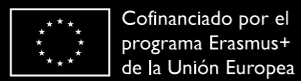


School mediation course



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- Introduction
- INITIAL ASSESSMENT
- WELCOME ACTIVITIES

- **THE CONFLICT**

 - A change of perspective on the conflict

 - Definition

 - The conflict in life

 - Aspects of the conflict

 - Ways of dealing with conflict

 - Analysis of the conflict

 - Alternative techniques for conflict resolution

- **DISCIPLINE**

 - Different ways of understanding discipline

 - Indiscipline

 - Analysis of the inappropriate behaviours that occur in a secondary school

 - Factors underlying indiscipline

 - Proposed actions:

 - Prevention
 - Intervention as team performance

 - Performance analysis of the discipline in our secondary school

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- **CLASSROOM MANAGEMENT**

- To conduct a quality education
- To plan the discipline
- To lead the class effectively

- **THE ABILITY TO RELATE WELL**

- To learn how to think
- Social skills
- Emotional education
- Moral growth
- Values education

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• MEDIATION

More than a technique for conflict resolution

- Definition
- Background

The importance of communication

- Communicative competencies
- Personal styles
- Active listening
- Messages in first person: nonviolent communication

Mediation process

- Mediation phases
- Mediation guideline

Trainers' features

- Functions
- How to select trainers

Formal and informal mediation

Mediation analysis

- Common mistakes in a mediation

Experiment mediation

- Difficult situations
- *Caucus* or individual sessions
- Pattern interrupt

Most usual problems



- **IMPLEMENT MEDIATION IN A SECONDARY SCHOOL**

Why to take the initiative to implement the mediation programme in a school

Conditions have to be met

Aspects to consider when implementing mediation at school

- Aspects that favor
- Aspects that condition
- Positive aspects

Mediation in the centre's plan of coexistence

- Training for daily coexistence
- Conflict prevention
- Intervention when conflict appears

Final suggestions

Review of the initial assessment

Review of course expectation



The conflict

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The conflict

CHANGE IN PERSPECTIVE (THE CONFLICT) →

DEFINITION

Conflicts are situations:

- in which two or more people come into opposition or disagreement because their positions, interests, needs, desires or values are incompatible;
- in which feelings and emotions play an important role;
- in which the relationship between the interlocutors can emerge stronger or impaired depending on the resolution process.
- Moreover, we should take into account that the conflict takes place in a social and policy context which involves it and conditions it.

The 9 Dots →



The conflict

CONFLICT ASPECTS

Concerning people:

- Protagonists
 - Ability to influence the conflict
- Perception of conflict
- Emotions and feelings
- Positions
- Interests and needs →
- Values and principles

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The conflict

CONFLICT ASPECTS

Concerning the process:

- The dynamics of the conflict
 - Latent conflict
 - Polarized conflict
- The relationship
 - Little / a lot
 - Trust / distrust
 - Friendship / hostility
 - Calm / emotionality
 - Knowledge / ignorance (bias)
- Communication
 - Stereotypes
 - Prejudices
 - Rumours

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CONFLICT ASPECTS

Concerning the problem:

- The core of the problem
 - The substance
 - The relationship
- The type of conflict
 - Relationship / communication
 - Aggression
 - Fight
 - Insult
 - From perception
 - From interests and needs
 - Resources
 - By activities
 - By preference, values, beliefs

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The conflict

WAYS OF CONFLICT FACING →

CRITERIA FOR DIFFERENT STYLES' ANALYSIS

- Resolution
- Practicality
- Ethical component

CONFLICT ANALYSIS

- Guide to analyse a conflict →

12 TYPICAL STEPS →

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Discipline

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DIFFERENT WAYS OF UNDERSTANDING DISCIPLINE

- As self-control.
- As a conflict between individual and group needs.
- As flattering of the teaching and learning process.
- As monitoring and classroom management.
- As a socializing factor.

INDISCIPLINE

ANALYSIS OF INAPPROPRIATE BEHAVIOURS THAT ARE IN THE CENTRE

- Explanations that we usually give to students' discipline problems:
 - They are the way they are
 - They are not very smart and they cannot deal with class assignments
 - There are only a few...
 - It is the age...
 - We are in a troubled neighborhood...
 - The family atmosphere...



FACTORS RESPONSIBLE FOR INDISCIPLINE

- Student's behaviour
- Teacher's behaviour
- School features
- Extracurricular and social factors

PROPOSALS FOR ACTION AGAINST INDISCIPLINE

- Indiscipline prevention →
- Intervention as team performance

DISCIPLINE PERFORMANCE IN MY CENTRE →

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Classroom management



Classroom management

Getting a quality education

Planning discipline

Leading the class effectively



Classroom management

GET A QUALITY EDUCATION

- Adapt tasks to the aptitudes and interests of the student
- Monitor and control the learning process
- Maintain a proper learning rhythm
- Solve problems that arise during the teaching and learning process
- Identify clearly the instructional objectives

PLANNING DISCIPLINE

- Appropriate rules to the group
- To negotiate group rules with students
- Clear, realistic and necessary rules, in positive terms, adapted to students
- To educate
- To be aware of classroom problems
- To establish and report rules the first days of class
- To take advantage of counseling support in the centre



Classroom management

MANAGE THE CLASS EFFECTIVELY

- Teacher's features
 - Empathy
 - Charisma and / or ability to attract and influence others
 - Domain and / or ability to control a situation
 - Intellectual power
 - Resources and / or capacity to organize all aspects of students' activity
- Features of any classroom context
 - Multidimensionality
 - Simultaneity
 - Immediacy
 - Unpredictability
 - Advertising
 - Chronicity



Classroom management

MANAGE THE CLASS EFFECTIVELY

- Proposals for action:
 - To develop communicative skills
 - Organizational routines
 - To attend the student individually
 - To encourage student's self-regulation
 - To maintain always a positive attitude and keep a sense of humour

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Daily coexistence in the classroom



Daily coexistence in the classroom

THE IMPORTANCE OF RELATING WELL

4 ways to understand and act in education, each of which tries to determine which the basic factor for a correct relationship is.

- Learn to think
- Social skills training
- Emotional education
- Teaching values - stages of moral growth



Daily coexistence in the classroom

THE COGNITIVE PART

- Types of intelligence
 - Personal intelligences
 - Intrapersonal
 - Interpersonal
- Learn to think
 - Causal thinking
 - Alternative thinking
 - Consequential thinking
 - Thinking perspective
 - Thinking means - end
 - Critical thinking

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Daily coexistence in the classroom

6 STAGES OF MORAL GROWTH

- Heteronomy
- Mutual selfishness (individualism)
- Interpersonal expectation
- Social system and conscience (responsibility, agreement)
- Everyone has the right (social agreement)
- We are all equal (universal ethical principles)

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Mediation

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MEDIATION: MORE THAN A TECHNICAL DISPUTE RESOLUTION

WHY TO TAKE THE INITIATIVE TO IMPLEMENT MEDIATION AS A METHOD OF DISPUTE RESOLUTION IN A SCHOOL

DEFINITION: EDUCATIONAL DIMENSION

THEORETICAL BASIS AND ORIGIN →

IMPORTANCE OF COMMUNICATION

- Communicative skills
- Personal styles
- Active listening techniques →
- Nonviolent Communication
 - Messages in first person →

MEDIATION PROCESS

- Phases of the mediation process →
- Mediation guidelines →
- Formal and informal mediation

MEDIATORS' FEATURES

- Mediators' function
- Select the mediators

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MEDIATION ANALYSIS

- Common errors in mediation →

EXPERIENCING THE MEDIATION

- Difficult situations in mediation →
- Individual sessions: *CAUCUS* →
- Pattern interruptor →

FREQUENT CONFLICTS

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WHEN A CENTRE IS ABLE TO IMPLEMENT MEDIATION AS DISPUTE RESOLUTION SYSTEM

- Aspects that favor
- Aspects that condition
- Positive aspects

CONDITIONS TO BE MET FOR A SCHOOL MEDIATION PROGRAMME BE SUCCESSFUL

MEDIATION: PART OF A GLOBAL PROJECT FOR LIVING TOGETHER IN THE EDUCATIONAL CENTRE

MEDIATION AS A NEGOTIATING COOPERATIVE SCHOOL SYSTEM IN ORDER TO ACHIEVE:

- Training in daily coexistence
- Preventing the conflict
- Intervention in the conflict

DAILY COEXISTENCE TRAINING

- Value the importance of interpersonal relationships.
- Discover opportunities for personal growth in conflict situations.
- Develop social and civic competences in order to learn how to live and live together.

PREVENTION IN THE EMERGENCE OF CONFLICT

- Accept and value differences.
- Promote the inclusion and cohesion between all members of the educational community.
- Acquire skills to learn how to act against conflicts defending their own interests without resorting to violence.

