
|-------------------|--------------------|--------------------|--------------------|
| 1:30 p.m.<br>(ET) | 12:30 p.m.<br>(CT) | 11:30 a.m.<br>(MT) | 10:30 a.m.<br>(PT) |
|-------------------|--------------------|--------------------|--------------------|

| Activity                                                                                                                                                                                                                                                                                                                                                                                                | Approximate Time | Time Table (ET) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------|
| <b>Pre-Teleconference Activities</b> <i>(Conducted by local facilitator)</i><br>Pre-teleconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, preliminary discussion of issues surrounding conflict resolution education, and review of Participant Packet materials. | 30 minutes       | 1:00-1:30       |
| 1. Test Slate                                                                                                                                                                                                                                                                                                                                                                                           | 60 min.          | 12:30 - 1:30    |
| 2. Pre-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                                | 30 min.          | 1:00 - 1:30     |
| 3. Teleconference Introduction                                                                                                                                                                                                                                                                                                                                                                          | 1 min.           | 1:30 - 1:31     |
| 4. Welcome (U.S. Attorney General, Janet Reno)                                                                                                                                                                                                                                                                                                                                                          | 2 min.           | 1:31 - 1:33     |
| 5. Segment One Introduction                                                                                                                                                                                                                                                                                                                                                                             | 1 min.           | 1:33 - 1:34     |
| 6. Video Roll-In #1: Overview                                                                                                                                                                                                                                                                                                                                                                           | 12 min.          | 1:34 - 1:46     |
| 7. Panel Discussion                                                                                                                                                                                                                                                                                                                                                                                     | 5 min.           | 1:46 - 2:51     |
| 8. Segment Two Introduction                                                                                                                                                                                                                                                                                                                                                                             | 1 min.           | 1:51 - 1:52     |
| 9. Video Roll-In #2:<br>Process Curriculum Approach                                                                                                                                                                                                                                                                                                                                                     | 12 min.          | 1:52 - 2:04     |
| 10. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 22 min.          | 2:04 - 2:26     |
| 11. Break <i>(Local Group Activity)</i>                                                                                                                                                                                                                                                                                                                                                                 | 10 min.          | 2:26 - 2:36     |
| 12. Segment Three Introduction                                                                                                                                                                                                                                                                                                                                                                          | 1 min.           | 2:36 - 2:37     |
| 13. Video Roll-In #3: Peaceable Classroom/<br>Peaceable School Approach                                                                                                                                                                                                                                                                                                                                 | 12 min.          | 2:37 - 2:49     |
| 14. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 22 min.          | 2:49 - 3:11     |
| 15. Segment Four Introduction                                                                                                                                                                                                                                                                                                                                                                           | 1 min.           | 3:11 - 3:12     |
| 16. Video Roll-In #4: Peer Mediation Approach                                                                                                                                                                                                                                                                                                                                                           | 12 min.          | 3:12 - 3:24     |
| 17. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 21 min.          | 3:24 - 3:45     |
| 18. Summary Discussion                                                                                                                                                                                                                                                                                                                                                                                  | 12 min.          | 3:45 - 3:57     |
| 19. Closing Comments                                                                                                                                                                                                                                                                                                                                                                                    | 1 min.           | 3:57 - 3:58     |
| 20. OJJDP Information Slate/Credits                                                                                                                                                                                                                                                                                                                                                                     | 2 min.           | 3:58 - 4:00     |
| 21. Post-Teleconference Call-In                                                                                                                                                                                                                                                                                                                                                                         | 30 min.          | 4:00 - 4:30     |
| 22. Post-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                              | 30 min.          | 4:00 - 4:30     |

**Post-Teleconference Discussion** *(Conducted by local facilitator)*  
 Post-teleconference discussion should focus on key issues discussed in the program.

30 minutes

# Broadcast Objectives

This satellite teleconference is designed to:

- encourage and promote the incorporation of conflict resolution strategies into programming for schools, youth-serving organizations, and community and juvenile justice settings;
- promote the soon to be released publication, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*;
- provide information on the availability of conflict resolution training and consultation resources; and,
- outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*.

***Thank you for your dedication to the nation's youth!***

*incidents of extreme violence in school grounds*  
Recent ~~violent incidents indicate that~~ *have* ~~placed~~ *placed* national attention on the issue of school violence. ~~While schools are often the safest~~ *state. Though these incidents remind us of problems at home*

The vast majority of America's schools are safe places. Two decades of research support this conclusion. Yet, reports of gun, gang, and drug-induced violence often seem to dominate the media coverage. These reports create the impression that such violence is pervasive in our nation's schools, and instill fear in the minds of parents, students, and teachers. While this fear is understandable, it is not based on fact.

Despite recent tragedies that received national attention, schools should not be singled out as especially dangerous places. The overall school crime rate between 1993 and 1996 declined slightly, from about 164 school-related crimes for every 1000 students ages 12 to 18 in 1993 to about 128 such crimes in 1996. Similarly, while students were victims of about the same number of crimes in and out of school (about 3 million at either location), the nature of crime outside of school is far more serious than in school. Most school crime is theft, not serious violent crime. Serious violent crime comprises a small portion of the total amount of school crime. In particular, homicides in school are extremely rare events.

At the same time, some schools do have serious crime and violence problems that compromise the learning environment and endanger our children and teachers. These problems urgently need to be identified, analyzed, and addressed. As President Clinton told America's teachers this past July, "learning cannot occur unless our schools are safe and orderly places where teachers can teach and children can learn." All children deserve safe, orderly school environments in which to learn and grow.

Any school crime is too much, and violence in schools is especially disturbing. Ten percent of public schools reported one or more serious violent crimes to the police during the 1996-97 school year. Another 47 percent of public schools reported at least one less serious or nonviolent crime to police. The remaining 43 percent of public schools did not report any crimes to the police. Although student victimization rates have remained relatively stable over the last few years, more students report feeling unsafe while they are at school or traveling to and from school. These conditions highlight the importance of accurately measuring incidents of school crime so that we can improve our school environments and make them safer places.

Monitoring the number of violent and/or criminal incidents can help states, local organizations, and schools understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists. In addition, monitoring incidents can help schools identify troubled youth and offer services before problems become serious. Because some states do not collect data on school crime incidents, there are gaps in the information about school crime and trends. This is unfortunate since crime prevention is most efficiently and effectively accomplished when the crime problem is well understood.

*As a nation we must ensure that all schools are safe places for children. Two decades of research tells us that the vast majority of schools are safe. But even one violent incident can instill fear when the gangs, drugs, or violence they cannot ignore.*  
*It is understanding the problem of school violence that we must understand that schools reflect the problems of their community. Therefore effective anti-violence efforts to combat school violence involve the larger community.*

Successful partnerships  
with development and implementation  
to overcome barriers, monitor their  
kind of commitment to improving  
lasting solutions to school crime.

### What Communities Can Do To

Schools function within the  
communities, businesses, social service  
organizations is necessary to succeed  
collectively, they have a great deal  
essential to harness these resources.  
A workable school-community partnership  
sharing of responsibility and accountability.

#### Action steps necessary to

- Identify and Measure
- Set Measurable Goals
- Identify Appropriate

to address  
problems such  
as gangs, drugs,  
gangs + drugs  
in the  
urban community  
will affect  
school-  
related  
crime  
+ violence.

- **Implement the Comprehensive Plan**
- **Evaluate the Plan**
- **Revise the Plan Based on the Evaluation**



## **The Resolving Conflict Creatively Program (RCCP)**

The Resolving Conflict Creatively Program (RCCP) is a comprehensive, school-based program in conflict resolution and intercultural understanding. RCCP began in 1985 as a collaboration of the New York City Public Schools and the New York City Chapter of Educators for Social Responsibility Metropolitan Area, an independent nonprofit organization. The RCCP National Center was established in September 1993 to forge multi-year partnerships with school districts and to support dissemination efforts to implement the program throughout the country.

The overall goal of RCCP is to incorporate these skills into the classroom curriculum and everyday social interactions. RCCP's primary objectives are to achieve a long-term reduction in violence and violence-related behavior; to promote caring and cooperative behavior among children, adolescents, and adults in and out of school; and to promote intergroup understanding and positive intergroup relations. At the same time, the program also seeks to promote greater student academic achievement and a reduction in the absentee rates for both students and teachers.

Components of the RCCP program include:

- ~~showing young people nonviolent alternatives for dealing with conflict;~~
- teaching children skills to create nonviolent solutions for real conflict in their own lives;
- increasing students' understanding and appreciation of their own culture and of cultures different from their own;
- showing children that they can play a powerful role in creating a more peaceful community;
- teaching student mediation;
- ~~providing staff development; and~~
- providing parent training.

In addition to the school-based components, RCCP focuses on the parent training component as one means of positively impacting the community. Two to three parents per year are trained for sixty hours to lead workshops for other parents on intergroup relations, family communication and conflict resolution. The hope is that this training will make parents better leaders in the school and community. ~~Other opportunities for community involvement are seized as they arise.~~ The program believes there is a need for cooperation among the school and community initiatives to create an environment in which children and youth learn how to think and act in a caring and socially responsible way toward one another and the community.

### **Promising Results**

An evaluation by Metis Associates found that teachers saw an improvement in the behavior and attitudes of children involved with RCCP. This survey was conducted during the 1988-89 school year, in three community school districts. Metis Associates found:

- 71% of teachers said that the RCCP program lead to less physical violence in the

classroom.

- 67% of teachers reported that name calling and verbal put-downs had decreased.
- ~~There was some evidence that the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade participants learned the key concepts of conflict resolution and were able to apply them in hypothetical situations.~~
- 98% of respondents across the schools said the mediation component of RCCP helped children deal with conflicts.
- Initial results from a rigorous evaluation from the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Data from the second and third years of evaluation will be available early next year.

### **Contact Information**

Resolving Conflict Creatively Program National Center  
40 Exchange Place, Suite 111  
New York, NY 1005  
Phone: (212) 509-0022  
Fax: (212) 509-1095  
E-mail: [esrrccp@aol.com](mailto:esrrccp@aol.com)

## Baltimore Police Athletic League (PAL)

The mission of the Baltimore Police Athletic League (PAL) is to reduce juvenile-involved crime and victimization by allowing young people to interact with police officers in a positive setting, while participating in constructive alternatives to antisocial behavior. An innovative partnership of public and private interests provided funding to transform a former convenience store in northeastern Baltimore into the first center of the Baltimore PAL. With the success of this pilot project, additional centers were acquired as fast as they could be absorbed. Today, PAL operates 27 centers and serves the needs of more than 7,000 youth.

As the regular school day ends, PAL centers open their doors between 2 p.m. and 10 p.m. to provide a "safe haven" for youth. PAL's after-school and summer academic and recreational activities are run by Baltimore police officers, community service officers, and parent and community volunteers. These adults, serving as role models and mentors, work to create a healthy atmosphere that fosters trust and mutual respect between youth and adult authority figures. ~~Young people learn integrity, responsibility, diligence, and teamwork.~~ *stet*

PAL incorporates proven strategies that strengthen protective factors and promote positive and productive behaviors and attitudes. Key elements include:

- Opportunities for caring relationships with peers and adults;
- High expectations and clear standards of behavior for youth;
- Opportunities to engage in productive educational and cultural activities;
- Opportunities to make a contribution to the community; and
- Continuity of supports and role models.

