INTERNSHIP CULMINATING PROJECT

Katharine Sandvick

- **19 second grade students**
- **4 lessons covering topics related to resolving conflicts**
  - "What makes me pop" Reflecting on emotions
  - "Temperature of the problem" Assessing size of problem
  - "I statement puzzles" Using I statements to express feelings
  - "How to Compromise" Practicing the skill of compromising

Conflict Resolution

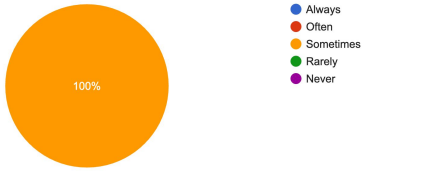
Data Sources

- The first existing data source is the need for small group counseling in this second-grade class.
- Q1- 202 referrals, 66 were from Ellsworth's room & Q3-170 referrals, 53 were from Ellsworth's room.

NEEDS ASSESSMENT TEACHER

The students in your class can resolve a conflict between themselves without involvin

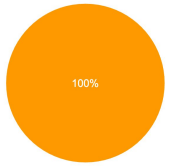
1 response



Always
Often
Sometimes
Rarely
Never

The students in your class use successful strategies for peer conflict resolution

1 response



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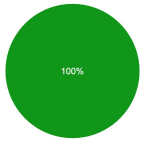
You make it through the day without having to mediate a conflict.

1 response



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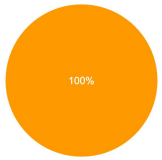
The students in your class seek resolutions as opposed to escalating situations.