INTERVENTION IN THE CONFLICT

- To promote consensus on the imposition of standards
- To increase the protagonists' conflict responsibility
- To encourage communication in conflict resolution
- To take precedence the repair over punishment and reconciliation over bitterness

Final suggestions

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Final suggestions

NO HURRY: HAVE IT ALL VERY WELL DEFINED

- Proper training
- Designing even the smallest detail of its performance
- Adequate and prepared space
- Specific organization
- Wide dissemination
- Necessary material

ONCE IMPLEMENTED MEDIATION:

- To strengthen the mediation team
- Monitoring and continuous training
- To conduct a broad and continuous dissemination
- Each course starts to retake all activities
- To make the programme official

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Process assessment by teachers who are involved in it



Process assessment by teachers who are involved in it

- Contributes to develop attitudes of interest and respect towards others.
- Helps to recognize and value the feelings, interests, needs, own and other values.
- Contributes to improve the ability for dialogue and communicative skills.
- Increases the ability of resolving conflicts in a non-violent manner.
- Strengthens the personal growth of students who have participated in a mediation process.
- Improves interpersonal relationships.
- Helps resolving disputes quickly and inexpensively.
- Improves daily coexistence in the centre, creating a more relaxed and productive environment.
- Reduces the number of conflicts and consequently, the time spent solving them.
- Adults' interventions decrease and the same students solve their own problems.



Process assessment by teachers who are involved in it

CONSIDERING THAT ONE OF THE PURPOSES OF EDUCATION IS THE SOCIALIZATION AND CONFLICTS, AND DIFFERENCES BETWEEN PEOPLE ARE PART OF OUR SOCIAL RELATIONS, THE EDUCATIONAL SYSTEM HAS TO ASSUME THAT THIS SOCIALIZATION PROCESS HAS TO FACE THE PROBLEMS OF DAILY COEXISTENCE AND SOLVE CONFLICTS CONSTRUCTIVELY.



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Cofinanciado por el programa Erasmus+ de la Unión Europea



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APPENDIX

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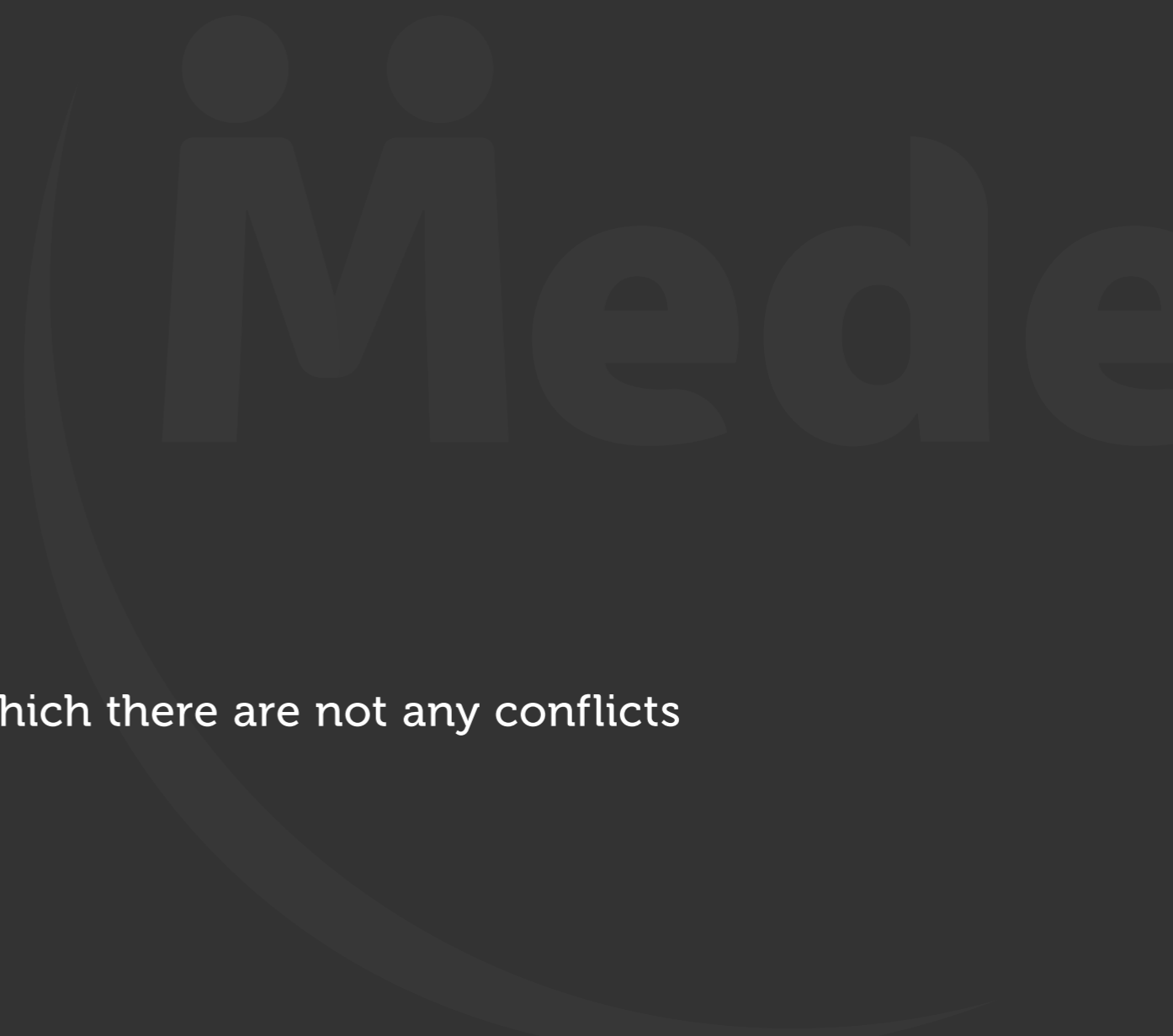
The conflict





TRUE OR FALSE?

- Conflicts are negative
- Conflict is synonymous of violence
- You can get the absence of conflicts
- The ideal coexistence is the one in which there are not any conflicts





TRADITIONAL PERSPECTIVE OF CONFLICTS

- Conflict is understood as something negative.
- Conflict is synonymous of violence, dysfunction or pathology and therefore, something to avoid or correct.
- Conflict is considered as an element that ends up hurting seriously the normal functioning of the organization. A society, businesses and schools without conflict are sought.





CONSEQUENCE



Mark control strategies to avoid
the most conflicting situations

ACTION — REACTION

OFFENCE — SANCTION





POSITIVE PERSPECTIVE OF CONFLICTS

- Conflict is understood as something positive.
- Conflicts are inevitable in any human group, also at school.
- Conflict does not mean a threat to daily coexistence, if we know how to manage it well.
- It helps us to know ourselves better and to know others.
- Violence is only one possible result of the conflict.





