

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	To Del M. Bartee from Patricia E. Romani re: Appt. request - Lantieri, Linda (partial) (1 page)	07/16/94	P6/b(6)

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Carol Rasco (Meetings, Trips, Events)
 OA/Box Number: 5041

FOLDER TITLE:

RCCP [Resolving Conflict Creatively Program] (CHR's Office) 19 July 1994 4:15-4:45 pm

rw179

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Withdrawal/Redaction Marker

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For a complete list of items withdrawn from this folder, see the
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EXECUTIVE OFFICE OF THE PRESIDENT

16-Jul-1994 10:41am

TO: Del M. Bartee
FROM: Patricia E. Romani
Domestic Policy Council
SUBJECT: Appt. request - Lantieri, Linda

Date 19-Jul-1994 Appointment with RASCO, CAROL H
Room No. Bldg. Requested by Phone #
2FL/WW WH Patricia E. Romani (202) 456-2216

Comments:

TIME	VISITOR'S LAST, FIRST NAME	BIRTHDATE	SOC. SEC. #
04:15pm	Lantieri Linda	P6/b(6)	[REDACTED]

Resolving Conflict Creatively Program National Center

JUL 11 REC'D

esr

EDUCATORS

for

SOCIAL

RESPONSIBILITY

*It is possible to live in peace
- M. Gandhi*

July 8, 1994

Carol Rasco
Assistant to the President
Domestic Policy Council
The White House
Washington, D.C. 20500

Dear Ms. Rasco:

Thank you for agreeing to meet with me on July 19th, from 4:15 to 4:45. I am excited about this opportunity to explore with you how we can work together to make our nation's schools and communities violence-free zones of learning and cooperation.

Enclosed is a brief description of the work we do at the Resolving Conflict Creatively Program as well as three articles that highlight our Program and may be of interest to you. Please let us know if you would like further information.

I look forward to meeting you.

Sincerely,



Linda Lantieri
National Director

enc.

Linda Lantieri, Director

Resolving Conflict Creatively Program National Center

esr

EDUCATORS
for
SOCIAL
RESPONSIBILITY

*It is possible to live in peace
- M. Gandhi*

July 7, 1994

Ms. Pat Romani
The White House
Domestic Policy Department
Via Fax: (202) 456-2878

Dear Ms. Romani:

In response to your request, Linda Lantieri's birthday is [P6/b(6)] her
social security number is [P6/b(6)]

We regret to inform you that Larry Dieringer, the Executive Director of the
Resolving Conflict Creatively Program National Center, will not be able to
attend with Linda the meeting scheduled for July 19, 1994 with Carol Rasco.

Thank you for your time and assistance.

Sincerely,

Cassandra Bond

Linda Lantieri, Director



**Resolving Conflict Creatively Program
National Center**

**an initiative of
Educators for Social Responsibility**

Jerry Lynne Staton
Route 1 Box 154
De Witt, Arkansas 72042

July 7, 1994

Dear Barnes & Ruby,

The "Walk to Emmaus" is a weekend of spiritual renewal with many beautiful gifts and surprises. One of the surprises is the mail that persons attending receive from their loved ones. Linus Coile is going to attend a "Walk to Emmaus."

As sponsors, we are responsible for contacting family and close friends and asking them to send a note or letter to Linus so that she will receive it during this special weekend. Since it will be a total surprise, we sometimes have to do a little detective work in order to get names and addresses of persons from whom we need help.

Perhaps you'd like to pass this along to someone you know that Linus would like to hear from.

This letter is an opportunity for you to express your appreciation of Linus and what your relationship with her has meant and means. You might want to recall some humorous event or some happenings that has been special to the two of you. This is a letter of love and Will Be Read Only By The Person To Whom You Write.

Would you help make Linus's "Walk to Emmaus" special by doing the following

1. Write a letter to Linus and sign it.
2. Put it into an envelope and seal it.
3. Write Linus's full name (but not yours) on the envelope.
4. Put the envelope in a larger envelope and mail it to us prior to July 19, so we can get it to the proper place on time.

This should be a complete surprise to Linus, so please help make it special by keeping "mum" until it's all over.

We hope you'll help by sending a letter for Linus. It will be greatly appreciated.

Thank you.

Sincerely,

Jerry Lynne Stator

Jerry Lynne Stator

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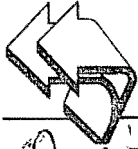
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SELDANE-D®

(terfenadine, pseudoephedrine HCl)

Don't know if you know
Linae Bidday Coile or not.
Her husband is a Methodist
minister ^{in Mississippi} and they have 2
children. She is a dental
hygienist.
If you feel like it write
her a note -



The Resolving Conflict Creatively Program

**in the
New York City Public Schools**

By William DeJong, Ph.D.

Clinton Presidential Records Digital Records Marker

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Resolving Conflict Creatively Program National Center

esr
EDUCATORS
for
SOCIAL
RESPONSIBILITY

*It is possible to live in peace
— M. Gandhi*

..You know as I do that it is shameful that our children are murdered. A child is murdered every two hours, 24 children—equivalent to a classroom full—are murdered every few days. This is unacceptable in a nation that pretends to be decent and moral and to offer fair opportunity. We are committed to working with you on a range of strategies to see that the violence against our children is stopped, that our schools can be turned back into places of nurturance and learning rather than the war zones which many of them are...I hope that we can begin to deal with violence through trying to teach our children that violence is not the way to resolve conflicts. The kind of anti-violence curriculum that Linda Lantieri and others have been working on in your schools is so crucial. I hope the Resolving Conflict Creatively Program can be put into every classroom in America, because we are not going to deal with the violence in our communities, in our homes, in our nation, until we begin to deal with our basic ethic of how we resolve disputes and begin to place an emphasis on peace as the way in which we relate to each other.