1 response



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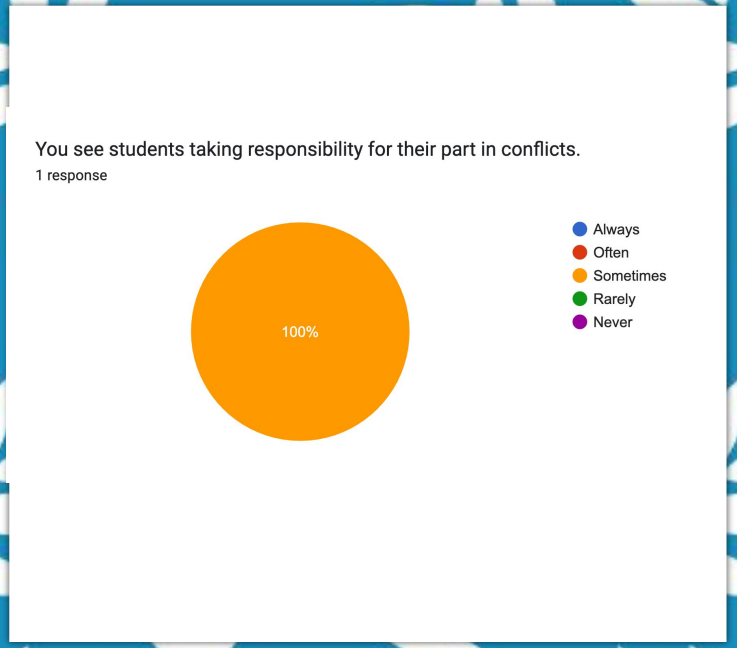
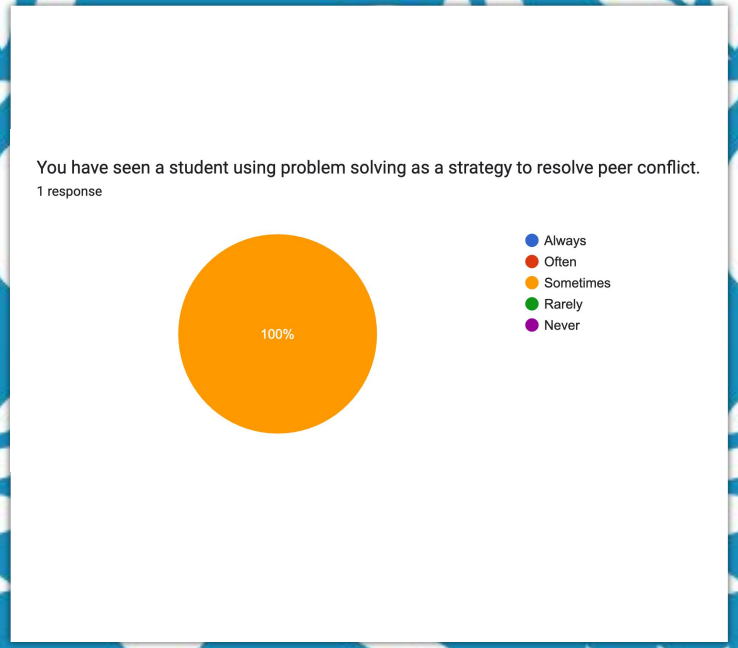
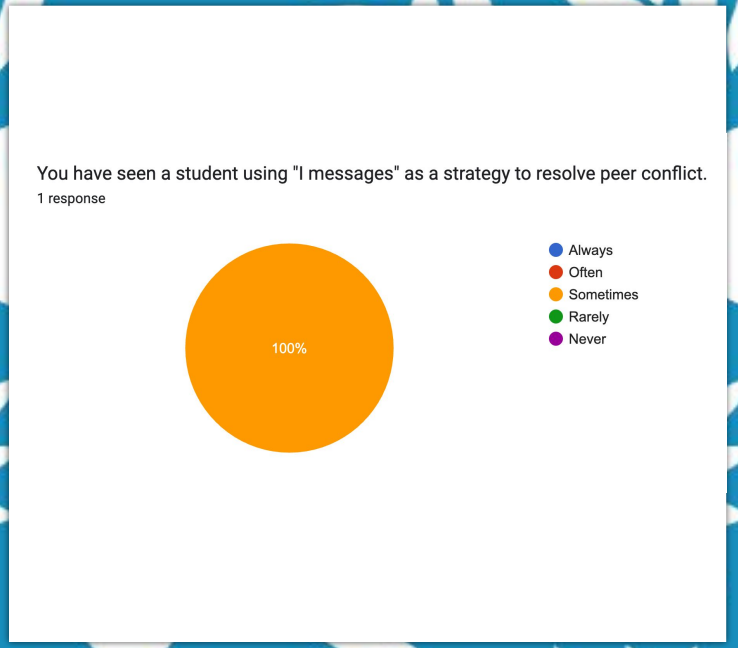
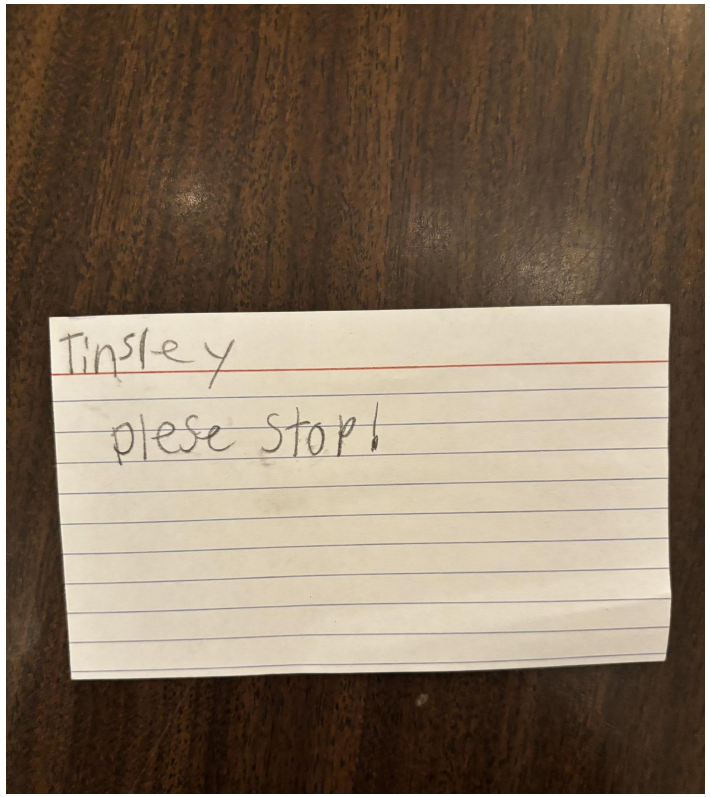
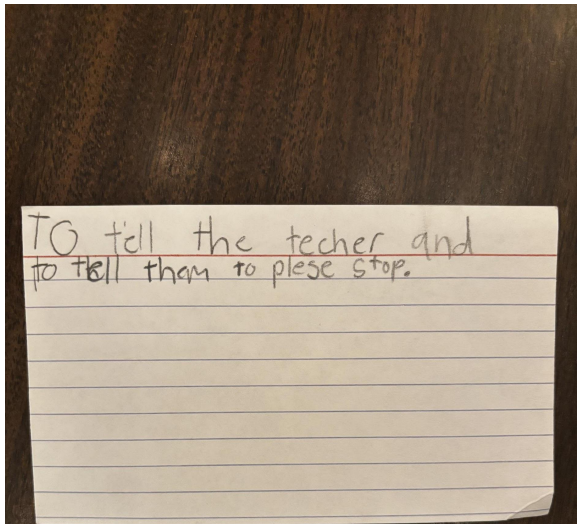