CONSEQUENCE



Use strategies to manage the conflict favourably in a dialogue process

ACTION — EDUCATION

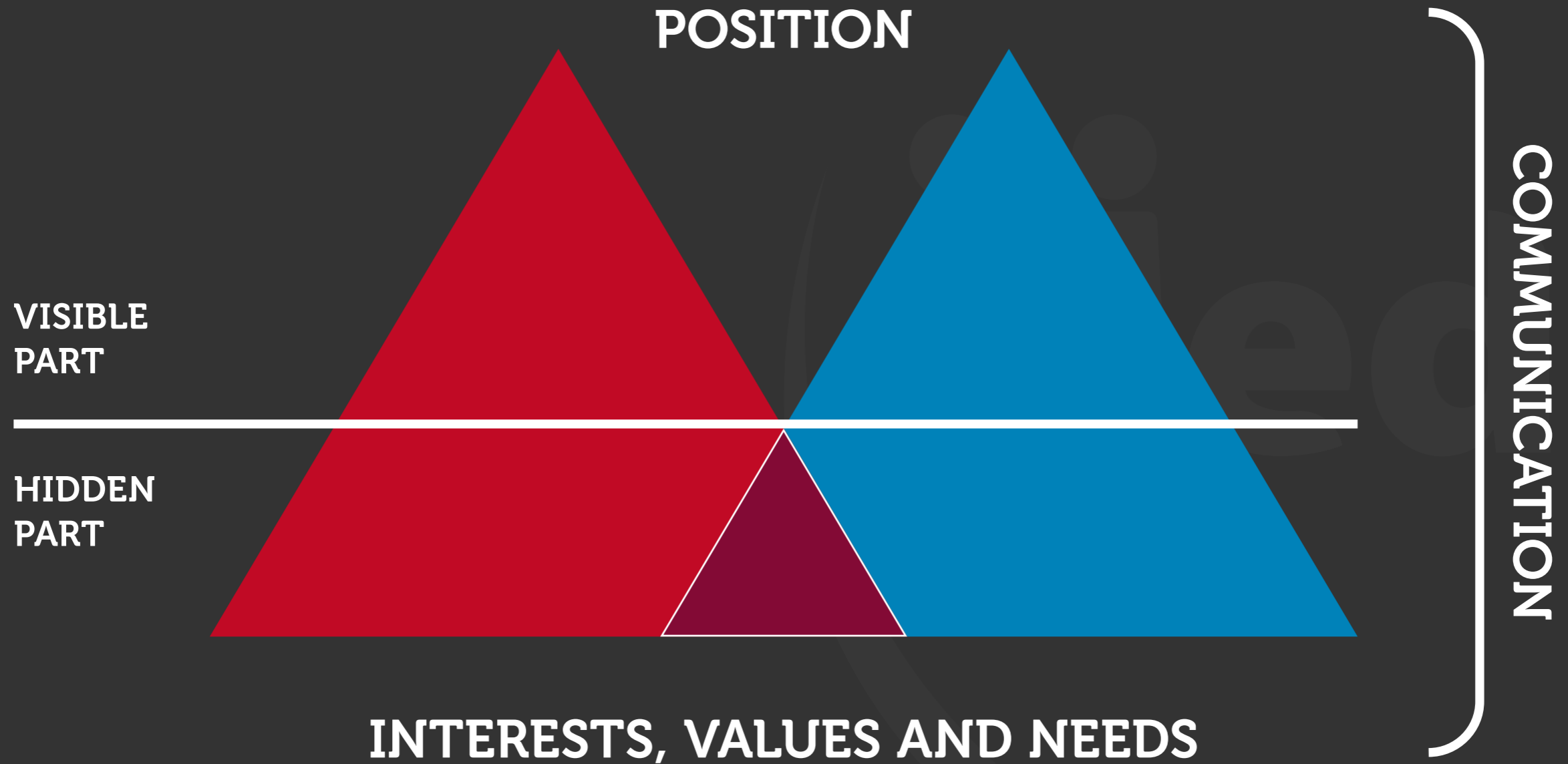


MEDIATION





The conflict



We must explore the problem through communication in order to manage the conflict positively.



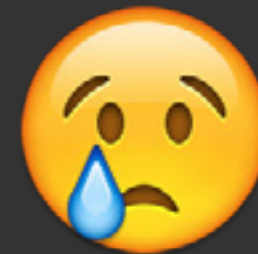


The conflict

DISCOMFORT
INCIDENTS
MISUNDERSTANDINGS
TENSION
CRISIS



DISCOMFORT
INCIDENTS
MISUNDERSTANDINGS
TENSION
CRISIS





The conflict





Violence is only a possible consequence of conflicts that are not faced positively

Conflicts follow a process
They are not linear



It is the teachers' role to manage conflicts in their early stages:
PREVENTION





They are natural phenomena that are part of human life

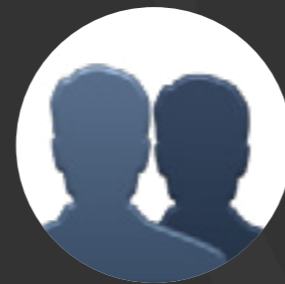
They are neither positive nor negative: it will depend on how we have to face them

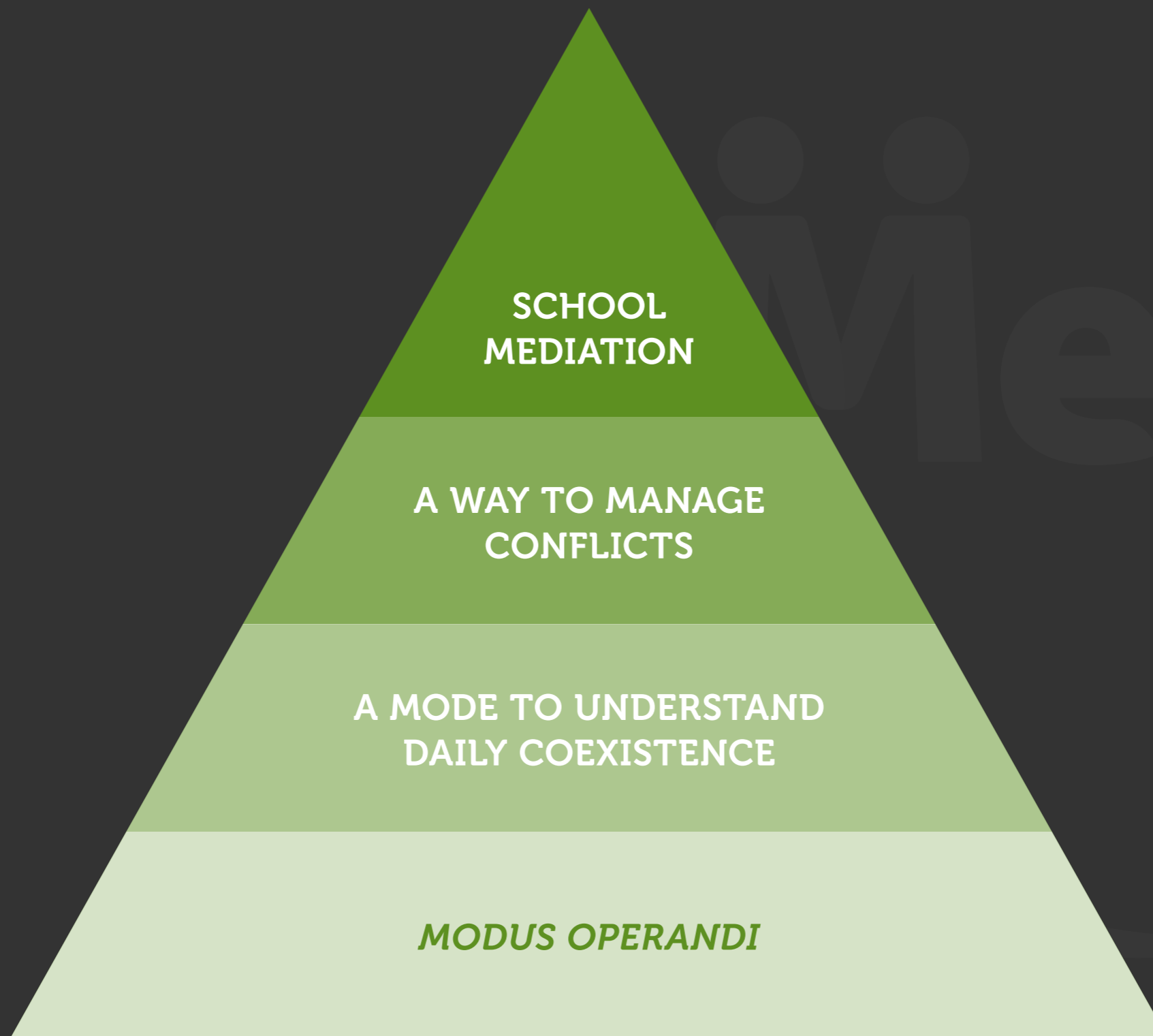




Manage conflicts with the help of a third person:

MEDIATION







IMPLEMENTATION OF MEDIATION AT SCHOOL

To operate a mediation programme it is necessary:

- Support from the management team
- Raising awareness of the educational community
- Involvement of the entire educational community
- Setting up a mediation team: prior training
- Space: «mediation classroom»
- Time
- Diffusion
- Institutionalization
- Working from an integrated model





ADVANTAGES OF MEDIATION

Manages conflicts in a democratic manner.

