

# Resolution Conferences

## Resolving Conflict in the Classroom through Discussion and Collaboration

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First Peoples Principle of Learning to Apply at this Stage:

“Learning involves patience and time”

### Step One: Cool Off Time

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#### Part A: The Student

- Have the student(s) go to an area where they can cool off, this can be a “cool off zone” in the classroom, their desk or anywhere that allows them to collect themselves and relax
- While in this cool off time students could use a box of “cool down tools” aka self-regulation tools that can help them calm down and focus

#### Part B: The Teacher

- While students are cooling down it is the teachers time to prepare to lead the conference
- Make sure when you are preparing how to talk through this issue that you are taking into account the students past experiences, student background, and the student’s current emotional state as these will all have an effect on the conference
- It is important during this time to apply your understanding of practices such as trauma informed practice and culturally responsive practice
- Taking time to view these conflicts from lenses such as trauma informed practice allows you to better understand why these conflicts are occurring and prevent triggering or retraumatizing students during this process

### Tools to Use

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- “cool off zone” where students can go to calm down
- “cool down tools” they can use to self-regulate

### Things to Remember

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- Everyone will need a different amount of time to calm down after a conflict, give them the time they need
- Always apply your knowledge of trauma informed practice

### Practices to Use

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- Self-Regulation
- Trauma Informed Practice
- Culturally Responsive Practice

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“Learning involves recognizing the consequences of one’s actions”

### Step Two: Come Back Together

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- After everyone has had time to cool down and collect their thoughts bring the students back together to talk about what happened
- Encourage the use of I statements to help avoid placing blame
- Use the principles of reframing behavior when students are talking about what happened and encourage them to use statements like “It didn’t feel nice when you spoke to me like that” or “It upsets me when I tell you to stop, and you don’t listen” rather than “I hate you” or “You were mean to me”
- For younger students having a chart of feelings or sentence starters to help them express themselves during this stage

### Step Three: Brainstorm Solutions

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- During this process make sure all students involved are participating
- As the teacher check in with yourself to ensure you are guiding the discussion not dominating it
- If students are struggling to come up with ideas, have a sheet with past solutions that other students have used for them to use as starting points
- If students need physical tools have a white board to write down the thoughts and ideas being shared

### Tools

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- Chart of feeling to help students identify their feelings
- Sentence starters to help students articulate their feelings
- Examples of past solutions
- Writing tools

### Things to Remember

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- Let every student speak, all voices need to be heard
- As the teacher you are a facilitator not a participant, do not take a side

### Practices to Use

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- Reframing behavior
- Trauma Informed Practice
- Culturally Responsive Practice

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**First Peoples Principle of Learning to Apply at this Stage:**

“Learning is holistic, reflexive, reflective, experiential, and relational”

### **Step Four: Decide on a Solution**

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- Make sure that the resolution you come to is a group choice and that all parties are comfortable with the solution
- Make sure everyone has had their chance to share their thoughts and feelings before a choice is made
- This is a resolution the students are coming to so remember to be the facilitator not a participant

### **Step Five: Record and Reflect**

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- Take a few minutes after the resolution is reached to record the whole process for your personal notes
- Think over the process, how did it go? How did you do as a facilitator? Was there anything you would do differently next time?
- This record is good to have for future reference (if the same issue happens again) and if admin or parents are asking about your procedure
- Taking time to reflect will also allow you to better understand the process and conduct better conferences each time you hold them

### **Tools**

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- Your preferred method of recording
- Patience

### **Things to Remember**

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- Everyone’s voice needs to be heard for this solution to be effective
- It might seem hard to find time to reflect and note down what happened, but it is very important for your records and future conferences

### **Practices to Use**

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- Reframing behavior
- Trauma Informed Practice
- Culturally Responsive Practice