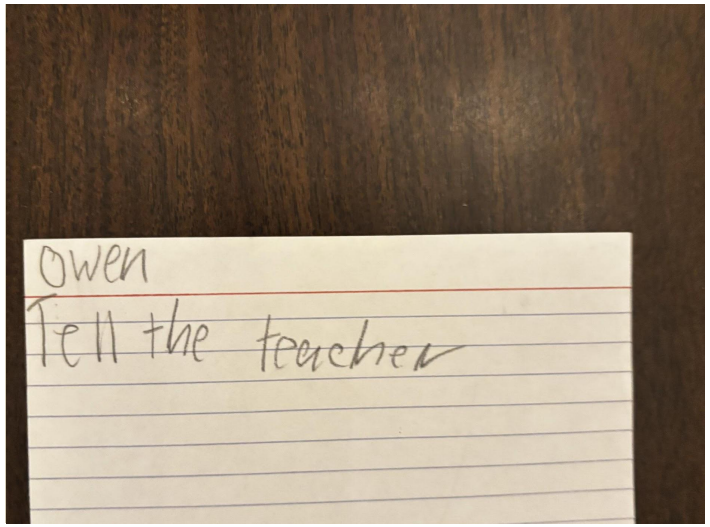


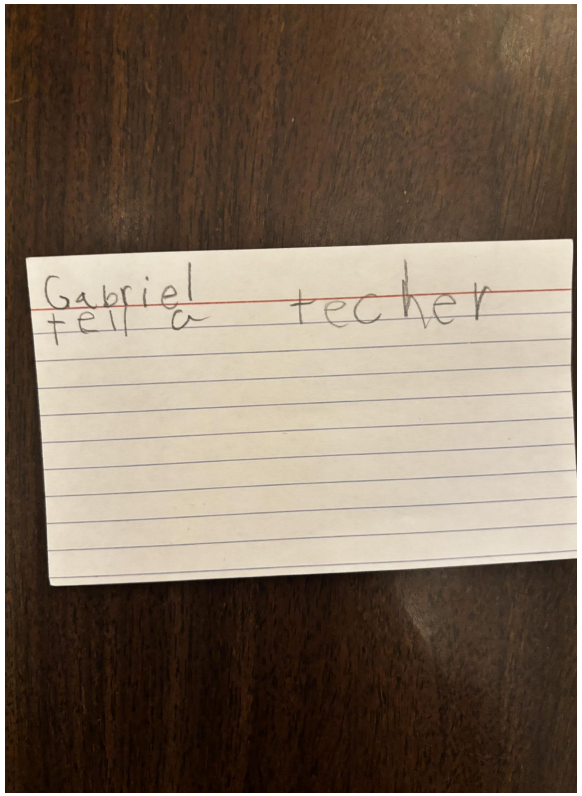


NEEDS ASSESSMENT-TEACHER









Needs Assessments- Students

- Pre-Test
  - The students were given a notecard during the first lesson. They were asked how they would handle a scenario of a friend not following the rules of a game at recess.
  - Many students wrote "tell the teacher" and this was something that this group needed to work on with conflict resolution and learn strategies to work things out on their own.

AIA Alignment

COUNSELING PREVENTION

- Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.

DIVERSITY & ADVOCACY

- Cultivates cultural sensitivity in others.

ASSESSMENT

- Assesses barriers that impede students' academic, career, and social/emotional development.