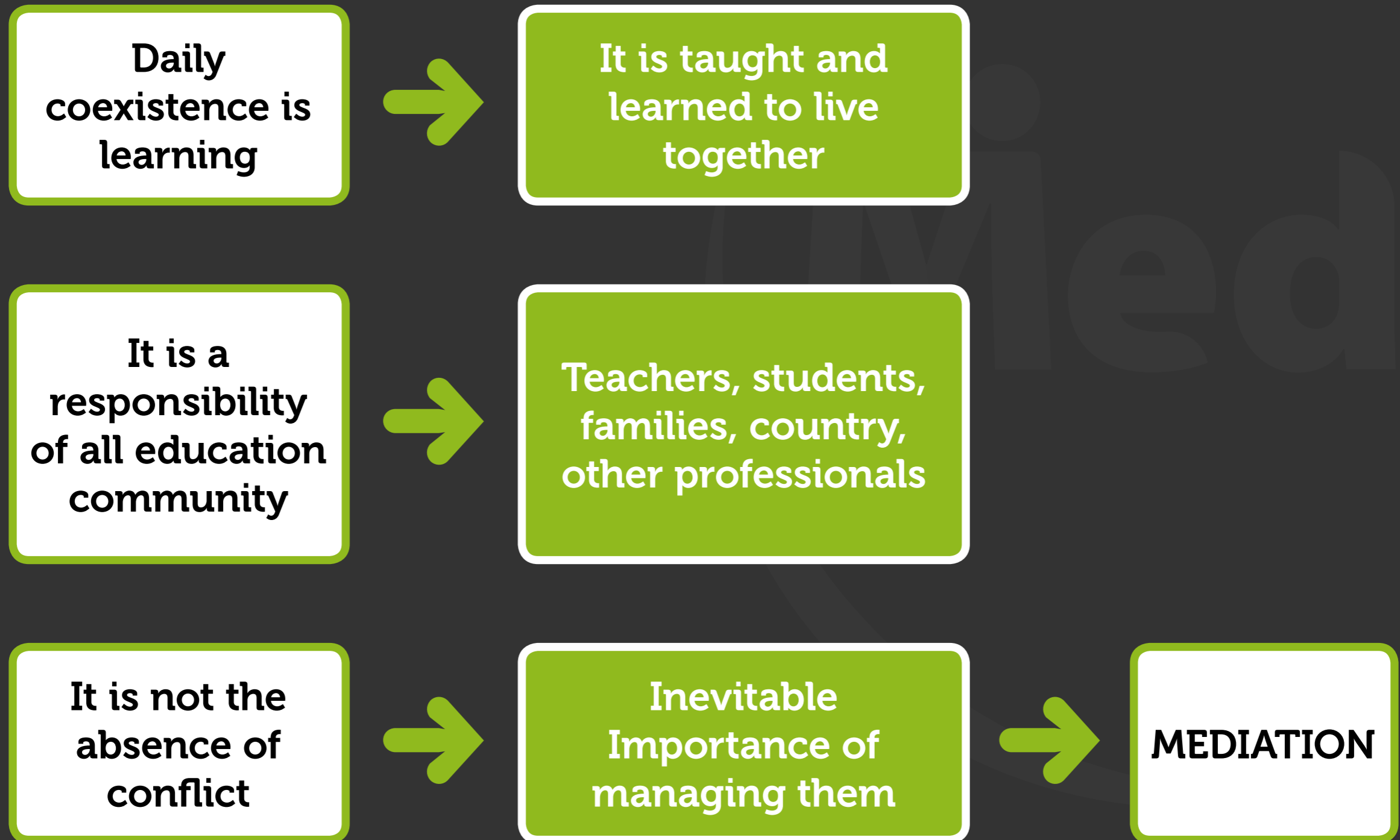
Prevents the appearance of violent and aggressive behaviour.

It enables the individual to find possible solutions from their personal autonomy.

Encourages communication and participation.

Advantages for ALL.







The conflict

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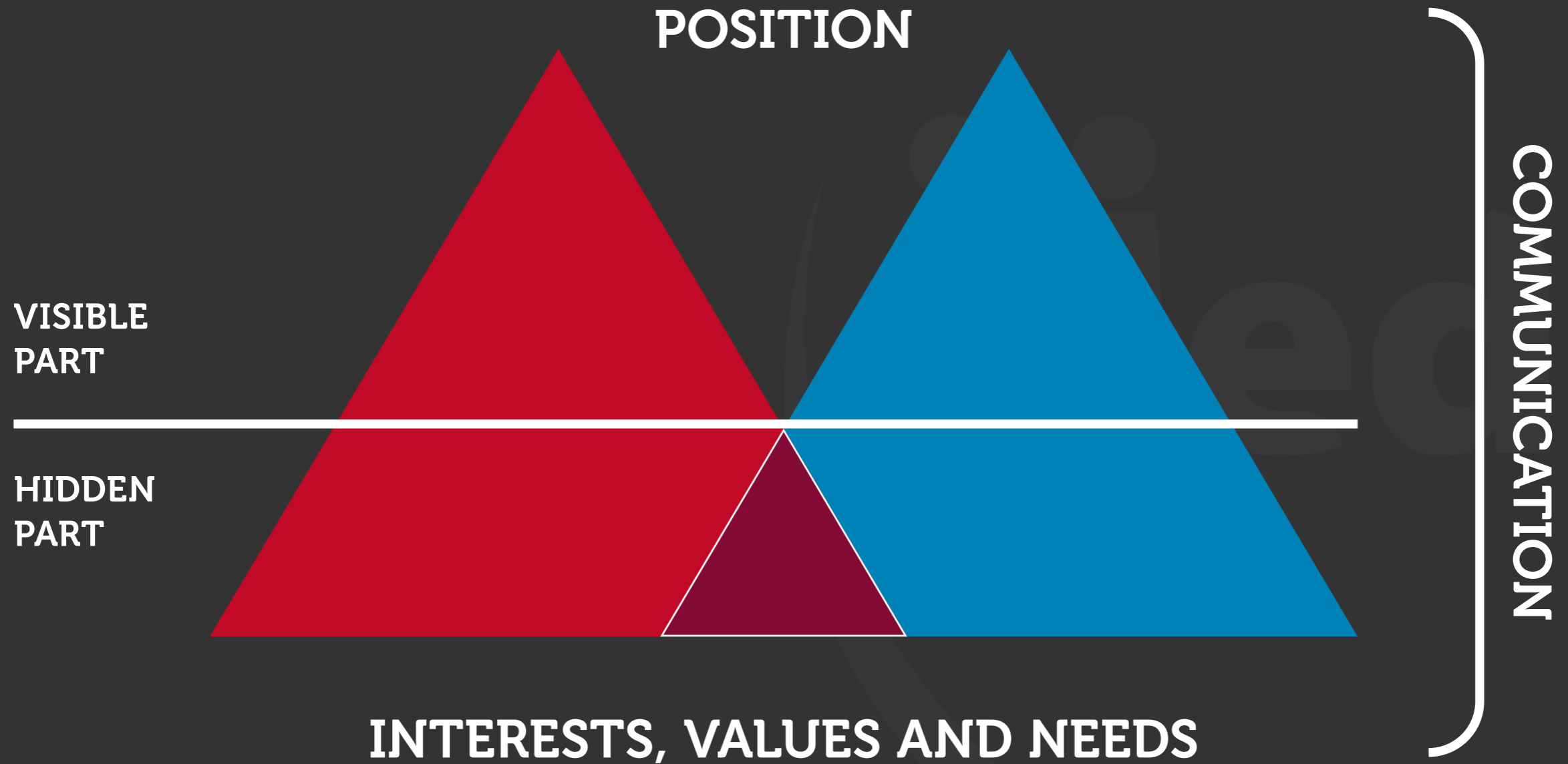
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Interests and needs





Interests and needs



We must explore the problem through communication in order to manage the conflict positively.





Interests and needs

Medde





Ways of facing conflict

Ways of facing conflict





Ways of facing conflict





Ways of facing conflict

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Guidelines to analyse a conflict

Guidelines to analyse a conflict





Guidelines to analyse a conflict

ELEMENTS	PART A	PART B
ACTORS <ul style="list-style-type: none">- Who are the main characters?- Who are the supporting actors?- What is the influence of third parties?		
RELATIONSHIP <ul style="list-style-type: none">- What relationship part A with part B has and vice versa: little/ a lot, trust/mistrust, friendship/hostility, confrontation/ escape, moodiness/ clams		
FEELINGS <ul style="list-style-type: none">- How does he/she feel?		
PROCESS AND CONFLICT TIME <ul style="list-style-type: none">- Since when is there a problem?- Is the conflict polarized, cystic, relaxed, latent, etc?- others		





Guidelines to analyse a conflict

ELEMENTS	PART A	PART B
VALUES - What are their values?		
INTERESTS, NEEDS - What are they interested in solving? - Why or why for you ask it?		
POSITIONS - What positions does he/she have? - What does he/she ask for?		
SOLUTIONS - What does he/she propose to solve it?		