*—Marian Wright Edelman
President, Children's Defense Fund
National Violence Prevention*

THE RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP) is a pioneering school-based program in conflict resolution and intergroup relations that provides a model for preventing violence and creating caring, learning communities. RCCP shows young people that they have many choices besides passivity or aggression for dealing with conflict; gives them the skills to make those choices real in their own lives; increases their understanding and appreciation of their own and other cultures; and shows them that they can play a powerful role in creating a more peaceful world.

RCCP began in 1985 as a collaboration between Educators for Social Responsibility/New York chapter and the New York City Public Schools. In the past eight years, the program has developed into a highly effective partnership between a public and private agency. It is now the largest program of its kind in the country. This year RCCP will serve 4,000 teachers and 120,000 children in 300 schools nationwide, including New York City and four diverse school systems which are in various stages of replication: the Anchorage School District; the New Orleans Public Schools; the Vista Unified School District in Southern California; and the South Orange-Maplewood District in New Jersey.

The overall goals of the RCCP National Center are:

- to prepare educators to provide high quality instruction and effective school programs in conflict resolution and intergroup relations in a variety of settings across the country.
- to transform the culture of participating schools so that they model values and principles of creative, non-violent conflict resolution.

(over)

Linda Lantieri, Director

The program's primary strategy for reaching young people is professional development of the adults in their lives—principals, teachers, and parents. Through RCCP, we work intensively with teachers, introducing them to concepts and skills of conflict resolution, and continue supporting them as they teach those concepts and skills in an ongoing way to their students. RCCP provides teachers with in-depth training, curricula, and staff development support; establishes student peer mediation programs; offers parent workshops; and conducts leadership training for school administrators.

An independent evaluation of RCCP released in May 1990 by Metis Associates found the program to be exemplary. Over 98% of the teachers agreed that mediation gave children who were trained as mediators an important tool for dealing with everyday conflicts between students and 71% of the teachers surveyed said the program led to less physical violence in the classroom.

The New York City RCCP has just been awarded a three year grant by the Centers for Disease Control to conduct an extensive evaluation of the program. This evaluation will look at the impact of the program on young people, the readiness of teachers, and the levels of importance of each program component. The National Center will work closely with RCCP New York to learn from the evaluation results and to create appropriate evaluation instruments for the national dissemination of the program.

The RCCP National Center provides leadership and support for those local agencies who wish to replicate RCCP's work and to provide the kind of assistance schools need to shape successful violence prevention programs. It also helps train local staff to implement the Resolving Conflict Creatively Program as well as ensure its quality at all sites and strengthen and support other existing efforts.

As with RCCP in New York City, a multi-year process is envisioned in which the school systems involved in replicating RCCP assume increased responsibility for funding it each year. Foundations and individual philanthropy continue to play a key role in leveraging these public sector commitments. They also provide the program the financial security to foster a standard of excellence that from the beginning has characterized the attention given to the teachers, administrators, parents, and students involved in the program.

RCCP has been recognized by such national leaders as Marian Wright Edelman and Secretary of Education Richard Riley. Many local leaders — teachers, administrators, and parents — recognize the need for the program as well. Nine years after its inception as a small pilot in Community School District 15 in Brooklyn, the RCCP National Center is striving to contribute significantly to the prevention of violence and the creation of more peaceful classrooms, schools and communities.

For more information, contact:

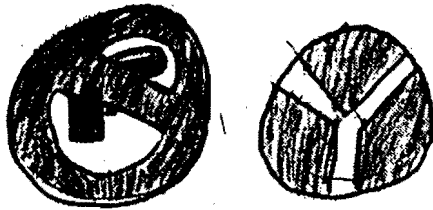
Linda Lantieri, Director
RCCP NATIONAL CENTER
163 Third Avenue, #103
New York, NY 10003
(212) 387-0025
Fax: (212) 387-0510

Science Times

Pioneering Schools Teach Lessons of Emotional Life

THE NEW YORK TIMES, TUESDAY, MARCH 3, 1992

This is my pledge for peace:



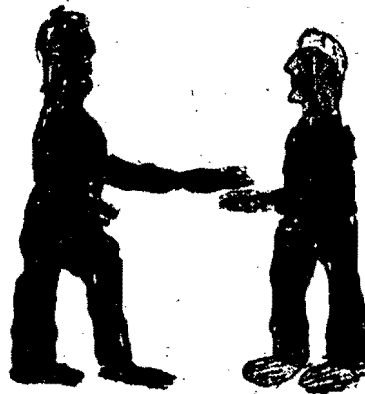
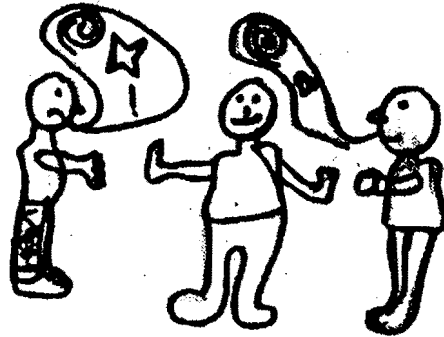
Please, no guns.
PEACE TO ALL

Early Steps Toward Peace

Students in a conflict-resolution program of the New York City Public Schools drew their own pledges of non-violence. Pupils were asked to illustrate one realistic step they might take in a situation of conflict to create peace. Scientific data on effects of such programs are lacking, but users report positive results.

