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# Conflict Resolution Degree Programs

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Settling the Unsettling: Understanding and Resolving Conflict (First Edition) Maklu

This fully revised and updated second edition builds upon the original vision of the first, which was to give voice to diverse and inclusive perspectives, identities, and practices and to enact the principle that student conduct and conflict response must be based upon foundations of social justice and restorative justice to disrupt and transform overly legalistic and escalated management applications in student conduct administration. The Spectrum Model (Schrage & Thompson, 2008) approach centers advocacy for inclusive conflict excellence by expanding traditional adjudication pathways to include dialogue, conflict coaching, mediation, restorative practices, and shuttle diplomacy for a more robust and inclusive expression of conflict and conduct practices. In the intervening decade, this co-edited work has become more relevant than ever as colleges and universities continue to be the targets of litigation, activists, lawmakers and public officials who have, for instance, changed the Title IX rules for responding to sexual misconduct. Civility, hate crimes, activism, immigration, nationalism, and free speech are all again on the forefront of challenges impacting the current campus climate. New chapters cover these and other issues including the unprecedented COVID-19 pandemic response and impact on equity and justice in higher education, and amplified calls for racial justice and police reform. The book is further enhanced by chapter case studies, summaries and questions for dialogue, to encourage further reflection by the reader and bolster the usefulness of the work as a textbook and campus training guide. The second edition is a must-have resource for broad stakeholders invested in inclusive conflict excellence and principled leadership in education in the midst of a shifting and increasingly polarized landscape. This includes legal counsel, higher education presidents, senior student affairs administrators and faculty leadership as well as student conduct practitioners across conduct boards, hearing and appeal officers, residential and organizational staff engaged in student facing campus climate work. Reframing Campus Conflict further offers transferable content that supports inclusive conflict excellence inquiry and application in graduate programs, K-12, special education and human resource management practices. This book is for all educators, administrators, practitioners and leaders committed to engaging campus conflict work through the inclusive lenses of social, restorative, transformative and procedural justice. This is also available as a set with Student Conduct Practice, Second Edition.

Face to Face IGI Global

Sponsored by the National Institute For Dispute Resolution and the National Association for Mediation in Education An invaluable staff and program development tool. The research references, discussion topics, training modules, and applications provide educators with a strong foundation for skill building and program development. I highly recommAnd this training manual to educators who are planning conflict resolution programs in their schools. ?Paul Wiley, principal, Crocker Elementary School, Amherst, Massachusetts Based on material developed by the National Institute for Dispute

Resolution (NIDR) and the former National Association for Mediation in Education (now merged with the NIDR Youth Program), this practical resource guide shows educators how to diagnose conflicts, handle difficult confrontations, and implement appropriate mediation and problem-solving strategies.

*Kids Working It Out* Corwin Press

Based on the principles of cooperation and problem solving, conflict resolution helps students solve problems themselves by identifying underlying needs and finding solutions that meet everyone's interests to the fullest extent possible. With an easy-to-use workbook format. Students Resolving Conflict Research Press (IL) Research focusing on conflict resolution education (CRE) programs has established causal links between academic achievement and students who have received conflict resolution training in school. Conflict resolution education programs help students develop toolkits of conflict resolution skills such as communication, active listening, and problem solving skills in order to develop integrative approaches to conflict resolution based on cooperative negotiation and mediation procedures, as well as develop more positive attitudes towards conflict. Not only will implementation of such programs lead to higher academic achievement but will help students deal with conflict, both in and out of school, in a more positive and constructive manner. The purpose of this research study is to understand how three specific conflict resolution education programs came into existence, how they were designed and implemented, and how they have been evaluated and sustained. With respect to the overall field of conflict resolution education, the goal will be to shed light on how and why conflict resolution education came to be an important component of these three educational settings so as to provide insight into how the practice of conflict resolution education can be adapted to fit the needs of other educational institutions. Ultimately, the goal will be to provide justification for the expansion of conflict resolution education throughout the education sector, both domestically and globally, and to establish best practices in the design and implementation of new programs. Analysis of the three programs will be based on the following central themes: Understanding the theory behind the conception of the program. Seeking to understand the development and implementation of the programs. Learning how the programs have been evaluated and sustained. Assessing how effective the programs have been in terms of the impact they might have made on the overall school climate and the extent to which correlations can be drawn between the operation of the programs and dependent variables such as academic achievement, communication skills, discipline referrals, suspension rates, school violence, and attendance/drop out rates.

**Conflict Resolution Communication** Routledge Conflict is a normal and predictable part of life. How we respond to it, however, determines whether or not the conflict will be destructive. 'Mediating Interpersonal Conflicts' is an up-to-date presentation showing how the techniques of negotiation and mediation can be applied in resolving a wide range of conflicts in families, communities, schools, and workplaces. Dr. Umbreit not only clearly outlines the communication, negotiation, and mediation skills involved in effective resolution of interpersonal conflict, he moves the reader

beyond the mechanics of mediation to what he calls a journey of the heart through a humanistic mediation model that addresses the emotional context of the conflict.