ASCA:

ASCA Mindsets and Behaviors: file:///ASCA Mindsets and Behaviors

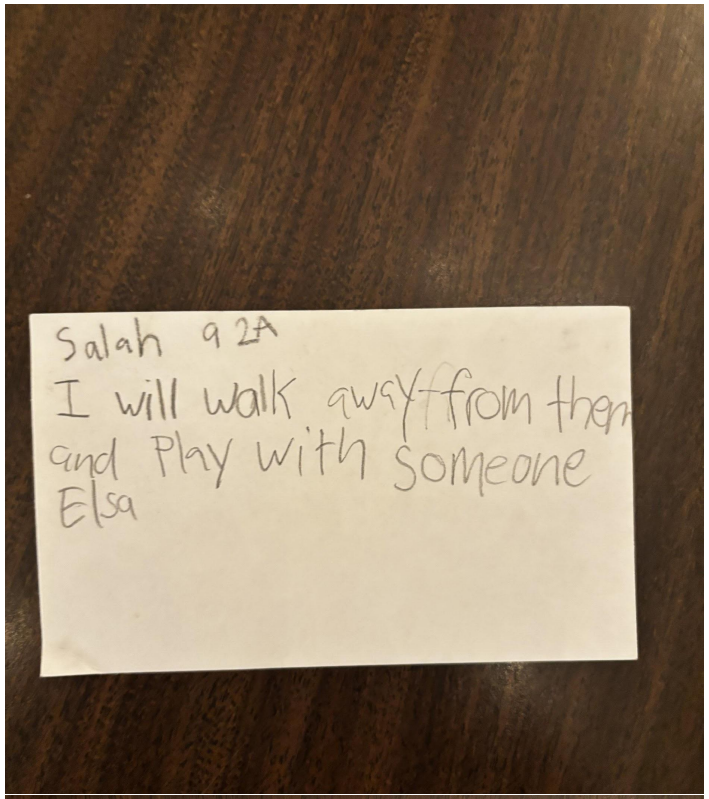
i. **B-SMS 2. Self-discipline and self-control**
   - Students will learn these skills in the lessons. Students need self-discipline and self-control to be able to resolve conflict in their everyday life.

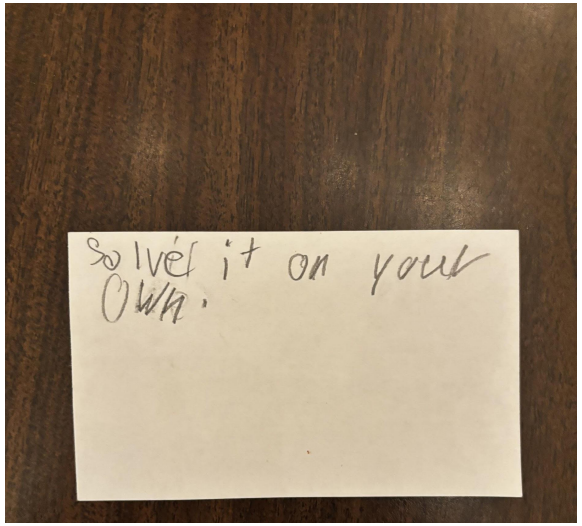
ii. **B-SMS 1. Responsibility for self and actions**
   - It is important for students to be reflective and see their part in causing and resolving conflict.

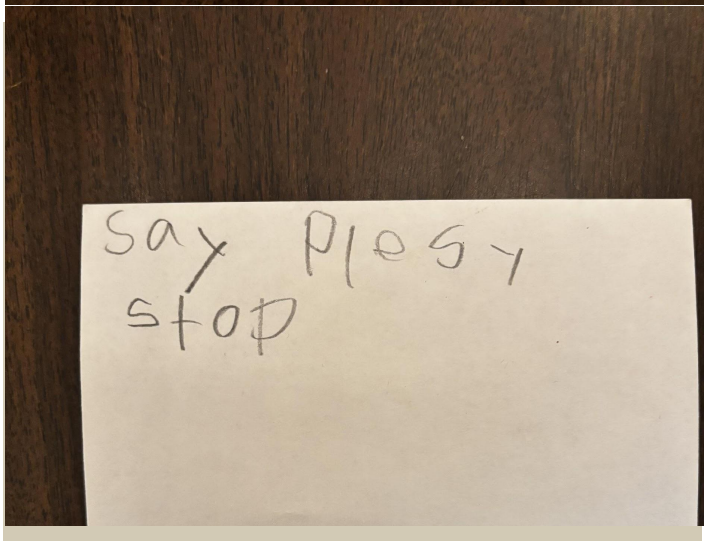
iii. **B-SS 2. Positive, respectful and supportive relationships with students who are similar and different from them**
   - Often, conflict among students involves differences of opinions, beliefs, experiences and engagements. Students will build upon these skills in the lessons to improve their ability to deal with conflict.