Guidelines to analyse a conflict





12 typical mistakes

12 typical mistakes

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12 typical mistakes

12	EXPLANATION	EXAMPLES
TO ORDER TO LEAD	tell the other what to do	
TO THREATEN	tell the other what can happen if you do not do what they say	
TO REPREHEND	alluding to an external standard to say what must do the other	
TO GIVE LESSONS	referencing our experience to tell others what is good or bad	





12 typical mistakes

12	EXPLANATION	EXAMPLES
TO ADVISE	tell the other what is best for him/her	
TO COMFORT TO ENCOURAGE	play down to what he/she tells you	
TO APPROVE	tell him/her he/she is right	
TO DISAPPROVE	tell him/her he/she is not right	





12 typical mistakes

12	EXPLANATION	EXAMPLES
TO INSULT	despising the person who is telling you something	
TO INTERPRET	make him see the hidden reason for his attitude	
TO QUESTION	get information in an exaggerated manner	
TO IRONIZE	laughing at the other through irony	





12 typical mistakes





Indiscipline prevention

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Indiscipline prevention





ACTIONS TO PREVENT INDISCIPLINE PROBLEMS





SCOPE OF ACTION: EDUCATIONAL COMMUNITY

- Proper functioning of all governing body and centre coordinators
- Existence and implementation of all school planning documents: PEC , PCC , PGA, Plan of coexistence, PAT.
- Internal regulations: explicit rules, agreed and known by all
- Coherent and consistent teachers' performances
- Positive environment in the centre
- Teaching staff: create models of prevention and intervention
- Supervision of risk places in the centre: courtyard, corridors, toilet, fountains...
- Adequate and continuous maintenance of the centre
- Encourage meeting places and moments for both teachers and students
- Clear and open communication routes
- Strengthen the sense of belonging to the centre among students
- Control resources: «official student diary»
- Encourage different ways of grouping students





SCOPE OF ACTION: CURRICULAR

- Using different methodologies
- Adapted curriculum to the characteristics of students: attention to student diversity
- Structured activities and practices
- Cooperative learning
- Meaningful learning
- Transmit and exercise the values that make coexistence possible
- Use several assessment strategies
- Change of activity, intersperse more relaxed activities





SCOPE OF ACTION: GROUP CLASS

- Control and effective classroom management
- Monitor and control possible mismatches before they occur
- Create a climate of trust that allows dialogue
- Respect the opinions, needs and interests of students
- Work study habits and work in the group
- Include in the Tutorial Action Plan: social skills, communicative skills...
- Effective teacher's leadership
- Help between students: student- tutor
- Delegate responsibility to students
- Create appropriate communication routes
- Clear routines from the beginning
- Negotiation of class rules
- Reflection with the group about what happened
- Messages in first person
- Analyse the consequences of their behaviour
- Propose group agreement





SCOPE OF ACTION: GROUP CLASS (CONTINUATION)

- Encourage motivation
- To encourage the sense of belonging to the group among students
- Remember our «role»: we are teachers not «colleagues»
- Perform class assemblies
- Teacher's silence to the dispersion of the class.
- Gestures and glances that indicate the expected behaviour
- Approach to the area of the disruptive student
- Use humour, no sarcasm
- Interview with the teacher after class
- Use strategic changes of place
- Remove from a given area people who reinforce misconduct





SCOPE OF ACTION: INDIVIDUAL

- Individual agreement
- Proper use of reinforcement
- Working esteem
- Recognize good performances
- Positive relationship with the family
- Attention to student diversity
- Support class
- Psychological support if deemed necessary

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Indiscipline prevention





Functioning of discipline in my centre

Functioning of discipline in my centre





Functioning of discipline in my centre

	HOW DISCIPLINE FUNCTIONS IN MY CENTRE	YES	NO	I DON'T KNOW
1	In my centre, there are internal regulations or it is in the creation process			
2	Students and the rest of the school community are aware of the internal regulations and its contents			
3	In the centre, teachers have received specific training on the issue of control, discipline and classroom management			
4	We agree the rules of conduct among all teachers and we seek to act together			
5	School rules are agreed between teachers and students			
6	Each teacher imposes their rules in the classroom without regard to other teachers in the group			





Functioning of discipline in my centre

	HOW DISCIPLINE FUNCTIONS IN MY CENTRE	YES	NO	I DON'T KNOW
7	The rules are known by teachers, students, and parents through circular letters, posters or in other ways. Everyone is informed			
8	When facing a serious offense, I derive the problem directly to the director of studies			
9	Before grave breaches, I attempt to find a solution and if it is not solved, I derive the problem to the management team			
10	When there is a problem in the student group, I give to the students who are involved the possibility of explaining themselves before making a decision			
11	The centre's facilities are in good condition, clean, there is usually order, the materials are in the right place, and we have the necessary means to teach the classes			





Functioning of discipline in my centre

	HOW DISCIPLINE FUNCTIONS IN MY CENTRE	YES	NO	I DON'T KNOW
12	Teachers have a suitable place to meet and work together			
13	I have a suitable place to receive students and parents			
14	I have enough time to solve specific problems that arise among students			
15	Relations between teachers are only to coordinate schedules, holidays, distribute spaces and time			
16	When I have a discipline problem I'm concerned with, I share it with my colleagues, we discuss it in groups and sometimes I accept the suggestions			





Functioning of discipline in my centre





Active listening techniques

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Active listening techniques





Active listening techniques

STRATEGIES	OBJECTIVES	HOW TO PROCEED	EXAMPLES
TO SHOW INTEREST	<ul style="list-style-type: none">- Communicate interest- Encourage the other to talk	<ul style="list-style-type: none">- Do not agree or disagree	
TO CLARIFY	<ul style="list-style-type: none">- Clarify what they have said- Get additional information- Help to take into account different points of view	<ul style="list-style-type: none">- Ask- Ask clarifying something we have not understood	
TO PARAPHRASE	<ul style="list-style-type: none">- To show that we are understanding what has happened.- To check the meaning	<ul style="list-style-type: none">- Repeat the basic ideas and facts	
TO REFLECT	<ul style="list-style-type: none">- To show that we have understood the emotions and feelings of the people involved- Helping people involved to be more aware of what they feel	<ul style="list-style-type: none">- Reflect the emotions and feelings of the speaker	
TO SUMMARIZE	<ul style="list-style-type: none">- Review the progress that has been- Collect all the important facts and ideas	<ul style="list-style-type: none">- Repeat the main facts and ideas	





Active listening techniques





Messages in first person

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Messages in first person





MESSAGES IN FIRST PERSON

The message "I" is a communication technique very useful in situations in which we ask, assertively, for a change in someone's behaviour, or we want to express our feelings and/or situation, as well as that our hearer is involved in these changes.

Normally when we feel bad, disappointed, hurt, or angry with someone, and we express it, we usually use "you" to explain our complaint.

This use of "you" which may appear normal, directly activates a defense reaction in the listener. You will feel attacked and you will be investing time in preparing arguments in your defense, instead of actively listening.

Therefore, this technique brings us back to the "I". When talking about ourselves, our feelings, thoughts and behaviours, the likelihood that the conversation will become contentious is lower. If I talk about how I feel, it is more difficult for the other person to reject what you said.

Recall that our goal will be to communicate something we do not like, which does not make us feel good and to propose an alternative behaviour. A heated discussion is not what we are looking for if we implement this technique.





Messages in first person

To do this, the steps we will follow are:

- 1. Describe the situation as neutral as possible**, as we want to eliminate any kind of judgment that can be interpreted negatively by the receiver of our message.
- 2. Describe how I feel**, which emotions this situation generates in me. Example: «This situation makes me feel nervous, restless, I'm sad , I generates rage”, etc.
- 3. Why?** The reason why the situation leads me to feel this way.
- 4. We propose an alternative**, always with the words «I would» since I am proposing a desire, in order to negotiate a change; I'm not giving you an order.





Messages in first person

PRACTICAL EXAMPLE:

We have a friend who is always late when we meet with her. We do not like it and sometimes, it has caused the loss of some plan, like going to the cinema, or not arriving on time at the start of a concert. The fact that the situation has not been commented before, makes that every time we meet, we are tense and we are losing the desire to stay with her.

Message "I":

1. David / Sara, the last few times we've met, I've been waiting 15-20 minutes for you to come.
2. In this waiting, I feel tense and I get nervous.
3. Because it overwhelms me the fact that we'll have to do the session in a hurry keeping always an eye on the watch.
4. So I would like that, when we meet, you try to arrive on time or, if can't make it on time, just let me know so I can get organized.





Messages in first person

We may find this way to propose changes unnatural at the start of its practice. We are used to complaining in other ways that may initially seem more liberating but that will not help us cause a change in the other.

It is advisable to practice these guidelines; do it on your own, with your own words and express yourself in your own way. Remember that it is important to have in mind the four steps, neutral situation, emotions, cause, and behaviour.

In any case, although we do not get the change in others through assertive expression of what we do not like, we will be training our management of emotions in a positive way!!





Messages in first person

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Phases of the mediation process

Phases of the mediation process





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
1 PRE-MEDIATION	To create conditions to facilitate the access.	<p>Performance of mediators</p> <ul style="list-style-type: none">• Presentations• To talk with the parties separately in order to tell the version (solve to mediation the conflict)• To explain the process: rules and commitments. Importance of their cooperation <p>To determine:</p> <ul style="list-style-type: none">• Whether mediation is appropriate for the specific case• Whether other actions before mediation are needed: new individual interviews, talking with other people involved in the conflict, etc.• Whether the parties are willing to go to mediation• What space and time are the most favorable for mediation• Whether the choice of mediators is appropriate. It should not be a teacher who teach the student, nor a member of the management team• If you need to discuss some techniques such as: messages in first person, "paraphrasing," etc.