My message of peace: is that all men, women, and children, can associate together, understand each other freely, and never be scared of uncontrollable things.

This is my pledge for peace: I promise to
Stop fights and help people.



Students learn to handle emotion, settle disputes and avoid violence.

By DANIEL GOLEMAN

WHILE the lagging test scores of American schoolchildren in mathematics and reading have troubled educators, a new kind of deficit, in many ways equally alarming, is becoming all too apparent: emotional illiteracy.

America's children seem desperately in need of lessons in how to handle their emotions, how to settle disagreements, in caring and just plain getting along. The signs of this deficiency are perhaps most obvious in incidents like the shooting deaths of two students at Thomas Jefferson High School in Brooklyn last week. But they can also be read in statistics showing sharp rises in the numbers of teen-age suicides, homicides and pregnancies in the last decade.

Partly in response, a handful of pioneering educators have begun to design and teach courses in what some call "emotional literacy," a basic curriculum that teaches lessons in life that ideally are taught at home. The educators see these courses as an antidote, the kind of instruction that might have led to a different outcome in the Brooklyn school, had those involved had its benefit.

"To commit that kind of violence you have to have reached a kind of emotional deadness or desperation," said Shelly Kessler, a leader of the new movement who directs a program in emotional education at the Crossroads School in Santa Monica, Calif. "This kind of education is the preventive measure."

Children have always needed this kind of emotional education, and the assumption has long been that they got it from their families. But, just as with sex education, it is becoming clear that few families do a complete job.

Continued on Page C7

Source: *Resolving Conflict Creatively Program*

Eric Snyder ("Stop fights"); Michael Tozzi ("Please, no guns"); Stephen Krieger ("My message of peace")

Pioneering Schools Teach the Lessons of Emotional Life

Continued From Page C1

And the signs are that the need is growing.

The concept of emotional literacy is new to most educators, however, and has yet to gain more than a toehold in the schools. "The rest of the curriculum largely ignores this," said Linda Lanteri, who coordinates the Resolving Conflict Creatively Program in the New York Public Schools. She had planned a meeting about starting a program at Thomas Jefferson, but it was postponed because of the shootings.

Even advocates of the programs concede that they cannot undo the effects of chaos, poverty, fear or, as an American Psychological Association reported last week, the average child's exposure to 8,000 television murders and more than 100,000 other acts of violence before entering seventh grade.

Improvements Are Noticed

But where the courses have been tried, educators say, there has been an appreciable improvement in the tenor of school life, and they have given children a far better grasp of such basic life skills as how to settle a dispute without resorting to violence.

As yet there are no well-controlled, scientific studies of the programs' effects. But a 1990 evaluation of the Resolving Conflict Creatively Program done for the Superintendent of Community School District 15 in Brooklyn showed positive results.

In a survey of 200 teachers and school administrators who had used the program with their students, 71 percent said it had led to less physical violence in the classroom and two-thirds said there was less name-calling and fewer put-downs among their

students. Seventy-eight percent reported their students seemed more caring toward each other, 72 percent thought their students were better able to understand other people's points of view and 69 percent said the students seemed more cooperative.

The teachers also reported positive effects in themselves, particularly in their ability to deal with angry students and to help them deal with conflicts, in their sensitivity to students' problems and their ability to listen.

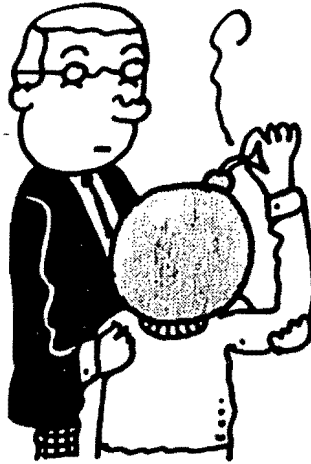
Some of the strongest praise was for student mediators, trained as part of the conflict resolution program to patrol playgrounds to cool down disputes. The evaluation included five elementary schools with student mediators. Over the year being evaluated, there were an average of 107 schoolyard incidents where students mediated, preventing arguments from escalating into fights.

The schoolyard mediators learn to handle fights, interracial incidents, taunts and threats, and the other potentially incendiary incidents of school life. Their tactics include sitting down with those involved and getting them to pledge to listen to the other person without interruptions or insults, and to phrase their own statements in ways that make both parties feel the mediator is impartial. The settlements that emerge are often in the form of a signed agreement.

Learning About Choices

"The program shows students that they have many choices for dealing with conflict besides passivity or aggression," Ms. Lanteri said. "We show them the futility of violence while replacing it with concrete skills. Kids learn to stand up for their rights without resorting to violence."

A typical experience was that of



Stuart Goldenberg

Mariana Gaston, a Brooklyn teacher who used the program. At the beginning of the year, she said, tensions were high among her students. But by January she said, confrontations and put-downs had virtually disappeared. "Kids began helping each other by taking time to talk through conflicts," she said. "The change in the climate of the classroom was palpable."