*Creating a Sustainable Vision of Nonviolence in Schools and Society* ASCD

Among the greatest challenges faced by teachers and administrators are how to communicate effectively with students and how to resolve conflicts between them. *Face to Face* discusses the communication skills and conflict resolution principles necessary for the smooth functioning of schools and the effective teaching of students. The authors present a number of methods for improving teacher-student communication including: the use of reflective listening; open-ended questions; mediation programmes; problem-solving models; and interactive exchange. The book establishes a correlation between good communication skills and positive student outcomes, and offers practical tips that will help improve communication in the school.

*The Handbook of Conflict Resolution Education* Jossey-Bass

This book provides practical strategies for teaching conflict resolution skills that help prevent bullying and violence for a safe and peaceful school environment.

*Preventing and Reducing Violence in Schools and Society* Ibidem Press

In this volume, scholars from different disciplines join together to examine the overlapping domains of conflict and collaboration studies. It examines the relationships between ideas and practices in the fields of conflict resolution and collaboration from multiple disciplinary perspectives. The central theme is that conflict and collaboration can be good, bad, or even benign, depending on a number of factors. These include the role of power, design of the process itself, skill level and intent of the actors, social contexts, and world views. The book demonstrates that various blends of conflict and collaboration can be more or less constructively effective. It discusses specific cases, analytical methods, and interventions, and emphasizes both developing propositions and reflecting on specific cases and contexts. The book concludes with specific policy recommendations for many sets of actors—those in peacebuilding, social movements, governments, and communities—plus students of conflict studies. This book will be of much interest to students, scholars, and practitioners of peace and conflict studies, public administration, sociology, and political science.

*Conflict Resolution in the Schools* Research Press

Nowadays, mediation education is implemented at all levels in society: from kindergarten and primary school education ('peer mediation') to university and post-graduate master programs. The length and intensity varies tremendously: from two day courses, to two year programs. In this respect, mediation is comparable to sports or the fine arts. One can practice this intuitively, and with basic training at grass roots level, further develop this at the professional level, and become a master in mediation. On the professional level, mediation is a respected part of the judicial process and the mediator is recognized as a full partner in the process of conflict management and dispute resolution - an expert with specific knowledge and skills to assist as a third party. To achieve this, a high quality education in mediation is essential.

Otherwise, mediation will be seen, particularly by other professions and professionals, as a 'soft skills' and a secondary service. At the professional level, how should an education be developed? What roles should universities play in mediation education? What are the trends and what are the necessary steps to take, to further develop this young profession into evidence-based practices? These questions formed the theme of an international symposium in Utrecht - "Mastering Mediation Education" - organized by the Universities of Utrecht and Leuven. The mediation topics discussed at the symposium are presented in this book.

**Peer Mediation** Wipf and Stock Publishers  
Educational resource for teachers, parents and kids!

*Peer Mediation* Scarecrow Press

This widely used conflict resolution programme is designed for use with upper elementary and middle school students. Through the conflict resolution strategies of mediation, negotiation, and group problem solving, students learn to recognise, manage, and resolve conflicts in peaceful, non-coercive ways. This guide includes 63 learning activities and step-by-step teaching procedures.

*From Power Struggles to Conflict Resolution* DIANE Publishing

Drawing on recent international developments in criminal justice, *Restorative Approaches to Conflict in Schools* highlights the long-term ineffectiveness of punitive models of discipline in education contexts and examines an alternative approach, underpinned by the principles of restorative justice. This approach provides an opportunity for adults and young people to engage with a range of processes such as group conferencing and peer mediation, whereby: conflict and harm are confronted and repaired; a future rather than past orientation is developed; relationships are built upon the values and attitudes of respect, inclusion and equality; pupils learn inter-personal and problem solving skills as well as social responsibility; staff develop skills and confidence in working restoratively; the risk of future/repeat problems is minimised; and a positive school ethos is developed. These approaches have proven to be highly effective in criminal justice systems around the world, and are beginning to be applied more widely in educational contexts. This edited volume draws together for the first time contributions from an interdisciplinary field of international experts and practitioners on the subject, and offers both critique and guidance in order that the implementation of restorative approaches in schools may be undertaken thoughtfully and sustainably. This exciting new text will be a key reference book for locating contemporary, international and interdisciplinary debate in the field.

