

**PEACE AND WELL-BEING IN THE CLASSROOM:  
REDUCING CONFLICT AND  
BUILDING COMMUNITY\***

**CLARK KERR CONFERENCE CENTER  
UNIVERSITY OF CALIFORNIA, BERKELEY**

**Saturday, November 1, 2003  
9:00 AM to 3:30 PM**

**\*Sponsored by:  
Center for the Development of Peace & Well-being,  
Institute of Human Development, and  
Office of Vice Chancellor Genaro Padilla  
University of California, Berkeley**

# PEACE AND WELL-BEING IN THE CLASSROOM: REDUCING CONFLICT AND BUILDING COMMUNITY

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## MORNING PROGRAM

- 8:30 - 9:00 REGISTRATION: Check in/Parking permits/Coffee, tea, and pastries
- 9:00 - 9:15 WELCOME and OVERVIEW OF WORKSHOP:  
Dacher Keltner, Co-Director, Center for the Development of Peace & Well-being  
Elizabeth Cushing Payne, Co-Director, Center for the Development of Peace & Well-being
- 9:15 - 10:15 PRESENTATIONS (15 minutes each in Krutch Theatre)
- Abbey Alkon: "Preschool-Age Victims and Aggressors: Do Injury Rates Differ?"
  - Allison Briscoe-Smith: "How Children Talk about Race with Their Families"
  - Susan Stone: "Teachers, Parents, Students and the Transition to High School"
  - Erika Rosenberg: "Mindfulness, Meditation, and Emotion Regulation: Finding Balance in a Stressful Profession"
- 10:15 - 10:30 BREAK
- 10:30 - 11:45 SMALL GROUPS WITH INDIVIDUAL SPEAKER OF YOUR CHOICE\*
- 11:45 - 12:45 LUNCH (provided)  
\*\* Optional lunch discussion – "Compassion in Action in the Classroom – A Future Initiative of the Center for the Development of Peace and Well-being"

## AFTERNOON PROGRAM

- 12:45 - 1:45 PRESENTATIONS (15 minutes each in Krutch Theatre)
- Janis Keyser: "Using Conflict in the Classroom and as a Tool for Building Peace"
  - Marilyn Watson: "Creating Caring, Learning Communities in Any School Setting"
  - Anne Gregory: "Towards Narrowing the Discipline Gap: Cooperation or Defiance in High School"
  - Rodolfo Mendoza-Denton: "Getting Along Across Differences in the Classroom"
- 1:45 - 2:00 BREAK
- 2:00 - 3:15 SMALL GROUPS WITH INDIVIDUAL SPEAKER OF YOUR CHOICE\*
- 3:15 - 3:30 BIG IDEAS AND ISSUES (In Theatre): DACHER KELTNER
- 3:30 ADJOURN

\*Facilitators work with presenters and attendees in the discussion groups and record key issues discussed in the groups. The facilitators include:

Monica Garcia

Miriam Hernandez

Janet Kim

Jason Marsh

Lisa Rasco

## **PRESCHOOL-AGE VICTIMS AND AGGRESSORS: DO INJURY RATES DIFFER?**



**Abbey Alkon, RN PhD**  
**Assistant Professor, UCSF School of Nursing**  
**Visiting Scholar, UC, Berkeley Institute of Human Development**  
**Director, California Childcare Health Program**

### **OUTLINE:**

Injuries are common for young children, yet some children get injured more than others. Studies of injuries of preschool age children attending child care centers rarely address the contributing factors to the injuries nor do they distinguish between the injured children as the victims or aggressors in situations that precipitated the injury.

In this study of injuries in 14 child care centers, teachers completed injury report forms when a child sustained an injury that resulted in a physical mark or complaint of pain for more than 5 minutes. The teachers also noted if the injury involved another child. If the injury involved another child, the teacher noted if the injured child was the aggressor, victim, both or neither. The results of 2 years of injury surveillance showed that 2026 injuries were reported and only 2% were severe injuries, injuries that required medical attention. Forty-three percent of the injuries involved another child and 25% of these injuries occurred when the injured child was a victim. The injury rates were highest for children who incurred injuries when they were victims compared to aggressors. Boys were twice as likely to get injured when they were victims or aggressors than girls.

Injuries that occur during peer play activities may be precipitated by a conflict, which results in the victimized child getting injured. Therefore, interventions which identify children who are injured often and/or victimized by peers can reduce the injury rates in child care settings and provide support for young children at risk for mental or behavioral health problems.