The Resolving Conflict Creatively curriculum comes in versions adapted to levels from kindergarten through high school. At the elementary level it includes lessons in communication, dealing with anger, cooperation, handling conflicts and preventing prejudice.

In the lessons on conflict, for example, students discuss times that disagreements were settled peacefully,

Brooklyn teachers say new programs reduce violence in the classroom.

and are taught about strategies like compromise, taking turns and other ways to work out conflicts so everyone feels good about the solution.

For example, in one exercise students act out a common scene from family life in which a big sister, who is studying, is angry at her younger sister, who is playing a stereo too loudly. When the older sister turns off the stereo, the younger one protests. The class is asked to suggest ways they might work out the conflict, taking the needs of both into account.

In another lesson, students are asked to think of a conflict they have experienced, and to think of one realistic step, no matter how small, that might be of help in creating peace. They then take "peace pledges," saying what they can do each day to create more harmony.

Mediation Programs' Popularity

The student mediation programs are the aspect of the emotional literacy training that has been most widely and enthusiastically endorsed by educators around the nation.

The New York City program, though the largest, is not the most comprehensive. Other programs in emotional education cover a wider range of topics and skills.

A typical example is the "mysteries program" that is led by Ms. Kessler in Santa Monica. The program at the private school involves

weekly two-hour classes, most of which are taught by psychotherapists. The children, usually fewer than 15 in a group, sit in a circle. Borrowing from American Indian practice, the group uses a "talking stick" or other object and the children pass it around to signify who has the floor. Although they are encouraged not to use profanity, typically by being asked why they need to express themselves in harsh language, they may say anything.

On Friday, the session involved the shootings in Brooklyn and the climate of violence the students held responsible.

"You see it on TV, you see it in the movies," a seventh-grader said. "People make you feel like it's O.K."

The mysteries program includes "helping students articulate and feel good about their identity, learn how to listen well, learn to express their feelings — especially anger — in ways that don't hurt other people, and manage their own emotions," Ms. Kessler said.

Peggy O'Brien, director of the program, said the need for such efforts had grown because children's communication skills had deteriorated.

"In seventh grade, what you see is how much work needs to be done on listening skills," she said. "By 12th grade, you can really see how it's borne fruit. This is a process, a six-year process. It's not going to happen overnight."

The key to the program is the small groups in which the students meet. "It creates a safe place in the school where kids feel free to be real, without being judged, and are listened to and respected," Ms. Kessler said. The classes are confidential, so students can speak freely.

While this more complete kind of curriculum in emotional literacy has

yet to reach most schools, Ms. Kessler said she was getting many requests to teach the approach to teachers around the country.

The emotional literacy programs have yet to find their niche within the American school curriculum. They are sometimes called "human development" courses, and taught as part of health classes.

The courses in emotional literacy are part of a larger movement in education to define more broadly the kinds of intelligence. In an influential model put forth by Dr. Howard Gardner at Harvard University, mathematics and verbal abilities are seen as but two of seven crucial abilities in life, though these are the two traditionally most heavily emphasized and rewarded in the schools.

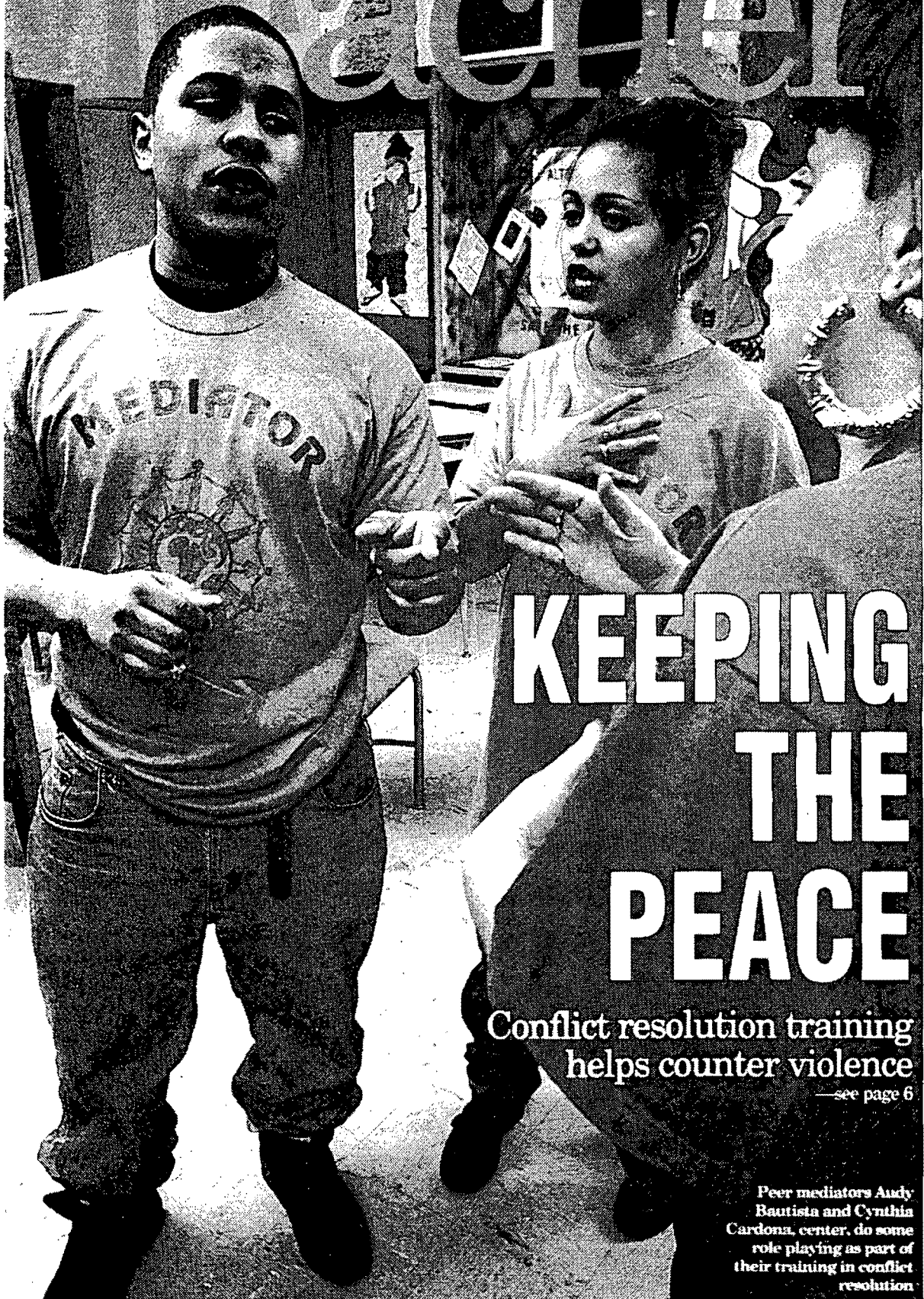
Among these other "intelligences" he lists "intrapersonal," knowing and managing one's own feelings, and "interpersonal," understanding and get along with others. Dr. Gardner argues that an education that ignores these intelligences is incomplete.