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
2 PRESENTATION AND THE RULES OF THE GAME	Building trust in the process	What mediators do <ul style="list-style-type: none">• Personal introductions• To explain briefly how the process will be developed: objectives, expectations, role of the mediators• To remind the parties of the significance of confidentiality and their collaboration, always being honest and sincere• To accept basic rules: not to interrupt, not to use offensive language, not to disqualify the other party, proper body posture, etc. Things to take into account <ul style="list-style-type: none">• Space, time, documents needed to conduct a mediation, coordination with the mediators





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
3 TELL ME	<p>To be able to explain their version of the conflict and to express their feelings</p> <p>To be able to give vent to their feelings and to feel heard</p>	<p>WHAT MEDIATORS DO</p> <ul style="list-style-type: none">• To create a positive atmosphere and monitor the message exchange• To generate thinking on the conflict, their personal objectives in the conflict, and other ways to achieve them; personal feelings and the feelings of the other party• To explore the real problem (not details) by asking and paraphrasing• To encourage them to tell more, to vent their feelings, avoiding making them feel as they were crossexamined• To carefully listen to the worries and feelings of each party by using techniques such as showing interest, clarifying, paraphrasing, reflecting the feelings, summarising, etc.• To help put on the table important issues of the conflict• Not to judge, not to give advice, not to define what is true or not, nor what is fair or unfair• To pay attention to the content of the conflict as well as to the relationship between the parties• To support the dialogue between the parties, to recognise the emotions and feelings and respect the silences





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
4 TO CLARIFY THE PROBLEM	To identify what the conflict is about and reach an agreement on the most important issues for the parties	<p>What mediators do</p> <ul style="list-style-type: none">• To ensure the agreement of the parties on which issues should be addressed, either to move forward to a solution or to a positive conflict transformation• To obtain a consensual version of the conflict• To specify the points that may unblock the conflict and move forward to a common understanding, and ultimately to an agreement• To deal first with the issues which are common to both parties and the ones which are easier to solve; this helps build trust and maintain the interest• wTo explore the interests that lie behind the positions of the parties and to conduct the dialogue according to the needs





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
5 TO PROPOSE SOLUTIONS	To deal with each issue and to seek possible solutions	<p>WHAT MEDIATORS DO</p> <ul style="list-style-type: none">• To facilitate the spontaneity and creativity in the search for ideas and solutions (brainstorming)• To explore what each party is willing to do and what a party wants from the other party• To highlight the positive contents of the proposals of each party• To ask them to assess each one of the possible solutions• To request their agreement or disagreement on the different proposals





Phases of the mediation process

PHASES	OBJECTIVES	HOW TO PROCEED
6 TO REACH AN AGREEMENT	To assess the proposals, pros and cons of each one of them, and to reach an agreement	WHAT MEDIATORS DO <ul style="list-style-type: none">• To help the parties clearly define the agreement• To take into account the characteristics that must be in the agreements of the parties• The agreement must be well-balanced, realistic, possible, specific and exact, clear, simple, acceptable for the parties, assessable, and must contribute to an improvement of the relationship• To draft the agreement on paper in order to facilitate the monitoring• To congratulate the parties for their collaboration• To make copies of the agreement (for each party) and file the original agreement





Phases of the mediation process





Guidelines for the mediation

Guidelines for the mediation





Guidelines for the mediation

PRE-MEDIATION

A meeting will be scheduled with each party separately. They will be called to the mediation room by means of the appointment card.

PARTY A - Claimant

1. Hello, I am and I am We are mediators and we are going to listen to you and help you talk and solve the problem you have.
Your name is (looking at party A)
2. Do you know what mediation is?
In case you don't know what mediation is, you should know that we aren't judges, so we won't judge you; we aren't cops either, so we won't punish you; and we aren't psychologists, so we won't give you advice, nor tell you what you have to do.
We are just trying to help you manage the conflict, so that you could talk and exchange points of views easier with the other person, as well as to together reflect on what has happened and to analyse the emotions that are caused by this problem.
We are going to listen to you, but we won't force you to solve the problem, nor will we solve it for you; the real solution is in your hands.
But we do need your trust and your goodwill in order to help you find a solution to your problem, keeping always your needs and those of the other party in mind.
In order to achieve that you both have to work together. Are you willing to collaborate and make an effort to manage the conflict?
Everything that will be said here is confidential and no one will know.





Guidelines for the mediation

3. Tell us about your problem.
4. Is there another person affected by this problem?
5. Do you want to add something to what you said?
6. Do you let us, (name) and (name), be the mediators?
Otherwise, you can choose two other mediators. (If necessary, show the list of available mediators to the party)
7. If you are OK with it, let's meet on (date), at (time), in the mediation room. The session will take approximately (time) and we will meet as many times as needed.





Guidelines for the mediation

PARTY B - May not be aware of the problem

1. Hello, I am and I am We are mediators and we are going to listen to you and help you talk and solve the problem you have.
..... has requested a mediation due to
Your name is (looking at party B).

2. Do you know what mediation is?

In case you don't know what mediation is, you should know that we aren't judges, so we won't judge you; we aren't cops either, so we won't punish you; and we aren't psychologists, so we won't give you advice, nor tell you what you have to do.

We are just trying to help you manage the conflict, so that you could talk and exchange points of views easier with the other person, as well as to together reflect on what has happened and to analyse the emotions that are caused by this problem.

We are going to listen to you, but we won't force you to solve the problem, nor will we solve it for you; the real solution is in your hands.

But we do need your trust and your goodwill in order to help you find a solution to your problem, keeping always your needs and those of the other party in mind.

In order to achieve that you both have to work together. Are you willing to collaborate and make an effort to manage the conflict?

Everything that will be said here is confidential and no one will know.





Guidelines for the mediation

3. Tell us what is your version of this situation.
4. Is there another person affected by this problem?
5. Do you want to add something to what you said?
6. Do you let us, (name) and (name), be the mediators?
Otherwise, you can choose two other mediators. (If necessary, show the list of available mediators to the party)
7. If you are OK with it, let's meet on (date), at (time), in the mediation room. The session will take approximately (time) and we will meet as many times as needed.





Guidelines for the mediation

MEDIATION

Presentation of the guidelines and the rules of the game.

1. Hello, I am and I am We are mediators. If you are OK with it, we are going to work with you to manage this problem.
Your name is (looking at one of the parties) and yours is (looking at the other party).
2. This is how we are going to proceed:
 - A. After talking about the rules that must be respected, you will tell in turns which the problem from your point of view is.
 - B. We will ask you some questions to clarify what has happened and to make sure that we have understood it properly.
Then we will make a brief summary.
 - C. Afterwards, we will ask you about what your ideas are to solve this problem in order to be able to find a solution on which we all agree.
 - D. The next step will be drafting the agreement and signing it.
 - E. We aren't going to support any of the disputants, and we aren't going to tell you what to do, either.
 - F. If we think it is required, and we all agree on it, we'll do some separate sessions with each of you under some determined conditions that both of you will know.





Guidelines for the mediation

3. We have some rules in this mediation which must be agreed by all parties before we start:

4. **FIRST: Do you agree on the fact that you both have come voluntarily and that everything that will be said here will remain confidential?** (Wait for some kind of answer from both parties)

SECOND: Do you agree to listen to each other without interrupting? (Wait for some kind of answer from both parties) (If necessary, a pen can be used to give the word to each party) (The one holding the pen will be the one speaking).

THIRD: Do you agree not to insult or attack the other party, not to use offensive language or call each other offensive names? (Wait for some kind of answer from both parties)

FORTH: Do you promise to make an effort to resolve the problem and to be honest and sincere? (Wait for some kind of answer from both parties)

FIFTH: You will have the same amount of time to talk about your problem. (Wait for some kind of answer from both parties)

The claimant will start speaking or, otherwise, the disputants will decide which one is to start speaking.

One of the mediators will oversee the speaking time.





Guidelines for the mediation

TELL ME

To each party

Tell us what has happened.

Paraphrase.

We have to make sure if there is some other person involved in this problem.

How did you feel?

Reflect. The mediator will begin with "I feel..." and repeat the emotions and feelings manifested by the parties in the mediation process.

After each person involved in the conflict has spoken, they must be asked if they want to add something more.

TO CLARIFY THE PROBLEM

By means of asking what is necessary to clarify the problem

What do you mean when you say

I'm sorry, but I don't really understand what has happened. Could you please explain it to me again in other words?

Of everything that you have told us, what is the most important for you?

Did I understand it properly if I say («paraphrasing»).

How did you feel when ?

I see that the most important for you is, your main interests are (looking at one of the parties) and for you (To sum up the positions, feelings, etc., of each party) (looking at the other party).





Guidelines for the mediation

TO PROPOSE SOLUTIONS

(We have to separate the process of creation of solution proposals from that of assessing and deciding which ones are more suitable and satisfy better the needs of each party).