### **BRIEF BIOGRAPHY:**

Abbey Alkon is a Pediatric Nurse Practitioner and epidemiologist who studies young children and their health in community-based studies. During the last 15 years, Dr. Alkon studied children in child care settings and the relationship between the stress they experienced in the child care center and home and their health (respiratory illness and injuries). In addition, she conducted an experimental study of a violence prevention program for child care providers and parents and its effect on preschool age children's behavior and injuries. Presently, she is conducting a study of the effects of child care health consultation on young children's health and child care center compliance with health and safety standards in 20 counties. Lastly, she is collaborating with other researchers in studies of children's physiologic responses to stress to understand why some children experience more health problems and behavior difficulties than other children.

### **RECOMMENDED READING:**

Alkon A, Genevro JL, Tschann JM, Kaiser P, Ragland DR, Boyce WT. (1999). The epidemiology of injuries in 4 child care centers. Archives of Pediatric and Adolescent Medicine, 153: 1248-1254.

Alkon A, Ragland DR, Tschann JM, Genevro JL, Kaiser P, Boyce WT. (2000). Injuries in child care centers: gender-environment interactions. Injury Prevention, 6: 214-218.

Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morton B, Scheidt P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. Journal of the American Medical Association, 285:2094-2132.

Olweus D. Bully/ victim problems among school children. In K. Rubin & D. Pepler (Eds.). The development and treatment of childhood aggression. (pp.411-448). Hillsdale, NJ: Erlbaum.

# HOW CHILDREN TALK ABOUT RACE WITH THEIR FAMILIES



Allison M.P. Briscoe-Smith, M.A.  
Clinical Science Program, UC Berkeley

## **OUTLINE:**

How do young children learn about and understand race? Perhaps more importantly, how do children learn how to be tolerant and how to not act in prejudiced ways? These questions have intrigued parents, teachers and caregivers for years and serve as the impetus for the current research. In order to examine these questions, 54 Bay Area parents were asked to share how they talk about, teach and make sense of race in their families. There were also asked to actually have a conversation about discrimination and prejudice with their children videotaped. Today I will talk about some of the insights these families have shared with me.

In the presentation today, I will address the following questions:

- 1) What parenting factors contribute to young children's understanding of race, discrimination and prejudice?
- 2) How does racial identity influence the ways parents talk to their children about race?
- 3) What factors (either child or parent) contribute to children's tolerance?

## **BRIEF BIOGRAPHY:**

Allison Briscoe-Smith is a doctoral candidate of clinical/community psychology at the University of California, Berkeley. She currently is completing her clinical internship at the University of California San Francisco/San Francisco General Hospital. Her research has examined both normative and problematic parenting practices in families. Her clinical work is with ethnic minority families who are victims of domestic violence. She also enjoys school consultation and working with teachers of young children.

## **RECOMMENDED READING:**

About, F. and Doyle, A.. (1996) Does talk of race foster prejudice or tolerance in children? Canadian Journal of Behavioural Science. 28(3), 161-170.

Katz, P. and Kofkin, J. (1997) Race, gender and young children. In S.S. Luthar, J.A. Burack, D. Cicchetti, and Weisz (Eds.), Developmental Psychopathology: perspectives on risk and disorder. New York: Cambridge University Press.

Omi, Michael and Winant, Howard. (1999) Racial formation. In. Racial Formation in the United States. P. 53-76. Ed. Micheal Omi and Howard Winant. New York: Routledge.

Schofield, Janet. (1986) Causes and consequences of the colorblind perspective. In Prejudice, Discrimination, and Racism. Academic Press.

# TEACHERS, PARENTS, STUDENTS AND THE TRANSITION TO HIGH SCHOOL



**Susan Stone, Ph.D.**

Assistant Professor

School of Social Welfare, UC Berkeley

## **OUTLINE:**

In my remarks, I will describe literature on the transition to high school, with an emphasis on why this appears to be a “critical period” for adolescents. Middle and high school transitions often are associated with declines in parent involvement in schooling. A key question is why these declines occur. I will explore alternative explanations for declining parent involvement in schooling, their potential consequences for students, as well as their implications for practice and policy

In the breakout session I hope to engage the participants in a discussion of how we might create policies and practices—involving schools, families and adolescents—that can help ease this transition. Additionally, existing research suggests that parent involvement in schooling is best promoted when programs are responsive to local community conditions. What are alternative ways educators can embark on this?