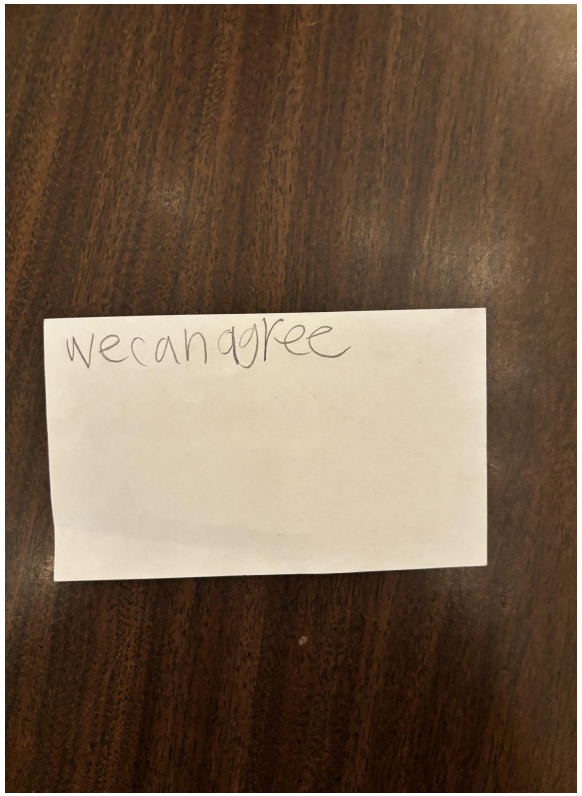
Cultural Sensitivity

- Cultural differences in how families go about resolving conflict
- Differentiated instruction to meet students' unique needs
- Diverse representation
- Respectful and inclusive environment









Student Evaluation

Post Test

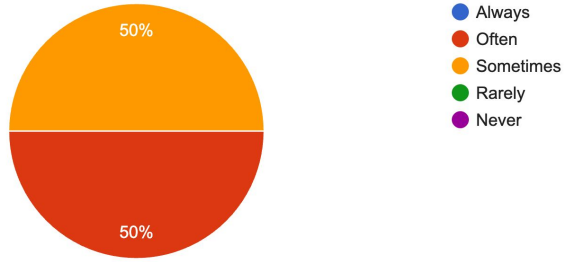
- The students were given the same notecard they were given during the first lesson.

Teacher Evaluation

Saw improvement

The students in your class can resolve a conflict between themselves without involving an adult.

2 responses



Saw improvement

The students in your class seek resolutions as opposed to escalating situations.

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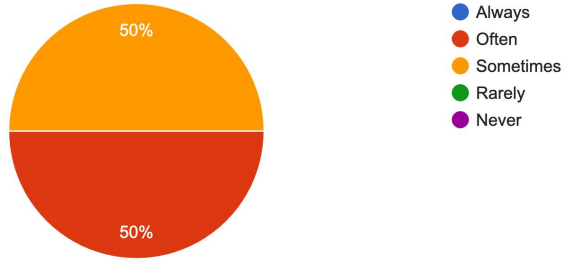
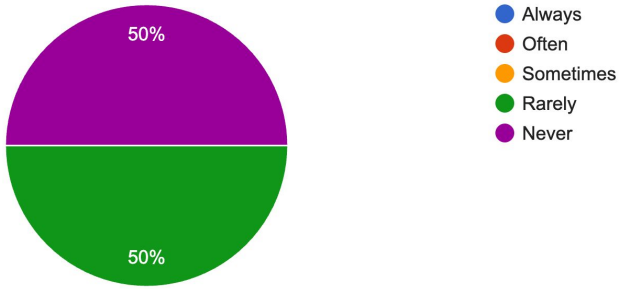


Did not improve

You make it through the day without having to mediate a conflict.

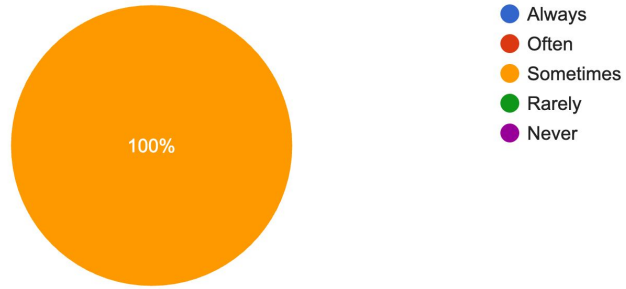
2 responses



Stayed the same

The students in your class use successful strategies for peer conflict resolution.