The program has four components: character development, home <sup>work</sup> assistance and academic enrichment, arts and cultural activities, and physical activities. All four components must be present in the overall plan for every PAL center. ~~Because PAL recognizes that each center exists within a community with its own needs and interests, each center has considerable latitude in developing programs and activities that will meet the needs of the particular community.~~

Collaborative partnerships with other organizations, businesses, and community groups strengthen PAL's programs and its learning environment. PAL works with a number of local groups which provide volunteers for training, mentoring, tutoring, and additional resources to the centers. In addition, PAL has established active partnerships with the Baltimore City Public Schools and with the Maryland State Department of Education, and ~~discussions are underway for PAL to host Super Camps, a program to help third graders who are not reading at grade level.~~

## Promising Results

Crime involving youngsters has dropped markedly in neighborhoods where the centers are located. Eventual plans call for at least one PAL center in each of the City's 29 police sectors. Collectively, these centers will serve more than 10,000 youth, representing approximately 10 percent of the school-age population in Baltimore. *→ AmeriCops*

In May of 1995, the Goodnow PAL center was the first to open in the City and as such represents the best test subject for evaluating PAL's effectiveness in preventing juvenile victimization. A study conducted by the Planning and Research Department (Baltimore City?) found:

- The number of crimes occurring in the area immediately surrounding the Goodnow PAL center in which a juvenile was the victim fell by 43.9% between 1994 and 1997.
- For the Goodnow area, juvenile victimizations decreased nearly three times as much as the overall city-wide rate for all victimizations between 1994 and 1997.
- From 1996 to 1997, for the time periods during which PAL centers are open (2 p.m.-10 p.m.), juvenile arrests fell in the Goodnow PAL center area by 9.8% , while juvenile arrest rates for the City rose 4.4%.

#### **Contact Information**

Baltimore Police Athletic League  
601 E. Fayette Street, 3<sup>rd</sup> Floor  
Baltimore, MD 21202  
Phone: (410) 396-2166  
Fax: (410) 396-2545

## San Diego County Comprehensive Strategy

San Diego is the sixth largest county in the United States. Its population of more than 2.5 million speaks 80 different languages. The county has experienced high rates of unemployment, 50 percent higher than other southern California counties. Between 1986 and 1996, juvenile felony arrests rose 22.1 percent, but more notably, violent felony arrests for juvenile females increased by 276 percent. Overall, there has been a 92 percent increase in the number of juveniles admitted to Juvenile Hall for violent crimes, and a 229 percent increase in admissions for weapons charges in the past 10 years. Juvenile gang related violence also has risen dramatically from 6 homicides in 1987 to 30 in 1993 (SANDAG report, 1997). The county has a long history of collaborative ventures between and across agencies and private organizations to respond to community problems. Agencies and community-based organizations meet regularly to discuss problems and promising approaches and have embraced a shared vision of prevention as an element of crime control.

San Diego County launched a successful Comprehensive Strategy planning process. Early in 1996 California passed Senate Bill 1760 which offered grants to county governments to develop local action plans to prevent and reduce juvenile crime. San Diego used its grant to develop and write the action plan which was completed in March 1997. The State grant program includes many components similar to the Comprehensive Strategy, and San Diego ultimately combined the two efforts, with the action plan serving as the framework for the Comprehensive Strategy initiative. In writing the action plan, local leaders and members of the Juvenile Justice Coordinating Council met biweekly to discuss risk and program assessment and community needs. The Coordinating Council was chaired by the director of Juvenile Probation, and much of the planning work was completed by his staff in conjunction with staff from the Children's Initiative, a local, well-respected, nonprofit agency. The Children's Initiative was chosen, in part, for its ability to serve as a "neutral convener" and transcend local politics.

*to be specific -  
generalize  
but  
just as  
general  
agreement*

Following a key leader orientation, San Diego's first community-wide Comprehensive Strategy training session was held in December, 1996. Participants were taught the key elements of the Comprehensive Strategy approach, including community risk and resource assessment, graduated sanctions, and long-range planning. In addition, participants also developed a shared vision for the future of children in the community which was captured in the acronym, CLEAR, meaning Caring, Literate, Ethical and Responsible Children. They also identified potential barriers to the planning and implementation process and began to develop ways to surmount these obstacles.

Six subcommittees were established which included policymaker "buy-in, stay-in," resource development, information dissemination and advocacy, coordination/merging parades, information sharing, and community engagement/development-inclusiveness. The coordination or "merging parades" subcommittee focused on coordinating resources to avoid duplication across different service regions.

Five areas were identified in which programs were insufficient to meet community needs: substance abuse treatment, after-school programs, parent training and support, vocation and

technical training, and programming for girls. For each priority area, Comprehensive Strategy participants developed a matrix that included baseline data, indicators of change, desired outcomes within 1-2 years, desired outcomes within 5 years, and an implementation plan based on promising approaches.

To date, the county made considerable progress in implementing its goals and addressing gaps and service needs. Examples of their progress include:

- With State financial assistance, the Critical Hours program was implemented at 27 sites to provide 7,000 middle school youth with after-school activities.
- San Diego County obtained eight grants to implement teen pregnancy programs in high-risk communities.
- The Breaking Cycles program, funded by a \$6.9 million State grant, provides a continuum of services from prevention through graduated sanctions, including substance abuse treatment and family counseling. The Probation Department administers the program, working in concert with the juvenile court and numerous public and private service providers.
- San Diego's community assessment center concept, also part of Breaking Cycles, is now in four regions. Centers offer family programs and service referrals to more than 2,600 families in over 60 languages and dialects.
- Other programs initiated include expanded substance abuse treatment, job training for high-risk youth, and adoption of a shared structured decision-making process involving family "risk and resiliency" check-ups.

#### **Contact Information**

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## **Early Warning, Timely Response: A Guide to Safe Schools**

*Early Warning, Timely Response: A Guide to Safe Schools* is a research based guide developed to assist school personnel, parents, and community members in identifying potentially violent youth. President Clinton asked the Department of Justice and the Department of Education to produce and widely disseminate the guide so that all youth serving officials and concerned citizens would have access to reliable information on violence prevention, intervention, and crisis response.

When announcing the early warning signs guide Education Secretary Richard Riley said,

“Schools remain among the safest places for young people, yet even one incident of violent crime in a school is too many. This guide is a practical resource for schools and communities to use to reduce the likelihood of violence and improve existing prevention and intervention efforts. Because there is no one-size-fits-all approach to this complex issue, it is important that everyone – parents, students, teachers, staff, and community members – be part of creating safe, disciplined school environments.”

While emphasizing that everyone has a role in keeping children safe, the report highlights common features of effective schools such as meaningful parental and community involvement. The following sections are included:

- Characteristics of a School That is Safe and Responsive to All Children
- Early Warning Signs
- Intervention: Getting Help for Troubled Children
- Developing a Prevention and Response Plan
- Responding to Crisis
- Methodology, Contributors, and Research Support
- Resources

Thus, the guide not only tells readers what to look for, it tells them what to do. The report provides advice for schools, checklists for action planning and crisis procedures, and action steps for parents and students.

In order to put the information in this guide to good use, the warning signs must be used responsibly. Warning signs indicate cause for concern and inquiry, not labeling or stigmatization. Hopefully, this guide will enable school and community members to identify troubled youth before their problems become serious.

*Early Warning, Timely Response: A Guide to Safe Schools* can be ordered from the U.S. Department of Education by calling 1 (877) 4ED-PUBS. It is also available on the Internet at <<http://www.ed.gov>> and <<http://www.air-dc.org/cecp/>>.

## First Annual Report on School Safety: 1988

The Secretaries of the Department of Justice and the Department of Education were asked by President Clinton to develop the *First Annual Report on School Safety* to provide the nation with an accurate picture of the nature and extent of school crime and a comprehensive model for enhancing school safety.

Data on criminal and violent incidents on school property are examined at the national, state, and local levels. A range of incidents, from violent student deaths at school to violations of school policies, is presented to allow the reader to form a complete picture of school crime and safety. The data show that the vast majority of America's schools are safe places. Thus, the *First Annual Report on School Safety* is dedicated to highlighting what can be done to make schools even safer, more effective learning environments.

The report includes action recommendations for community-wide collaborations, school staff, students, parents, juvenile justice officials, youth serving agency personnel, and business leaders. Actions are presented in sequence (whenever possible) and critical aspects of each action, such as important considerations, possible barriers, and potential benefits, are discussed. When all of the recommendations are examined as a whole, a framework should be evident which removes some of the complexity from enhancing school safety.

To facilitate the development and implementation of comprehensive school safety plans, the report also contains information on model programs and strategies, model schools, and resources. Intervention descriptions, evaluation summaries, and contact information are provided. To assist schools and communities in meeting their needs, the model programs and strategies are grouped according to the types of problems schools face: aggression/fighting; bullying; family issues; gangs; racial/ethnic conflict; sexual harassment/sexual violence; substance abuse; truancy/dropout; vandalism; and weapons. In addition, they are labeled either demonstrated or promising, depending on the level of scientific support for their effectiveness.

Brief descriptions of model schools appear throughout the report as examples of effective comprehensive initiatives. Each of these schools has identified one or more serious problems and involved multiple stakeholders in implementing solutions. Developing comprehensive plans can be a difficult process, but these model schools show that the benefits far outweigh the costs. The resources section includes Federal resources, organizations, information rich web sites, publications, and videos.

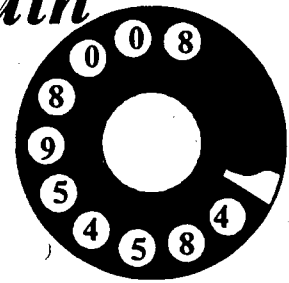
The *First Annual Report on School Safety* can be ordered from the U.S. Department of Education by calling 1 (877) 4ED-PUBS. It is also available on the Internet at <http://www.ed.gov>.

## Discussion Questions



# *Conflict Resolution for Youth*

## TELEPHONE PROTOCOL



The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the teleconference.

We will try to get as many calls on the air as possible. If you call in, please be patient. Our operators may be handling other calls. The following information will assist you.

1. If the phone is in the same room as the TV(s), you should lower the volume before you go on the air to reduce noisy feedback.
2. Dial the toll-free number to ask a question or make a comment: 1-800-895-4584.
3. When your call is answered, please state your question to the operator succinctly and clearly.

### **YOU WILL BE PUT ON HOLD.**

4. When you are to be put on the air, another operator will come on the line and ask your home state. She will inform you when you are next on the air and this would be a good time to turn down the sound on your TV.
5. When you are on the air, please state your name, city and state and ask your question loudly and clearly.
6. After you have finished with your conversation, please hang up.

### **\*\*CELLULAR PHONES\*\***

*Please do not use Cellular Phones to place your calls.  
At times, cellular phones produce static interference  
which may result in your being disconnected.*

**Previous Satellite Teleconferences Broadcast**  
*by the*  
**Office of Juvenile Justice and Delinquency Prevention**

*Conditions of Confinement in Juvenile Corrections and Detention Facilities*  
September 1993

*Community Collaboration*  
June 1995

*Effective Programs for Serious, Violent and Chronic Juvenile Offenders*  
October 1995

*Youth-Oriented Community Policing*  
December 1995

*Juvenile Boot Camps*  
February 1996

**For Further Information**

For copies of previous OJJDP programs, please write to the Juvenile Justice Clearinghouse, P. O. Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail [askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org).