Still, the vast majority of schools pay little or no attention to emotional literacy, though many teachers see the need for a systematic curriculum. "When teachers hear about this program, they say thank goodness someone's talking about the realm of emotions," Ms. Lanteri said.

Even so, some supporters of the emotional literacy programs recognize their limitations. "We need programs like this," said Mark Weiss, an administrator with the Alternative High Schools Program in New York City who previously was principal of South Bronx Regional High School for 13 years. "But what's also behind those shootings is a society that has problems bigger than conflict resolution: poverty, the decimation of families, drugs and crime."

AMERICAN

Teacher



KEEPING THE PEACE

Conflict resolution training helps counter violence
—see page 6

Peer mediators Audy Bautista and Cynthia Cardona, center, do some role playing as part of their training in conflict resolution

Keeping the peace

Conflict resolution training offers hope for countering the violence in our schools and communities

By Roger S. Glass

Can young people learn to value their diversity and resolve their differences peacefully? If taught nonviolent approaches to dealing with everyday conflicts, can today's students help to make our streets

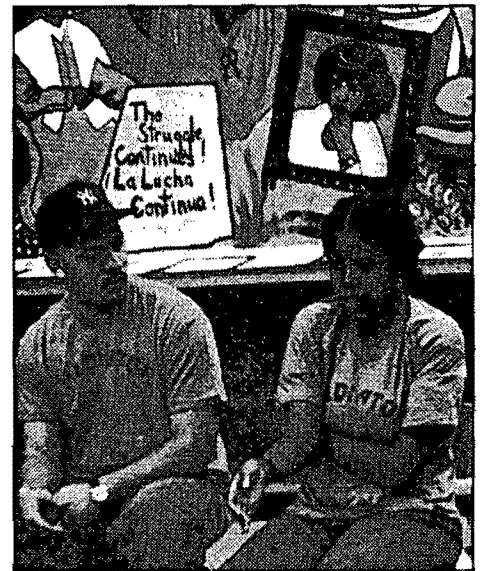
and schools safer places to live and work? A growing legion of determined people, many of them educators, want to find the answers to these questions.

While under no illusions about the ability of conflict resolution alone to prevent the kind of senseless violence that concerns us all, advocates of such programs strongly adhere to the belief that teaching students to resolve conflicts peacefully is a crucial part of a young person's education.

"In our society, we tend to limit ourselves to two options when there's a problem or confrontation—we either fight it out, often aggressively and physically; or we avoid it by walking away," says Jeff Gingerich, who coordinates a school conflict resolution program in New Orleans. "With training in conflict resolution, we give students other options."



Alfred Smith, a community coordinator at Bronx Regional High School, believes that teaching kids how to resolve their conflicts without resorting to violence is an appropriate role for schools



Peer mediators Robert Maduro and Shanti Gramby, both say they've also used their training to help family and friends resolve disputes



Students at McDonogh Elementary School in New Orleans are instructed in conflict resolution by United Teachers of New Orleans member Basma Jackson



Linda Lantieri, national director of Resolving Conflicts Creatively, is a former teacher

Interest in conflict resolution and mediation programs is growing nationwide. The AFT's task force on school safety and violence recommends that more school districts consider conflict resolution training as a way to counter violence in the schools and community.

Some proponents, like Linda Lausell, school mediation and violence prevention director for New York City's Victim Services, an organization set up to help those victimized by violence, have even taken to calling conflict resolution the fourth R. Conflict resolution "is a life skill that can be learned," she insists. "It's something that can be used in all aspects of life."