2 responses

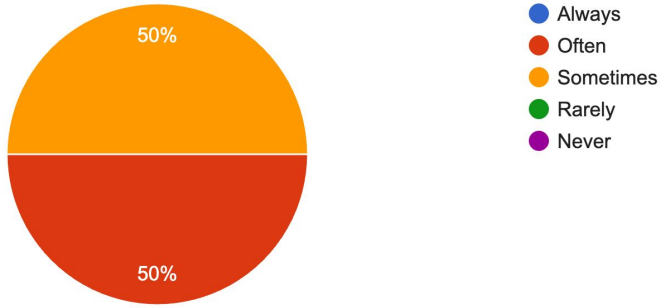


Teacher Evaluation

Saw improvement

You have seen a student using "I messages" as a strategy to resolve peer conflict.

2 responses



Stayed the same

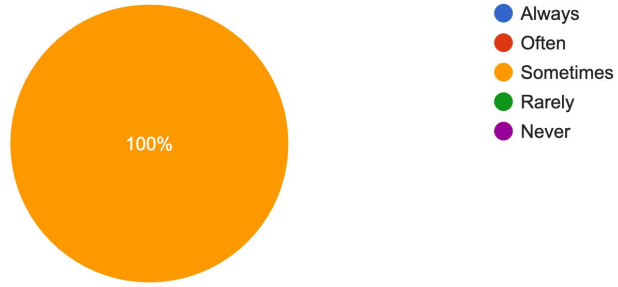
You have seen a student using problem solving as a strategy to resolve peer conflict.