For information on future OJJDP programs, contact the Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Bldg., Richmond, KY 40475-3127; call 606-622-6270; fax 606-622-2333; or e-mail [njdadeh@aol.com](mailto:njdadeh@aol.com).

# Conflict Resolution for Youth

## TELECONFERENCE DATA AND EVALUATION FORM

Directions: Please provide the information requested in this questionnaire regarding teleconference evaluation.

### Part I: PARTICIPANT INFORMATION

1. **Gender**  
☐ Male ☐ Female
2. **Age**  
☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 & above
3. **College Degree**  
☐ None ☐ BA/BS ☐ MA/MS ☐ Doctorate ☐ Other (Describe): \_\_\_\_\_
4. **Current Position**  
☐ Upper Management ☐ Mid-Management  
☐ Line Staff ☐ Other (Describe): \_\_\_\_\_
5. **Years in Current Position**  
☐ Less than 3 ☐ 4-6 ☐ 7-10 ☐ More than 10
6. **Years Experience in Youth-Related Programs**  
☐ Less than 3 ☐ 4-6 ☐ 7-10 ☐ More than 10

### PART II: CONFERENCE EVALUATION (Circle the number that best reflects your rating.)

|                   |   |   |   |   |   |   |   |                |
|-------------------|---|---|---|---|---|---|---|----------------|
| Strongly Disagree | ← | 1 | 2 | 3 | 4 | 5 | → | Strongly Agree |
|-------------------|---|---|---|---|---|---|---|----------------|

|                                                                                                                                                                            | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 7. <b>Local Site Facilitation</b><br>The facilitator was knowledgeable and responsive to participants' concerns.                                                           | 1                 | 2        | 3       | 4     | 5              |
| 8. <b>Participant Materials</b><br>The material was relevant to defining and conceptualizing conflict resolution approaches and is likely to be used as a future resource. | 1                 | 2        | 3       | 4     | 5              |
| 9. <b>Viewing Site</b><br>The conference room was comfortable and appropriately arranged for clear viewing and hearing.                                                    | 1                 | 2        | 3       | 4     | 5              |
| 10. <b>Television Sound</b><br>The televised sound was audible and clear.                                                                                                  | 1                 | 2        | 3       | 4     | 5              |
| 11. <b>Broadcast Reception</b><br>The television image was sharp                                                                                                           | 1                 | 2        | 3       | 4     | 5              |
| 12. <b>Television Visuals</b><br>All visuals were readable and clear (charts, graphics, diagrams, etc.)                                                                    | 1                 | 2        | 3       | 4     | 5              |
| 13. <b>Panelist Effectiveness — Topic</b><br>The panelists were knowledgeable about the topic.                                                                             | 1                 | 2        | 3       | 4     | 5              |
| 14. <b>Panelist Effectiveness — Implementation</b><br>The panelists were knowledgeable about program implementation.                                                       | 1                 | 2        | 3       | 4     | 5              |
| 15. <b>Panelist Effectiveness — Delivery</b><br>The panelists were clear and effective in presenting their points.                                                         | 1                 | 2        | 3       | 4     | 5              |
| 16. <b>Presentation of New Ideas</b><br>I acquired new knowledge, information, and ideas.                                                                                  | 1                 | 2        | 3       | 4     | 5              |



# OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

## OFFICE OF THE ADMINISTRATOR

TO:

Name:

Neera Tanden

Organization:

Fax Number:

456-2878

FROM:

Name:

Sarah Ingersoll

Date:

9/29/98

Phone Number:

202/307-5911

Fax Number:

202/307-2093

Number of Pages, including cover sheet:

30

Please call to confirm receipt:

Yes

No

Additional Comments:

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TECHNICAL INFORMATION

U.S. Department of Justice  
*Office of Justice Programs*

OJJDP

Office of Juvenile Justice and Delinquency Prevention

# CONFLICT RESOLUTION FOR YOUTH

*PROGRAMMING FOR SCHOOLS, YOUTH-SERVING ORGANIZATIONS,  
AND COMMUNITY AND JUVENILE JUSTICE SETTINGS*

NATIONAL SATELLITE TELECONFERENCE

*Produced by:*

Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
633 Indiana Avenue, NW  
Washington, DC 20531

*in association with*

Juvenile Justice Telecommunications Assistance Project  
Training Resource Center  
Eastern Kentucky University  
301 Perkins Building  
Richmond, KY 40475-3127

Michael A. Jones, Project Director  
Juvenile Justice Telecommunications Assistance Project  
606-622-6671

# **Technical Information Guide**

## **Overview**

It has been the experience of the Juvenile Justice Telecommunications Assistance Project (JJTAP) that some people will try to receive an OJJDP teleconference without having a technical person present who understands how to tune in the receiver. These sites often miss the teleconference and experience a high level of frustration.

OJJDP and JJTAP will only assume responsibility for program transmission. Each receiving site will be responsible for their own reception of the program. To this end, each site is strongly encouraged to test their equipment beginning at 12:30 p.m. (EST) on the day of the broadcast. At that time, a one hour test signal will be initiated. Broadcast engineers will be available to assist sites having difficulty. Please review page 2 for all relevant technical information.

## **Reception Issues**

OJJDP and JJTAP highly recommend the use of the C-Band coordinates for this broadcast. C-Band will provide the viewer with a stronger signal and clearer reception than that of the Ku-Band signal. The Ku-Band signal should be used only as a last resort and with the expectation that the signal may be weak depending upon your geographical location.

We apologize for any inconvenience that the aforementioned may present. We hope to alleviate this problem in the near future and appreciate your understanding in the interim.

## **Video Rights**

Neither OJJDP nor JJTAP possess any specific rights to the teleconference broadcast. You are free and encouraged to videotape this event for future use. Written consent does not need to be requested.

## **Technical Assistance**

Prior to the day of the broadcast, you are encouraged to call the JJTAP office at (606) 622-6671 if you need assistance. Beginning at 12:30 p.m. (EST) on the broadcast day, any requests for assistance should be directed to 1-800-895-4584.

# CONFLICT RESOLUTION FOR YOUTH

National Satellite Teleconference  
(One/150-minute live, interactive program)

**BROADCAST DATE:** Wednesday, May 29, 1996  
**TEST SIGNAL TIME:** 12:30 PM Eastern  
**TEST SLATE:** OJJDP Teleconference: Conflict Resolution for Youth  
will begin at 1:30 p.m. EST

**BROADCAST TIME:**  
1:30 PM - 4:00 PM Eastern  
12:30 PM - 3:00 PM Central  
11:30 AM - 2:00 PM Mountain  
10:30 AM - 1:00 PM Pacific

**SPONSORING AGENCY:** U.S. Department of Justice  
Office of Juvenile Justice and Delinquency Prevention

**PRODUCTION AGENCY:** Eastern Kentucky University  
Training Resource Center

**TAPING RIGHTS:** You are encouraged to tape this program. Neither the sponsoring agency nor the production agency maintains any specific rights to the program.

## C-BAND COORDINATES

**SATELLITE:** Hughes Galaxy 7 (located 91 degrees West Longitude)  
**TRANSPONDER:** 8 •Vertical Polarity •3,860 MegaHertz  
**CHANNEL:** 8  
**AUDIO:** 6.2/6.8

## KU-BAND COORDINATES

**SATELLITE:** GE SpaceNet 2 (located 69 degrees West Longitude)  
**TRANSPONDER:** 24 •Horizontal Polarity •12,140 MegaHertz  
**CHANNEL:** 24  
**AUDIO:** 6.8 Wide

**TO TEST SIGNAL:** A test signal begins 60 minutes prior to the live broadcast. Technicians should check satellite receive equipment at that hour. If you have problems, call 1-800-895-4584. Please note that this number is reserved for the day of the broadcast only. Questions prior to that time should be directed to (606) 622-6671.

**PROGRAM FORMAT:** The broadcast agenda is listed on the following page. There will be three call-in segments during the program. Participants can interact with the studio panelists by calling 1-800-895-4584 when the moderator requests calls be placed. In addition, there will be a 30 minute period immediately following the broadcast when participants can continue to call and ask questions of the panelists. We have found in the past that the number of questions far exceeds the amount of scheduled broadcast time. To some extent, we hope to alleviate this problem by answering people's questions off-the-air following the teleconference.

# Conflict Resolution for Youth

*Ask - do we need minutes by minute*

**AGENDA**  
**May 29, 1996**

## Broadcast Time

| 1:30 p.m.<br>(ET) | 12:30 p.m.<br>(CT) | 11:30 a.m.<br>(MT) | 10:30 a.m.<br>(PT) |
|-------------------|--------------------|--------------------|--------------------|
|-------------------|--------------------|--------------------|--------------------|

| <u>Activity</u>                                                                                                                                                                                                                                                                                               | <u>Approximate Time</u> | <u>Time Table (ET)</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|
| <b>Pre-Teleconference Activities</b> ( <i>Conducted by local facilitator</i> )                                                                                                                                                                                                                                | 30 minutes              | 1:00-1:30              |
| Pre-teleconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, preliminary discussion of issues surrounding conflict resolution, and review of Participant Packet materials. |                         |                        |
| <b>Test Signal</b> ( <i>Conflict Resolution for Youth</i> )                                                                                                                                                                                                                                                   | 30 minutes              | 1:00 - 1:30            |
| 1. Test Slate                                                                                                                                                                                                                                                                                                 | 60 min.                 | 12:30 - 1:30           |
| 2. Pre-Teleconference On-Site Activities                                                                                                                                                                                                                                                                      | 30 min.                 | 1:00 - 1:30            |
| 3. Teleconference Introduction                                                                                                                                                                                                                                                                                | 1 min.                  | 1:30 - 1:31            |
| 4. Welcome (U.S. Attorney General, Janet Reno)                                                                                                                                                                                                                                                                | 2 min.                  | 1:31 - 1:33            |
| 5. Segment One Introduction                                                                                                                                                                                                                                                                                   | 1 min.                  | 1:33 - 1:34            |
| 6. Video Roll-In #1: Overview                                                                                                                                                                                                                                                                                 | 12 min.                 | 1:34 - 1:46            |
| 7. Panel Discussion                                                                                                                                                                                                                                                                                           | 5 min.                  | 1:46 - 2:51            |
| 8. Segment Two Introduction                                                                                                                                                                                                                                                                                   | 1 min.                  | 1:51 - 1:52            |
| 9. Video Roll-In #2:<br>Process Curriculum Approach                                                                                                                                                                                                                                                           | 12 min.                 | 1:52 - 2:04            |
| 10. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                  | 22 min.                 | 2:04 - 2:26            |
| 11. Break ( <i>Local Group Activity</i> )                                                                                                                                                                                                                                                                     | 10 min.                 | 2:26 - 2:36            |
| 12. Segment Three Introduction                                                                                                                                                                                                                                                                                | 1 min.                  | 2:36 - 2:37            |
| 13. Video Roll-In #3: Peaceable School/<br>Peaceable Classroom Approach                                                                                                                                                                                                                                       | 12 min.                 | 2:37 - 2:49            |
| 14. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                  | 22 min.                 | 2:49 - 3:11            |
| 15. Segment Four Introduction                                                                                                                                                                                                                                                                                 | 1 min.                  | 3:11 - 3:12            |
| 16. Video Roll-In #4: Peer Mediation Approach                                                                                                                                                                                                                                                                 | 12 min.                 | 3:12 - 3:24            |
| 17. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                  | 21 min.                 | 3:24 - 3:45            |
| 18. Summary Discussion                                                                                                                                                                                                                                                                                        | 12 min.                 | 3:45 - 3:57            |
| 19. Closing Comments                                                                                                                                                                                                                                                                                          | 1 min.                  | 3:57 - 3:58            |
| 20. OJJDP Information Slate/Credits                                                                                                                                                                                                                                                                           | 2 min.                  | 3:58 - 4:00            |
| 21. Post-Teleconference Call-In                                                                                                                                                                                                                                                                               | 30 min.                 | 4:00 - 4:30            |
| 22. Post-Teleconference On-Site Activities                                                                                                                                                                                                                                                                    | 30 min.                 | 4:00 - 4:30            |

**Post-Teleconference Discussion** (*Conducted by local facilitator*) 30 minutes  
Post-teleconference discussion should focus on key issues discussed in the program.