Currently a partner in Project STOP (Schools Teaching Options for Peace), Victim Services started its first school-based conflict resolution program in 1983. Project STOP, which operates in 40 of New York City's middle schools, was launched in response to increased violence among middle school students.

"We're saying to young people, 'Conflict is a normal part of life; what matters is how you react to it. Resorting to violence is not the only way to work out a problem,'" Lausell says. "That's the first time many students have heard that."

Linda Lantieri recently left her post with the New York City Public Schools conflict resolution program to set up a national Resolving Conflicts Creatively Program (RCCP). It was the only way she could keep up with the deluge of requests she was receiving from school systems throughout the country.

"We started doing this [in New York City] nine years ago, well-before the epidemic of violence that we're feeling now," says Lantieri, who is RCCP's national director. "Back then, I had a tough time convincing people that this ought to be something that young people should be learning. Now, my phone rings off the hook, and everybody wants this program."

RCCP began as a joint venture of the New York City Public Schools and Educators for Social Responsibility, a non-profit organization with a mission to educate young people about good citizenship.

Lantieri and other coordinators of conflict resolution programs will be the first to tell you that the program is no substitute for tougher student discipline codes, alternative settings for chronically disruptive and violent students, stronger gun laws, and other measures aimed at making our schools a safe haven for students and staff.

However, there are indications that people like Lantieri and Lausell might be on to something. Teachers responding to a study of New York City's Resolving Conflicts Creatively Program reported that the program's students were more coopera-

tive with other students and that there was a reduction in name-calling. Seventy-one percent of the responding teachers said they observed that children demonstrated less physical violence in the classroom.

Educators interviewed for this article say students who've been trained in conflict resolution have a better rapport with one another and with their teachers.

But is helping kids resolve their personal differences really a role for schools and educators? Alfred Smith thinks so. "It's only appropriate that schools have a hand in teaching things besides the three R's, especially social skills," says Smith, community coordinator at Bronx Regional High School in New York. "School is a very big part of students' lives. It's where they do a lot of their socializing."

New Orleans elementary school teacher Regenia Adams puts it another way: "When you teach, you teach the whole child, and learning how to resolve conflicts is part of a child's education."

A death in the family

In an effort to curb the constant arguments and fighting that frequently disrupted classes, staff at Bronx Regional and Satellite Academy High School (both are housed in the same building) turned to RCCP for help.

"We understood that, because of the environment they live in, a lot of these kids behaved this way for their own protection," explains Judith Scott, teacher-coordinator at Satellite Academy. "But we felt they should have the opportunity to let go of those attitudes while in school."

Before Scott and others could persuade students at the schools to embrace conflict resolution, they first had to overcome some of the misperceptions students, and some staff, had about the program's intent. "When we started teaching conflict resolution as a class, we got a lot of resistance from the kids," Scott recalls. "We had to convince them that it was not about changing who they are as individuals or involving them in breaking up fights, but about how they handle their own anger."

It was important that students saw the training as something that was designed to change only how they think and react in times of conflict, says Bronx Regional's Smith. "If you preach the line to students that with this training they'll never fight or argue again, they know that's very unrealistic, and they reject it."

Students began to relate to conflict resolution when it was presented to them as "a practical tool to use when and where appropriate," Smith adds.

But what really sparked the program's acceptance at Bronx Regional and Satellite Academy was the murder of one of the schools' most popular students. After

that, some of the schools' star students bought into conflict resolution, which made other students take notice, says Scott, a member of the United Federation of Teachers. "Suddenly, our kids realized they would have to keep each other alive, and they began to see this program as something that could help them do that."

One of those star students was Robert Maduro, now a senior at Satellite Academy. Currently in his second year as a peer mediator, Maduro figures he's already learned at least one lifelong lesson. "Not everything is going to be solved when you mediate a dispute. What's important is that you make the effort."

Schools that implement peer mediation programs are urged to let the students identify other students who will make good mediators. Because kids who get into conflicts relate to different types of students, "both the positive and negative leaders in a school have to be chosen as mediators in order for this to work well," says RCCP's Lantieri, adding that diversity of sex, race and academic achievement also is key.

Tom Roderick, executive director of the New York City branch of Educators for Social Responsibility, says the best peer mediators are fair, can communicate well and have the respect of their peers.

The mediators should not be judgmental or take sides when helping to resolve a dispute, adds student mediator Shanti Gramby. "You listen to what the problem is and try to help [the students in dispute] figure it out for themselves. You don't tell them what you think they should do. If they talk long enough, they'll figure it out."

Those responsible for training the peer mediators rely extensively on role playing. Usually one or two student mediators are charged with helping to resolve a dispute, and all parties vow to keep the details of a mediation confidential. An adult, usually a teacher, is there to assist students, if necessary, during mediation.

Asked what their training in conflict resolution has taught them, most students will say: self-control.

Teaching kids to think first

"Conflict resolution makes you think about the consequences of arguments and how they can easily turn violent," says 11th-grader Cynthia Cardona, noting that she's learned to think twice before reacting in anger or saying something she doesn't really mean.

Audy Bautista was recruited by his friend Robert Maduro to be a peer mediator. Armed with a quick smile and an engaging manner, Bautista was a natural,

his teachers say. "Audy was already invested in keeping things calm and peaceful around here," says Satellite Academy teacher-coordinator Scott.