## **BRIEF BIOGRAPHY:**

Susan Stone joined the faculty of the School of Social Welfare in 2000. She received her B.A., M.A. and Ph.D. degrees from the University of Chicago. Prior to moving to California, she worked on a large-scale evaluation of “high stakes” testing policies in Chicago Public Schools. Her research interests include school transitions, parent involvement in schooling, and social work practice in schools

## **RECOMMENDED READING:**

Epstein, J. & Sanders, M. (2002). Family, school and community partnerships. In Bornstein, M. (ed.), Handbook of parenting, Volume 5: Practical issues in parenting (Second Edition). Mahwah, New Jersey: Erlbaum, 407-437.

Lareau, Annette (1999). Moments of Social Inclusion and Exclusion: Race, Class, and Cultural Capital in Family-School Relations. Sociology of Education, 71, pp. 37-53.

Roderick, M. & Stone, S., Chiong, J. & Waxman, E. (1998). Changing standards, changing relationships: Building family-school relationships to promote student achievement in Chicago high schools. Chicago: Consortium on Chicago School Research.

# **MINDFULNESS, MEDITATION, AND EMOTION REGULATION: FINDING BALANCE IN A STRESSFUL PROFESSION**



**Erika Rosenberg, Ph.D**  
**Nyingma Institute of Tibetan Studies, Berkeley**

## **OUTLINE:**

The classroom is an emotionally challenging environment and many teachers report experiencing an enormous amount of stress in their work. Supporting the emotional well-being of teachers is vitally important to our educational system, in terms of preventing burnout and retaining our best educators, and in terms of maintaining high quality environments for learning.

I will discuss research findings and training programs that have shown that mindfulness meditation can change one's emotional life, by reducing stress, enhancing well-being, and improving psychological health. I will briefly discuss how mindfulness and relaxation can enhance emotional functioning, with an emphasis on how to use such skills in daily life – including the classroom.

In the breakout session I will discuss particular strategies for working with mindfulness in personal and professional settings. I will discuss current training programs and courses available in the Bay Area and teach some readily learned techniques for working with mindfulness. An emphasis will be placed on hearing the emotional challenges teachers face and offering suggestions for how they can work mindfully with emotions in their lives.

## **BRIEF BIOGRAPHY:**

Erika L. Rosenberg specializes in research and education about emotions and mindfulness. She received her B.S. in Neuroscience from San Jose State University and her Ph.D. in Psychology from University of California, San Francisco (UCSF). An emotions researcher and health psychologist, her research has addressed the relationship between facial expression and subjective experience, social factors that influence the recognition of emotional signals, and the effects of anger on coronary heart disease. More recently, she has developed the Mindfulness Inventory, an instrument for assessing trait differences in mindfulness.

Dr. Rosenberg served on the faculties of the University of Delaware and the College of William and Mary. She is an investigator on the Cultivating Emotional Balance project, a controlled, clinical intervention study at UCSF on the effectiveness of a combination of Eastern and Western techniques for reducing destructive emotional experiences in schoolteachers.

Currently, Erika Rosenberg is on the faculty at Nyingma Institute of Tibetan Studies in Berkeley where she teaches meditation classes and workshops that teach people ways of working with mindfulness, relaxation, and compassion to improve their emotional lives and well-being.

## **RECOMMENDED READING:**

Chödrön, P. (1999). When things fall apart. Shambhala: Boston.

Chödrön, P. (1991) The wisdom of no escape. Shambhala: Boston.

- Glazer, S. (Ed.). (1999). The heart of learning. New York: Tarcher/Putnam.
- Goleman, D. (2003). Destructive emotions: How we can overcome them. New York: Bantam.
- Gunaratana, H. (1991). Mindfulness in plain English. Somerville, MA: Wisdom Publications
- Kabat-Zinn, J. (1990). Full catastrophe living. New York: Delacourt Press.
- Palmer, P. (1998) The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco: Jossey-Bass.
- Salzburg, S. (1997) Lovingkindness. Shambhala: Boston.

# USING CONFLICT IN THE CLASSROOM AND AS A TOOL FOR BUILDING PEACE



**Janis Keyser**  
**Faculty and Co-Chair, Department of Early Childhood Education**  
**Cabrillo College**

## OUTLINE:

- *What opportunities for teaching and peace building do conflicts offer?*
- *What skills do we want our children to learn to deal with conflict?*

Conflicts provide rich opportunities for learning. Through well supported and mediated conflict, children can learn and practice a number of skills: listening, defining problems, clarifying interpersonal boundaries, identifying and articulating their own and other's feelings, negotiating different perspectives, compromise, building consensus, exploring alternative solutions, and creating a sense of community.