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U.S. Department of Justice  
*Office of Justice Programs*



Office of Juvenile Justice and Delinquency Prevention

# CONFLICT RESOLUTION FOR YOUTH

*PROGRAMMING FOR SCHOOLS, YOUTH-SERVING ORGANIZATIONS,  
AND COMMUNITY AND JUVENILE JUSTICE SETTINGS*

NATIONAL SATELLITE TELECONFERENCE

*Produced by:*

Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
633 Indiana Avenue, NW  
Washington, DC 20531

*in association with*

Juvenile Justice Telecommunications Assistance Project  
Training Resource Center  
Eastern Kentucky University  
301 Perkins Building  
Richmond, KY 40475-3127

Michael A. Jones, Project Director  
Juvenile Justice Telecommunications Assistance Project  
606-622-6671

# SITE FACILITATOR PACKET

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## OJJDP National Satellite Teleconference

# Conflict Resolution for Youth

**AGENDA**  
**May 29, 1996**

### Broadcast Time



| <u>Activity</u>                                                                                                                                                                                                                                                                                                                                                                                 | <u>Approximate Time</u> | <u>Time Table (ET)</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|
| <b>Pre-Teleconference Activities</b> ( <i>Conducted by local facilitator</i> )<br>Pre-teleconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, preliminary discussion of issues surrounding conflict resolution, and review of Participant Packet materials. | 30 minutes              | 1:00-1:30              |
| <b>Test Signal</b> ( <i>Conflict Resolution for Youth</i> )                                                                                                                                                                                                                                                                                                                                     | 30 minutes              | 1:00 - 1:30            |
| 1. Test Slate                                                                                                                                                                                                                                                                                                                                                                                   | 60 min.                 | 12:30 - 1:30           |
| 2. Pre-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                        | 30 min.                 | 1:00 - 1:30            |
| 3. Teleconference Introduction                                                                                                                                                                                                                                                                                                                                                                  | 1 min.                  | 1:30 - 1:31            |
| 4. Welcome (U.S. Attorney General, Janet Reno)                                                                                                                                                                                                                                                                                                                                                  | 2 min.                  | 1:31 - 1:33            |
| 5. Segment One Introduction                                                                                                                                                                                                                                                                                                                                                                     | 1 min.                  | 1:33 - 1:34            |
| 6. Video Roll-In #1: Overview                                                                                                                                                                                                                                                                                                                                                                   | 12 min.                 | 1:34 - 1:46            |
| 7. Panel Discussion                                                                                                                                                                                                                                                                                                                                                                             | 5min.                   | 1:46 - 2:51            |
| 8. Segment Two Introduction                                                                                                                                                                                                                                                                                                                                                                     | 1 min.                  | 1:51 - 1:52            |
| 9. Video Roll-In #2:<br>Process Curriculum Approach                                                                                                                                                                                                                                                                                                                                             | 12 min.                 | 1:52 - 2:04            |
| 10. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                    | 22 min.                 | 2:04 - 2:26            |
| 11. Break ( <i>Local Group Activity</i> )                                                                                                                                                                                                                                                                                                                                                       | 10 min.                 | 2:26 - 2:36            |
| 12. Segment Three Introduction                                                                                                                                                                                                                                                                                                                                                                  | 1 min.                  | 2:36 - 2:37            |
| 13. Video Roll-In #3: Peaceable School/<br>Peaceable Classroom Approach                                                                                                                                                                                                                                                                                                                         | 12 min.                 | 2:37 - 2:49            |
| 14. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                    | 22 min.                 | 2:49 - 3:11            |
| 15. Segment Four Introduction                                                                                                                                                                                                                                                                                                                                                                   | 1 min.                  | 3:11 - 3:12            |
| 16. Video Roll-In #4: Peer Mediation Approach                                                                                                                                                                                                                                                                                                                                                   | 12 min.                 | 3:12 - 3:24            |
| 17. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                    | 21 min.                 | 3:24 - 3:45            |
| 18. Summary Discussion                                                                                                                                                                                                                                                                                                                                                                          | 12 min.                 | 3:45 - 3:57            |
| 19. Closing Comments                                                                                                                                                                                                                                                                                                                                                                            | 1 min.                  | 3:57 - 3:58            |
| 20. OJJDP Information Slate/Credits                                                                                                                                                                                                                                                                                                                                                             | 2 min.                  | 3:58 - 4:00            |
| 21. Post-Teleconference Call-In                                                                                                                                                                                                                                                                                                                                                                 | 30 min.                 | 4:00 - 4:30            |
| 22. Post-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                      | 30 min.                 | 4:00 - 4:30            |

**Post-Teleconference Discussion** (*Conducted by local facilitator*)  
Post-teleconference discussion should focus on key issues discussed in the program.

30 minutes

## **SITE FACILITATOR'S CHECKLIST**

### ***Responsibilities Before The Teleconference***

---

By now you, or your designee, should have made arrangements with a facility to provide a satellite dish and a room for viewing the teleconference. We have enclosed a **Teleconference Announcement (page 11)** that you can circulate to prospective participants to let them know when and where they should go to view the teleconference. Just fill in the time and place of your site, copy and circulate. (Please note that, even though the telecast begins at 1:30 p.m. ET, we are asking people to arrive at 1:00 p.m. ET.) A test signal will begin at 1:00 p.m. You are encouraged to test your equipment at this time.

A satellite teleconference is less like watching TV at home and more like attending a local meeting; therefore, a teleconference has many of the same requirements as any other meeting. A group of people will come together on a local level and someone should make sure that the room is ready, that materials are there and other needs are met. In a satellite teleconference, however, someone also has to make sure that the technical aspect works correctly. The following pages provide critical information that will help you prepare for the OJJDP teleconference.

#### **EQUIPMENT REQUIREMENTS:**

##### **1. Satellite Receiving Dish**

The satellite dish you will be using for this teleconference will receive a "C" band and Ku" band signal. Please refer to the *Technical Information Guide* for relevant and critical data needed to receive this broadcast.

##### **2. Television**

A television that has a channel selector (tuned to the channel on which you will be receiving the program)  
Note: Ask for as large a screen as possible. If you expect more than 10-12 people at your site, ask if another TV set or a video projector can be provided.

##### **3. VCR**

If you wish to record the teleconference, additional equipment will be needed. Please inquire with your technical person to arrange for recording. You are encouraged and invited to record the teleconference.

##### **4. Telephone**

A telephone should be in the same room (located, if possible, at the opposite end from the TV) or adjacent to the meeting room. The further the telephone is from the TV, the less likely you are to experience a "feedback" noise when you phone into the teleconference.

Refer to the "Telephone Protocol" (page 9) for instructions about the call-in segments of the teleconference. You may wish to tape the protocol by the telephone for easy reference during the teleconference.

## **OTHER CONSIDERATIONS:**

### **1. Meeting Space**

You will need a meeting space that assures each seat has a clear view of the TV(s) or projector screen and will also allow participants to form small discussion groups, if needed.

### **2. Supplies**

Supplies you will need to provide: Name tags/pens, pencils, note paper

### **3. Duplicating Materials**

You will be responsible for duplicating the enclosed Participant's Packet and materials for those attending the teleconference at your site.

### **4. Food Service**

If you are in the Central or Mountain time zones, you may want to make some arrangements for lunch during the teleconference. For example, you could encourage participants to bring their lunches or you may choose to have food delivered.

### **5. Facility Design**

If you are in an unfamiliar facility, you should find out where restrooms and vending machines are, so you can tell the participants.

### **6. Evaluation**

You will be responsible for seeing that each participant completes the evaluation form found in the Participant's Packet. Following the teleconference, you will send the evaluation forms to Eastern Kentucky University in the enclosed envelope.

### **7. Downlink Demographic Sheet**

You will be responsible for completing the Downlink Demographic Sheet located on Page 12 of this packet. Following the teleconference, you will send the Demographic Sheet to Eastern Kentucky University along with the evaluation form (see enclosed envelope).

## **SITE FACILITATOR'S CHECKLIST**

### *Responsibilities The Day of The Teleconference*

---

As with any conference or workshop, a satellite teleconference needs someone to make sure the event runs smoothly at each site and that is the function of the Site Facilitator, including:

1. making sure the phone works,
2. making sure the technical person has tuned in the satellite receiver and TV,
3. greeting participants and handing out materials,
4. explaining the teleconference format to the participants,
5. facilitating group discussion before and after the teleconference,
6. ensuring that evaluation forms are completed and returned to you,
7. ensuring that the Downlink Site Demographic Sheet is completed by you,
8. returning the evaluation forms to Eastern Kentucky University, and,
9. returning the Downlink Site Demographic Sheet to Eastern Kentucky University.

It would be a good idea for the Site Facilitator to bring someone to assist him/her.

Listed below are the specific tasks of the Site Facilitator on the day of the teleconference:

|                       |                       |                        |                      |
|-----------------------|-----------------------|------------------------|----------------------|
| 12:00 Noon<br>Eastern | 11:00 a.m.<br>Central | 10:00 a.m.<br>Mountain | 9:00 a.m.<br>Pacific |
|-----------------------|-----------------------|------------------------|----------------------|

### **FACILITATORS ARRIVE:**

1. You should arrive early enough to:
  - make sure the room is arranged where all can see,
  - make sure the phone is available and working,
  - arrange the handout materials,
  - make contact with the technician. Ask him/her to adjust the satellite dish and TV to receive the teleconference.

|                       |                       |                        |                      |
|-----------------------|-----------------------|------------------------|----------------------|
| 12:30 p.m.<br>Eastern | 11:30 a.m.<br>Central | 10:30 a.m.<br>Mountain | 9:30 a.m.<br>Pacific |
|-----------------------|-----------------------|------------------------|----------------------|

### **TEST EQUIPMENT: (Site Technician)**

1. If the technician has completed adjusting the equipment, you should see the following announcement on your screen:

**OJJDP Teleconference:  
"Conflict Resolution for Youth"  
will begin at 1:30 p.m. ET**

If you do not see the above at this time, ask the technician to re-check the satellite receiver and TV channel tuner to make sure you are on the correct satellite coordinate and channel.