Bautista says he agreed to become a mediator out of concern for his friends. He'd seen too many "he said, she said" disputes evolve into "little cold wars that eventually led to someone getting hurt. I didn't want to see people getting suspended or worse over some nonsense," Bautista adds.

Fundamental to the success of any conflict resolution/peer mediation program is the involvement of teachers. "Our primary thrust is staff development for teachers and administrators," Roderick says. "Whatever we do is done with the involvement and assistance of teachers."

RCCP's Lantieri says its critical that classroom teachers be trained in order to introduce *all* students to conflict resolution. "We find that, when students in general are taught these skills, they have more respect for their peers who become mediators."

In most cases, parents are also trained. "The ultimate goal is to have the whole school embrace the spirit and process of conflict resolution. We want teachers, principals and parents to model good conflict resolution skills," Roderick says.

Developed with the help of classroom teachers, RCCP's elementary and secondary school violence prevention curriculums are used in 225 schools nationwide. The curriculum focuses on several crucial skills, including active listening, expressing feelings, cooperation, negotiation and communication.

"Our teachers are using these skills and techniques in all of the different classes," Scott says. "These skills have become very much a part of the culture of this school."

The importance of bias awareness and teaching kids to live in a diverse society are also stressed. "Very often, conflicts arise out of misunderstandings around

cultural differences, and conflict resolution programs need to address that," says Lantieri.

Basma Jackson, who teaches at McDonogh Elementary School in New Orleans, trains other teachers in conflict resolution and how to present the RCCP curriculum. Her school has used the program for two years. "This is not an overnight fix, but it's usable and workable and can be made a part of a kid's life," insists Jackson, a building representative for the United Teachers of New Orleans.

Jeff Gingerich, who coordinates the RCCP program in New Orleans, says the program got started there at the urging of teachers who had seen it operating in other cities. "We started hearing more and more from [New Orleans] teachers who felt they were spending too much time disciplining kids and not enough time teaching."

Some teachers say they benefit from the training in conflict resolution as much as their students. "I've learned to be a lot more patient with students and to think things through before I react," says New Orleans elementary school teacher Regenia Adams.

A new standard for heroes

While clearly no panacea, proponents of conflict resolution programs, nevertheless, point proudly to what they see as concrete examples of the programs' positive impact. There's been far

less fighting and verbal put-downs, and fewer suspensions at McDonogh since training in conflict resolution was started, Jackson says.

Maybe even more important, many of the students enrolled in the program at Bronx Regional and Satellite Academy high schools say they've been able to use their training to help resolve disputes between friends and families. Robert Maduro says the guys he "hangs out with" in his Manhattan neighborhood will sometimes seek him out to mediate their differences. "They refer to me as 'The Counselor,'" he says.

One of the emerging roles of RCCP is to help financially strapped school districts find the money to fund an in-depth conflict resolution program with frequent follow-up and ongoing staff development, says national director Linda Lantieri. "RCCP," Lantieri says "is in this for the long haul."

"We're committed to going beyond simply stopping the violence to helping students see that the real heroes and sheroes are not the Rambos of the world but those people who are willing to search for nonviolent solutions to difficult and complex problems."

Resources

A number of organizations provide workshops, curriculum, and training in conflict resolution and peer mediation. Here are some of them:

Children's Creative Response to Conflict Program Fellowship of Reconciliation, Box 271, Nyack, NY 10960; tel. 914/358-4601.

Community Board Program 1540 Market St., Suite 490, San Francisco, CA 94101; tel. 415/552-1250.

Educators for Social Responsibility School Conflict Resolution Programs, 23 Garden St., Cambridge, MA 02138; tel. 617/492-1764.

NAME (National Association for Mediation in Education) 425 Amith St., Amherst, MA 01002; tel. 413/545-2462.

National Center for Resolving Conflicts Creatively 163 Third Ave., #103, New York, NY 10003; tel. 212/387-0225.

Straight Talk About Risks (STAR), Center to Prevent Handgun Violence, 1225 Eye St. NW, #1150, Washington, DC 20005; tel. 202/289-7319.

Connections

Vol. 1, No. 1, June 1994

THE NEWSLETTER OF SOCIAL AND EMOTIONAL LEARNING

A Great Idea in Education: EMOTIONAL LITERACY

Emotional Literacy is a shorthand term for the idea that children's emotional and social skills can be cultivated, and that doing so gives them decided advantages in their cognitive abilities, in their personal adjustment, and in their resiliency through life. The idea emerges from the theoretical framework offered by Howard Gardner's model of "multiple intelligences," in which he names seven major domains of performance and competence, only two of which (math and verbal) are given their due in the traditional school. Two others are "personal intelligence" – the ability to know one's own feelings and inner experience and manage these well, and the capacity for handling relationships skillfully.



A pioneering school-based program in conflict "Resolving Conflict Creatively Program" director, Linda Lantieri (story on page 6) with students in New York City.

The basis of "emotional intelligence" have been spelled out in more detail by two psychologists, Peter Salovey at Yale and John Mayer at the University of New Hampshire. In their model, the key abilities include being able to monitor and manage one's own feelings, being able to empathize and handle personal relationships, and being able to harness emotions for positive motivation in doing cognitive tasks, including problem solving and creative thinking.

This model of emotional intelligence is part of a growing movement among academic psychologists to study the
(Continued on page 2)

Emotional Literacy is a shorthand term for the idea that children's emotional and social skills can be cultivated, and that doing so gives them decided advantages in their cognitive abilities, in their personal adjustment, and in their resiliency through life.