To one party

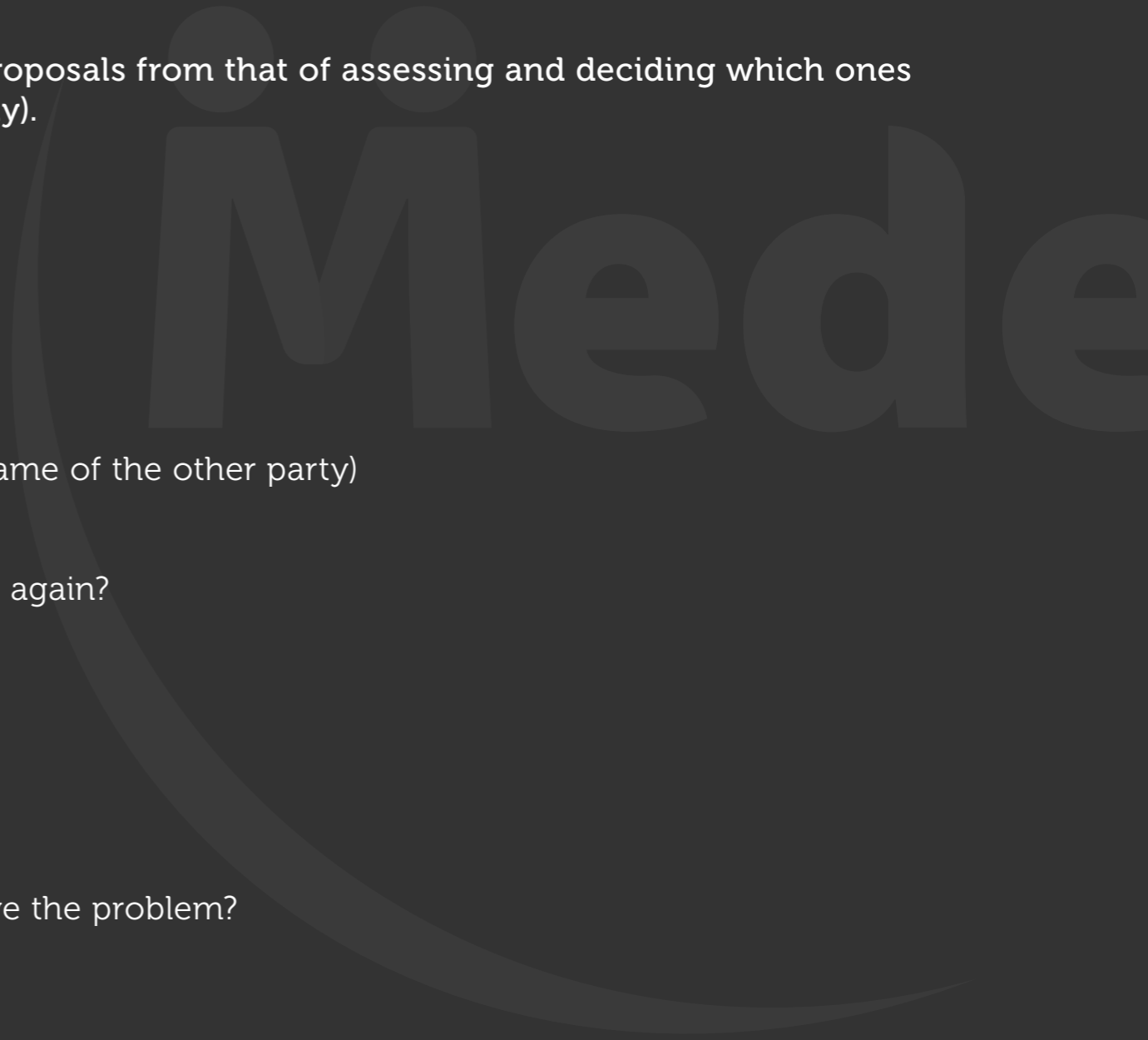
How do you think this could be resolved?
What changes would you suggest?

To the other party

And you, how do you think this could be resolved?
What changes would you suggest?

To one party

What would you accept of what is asking for? (name of the other party)
What could happen if we don't find a solution?
What is the worst thing that could happen?
What can't you tolerate to keep happening again and again?
What is the best thing that could happen?
Which terms would be satisfactory for you?
Could you go on with your relationship? How?
Will you even be able to improve your relationship?
Do you think the agreement is fair?
Is this fair for.....? (name of the other party)
Is this fair for.....? (name of the other party)
Do you believe that what you have agreed will resolve the problem?
Anyone of you feels ignored, deceived or tricked?
Do you need to talk to somebody before deciding?





Guidelines for the mediation

TO REACH AN AGREEMENT

(The agreement is drafted)
(To finish the session)
Can we consider the problem resolved?
Do you want to add something more?
Are you willing to sign the agreement?

TO FINISH THE SESSION

(Once the agreement is signed, a new appointment must be done for the next monitoring session of the compliance of the agreement)
(A copy of the agreement is handed over to each party and another one is filed)
(Thank the parties for their collaboration in the solution of the problem)
(They can then join their classroom again).





Guidelines for the mediation





The most common mistakes in mediation

The most common mistakes in mediation





The most common mistakes in mediation

TO MAKE TOO MANY QUESTIONS

It is not necessary to make too many questions to collect more information; it is important, however, to be sure about which questions should be made to collect the information needed, to understand, and to solve the problem.

We must practice an active listening and let the parties speak their minds in their way, respecting always the silences.

We should not continue immediately with our intervention if we realize that one of the parties in mediation has drawn the attention of something that has happened in mediation or is happening. Also, if they are thinking how to explain the things they want to say by looking for the right words to express themselves. We can simply add, "How do you feel?"

TO ASK TOO MUCH "WHY"

Instead of asking "Why did you insult him?", we must say "Could you please tell me more about what happened before he said that you had insulted him?"

TO ARGUE WITH A PARTY

We must not express annoyance or oppose to what a party says.

TO JUDGE

Before different versions of the conflict, we must not say "someone here is lying", we can say instead "both of you have different points of view about what has happened".

Neither must we say "What you say is nonsense", instead, we can say, "If you aren't really interested in that, we can deal with it in another moment."





The most common mistakes in mediation

TO GIVE ADVICE

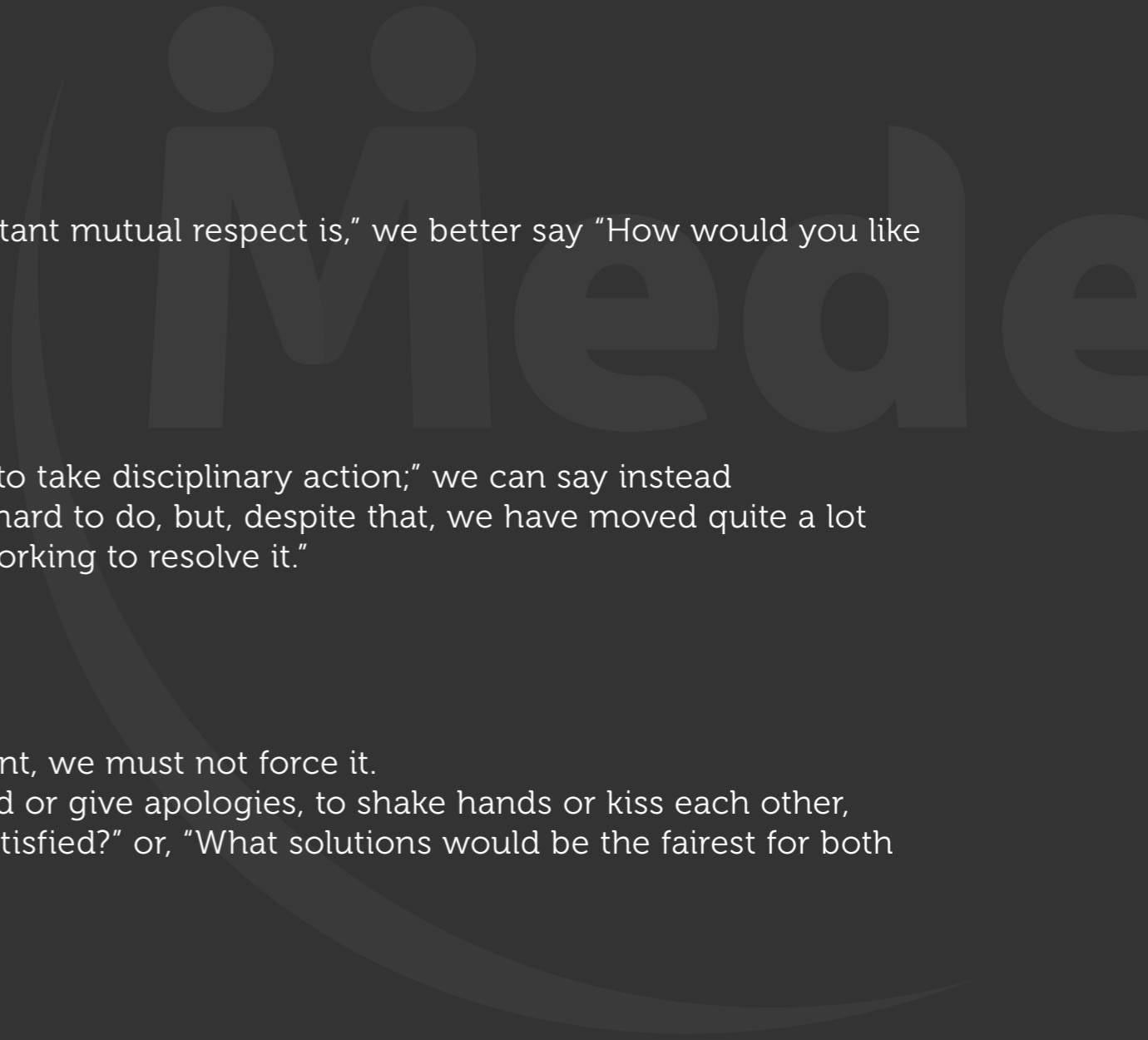
Instead of saying "You have to remember how important mutual respect is," we better say "How would you like your relationship to be in the future?"