If, after checking, you still do not see the graphic, call **1-800-895-4584** and tell the person answering that you have a technical problem. The Eastern Kentucky University technical staff will try to assist you in solving the problem.

Studio personnel will be testing our phones, so you should be able to hear other incoming phone calls or background music.

2. Test your telephone by calling **1-800-895-4584**. After you are receiving our signal, please try to phone in. You may be asked to stay on the line in order to talk to the teleconference staff. If you get a busy signal, you can assume your line is working and it is not necessary to continue to try and call in.

|                      |                       |                        |                       |
|----------------------|-----------------------|------------------------|-----------------------|
| 1:00 p.m.<br>Eastern | 12:00 p.m.<br>Central | 11:00 a.m.<br>Mountain | 10:00 a.m.<br>Pacific |
|----------------------|-----------------------|------------------------|-----------------------|

### **PARTICIPANTS ARRIVE:**

1. Greet the participants and distribute the teleconference materials.
2. Familiarize them with the facility.
3. Encourage participants to review their information packets.

1:15 p.m.  
Eastern

12:15 p.m.  
Central

11:15 a.m.  
Mountain

10:15 a.m.  
Pacific

### **FACILITATOR ORIENTS PARTICIPANTS:**

1. Introduce yourself to the group and welcome them.
2. If the group is small enough, you might ask them to introduce themselves and tell what organizations they represent.
3. Go over the format of the teleconference with them. Please be sure and explain that the objectives of the teleconference are:
  - to promote the release of the document *Conflict Resolution Education*;
  - to promote the availability of conflict resolution training and consultation resources;
  - to encourage and promote the incorporation of *Conflict Resolution Education* into school curricula;
  - to present basic information about conflict resolution and information on incorporating conflict resolution curricula into schools; and
  - to outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education*.
4. Go over the telephone protocol with them and explain that if they want to ask a question or make a comment, you would be happy to assist them in phoning in to the teleconference. Please be aware that you will probably be put on hold when you call in so caution your group to stay on the line until they are on the air. Some participants may be reluctant to phone in so it would be helpful for you to announce that you would phone in questions if the participants wrote them down.
5. Explain that your local group will be having a short discussion of the issues following the teleconference.
6. If there is time before the teleconference starts, encourage participants to review their information packets.

|                      |                       |                        |                       |
|----------------------|-----------------------|------------------------|-----------------------|
| 1:30 p.m.<br>Eastern | 12:30 p.m.<br>Central | 11:30 a.m.<br>Mountain | 10:30 a.m.<br>Pacific |
|----------------------|-----------------------|------------------------|-----------------------|

### **TELECONFERENCE STARTS:**

1. Music will start two minutes before the teleconference begins. That is a good cue to start asking people to be seated. You might walk around the room and make sure that everyone can see and hear.
2. When you see the graphic to begin calling in questions and comments (at approximately 1:55 Eastern time), please encourage your group to call in with a question.
3. Enjoy the first half of the teleconference.

|                      |                      |                        |                       |
|----------------------|----------------------|------------------------|-----------------------|
| 2:26 p.m.<br>Eastern | 1:26 p.m.<br>Central | 12:26 p.m.<br>Mountain | 11:26 a.m.<br>Pacific |
|----------------------|----------------------|------------------------|-----------------------|

### **BREAK:**

1. Be sure that everyone knows where the restrooms and vending machines are located.
2. Seek comments or discussion points of issues presented during the first half of the broadcast.
3. Discussion issues are provided in the Participant Packet.

|                      |                      |                        |                       |
|----------------------|----------------------|------------------------|-----------------------|
| 2:36 p.m.<br>Eastern | 1:36 p.m.<br>Central | 12:36 p.m.<br>Mountain | 11:36 a.m.<br>Pacific |
|----------------------|----------------------|------------------------|-----------------------|

### **TELECONFERENCE RESUMES:**

1. Again, the music will get louder two minutes before the teleconference resumes. When you hear the music, ask the participants to return to their seats.
2. Once again, please assist participants in making phone calls for the call-in portion. See Page 9 for Telephone Protocol.

OJJDP National Satellite Teleconference

# ***Conflict Resolution for Youth***

## **TELEPHONE PROTOCOL**

---

The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the teleconference.

We will try to get as many calls on the air as possible. If you call in, please be patient. Our operators may be handling other calls. The following information will assist you.

1. If the phone is in the same room as the TV(s), you should lower the volume before you go on the air to reduce noisy feedback.
2. Dial the toll-free number to ask a question or make a comment: 1-800-895-4584.
3. When your call is answered, please state your question to the operator succinctly and clearly.

### **YOU WILL BE PUT ON HOLD.**

4. When you are to be put on the air, another operator will come on the line and ask your home state. She will inform you when you are next on the air and this would be a good time to turn down the sound on your TV.
5. When you are on the air, please state your name, city and state and ask your question loudly and clearly.
6. After you have finished with your conversation, please hang up.

### **\*\*CELLULAR PHONES\*\***

***Please do not use Cellular Phones to place your calls.  
At times, cellular phones produce static interference  
which may result in your being disconnected.***

|                      |                      |                       |                      |
|----------------------|----------------------|-----------------------|----------------------|
| 4:00 p.m.<br>Eastern | 3:00 p.m.<br>Central | 2:00 p.m.<br>Mountain | 1:00 p.m.<br>Pacific |
|----------------------|----------------------|-----------------------|----------------------|

### **TELECONFERENCE BROADCAST ENDS:**

Even though the broadcast ends at this time, teleconference panelists will still be available to take questions by telephone until 4:30 p.m. (ET). Sites are encouraged to continue calling in to have their questions answered. In addition, the Facilitators should complete the following three tasks:

1. Encourage the participants to stay in their seats a few moments to discuss the issues from the teleconference.

- If possible, try to guide the discussion toward an action plan.
- When, in your judgment, the participants have completed their discussion, encourage them to get together at another time for further discussion and planning.

(NOTE: Please use your discretion during the discussion. If your group seems to want to discuss these issues, allow them time to do so and try to let everyone have input. If the group doesn't seem to have much to say, just close the discussion.)

2. Encourage the participants to fill out the evaluation in their packet before leaving and return them to you. It is important that OJJDP have the information and ideas on the evaluation forms to assist in planning for future utilization of the technology.
3. Complete the Downlink Site Demographic Sheet (page 12 of this document).

**THANK YOU FOR SERVING AS A FACILITATOR FOR THE OJJDP SATELLITE  
TELECONFERENCE:**

***Conflict Resolution for Youth***

***Your Cooperation and Assistance is Greatly Appreciated!!***

Please watch for future notifications of upcoming juvenile justice satellite teleconferences being coordinated by OJJDP and the Juvenile Justice Telecommunications Assistance Project at the Eastern Kentucky University Training Resource Center.

Announcing the  
OJJDP NATIONAL TELECONFERENCE

***Conflict Resolution for Youth***

1:30-4:00 p.m. (ET), Wednesday, May 29, 1996

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice, Juvenile Justice Telecommunications Assistance Project (JJTAP) announces the Satellite Teleconference "Conflict Resolution for Youth" to take place from 1:30-4:00 p.m. (ET), Wednesday, May 29, 1996. The 150-minute event will help .....

- promote the release of the document *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*;
- provide information on the availability of conflict resolution training and consultation resources;
- encourage and promote the incorporation of conflict resolution strategies into programming for schools, youth-serving organizations, and community and juvenile justice settings;
- outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*.

If you would like to attend the teleconference, please arrive at the location listed below approximately 30 minutes before the telecast begins to receive a packet of informational materials, meet your fellow participants and receive instructions about the teleconference. During the telecast, you will have the opportunity to participate in interactive question-and-answer segments with the broadcast presenters and panelists. At the end of the telecast, you will be given the opportunity to discuss issues and ideas with others in your locality.

PLACE: \_\_\_\_\_

\_\_\_\_\_

TIME: \_\_\_\_\_

HOST AGENCY \_\_\_\_\_

RSVP TO: \_\_\_\_\_

PHONE: \_\_\_\_\_

NOTE:

# DOWNLINK SITE DEMOGRAPHIC SHEET

1. Site: \_\_\_\_\_  
\_\_\_\_\_
2. Number of Participants: \_\_\_\_\_
3. Did your site have any technical difficulties in receiving the broadcast? ☐ Yes ☐ No  
If "yes," please explain. \_\_\_\_\_  
\_\_\_\_\_
4. Was the Facilitator's Manual helpful? ☐ Yes ☐ No  
If "no," how could we improve it? \_\_\_\_\_  
\_\_\_\_\_
5. What additional information could we have provided you in advance of the broadcast that would have been useful?  
\_\_\_\_\_  
\_\_\_\_\_
6. Did the participants at your site seem to find the broadcast useful? ☐ Yes ☐ No
7. What suggestions do you have for improving the satellite teleconference? \_\_\_\_\_  
\_\_\_\_\_
8. What future topics would you like to see broadcast via OJJDP satellite teleconferences?  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you for your time and assistance!!***

Please return all demographic sheets to: Michael A. Jones, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Building, Richmond, KY 40475-3127, Fax: 606-622-2333.

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U.S. Department of Justice  
*Office of Justice Programs*

OJJDP

Office of Juvenile Justice and Delinquency Prevention

# CONFLICT RESOLUTION FOR YOUTH

*PROGRAMMING FOR SCHOOLS, YOUTH-SERVING ORGANIZATIONS, AND  
COMMUNITY AND JUVENILE JUSTICE SETTINGS*

NATIONAL SATELLITE TELECONFERENCE

*Produced by:*

Office of Juvenile Justice and Delinquency Prevention  
U.S. Department of Justice  
633 Indiana Avenue, NW  
Washington, DC 20531

*in association with*

Safe and Drug Free Schools Program  
U.S. Department of Education  
1250 Maryland Avenue, SW  
Washington, DC 20202-6123

*and*

Juvenile Justice Telecommunications Assistance Project  
Training Resource Center  
Eastern Kentucky University  
301 Perkins Building  
Richmond, KY 40475-3127

Michael A. Jones, Project Director  
Juvenile Justice Telecommunications Assistance Project  
606-622-6671

**A**ccording to a newly released study from the Centers for Disease Control and Prevention (CDC); a child dies from gunshot injuries every 98 minutes in America. This is shameful and unacceptable in a nation that pretends to be decent and moral and to offer fair opportunity. We must all work together to see that the violence against our children is stopped, that our schools can be turned back into places of nurturing and learning rather than the war zones which some of them have become, and that every child has a safe start in life with the support of caring parents and communities. I hope that we can begin to deal with this crisis by trying to teach our children that violence is not the way to resolve conflicts.

**Marian Wright Edelman**

**President, Children's Defense Fund, May 26, 1995.**

# *Conflict Resolution for Youth*

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Points of view or opinions stated in this document are those of the authors and not necessarily represent the official position or policies of the U.S. Department of Justice.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice and the Office for Victims of Crime.

## *Greetings from OJJDP*

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is an advocate for the incorporation of conflict resolution education into schools, youth-serving organizations, and community and juvenile justice settings. Every youth-based program should teach and model conflict resolution skills and principles as part of its overarching service strategy.

Even though the number of conflict resolution education programs has grown dramatically, the number of schools without such programs far exceeds the number of schools with them. OJJDP's goal is to see conflict resolution programs become a more permanent and continuous part of curriculum planning for all students at all grade levels and to see it included in youth-serving organizations and community and juvenile justice settings.