ANNOUNCING The Collaborative for the Advancement of Social and Emotional Learning

The Yale Child Study Center, with leading educators and researchers from around the country, is establishing the Collaborative for the Advancement of Social and Emotional Learning (CASEL).

The Collaborative will serve those shaping a new generation of preventive, risk-reducing, school-based programs. The Collaborative's initial goals include:

- to identify and create a data base of effective, well-evaluated programs;
- to act as a clearinghouse, helping educators contact these programs for use in their own schools and find resource people to help with implementation;
- to increase the awareness of these programs among practitioners, researchers, policy-makers, and community leaders; and
- to act as an advocate for effective primary prevention programming.

The Collaborative is part of the Yale Child Study Center's nationally recognized programs in the prevention of mental health problems and the promotion of effective school reform initiatives.

FOR MORE INFORMATION:

Collaborative for the Advancement of Social & Emotional Learning, Yale Child Study Center
P.O. Box 207900, 230 South Frontage Rd., New Haven, CT 06520-7900
Telephone: (203) 785-6107, Fax: (203) 785-6106

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THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

CAROL H. RASCO
Assistant to the President for Domestic Policy

To: Reep 19 July 1994
CHRIS off 4:15-4:45

Draft response for POTUS Contact
and forward to CHR by: Cassandra

Draft response for CHR by: 212-387 0225

Please reply directly to the writer
(copy to CHR) by: _____

Please advise by: _____

Let's discuss: 19 July

For your information: 30 min

Reply using form code: _____

File: _____

Send copy to (original to CHR): _____

Schedule?: Accept Pending Regret

Designee to attend: Friday

Remarks: 7/15 Free 8/12 OK
7/19-7/22 Hold
7/26-7/27 Aspen
8/2-8/5 AM or PM
8/8 5:30-6:30 DR Staff

Resolving Conflict Creatively Program National Center

esr

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for
SOCIAL
RESPONSIBILITY

*It is possible to live in peace
- M. Gandhi*

June 21, 1994

Ms. Pat Romani
The White House
Domestic Policy Department
Via Fax: (202) 456-2878

Handwritten notes and scribbles in the upper right quadrant.

Dear Ms. Romani:

In response to our conversation on June 16, 1994, the following dates are available on Larry Dieringer and Linda Lantieri's schedule to meet with Ms. Carol Rasco:

- July 15th
- July 19th-22nd
- July 26th-27th
- August 2nd-5th
- August 8th
- August 12th

*Propose
Possibility*

Please let me know if any of these dates are possible. I may be reached at (212) 387-0225.

Propose

Thank you for your time and assistance.

Sincerely,

Cassandra Bond
Cassandra Bond

Handwritten notes in a box: July 19, 8:00 PM, PIP

Linda Lantieri, Director

Resolving Conflict Creatively Program National Center

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SOCIAL
RESPONSIBILITY

*It is possible to live in peace
- M. Gandhi*

FAX

Date: June 21, 1994

Faxed to: Ms. Pat Romani

Fax #: (202) 456-2878 Phone: _____

From: Cassandra Bond

Total pp (inc. cover): 2

Remarks: Available dates for Larry Dieringer and
Linda Lanieri

THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

CAROL H. RASCO
Assistant to the President for Domestic Policy

To: _____

Draft response for POTUS
and forward to CHR by: _____

Draft response for CHR by: _____

Please reply directly to the writer
(copy to CHR) by: _____

Please advise by: _____

Let's discuss: _____

For your information: _____

Reply using form code: _____

File: _____

Send copy to (original to CHR): _____

Schedule?: Accept Pending Regret

Designee to attend: _____

Remarks: ^{9/16} _____

*Talked w/
C. Bonds & she
will furnish attn*

Resolving Conflict Creatively Program National Center

esr

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SOCIAL
RESPONSIBILITY

JUN 10 REC'D

It is possible to live in peace
- M. Gandhi

DATE: 6/10/94 TOTAL PP (INC. COVER): 2

FAXED TO: Pat Romani

FAX NO: 202-456-2878 PHONE: _____

FROM: Cassandra Bond

RCCP NATIONAL CENTER 163 THIRD AVENUE NO. 103 NEW YORK, NY 10003
PHONE: 212-387-0225 FAX: 212-387-0510

REMARKS:

dates 6/16

305 / or

They will furnish dates via fax

FAX FAX FAX FAX FAX

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*It is possible to live in peace
- M. Gandhi*

June 10, 1994

Ms. Pat Romani
The White House
Domestic Policy Department
Via Fax: (202) 456-2878

Dear Ms. Romani:

I would like to reschedule a meeting between Carol Rasco and Larry Dieringer, Executive Director of Educators for Social Responsibility and Linda Lantieri, Director of the Resolving Conflict Creatively Program. The original meeting was scheduled for May 20, 1994, but was cancelled due to a change in Ms. Rasco's schedule.

Mr. Dieringer and Ms. Lantieri will be in Washington on ^{no} June 20th from 2:30pm to 5:00pm and July 25th from 1:30pm and 5:00pm. Please let me know if either of these times is possible or if we should explore other options. I may be reached at (212) 387-0225.

Thank you for your time and assistance.

Sincerely,

Cassandra Bond

Cassandra Bond

Booted - look at other options

Linda Lantieri, Director