## **ASSUMPTIONS about conflict:**

- The adult's role in conflict between children is to facilitate, rather than adjudicate. Her/his job is to work her/himself out of a job.
- Punishment is not useful in helping children solve conflicts with each other.
- Children have a high investment in solving problems.
- The skills children learn now for conflict resolution will serve them for a lifetime in many different relationships.
- People in a conflict are best served by a mutual solution.
- Watching another human's reaction is a better learning opportunity than learning a rule.
- There are no bad kids. People hurt each other only as much as they are hurting.
- Kids that are aggressive are scared, hurt, and/or feeling powerless.
- Every difficult behavior has a good idea behind it.
- Everyone deserves to be listened to.
- Conflicts are resolved only when each person is finished with the interaction.
- The children's relationship is more important than what they are fighting over.
- The teacher has an important role in helping children build peace through conflict.

## **STRATEGIES to help children solve conflicts:**

- Establish safety
- Support both children
- Bring confidence, calm and optimism to the interaction

- Teach and model skills, such as:
  - active listening,
  - talking about problem/issue rather than name-calling
  - sportscasting
  - redirection,
  - positive limit setting,
  - providing information
- Help kids keep focused on each other rather than on you
- Reframe, clarify, help with clear communication
- Help children listen to each other
- Help define the problem
- Ask questions/invite/brainstorm children's ideas for mutual solutions
- Check-in with children for agreement on solution

### **BRIEF BIOGRAPHY:**

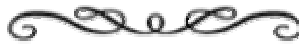
Janis Keyser has a Master's Degree in Human Development from Pacific Oaks College and is a certified trainer in the WestEd's Program for Infant Toddler Caregivers. She has taught preschool and college, led parenting classes, supervised new teachers, directed childcare programs, and developed and coordinated programs for parent education and support. She teaches full time in the Early Childhood Education Department at Cabrillo College and has been conducting parenting workshops for over 28 years. She is the co-author of Becoming the Parent You Want to Be: A Sourcebook of Strategies for the First Five Years, and is currently developing a televised parent education course in collaboration with Community Television of Santa Cruz.

Website for her book is: <http://www.becomingtheparent.com>

### **RECOMMENDED READING:**

On this topic, Janis recommends any books by Diane Levin and Nancy Carlsson-Paige.

# CREATING CARING LEARNING COMMUNITIES IN ANY SCHOOL SETTING



**Marilyn Watson, Ph.D.**  
Education Consultant and Author

## **OUTLINE:**

Most teachers today are faced with increasing pressure to teach to higher academic standards. At the same time, the social climate has become especially challenging, with many children appearing more distressed and difficult than ever. For a variety of reasons, many children, especially those in schools serving children in poverty, do not experience their classrooms and schools as caring communities. Often, both teachers and students report that they do not find schools to be caring places. In my remarks, I will describe how one inner-city elementary school teacher, Laura Ecken, used an approach to discipline and classroom management based in attachment theory to gradually build a classroom community that all her students experienced as caring.

In the breakout session, I plan to engage the participants in a discussion of several vignettes from Laura's classroom through the lens of attachment theory.

## **BRIEF BIOGRAPHY:**

Marilyn Watson has worked for more than two decades with teachers, teacher educators and education researchers to promote children's social, moral, and intellectual development. As the former program director of the Developmental Studies Center's award-winning school change effort, the Child Development Project, and as director of the center's national Teacher Education Project, she has been instrumental in designing educational materials and approaches that have children's basic developmental needs at their core. Dr. Watson authored or coauthored three books related to children's social and moral development, *Among Friends*, describing the theory and practical program of the Child Development Project; *Company in Your Classroom*, describing the role of mentor teachers in helping student teachers learn to build caring classroom communities; and, most recently, *Learning to Trust*, a two-year case study of one inner city elementary teacher's efforts to build a classroom environment that all her students would experience as caring. Prior to her work at DSC, Dr. Watson taught preschool, was a faculty member in the education department at Mills College and the Director of the Mills College Children's School.

## **RECOMMENDED READING:**

Dalton, J. & Watson, M. (1997). Among friends: Classrooms where caring and learning prevail. Oakland, CA: Developmental Studies Center.

Developmental Studies Center (1997). Blueprints for a collaborative classroom. Oakland, CA: Developmental Studies Center

Developmental Studies Center (1996). Ways we want our class to be: Class meetings that build commitment to kindness and learning. Oakland, CA: Developmental Studies Center.

Devries, R. & Zahn, B. (1994). Moral classrooms, moral children. New York: Teachers College Press.