OJJDP recognizes that there exists a variety of model programs and materials focusing on conflict resolution. The soon-to-be-released publication, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*,\* was designed with this recognition in mind. This resource document provides valuable information on the need for each member of our society no matter their age, gender, occupation or ethnic background to become an active participant in the promotion and practice of peacefully resolving disputes.

Our children should not have to face conflict on a regular basis at school and in their home, neighborhood, and community. OJJDP is convinced that by incorporating conflict resolution training into schools, youth-serving organizations, and community and juvenile justice settings, our youth can acquire the skills and strategies to become responsible citizens who choose nonconfrontational behavior to resolve their differences and thus contribute to a safer society for us all.

We hope you enjoy today's teleconference!

\**Conflict Resolution Education* is jointly published by OJJDP and the Department of Education's Safe and Drug Free School Program.

## OJJDP National Satellite Teleconference

# *Conflict Resolution for Youth*

### AGENDA May 29, 1996 Broadcast Time

|                   |                    |                    |                    |
|-------------------|--------------------|--------------------|--------------------|
| 1:30 p.m.<br>(ET) | 12:30 p.m.<br>(CT) | 11:30 a.m.<br>(MT) | 10:30 a.m.<br>(PT) |
|-------------------|--------------------|--------------------|--------------------|

| <u>Activity</u>                                                                                                                                                                                                                                                                                                                                                                                         | <u>Approximate Time</u> | <u>Time Table (ET)</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|
| <b>Pre-Teleconference Activities</b> <i>(Conducted by local facilitator)</i><br>Pre-teleconference activities should include familiarization with site surroundings, introduction of other participants, an introduction and program overview provided by the site facilitator, preliminary discussion of issues surrounding conflict resolution education, and review of Participant Packet materials. | 30 minutes              | 1:00-1:30              |
| 1. Test Slate                                                                                                                                                                                                                                                                                                                                                                                           | 60 min.                 | 12:30 - 1:30           |
| 2. Pre-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                                | 30 min.                 | 1:00 - 1:30            |
| 3. Teleconference Introduction                                                                                                                                                                                                                                                                                                                                                                          | 1 min.                  | 1:30 - 1:31            |
| 4. Welcome (U.S. Attorney General, Janet Reno)                                                                                                                                                                                                                                                                                                                                                          | 2 min.                  | 1:31 - 1:33            |
| 5. Segment One Introduction                                                                                                                                                                                                                                                                                                                                                                             | 1 min.                  | 1:33 - 1:34            |
| 6. Video Roll-In #1: Overview                                                                                                                                                                                                                                                                                                                                                                           | 12 min.                 | 1:34 - 1:46            |
| 7. Panel Discussion                                                                                                                                                                                                                                                                                                                                                                                     | 5 min.                  | 1:46 - 2:51            |
| 8. Segment Two Introduction                                                                                                                                                                                                                                                                                                                                                                             | 1 min.                  | 1:51 - 1:52            |
| 9. Video Roll-In #2:<br>Process Curriculum Approach                                                                                                                                                                                                                                                                                                                                                     | 12 min.                 | 1:52 - 2:04            |
| 10. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 22 min.                 | 2:04 - 2:26            |
| 11. Break <i>(Local Group Activity)</i>                                                                                                                                                                                                                                                                                                                                                                 | 10 min.                 | 2:26 - 2:36            |
| 12. Segment Three Introduction                                                                                                                                                                                                                                                                                                                                                                          | 1 min.                  | 2:36 - 2:37            |
| 13. Video Roll-In #3: Peaceable Classroom/<br>Peaceable School Approach                                                                                                                                                                                                                                                                                                                                 | 12 min.                 | 2:37 - 2:49            |
| 14. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 22 min.                 | 2:49 - 3:11            |
| 15. Segment Four Introduction                                                                                                                                                                                                                                                                                                                                                                           | 1 min.                  | 3:11 - 3:12            |
| 16. Video Roll-In #4: Peer Mediation Approach                                                                                                                                                                                                                                                                                                                                                           | 12 min.                 | 3:12 - 3:24            |
| 17. Panel Discussion/Call-In                                                                                                                                                                                                                                                                                                                                                                            | 21 min.                 | 3:24 - 3:45            |
| 18. Summary Discussion                                                                                                                                                                                                                                                                                                                                                                                  | 12 min.                 | 3:45 - 3:57            |
| 19. Closing Comments                                                                                                                                                                                                                                                                                                                                                                                    | 1 min.                  | 3:57 - 3:58            |
| 20. OJJDP Information Slate/Credits                                                                                                                                                                                                                                                                                                                                                                     | 2 min.                  | 3:58 - 4:00            |
| 21. Post-Teleconference Call-In                                                                                                                                                                                                                                                                                                                                                                         | 30 min.                 | 4:00 - 4:30            |
| 22. Post-Teleconference On-Site Activities                                                                                                                                                                                                                                                                                                                                                              | 30 min.                 | 4:00 - 4:30            |

**Post-Teleconference Discussion** *(Conducted by local facilitator)*  
 Post-teleconference discussion should focus on key issues discussed in the program.

30 minutes

Redo

## Broadcast Objectives

This satellite teleconference is designed to:

- encourage and promote the incorporation of conflict resolution strategies into programming for schools, youth-serving organizations, and community and juvenile justice settings;
- promote the soon to be released publication, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*;
- provide information on the availability of conflict resolution training and consultation resources; and,
- outline and highlight the different conflict resolution approaches discussed in *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings*.

***Thank you for your dedication to the nation's youth!***

*This satellite teleconference was developed through the collaboration and hard work of numerous individuals and agencies. Special thanks for the commitment and dedication displayed by each agency in their involvement. Key contributors include:*

**Office of Juvenile Justice and Delinquency Prevention**

U.S. Department of Justice  
633 Indiana Avenue, NW  
Washington, DC 20531  
202-307-5940

**Safe and Drug Free Schools Program**

U.S. Department of Education  
1250 Maryland Avenue, SW  
Washington, DC 20202-6123  
202-260-1856

**Illinois Institute for Dispute Resolution**

110 West Main Street  
Urbana, IL 61801  
217-384-4118

**N.C. Center for the Prevention of School Violence**

3824 Barrett Drive, Suite 303  
Raleigh, NC 27609  
919-571-4954

**N.M. Center for Dispute Resolution**

510 Second Street, NW, Suite 209  
Albuquerque, NM 87102  
505-247-0571

**Resolving Conflict Creatively**

Program National Center  
163 Third Avenue #103  
New York, NY 10003  
212-387-0225

**Community Board Program**

1540 Market Street, Suite 490  
San Francisco, CA 94102  
415-552-1250

**National Criminal Justice Reference Service**

Box 6000  
Rockville, MD 20849-6000  
800-851-3420

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OJJDP National Satellite Teleconference

# *Conflict Resolution for Youth*

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## Conflict Resolution Education: A Summary

### *Introduction*

OJJDP, in partnership with the Safe and Drug Free Schools Program at the Department of Education, is jointly publishing a comprehensive publication entitled *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, Community and Juvenile Justice Settings* (Guide). The Guide, co-authored by Donna Crawford and Richard Bodine of the Illinois Institute for Dispute Resolution, provides background information on current approaches and successful programs to individuals interested in developing or expanding conflict resolution programs.

The Guide is meant to increase awareness of conflict resolution programs among schools, youth-serving organizations, and community and juvenile justice settings and to encourage them to include such services. To achieve this objective, the Guide delineates the principles and foundation skills of conflict resolution, explains four effective approaches to conflict resolution with program examples, and provides a host of resources - checklists, sample action plans, assessment questionnaires, consultation and training resources, annotated curriculum resources by approach, and a reading list. It is expected that this extensive and thorough treatment of the subject of conflict resolution will equip interested professionals with the knowledge and tools to help them select and implement the conflict resolution program that best addresses their needs.

### *Four Effective Conflict Resolution Approaches*

Conflict resolution education addresses both the issue of individual behavior change desired for violence prevention and responsible citizenship and the issue of systemic change necessary for the realization of safe schools, social justice, and cooperative learning environments. The Guide covers four approaches to conflict resolution programs: (1) Process Curriculum Approach, (2) Peer Mediation Approach, (3) Peaceable Classroom Approach, and (4) Peaceable School Approach. The Guide stresses the need to extend conflict resolution beyond schools and youth agencies into our homes and communities. Effective conflict resolution programs in these settings are described.

The Process Curriculum Approach teaches conflict resolution principles and processes through a time limited course or through daily lessons. Typically, time-limited courses include teaching negotiation or mediation over a semester course period or in a series of workshops in secondary schools. The Process Curriculum Approach is designed to help students better understand and resolve the conflicts they encounter in their lives at school, at home and in the community. Most of the learning takes place through the use of structured activities, such as simulations, role playing, group discussions, and cooperative learning activities. Utilizing training received or employing user friendly materials, or both, the teacher implements the program in short time-segments throughout the semester or the school year. Although portions of the process curriculum could be integrated into existing curriculum, prevailing practice teaches it as a separate subject.

The Peer Mediation Program Approach provides youth and adults with an opportunity to manage conflict and resolve disputes through the assistance of a neutral third party, who helps reconcile both substantive issues and relationships. This approach provides mediation services to resolve conflicts between youth, conflict between youth and adults, and conflicts between adults. Young people trained as peer mediators help resolve youth conflicts involving jealousies; rumors; misunderstandings; bullying and fights; personal property disputes; and,

damaged friendships. In addition, young people and adults may serve as co-mediators to resolve disputes between youth and teachers or adult leaders that might involve personality clashes, respect and behavior issues, and other conflicts that diminish student-teacher/mentor-mentee relationships.

The Peaceable Classroom Approach is a holistic approach to conflict resolution that involves integrating conflict resolution into the curriculum and daily classroom management. Curriculum integration primarily weaves the principles of conflict resolution into the teaching of core subject areas. This approach uses the instructional methods of cooperative learning and academic controversy. In cooperative learning, students work in small groups with two responsibilities: to learn the assigned material and to ensure that all other group members also learn it. Academic controversy exists when one student's ideas, information, conclusions, theories, and opinions are incompatible with those of another and the two seek to reach an agreement. Academic controversies are resolved by engaging in deliberate discourse — discussing the advantages and disadvantages of proposed actions. Such discussion is aimed at creative problem-solving and the synthesis of novel solutions.

Typically, peaceable classrooms are initiated on a teacher-by-teacher basis and are the building blocks of the peaceable school. Peaceable classrooms encourage learning activities and teachable moments that allow youth to recognize options in conflict situations and to choose those that are nonviolent, meet the needs of all parties to a conflict, and improve relationships.

The Peaceable School Approach created schools in which conflict resolution is integrated as a system for full-school operation. This approach incorporates the three earlier listed approaches: process curriculum, peer mediation, and peaceable classroom. The goal of the Peaceable School Approach is to create a schoolwide discipline program focused on empowering students to regulate and control their own behavior. The program encourages and trains educators to model an orderly and productive learning environment through a cooperative and on-going pursuit of prosocial behaviors. In the peaceable school, the classroom is the place where students gain the knowledge base and skills needed to resolve conflicts creatively. The classroom is also the place where the majority of the conflicts are addressed. The peaceable classroom is, therefore, the unit block of the peaceable school. Conflict resolution concepts and skills are learned and used by every member of the school community. Peaceable schools create a system in which diversity is valued and encouraged and in which peacemaking is the normative behavior of adults and students alike. Peaceable school programs infuse conflict resolution into the way the school conducts its business between students, between students and teachers/other school personnel, between teachers and administrators, and between parents and teachers/administrators.