**Peer Mediation** Routledge

*Settling the Unsettling: Understanding and Resolving Conflict* provides those in conflict and dispute resolution programs with foundational skills in this specialized area of human relations training. The text introduces the different components of disputes, describes how to identify these factors, and how to use this knowledge to resolve difficult situations. It helps readers understand what conflict is,

consider ways it can be handled, and make choices on how to deal with difficult situations in their own lives. Special features of the text include "Knowledge Builders" and "Discussion Points" that help students express their perceptions of conflicts and evaluate disputes, as well as "Thought Motivators" that better explain concepts, connections between them, and how they relate to students' lives. These can be used in class or as assignments. Students will also be able to create a Personal Conflict Profile (a conflict resume). Practical in its approach and written specifically for programs and courses in dispute and conflict resolution, *Settling the Unsettling* helps students and trainees understand the elements of conflict and learn to manage and assist others in resolving disputes peacefully. Dave Wolffe was an educator with the New York City Department of Education for over 30 years, serving as a teacher and guidance counselor. For the past ten years, he has been an adjunct lecturer at John Jay College of Criminal Justice in New York City, where he teaches a course in dispute resolution. Mr. Wolffe holds a Masters Degree in education from Queens College. He developed a violence prevention program for high school students entitled The Anger Management Power (A.M.P.) Program, which has been used in seminars and served as the basis for his book *Peace: The Other Side of Anger*. Dave is also a certified mediator.

[Restoring Harmony](#) Lulu.com

A nonviolent environment provides many benefits to its population. Although all industries can reap the rewards of nonviolence, its positive impacts can particularly be examined in applied disciplines like conflict resolution, child development, criminal justice, and social work. *Creating a Sustainable Vision of Nonviolence in Schools and Society* is a unique reference source that discusses the value that nonviolent spaces can add to educational institutions and societies. Featuring extensive coverage on relevant topics including conflict skills, intersectional dialogue, mentoring, co-existence, and police brutality, this is an outstanding resource of academic material for educators, academicians, graduate students, and researchers seeking to expand their knowledge on nonviolent methods and techniques for educational environments.

[Reframing Campus Conflict](#) Rowman & Littlefield Examines developments in the community mediation field over the past two decades & reviews the field's major achievements & ongoing challenges. The evolution of the field,

the diversification of services, & major resources available to the field are reviewed & research findings dealing with community mediation are also examined. Information for the report was obtained from: a review of literature in the field, an examination of materials obtained from programs across the country, discussions with experts in the field, & site visits to innovative programs in CA, NY, & NC. Charts & graphs. Resource listing.

[ALTERNATIVE DISPUTE RESOLUTION \(ADR\) HANDBOOK FOR LOWER ELEMENTARY SCHOOLS](#) Beacon Press

Positive school culture is at the heart of effective teaching and learning. As such, improving a school's culture is a critical component to school transformation. This resource provides school leaders with a concrete professional development plan for staff and students designed to eliminate power struggles in order to improve school culture. *Conflict Diagnosis and Alternative Dispute Resolution* Good Year Books

Program for helping secondary school students acquire skills in conflict resolution.

**Collaborative Approaches to Resolving Conflict** DIANE Publishing

Kids who understand how to manage conflict successfully can transform their schools into safer and kinder places to learn. *Kids Working It Out* offers educators and parents a guide to the most current and effective school-based conflict resolution programs and shows how these programs can make a positive difference in our schools. Throughout the book, students and teachers share their stories of what it's really like in today's schools and reveal how Conflict Resolution Education, has shaped their experiences. *Kids Working It Out* covers a wide range of topics-- curriculum integration, peer mediation, restorative justice, and others-- and shows what it takes to implement an effective program in any school, and any community.

*Restorative Approaches to Conflict in Schools* SAGE Publications

"Philip Gamaghelyan relies on participatory action research and collective autoethnography to expose patterns of exclusion and marginalization as well as the paradoxical reproduction of conflict-promoting frames in current conflict-resolution practice applied to the Nagorno-Karabakh and Syrian crises. He builds on the work of postmodernist scholars, on reflective practice, and on discourse analysis to explore alternative and inclusive strategies with a transformative potential." -- [Creating the Peaceable School](#) Corwin

"Starting from the principle that systems and models are vehicles through which to act on our values, and by focusing on such core values as the commitment to student development, freedom of expression, diversity, accessibility, individual rights and shared responsibilities in a community of learners, the contributors reveal the utility and contemporary relevance of a number of underutilized resolution practices. Part I provides a framework for transforming student conduct administration using conflict resolution methods and social and restorative justice practices. Part II devotes a chapter to explaining each of the

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seven "Spectrum Model Pathways" to conflict resolution that form the core of this book: Dialogue, Conflict Coaching, Facilitated Dialogue, Mediation, Restorative Justice Practices, Shuttle Diplomacy, and traditional formal student conduct processes informed by social justice theory. Part III provides practical application tools for the ideas presented in this text, including discussion of change management and assessment, and concludes with an overview of programs from across the country using inclusive conflict resolution methods in student conduct work."--From publisher description.