2 responses

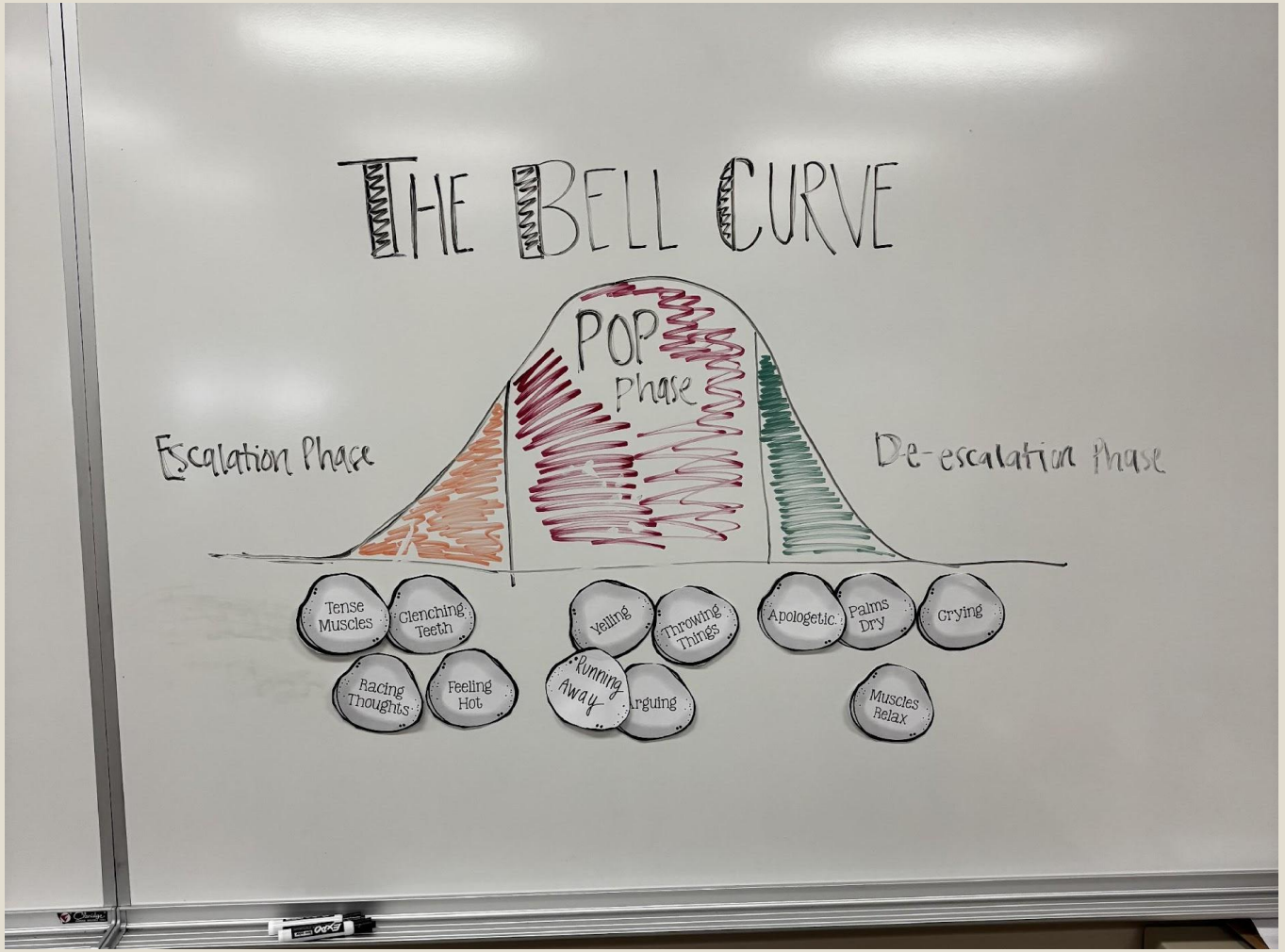
Stayed the same

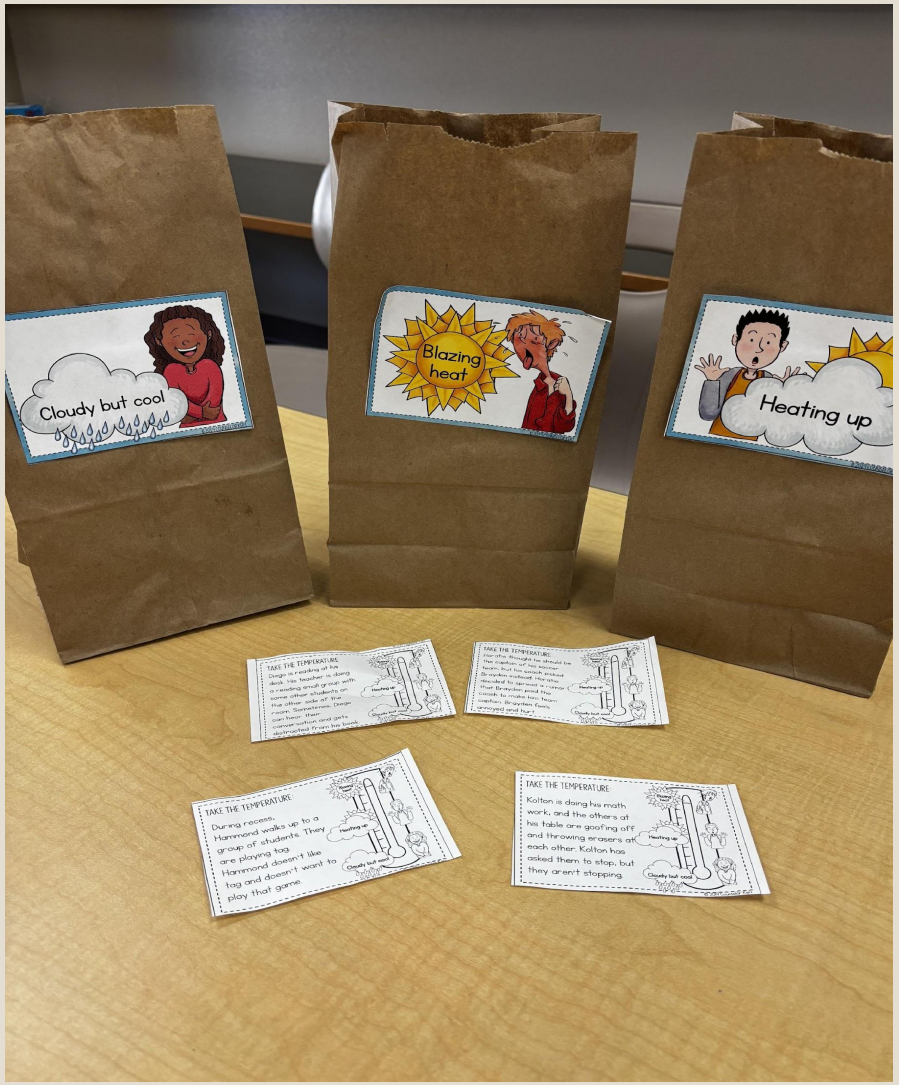
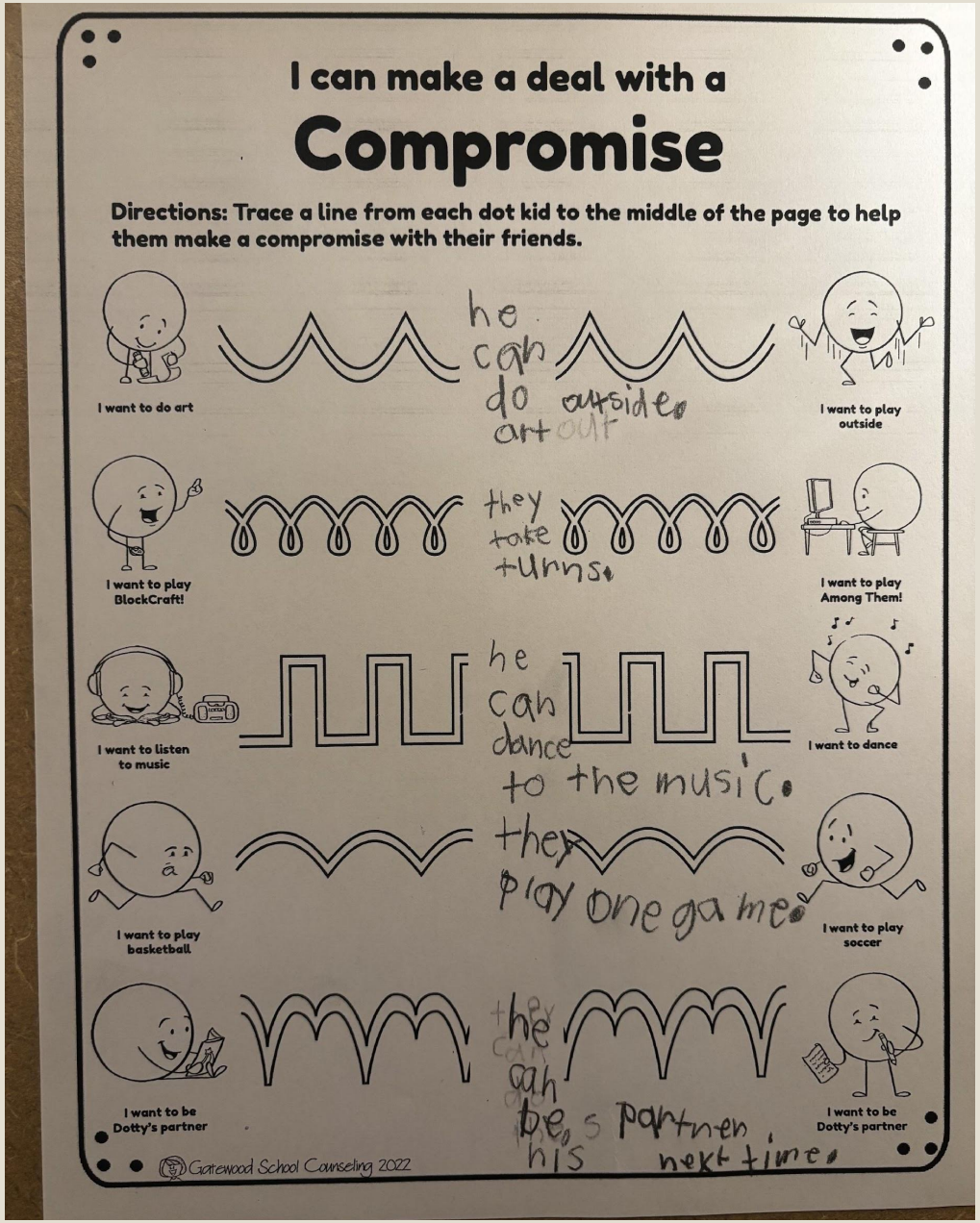
You see students taking responsibility for their part in conflicts.

2 responses



Artifacts/Pictures





Artifacts/Pictures