### ***Conflict Resolution in Juvenile Justice Settings***

It is important to remember that conflict resolution programs should not be limited to traditional school settings. These programs are also vital for juvenile justice facilities and alternative schools to change the institutional handling of conflict from a punitive focus to one that uses problem-solving methods. In these settings, conflict resolution programs are introduced not to replace but to supplement existing disciplinary policies and procedures. With opportunity for positive expression and problem resolution, youth in juvenile justice facilities and alternative schools learn alternatives to violent and self-defeating behavior.

Conflict resolution programs for juvenile justice facilities and alternative schools serving delinquent and at-risk youth have similar issues to address. In both settings, the implementation of an effective conflict resolution program requires addressing the psychological and social development needs of the youth. Youth in these alternative placements often lack the foundation skills of conflict resolution, especially those associated with orientation, perception, and emotional abilities. Many of them have a long-held sense of personal failure and view success in life as something beyond their ability to achieve. While conflict resolution programs are not personal therapy programs, choosing to offer education in conflict resolution provides a strategy to help address areas of deficiency.

Further, the more involved a youth is in self-destructive, anti-social, or violent behavior, the greater the need to provide practice in the strategies and principles of conflict resolution. Conflict resolution for us all requires much repetition of the strategies for those strategies to become the behaviors of choice in pressured, stressful situations. The greater the gap between an individual's current behavior and the desired behavior of conflict resolution, the greater the need for practice and coaching. However, the desired behavior must be reinforced beyond the school or juvenile justice setting for youth to successfully manage conflict in their lives. It is critical that young people practice conflict resolution strategies in the home and community, as well as in natural environments.

### ***Parent and Community Linkages***

School-based conflict resolution programs gain potency when linked with community and parent education programs that allow students to apply their skills in productive ways. Taking their learning back into the community and family settings is often the biggest challenge young people face with conflict resolution training, especially when others are not similarly trained. A link needs to be established between conflict resolution programs in the schools and parent and community programs that reinforces the same principles and strategies in order to give our youth a consistent message on resolving conflicts peacefully.

There are a number of youth-centered conflict resolution programs across the nation that have either originated in the community and moved into the school or originated in the school and moved into the community. Both community-to-school and school-to-community programs make critical linkages that enhance the quality of life in both the home, school, and community. Programs of this type build on and complement both the school and community conflict resolution program, providing a common conflict resolution vocabulary in school and the community. The focus of many parent and community conflict resolution education programs is to reinforce the training received in the schools as well as to provide youth with conflict resolution training through youth clubs, churches, court referral services, and other youth-serving organizations.

### **Four Regional Training Workshops**

To assist schools, youth-serving organizations, community and juvenile justice settings nationwide in implementing conflict resolution programming, the Illinois Institute for Dispute Resolution (IIDR) will provide training and technical assistance based on the Guide. IIDR, working with a number of conflict resolution and educational organizations, will hold four three-day regional workshops to train 400 to 600 participants including community and school teams with youth members. The workshops will provide information on the steps necessary to develop or expand a conflict resolution program, including important factors for successful implementation. The workshops will promote teaming and provide many opportunities for team problem solving to increase the ability of participants being prepared to implement a conflict resolution program. These regional training workshops will be held from September through December 1996.

In upcoming years, the project will focus on offering a variety of training, technical assistance, resource material, and distance learning strategies to increase the ability of schools, youth-serving organizations, and community and juvenile justice groups to provide conflict resolution programming for their youth and staff.

## OJJDP National Satellite Teleconference

# *Conflict Resolution for Youth*

### DISCUSSION ISSUES

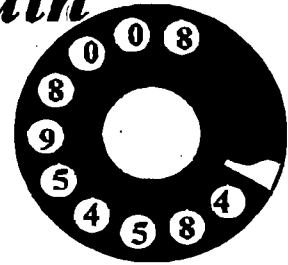
One of the main purposes of a satellite teleconference is to allow participants from across the country to ask questions and express opinions. The following are some of the issues that OJJDP considers pertinent to today's teleconference on conflict resolution for youth. Of course, there may be other issues that you have identified.

- Please take a moment to examine these issues. If some are pertinent to your local situation, please feel free to discuss them with others before the teleconference, during the break, and/or after the teleconference.
  - If you have any questions or comments concerning these or additional issues that you would like to share with other teleconference participants, please call in during the discussion periods.
1. What should be the primary goal of conflict resolution education?
    - the provision of an environment in which each learner feels physically and psychologically free from threats and danger;
    - the provision of equal access and opportunity to each student free from consideration of diversity issues based on race, ethnicity, culture, gender, sexual orientation, physical and mental abilities, or social class; and,
    - the provision of an arena in which all present can find opportunities to work together for their mutual benefit.
  2. Conflict resolution education is the unifying link between social justice, cooperative learning environments, and safe schools. What systematic change(s) are necessary in your community to implement a conflict resolution education program?
  3. If indeed it "takes an entire village to raise a child," then what role must each community group play to ensure individual behavior change through the interrelatedness of conflict resolution education, responsible citizenship, and violence prevention?
  4. What are some compelling and valid reasons for your local school/juvenile justice facility to teach the problem-solving strategies of conflict resolution to youth?
  5. Conflict resolution is one component of a comprehensive safe schools plan. If your school has such a plan, how is conflict resolution being implemented? If your school does not have a plan, how might it incorporate one with conflict resolution as one component?
  6. The successful implementation of a conflict resolution education program requires a strong commitment from the community and the family. What steps have been taken or could be taken in your jurisdiction to ensure community and family involvement?
  7. What kinds of resistance could you expect to encounter in a community or school adopting a conflict resolution program?



# *Conflict Resolution for Youth*

## TELEPHONE PROTOCOL



The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the teleconference.

We will try to get as many calls on the air as possible. If you call in, please be patient. Our operators may be handling other calls. The following information will assist you.

1. If the phone is in the same room as the TV(s), you should lower the volume before you go on the air to reduce noisy feedback.
2. Dial the toll-free number to ask a question or make a comment: 1-800-895-4584.
3. When your call is answered, please state your question to the operator succinctly and clearly.

### **YOU WILL BE PUT ON HOLD.**

4. When you are to be put on the air, another operator will come on the line and ask your home state. She will inform you when you are next on the air and this would be a good time to turn down the sound on your TV.
5. When you are on the air, please state your name, city and state and ask your question loudly and clearly.
6. After you have finished with your conversation, please hang up.

### **\*\*CELLULAR PHONES\*\***

***Please do not use Cellular Phones to place your calls.  
At times, cellular phones produce static interference  
which may result in your being disconnected.***

# *Conflict Resolution for Youth*

## PROGRAM PANELISTS\*

**Shay Bilchik**, Administrator, Office of Juvenile Justice & Delinquency Prevention, U.S. Department of Justice, Washington, DC  
Mr. Bilchik was confirmed by the United States Senate as Administrator of the Office of Juvenile Justice and Delinquency Prevention in 1994. Prior to that time, he served as Associate Deputy Attorney General. Mr. Bilchik's career began in the State of Florida where he worked seventeen years as a prosecutor. As a prosecutor, he served as a Chief Assistant State Attorney and as the coordinator of many special programs, including all juvenile operations as the Police-Juvenile Prosecutor Liaison and the School-Juvenile Prosecutor Liaison.

**Terry Amsler**, Executive Director, Community Board Program, San Francisco, CA  
Mr. Amsler joined Community Boards in 1977, a nationally recognized community, school and youth-serving conflict resolution organization, and has served as Executive Director since 1988. As a leader in the rapidly evolving dispute resolution field, Mr. Amsler has assisted in the development of mediation programs in cities, counties, universities, juvenile facilities, Native American tribes and public schools. Mr. Amsler has presented workshops at the leading national conflict resolution conferences, and speaks throughout the United States on issues of conflict resolution, violence prevention and civic participation. He has recently authored a paper entitled, *Educating for Citizenship: Reframing Conflict Resolution Work in K-12 School*.

**Artemus Carter**, Conflict Resolution Educator, Cleveland, OH  
Mr. Carter has worked closely with conflict resolution programs since the age of nine. As a youth, he became involved with conflict resolution education programs which directly impacted his life. Today, he works with conflict resolution programs and young people in the Cleveland school system.

**Donna Crawford**, Executive Director, Illinois Institute for Dispute Resolution, Urbana, IL  
Ms. Crawford is an experienced public school teacher and administrator, mediator, reality therapist and dispute resolution trainer. Ms. Crawford is a member of the Society of Professionals in Dispute Resolution, National Association of Mediation in Education, the Mediation Council of Illinois, Academy of Family Mediators, the Association of Supervision and Curriculum Development, and the National Association of School Administrators. Donna serves on the National Association of Mediation in Education and the National Institute for Dispute Resolution joint committee to bring conflict resolution programs to Colleges of education. She co-authored *Peer Mediation: Conflict Resolution in Schools* (1991), *Creating the Peaceable School* (1994), and *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth Serving Organizations, and Community and Juvenile Justice Settings* (1996).

**Garry Jackson**, Distinguished Educator, Kentucky Department of Education  
Mr. Jackson is a Distinguished Educator with the Kentucky Department of Education. He is currently a teaching consultant at Eastern High School in Louisville, Kentucky. Prior to becoming a Distinguished Educator, Mr. Jackson was Principal at Woodland Middle School in Kenton County, Kentucky, where he incorporated the peaceable classroom/peaceable school approach. Besides conflict resolution, Mr. Jackson's expertise lies in the following: high performance management, mental mindsets, curriculum development and alignment, and inclusion of exceptional students.

**Linda Lantieri**, National Director, Resolving Conflict Creatively Program, New York, NY  
Ms. Lantieri is an internationally known peace educator, conflict resolution and intergroup relations specialist, keynote speaker and Fulbright scholar. She is currently National Director and co-founder of the highly acclaimed Resolving Conflict Creatively Program (RCCP) for Educators for Social Responsibility. RCCP is dedicated to educating young people in intercultural understanding and nonviolent approaches to conflict. It is the largest school-based program of its kind in the country, operating in 325 schools and reaching over 150,000 young people nationwide. She is recognized as a highly effective advocate at the national level for helping to make our schools, homes and communities caring and violence-free growing environments. Ms. Lantieri is currently co-author of a forthcoming book, *Waging Peace in Our Schools*, to be published in the fall of 1996.

***Program Panelists, (continued).....***

**Bill Modzeleski, Director, Safe and Drug Free School Program, U.S. Department of Education, Washington, DC**

Mr. Modzeleski is responsible for the implementation and administration of drug and violence prevention programs at the U.S. Department of Education and the coordination of these programs with other federal agencies. Mr. Modzeleski assisted in the design of the Safe Schools Act of 1994 and the Safe and Drug-Free Schools and Communities Act. Mr. Modzeleski also served in the U.S. Department of Justice, and has over 25 years of experience at the local and federal levels in the criminal and juvenile justice areas.