Howes, C. & Ritchie, S. (2002). A matter of trust: Connecting teachers and learners in the early childhood classroom. New York: Teachers College Press.

Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, VA: Association for Supervision and Curriculum Development.

Pianta, R. C. (1999). Enhancing Relationships between teachers and children. Washington, D.C.: American Psychological Association.

Watson, M. & Ecken, L. (2003). Learning to trust: Transforming difficult elementary classrooms through Developmental Discipline. San Francisco: Jossey-Bass.

Watson, M. & Schoenblum, A. (2000). Company in your classroom: Building a learning relationship with your student teacher. Oakland, CA: Developmental Studies Center.

# **TOWARD NARROWING THE DISCIPLINE GAP: DEFIANCE OR COOPERATION IN THE HIGH SCHOOL CLASSROOM**



**Anne Gregory, M.A., M.Ed.  
UC Berkeley's Clinical Science program**

## **OUTLINE:**

Across the United States, pervasive authority conflicts between teachers and their high school students have been documented in discipline records. Disciplinary action for defiance is a common reason for exclusion from class or from school, with teachers perceiving African Americans as more defiant and rule-breaking than other groups. The significance of understanding negative and, conversely, positive interactions between teachers and students becomes more urgent in light of the inequitable outcomes reflected in the achievement gap. It is important to elucidate processes linked with the escalation of conflict or the promotion of cooperation and respect in high school classrooms.

In the presentation today, I will address the following questions:

- 1) What are the characteristics of students most likely to be disciplined? What are the most common reasons for disciplinary referrals? I will draw on data from studies across the nation to address these questions.
- 2) Which theories help us understand why authority conflicts occur in the classroom? How do these theories help explain the discipline gap across racial and ethnic groups? I will briefly synthesize theories and elucidate new questions that have yet to be answered.
- 3) From the student's point of view, how do trust, respect and legitimacy of authority relate to cooperation with teachers? I will present student voices based on recent interviews.

## **BRIEF BIOGRAPHY:**

Anne Gregory is a doctoral candidate in the clinical science program at the University of California, Berkeley. Her research interests focus on socialization in schooling, with an emphasis on teacher and student relationships. Through school-based research and interventions, she hopes to contribute to efforts in equity and educational reform.

## **RECOMMENDED READING:**

Ferguson, A. A. (2000). Bad boys: Public school and the making of black masculinity. Ann Arbor: University of Michigan Press.

Gottfredson, Denise C. (2001). Schools and delinquency. New York, NY: Cambridge University Press,

Sandler, S. (2000). Turning to each other, not on each other: How school communities prevent racism in school discipline. Justice Policy Institute. <http://www.justicepolicy.org/>.

## GETTING ALONG ACROSS DIFFERENCES IN THE CLASSROOM



**Rodolfo Mendoza-Denton, Ph.D.**  
**Professor, Psychology Department, UC Berkeley**

### **OUTLINE:**

As our nation's classrooms grow increasingly diverse, there is also a growing challenge for educators to develop – and effectively practice—equity pedagogy. But how do we go beyond getting along across differences towards effective teaching and learning across such differences?

In my talk, and in our breakout session, I look forward to exploring the unique challenges, strategies, and pedagogies that teachers and learners face when ethnic and social class differences characterize the classroom. I will share insights from research in Social and Educational Psychology that bear on this issue. These include a) how the experience of being a member of a culturally stigmatized group can affect subsequent feelings of anxiety and belonging in classroom contexts; and b) techniques and strategies that “star teachers” use to achieve equity pedagogy. In brief, I argue for the importance of *trust* as a factor to be considered, alongside knowledge transmission and acquisition, in the context of education.

### **BRIEF BIOGRAPHY:**

Prof. Mendoza-Denton is a second-year assistant professor at UC Berkeley. A native of Mexico, Prof. Mendoza-Denton lived in West Africa and Thailand before completing his graduate and post-doctoral studies at Columbia University. His travels led to, and shaped, a professional interest in culture, prejudice, and intergroup relations. His current research focuses on how experiences of discrimination and prejudice affect adjustment and relationship development among students at historically homogenous universities.

### **RECOMMENDED READING:**

Banks, C.M & Banks, J.A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into Practice, v. 34, no. 3, 152-158.

Irvine, J.J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teacher's College Press.

Meier, D. (1995). The power of their ideas: Lessons from a small school in Harlem. Boston:Beacon.

Steele, C. M. (1997). A threat in the air: How stereotypes shape the intellectual identities and performance of women and African Americans. Journal of Personality and Social Psychology, 69, 797-811.