**Dan Pedrizzetti, Juvenile Probation Counselor, Harold Holden Ranch, Morgan Hill, California**

Mr. Pedrizzetti is the Director of the conflict resolution program at the Harold Holden Ranch for boys, where he has also been a juvenile probation counselor for 12 years. Prior to this position, Mr. Pedrizzetti did twenty-seven months of volunteer work with the Colorado Youth Authority and 10 years volunteer church work where he worked with young people.

**Pam Riley, Ed.D., Director, North Carolina Center for the Prevention of School Violence, Raleigh, NC**

Dr. Riley has served as Director of the North Carolina Center for the Prevention of School Violence since 1993. Prior to this position, she has 22 years of experience as a teacher, education consultant, and principal in the North Carolina School System. Dr. Riley is the author of *School Violence: Let's Get it Out of Our System!*

**Diane Smith, Teacher, Guilford Middle School, Greensboro, North Carolina**

Ms. Smith teaches 6th - 8th graders at Guilford Middle School in Greensboro, North Carolina. She works closely with at-risk students in Guilford's school-within-a-school program, a conflict mediation program, which she has assisted with implementing county-wide, during the past two years.

**Melinda Smith, Executive Director, New Mexico Center for Dispute Resolution, Albuquerque, NM**

Ms. Smith has 17 years experience in program development and administration, and has developed a range of mediation programs for children and families, including school mediation, mediation in corrections facilities, parent-child mediation and mediation and conflict resolution in the juvenile justice system. Ms. Smith is co-chair of the National Association for Community Mediation and is the author and editor of numerous articles and manuals in the mediation field.

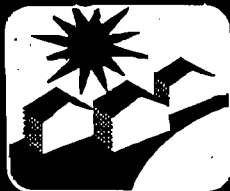
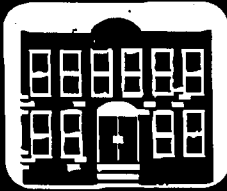
**James Williams, Senior Training Associate, International Center for Cooperation and Conflict Resolution, Columbia University, NY**

Mr. Williams has 25 years of service as a trainer and consultant to business and education professionals on developing conflict resolution skills, and implementing peer mediation programs for youth and adults.

**Bonnie Krasik, Moderator**

Ms. Krasik is the Managing Editor of the NBC-affiliate WLEX-TV in Lexington, Kentucky. She has hosted all five OJJDP satellite teleconferences.

***\*Youth directly involved with each program approach will be available via telephone to answer questions during the call-in segments.***



# **Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings**

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) launched a Youth-Centered Conflict Resolution Initiative in 1994 in support of its goal to make conflict resolution education a permanent and continuous part of the educational curriculum for youth. One key element of the initiative is the curriculum guide, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*.

OJJDP, in partnership with the Safe and Drug Free Schools Program of the U.S. Department of Education, created this guide to increase awareness of conflict resolution education programs as one component of a comprehensive juvenile crime and violence prevention and reduction program in communities. The Guide is designed to teach youth how to handle conflicts without violence and to encourage the development of more programs. Schools and alternative school settings, juvenile justice facilities, community organizations, and other youth-serving agencies will find the Guide useful. It provides the information and tools needed to select and implement a conflict resolution education program tailored to the specific needs of the population to be served.

## **The Guide includes:**

- An overview of the principles of conflict resolution.
- A discussion of the foundation abilities necessary for effective conflict resolution.
- Information on four effective approaches to conflict resolution education: process curriculum, peer mediation, peaceable classroom, and peaceable school, including:
  - Program examples with descriptions of essential elements.
  - Checklists.
  - Sample action plans.
  - Assessment questionnaires.
  - Consultation and training resources.
  - Annotated curriculum resources.
  - A reading list.

- Information on conflict resolution education in alternative school settings and juvenile justice facilities.
- Examples of the relationship between parent and community programs on conflict resolution education and school-based programs.
- Guidance on ways to extend conflict resolution skills beyond the educational setting into students' daily lives.
- A summary of research on conflict resolution education programs.
- Guidance on developmentally appropriate practice and establishing conflict resolution education programs.

Two other components of OJJDP's Youth-Centered Conflict Resolution Initiative in progress are a satellite teleconference on both the theoretical knowledge and the practical experience of experts in conflict resolution and the provision of training and technical assistance to the field through the Illinois Institute for Dispute Resolution.

### **For Further Information**

For copies of *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*, NCJ 160935, and additional information on the teleconference broadcast, write to the Juvenile Justice Clearinghouse, P.O. Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail askncjrs@ncjrs.org.

For information on the training and technical assistance component, write to the Illinois Institute for Dispute Resolution, Quality Learning, Inc., 110 West Main Street, Urbana, IL 61801; call 217-384-4118; fax 217-384-8280; or e-mail dcrawf2949@aol.com.

PRESS RELEASE

Announcing 1996 Fall Conference Schedule  
OJJDP Youth Centered Conflict Resolution Program

**CONFLICT RESOLUTION EDUCATION**  
*Implementing Youth Centered Programs in Schools,  
Communities and Juvenile Justice Facilities*

Increasing levels of juvenile violence have become a national concern. Violence in and around school campuses and conflict among juveniles both in schools and neighborhoods are problematic in particular for school administrators, teachers, parents, community leaders and the public. There are no simple answers to violence in schools and communities, and a multifaceted response is needed. Teaching conflict resolution processes produces a solid basis from which eventually the concept of peaceful resolution will spread into the broader community. The skills learned from conflict resolution education are something youth carry with them throughout their lives, eventually becoming the recognized way of solving disputes—from school fights to international conflicts.

To address this issue, the Office of Juvenile Justice and Delinquency Prevention awarded a grant to the Illinois Institute for Dispute Resolution to provide, in concert with other established conflict resolution organizations, training and technical assistance to communities nationwide for implementing conflict resolution education programs for youth. The intent is to increase the use and integration of conflict resolution programming in schools, juvenile justice facilities and youth service organizations. This training and technical assistance effort centers on a collaborative publication of the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention and U.S. Department of Education Safe and Drug Free Schools program titled, *Conflict Resolution Education: A Guide To Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*.

A National Conference at Four Regional Sites

|                         |                |
|-------------------------|----------------|
| September 29, 30 & 10/1 | Houston, TX    |
| October 17, 18 & 19     | St. Louis, MO  |
| November 15, 16 & 17    | Washington, DC |
| December 1, 2 & 3       | San Diego, CA  |

The conference offers over 40 sessions presented by leaders in the field of conflict resolution education. Among the topics for workshops are "Mediation and Violence Prevention in Justice Settings," "Creating Peaceable Schools," "Effectiveness of Conflict Resolution Programs," "Peer Mediation: Elementary, Middle and High School Programs" and "Life Negotiations." Attorney General Janet Reno and Education Secretary Richard Riley are among the invited keynote speakers.

The conference is designed for teams of participants. Facilitated team planning is provided each day. Teams are encouraged to include youth representatives. The conference registration fee is \$100 per participant. Team discounts are available. The registration fee is waived for youth.

For a brochure and registration information, contact:

Illinois Institute for Dispute Resolution  
110 West Main Street  
Urbana, IL 61801

Phone: 217 384-4118  
Fax: 217 384-8280

National Center for Conflict Resolution Education

110 W. Main Street  
Urbana, IL 61801  
217/384-4118  
Fax 217/384-8280

*Executive Director*  
Donna Crawford

*Education Program Manager*  
Richard Borlino

*Education Program Consultants*  
Toppor Steinman  
Vernessa Gipson  
Fred Schrumpl  
Vickie Brown  
Vivian Garcia-Bruno

*Advisory Board*

*Illinois State Bar Association*  
Dennis Rendleman

*Illinois State Board of Education*  
Michael Mangano  
Michael Kolner  
Marilyn Hall

*Northern Illinois University  
Law School*  
James Allini

*University of Illinois Springfield  
Legal Studies Division*  
Frank Kopecky

*Illinois Principals Association*  
David Turner

*University of Illinois Law School*  
Thomas Mengler

*Illinois Association of  
School Boards*  
Wayne Sampson

*Illinois Association of  
School Administrators*  
Walt Warfield

*University of Chicago Center  
for School Improvement*  
Barbara Williams

**Previous Satellite Teleconferences Broadcast  
by the  
Office of Juvenile Justice and Delinquency Prevention**

***Conditions of Confinement in Juvenile Corrections and Detention Facilities***  
September 1993

***Community Collaboration***  
June 1995

***Effective Programs for Serious, Violent and Chronic Juvenile Offenders***  
October 1995

***Youth-Oriented Community Policing***  
December 1995

***Juvenile Boot Camps***  
February 1996

**For Further Information**

For copies of previous OJJDP programs, please write to the Juvenile Justice Clearinghouse, P. O. Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail [askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org).

For information on future OJJDP programs, contact the Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Bldg., Richmond, KY 40475-3127; call 606-622-6270; fax 606-622-2333; or e-mail [njdadeh@aol.com](mailto:njdadeh@aol.com).

# Conflict Resolution for Youth

## TELECONFERENCE DATA AND EVALUATION FORM

Directions: Please provide the information requested in this questionnaire regarding teleconference evaluation.

### Part I: PARTICIPANT INFORMATION

1. Gender  
☐ Male      ☐ Female
2. Age  
☐ 20-30      ☐ 31-40      ☐ 41-50      ☐ 51 & above
3. College Degree  
☐ None      ☐ BA/BS      ☐ MA/MS      ☐ Doctorate      ☐ Other (Describe): \_\_\_\_\_
4. Current Position  
☐ Upper Management      ☐ Mid-Management  
☐ Line Staff      ☐ Other (Describe): \_\_\_\_\_
5. Years in Current Position  
☐ Less than 3      ☐ 4-6      ☐ 7-10      ☐ More than 10
6. Years Experience in Youth-Related Programs  
☐ Less than 3      ☐ 4-6      ☐ 7-10      ☐ More than 10

### PART II: CONFERENCE EVALUATION (Circle the number that best reflects your rating.)

|                                                                                                                                                                     | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|---|---|---|---|----------------|---|
| 7. Local Site Facilitation<br>The facilitator was knowledgeable and responsive to participants' concerns.                                                           | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 8. Participant Materials<br>The material was relevant to defining and conceptualizing conflict resolution approaches and is likely to be used as a future resource. | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 9. Viewing Site<br>The conference room was comfortable and appropriately arranged for clear viewing and hearing.                                                    | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 10. Television Sound<br>The televised sound was audible and clear.                                                                                                  | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 11. Broadcast Reception<br>The television image was sharp                                                                                                           | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 12. Television Visuals<br>All visuals were readable and clear (charts, graphics, diagrams, etc.)                                                                    | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 13. Panelist Effectiveness — Topic<br>The panelists were knowledgeable about the topic.                                                                             | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 14. Panelist Effectiveness — Implementation<br>The panelists were knowledgeable about program implementation.                                                       | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 15. Panelist Effectiveness — Delivery<br>The panelists were clear and effective in presenting their points.                                                         | 1                 |   | 2 |   | 3 |   | 4              | 5 |
| 16. Presentation of New Ideas<br>I acquired new knowledge, information, and ideas.                                                                                  | 1                 |   | 2 |   | 3 |   | 4              | 5 |

## - BROADCAST DATE: May 29, 1996