TO THREATEN THE PARTIES

We must not say "If we don't resolve this, we'll need to take disciplinary action;" we can say instead "You agreed to try to resolve the problem, it may be hard to do, but, despite that, we have moved quite a lot forward and we believe it is important to continue working to resolve it."

TO FORCE THE RECONCILIATION

It will be evident when the parties reach an agreement, we must not force it. We must not ask them to be friends again, to demand or give apologies, to shake hands or kiss each other, we must ask them, "What can you do to feel more satisfied?" or, "What solutions would be the fairest for both parties?"





The most common mistakes in mediation





Difficult situations in mediation

Difficult situations in mediation





Difficult situations in mediation

As a mediator, you'll have to face difficult situations which you will have to solve:

SUGGESTIONS TO APPROACH DIFFICULT SITUATIONS:

1. The parties do not respect the agreed rules

Do not accuse them, nor yell at them. Just make them remember the rules they had agreed at the beginning of the process with a message in the first person.

2. The communication is really broken

If you realise that the mediation is not moving forward, even though you may not know why, or they are not willing to collaborate, turn to private sessions to clarify whether there are hidden interests or to understand better the situation.

3. One of the parties is really angry

You have to turn to private sessions as well.

Ask for a break and put on the session on a later date to calm the situation down.

If you can still control the situation, paraphrase:

"I see that you are really angry with what has happened, it seems the wound is still fresh."

4. One of the parties says that you are biased

Let the parties express their emotions and perceptions by asking them:

"Which attitude or comment of mine makes you think I am biased?"

If they keep complaining, let other mediator take your place.

5. One of the parties is not feeling at ease

Or so it seems, either they are not collaborating, or they doubt the efficacy of mediation, or how you are conducting the mediation. You can persuade them of the pros of taking part in a mediation without putting pressure on them or asking why:

"If you aren't comfortable with us, other classmates can take our places as mediators."

"If you agree, we could talk to each of you separately, in private, to go into detail in some aspects."





Difficult situations in mediation

6. The parties do not reach an agreement and they ask for advice

Remind them that your role is to help them reach an agreement by themselves; not to impose an agreement valid for yourself.

7. The parties do not come to a solution and the relationship remains broken

Suggest them to establish a minimum agreement.

“Take into account that, regardless of the problem between you and the other party that might break your relationship, both of you are going to coexist everyday. Therefore, it would be good if your meetings together are the least hard possible for you. It would be nice as well if you agree to treat yourselves in a respectful way, so that you won’t feel so bad and you will be able to keep your relationship just respecting minimum rules. The thing is: “How can we do that?”

8. They challenge the mediation because it started as an alternative to the ordinary disciplinary procedure

Use a constructive tone, not a threatening one, and let them know the consequences for both disputants if they do not reach an agreement.

“It will always be better to resolve the problem by mutual agreement and by making your own decisions, rather than by talking to the school coordinator/principal.” “You have been collaborating a lot until now; it would be a pity if you give up right now when we have almost reached an agreement.”

“I believe, we’d prefer to take responsibility for our actions and commit to resolve our problems in a serious and a responsible way, rather than be sanctioned.”

9. The parties decide not to continue the mediation

The most important thing is to let them know that they can resume the mediation whenever they like and feel ready; that door will always be open.

Congratulate them for the effort that they have made, for collaborating so much, and let them know that you respect their decision to stop the mediation.





Difficult situations in mediation





Individual sessions: *Caucus*

Individual sessions: *Caucus*

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Individual sessions: *Caucus*

Individual sessions are an essential resource when mediating in difficult situations.

WHY TO CAUCUS AND WHEN:

1. When the emotions or aggressiveness shoot up to the extend you can't control it anymore
2. When you feel that you aren't listened to or that they aren't honest
3. When asked by the disputants
4. To understand the needs that are behind the demands of the parties
5. To help them take difficult decisions
6. To talk about difficult issues
7. To calm down and to inspire confidence
8. To reflect upon and incorporate the reality principle
9. To overcome difficult or negative situations among the mediator and each party
10. To assess the situation if an agreement isn't reached
11. To limit or control a difficult person and/or a difficult situation
12. To analyse and reflect upon a possible consequence if we are not able to find a solution (BATNA/WATNA)





Individual sessions: *Caucus*

POSSIBLE GUIDELINES FOR AN INDIVIDUAL SESSION

1. What did hurt/upset you the most?
2. Why are you angry, full of resentment, etc.?
3. What is preventing you accepting what the other party suggests?
4. What do you think about the other party's attitude?
5. What can we do to solve this situation?
6. What could we offer (the other party) so that he/she'll be more satisfied?
7. What would you need to consider yourself satisfied or consider the problem solved?
8. Why do you think he/she said/did?





Individual sessions: *Caucus*

ASPECTS TO TAKE INTO ACCOUNT

1. The general tone in the individual sessions is more colloquial, informal.
2. All parties must undergo an individual interview, even when a single party requires one, in order to convey an image of impartiality.
3. Each party will undergo the same number of individual sessions, the duration of which will be the same for each party.
4. At the beginning of the session, do not disclose any information of the other party. If you do so, this could lead the party receiving the proposal to be less generous with his/her offers and be unsympathetic towards the other party. First, listen to the party and then, you can disclose what the other party has offered.
5. You must clarify each one of the aspects that may bring the parties closer together and those that must be confidential.
6. Try always to bring positions, as small as they might be, closer together. In general, the fact of witnessing concessions coming from the other party, makes it easier to make new concessions. Try to break the vicious circle created around stubbornness and obstinacy by favouring the circle of congratulation and concession. This unblocks the negotiation and fosters the creation of an atmosphere of offering and proposing.
7. Highlight always the positive actions and attitudes of the parties. This way they will know that they are doing good and that their collaboration is valued. Most of the time, they don't really know whether they are having a good behaviour or attitude or not. In this way, you will show them the path they have to take.
8. It is helpful not only to mention that a party has done something right, but also to make the other party acknowledge it. (e.g.: "Look, the proposal of is nice. This proves his/her goodwill. What can we offer him/her so that he could appreciate that we are willing to collaborate and want to come to terms with this situation?").





Individual sessions: *Caucus*





Pattern interrupt

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STATE BREAK AND PATTERN INTERRUPT

The State break and Pattern interrupt are really useful as coaching tools. These terms come from the neurolinguistic programming.

A State break is used to move from a state, in which the person we are working with in the mediation is, to a more neutral state. It is like shifting to another gear while driving. Before shifting to another gear, the lever goes to the centre, to the "neutral" position, and then to another gear. A Pattern interrupt is something that is done to move someone from a negative state to a neutral one.

Pattern interrupts are always done all of a sudden. These are, maybe, the best way to break a state.

Imagine that you are mediating with a person and she starts to talk about school. She tells you how boring for her is to be in school, how her teachers are always giving orders, that he is unhappy, etc. However, by saying so, she is feeling unhappy and she is not having a happy session. Her shoulders are low, her voice is monotone, and her energy level is low. What should a mediator do in this case?

Use a State break or a State separator

This can be visual, auditory, or kinaesthetic. An example of a visual State break can be pointing the window and saying "look at those clouds there, I think, It is going to rain." An auditive state break would be telling a joke (maybe something related to how boring studying is). Jokes are an excellent way to break states; even bad jokes will distract the person from her ongoing negative state. It's been proven that a good joke activates the brain's pleasure centre, very much like cocaine does.

A kinaesthetic state break would be to stand up and ask the disputant to stretch or walk inside the place we are working in. Some coaches ask the disputant to go for a short walk with them -it is really difficult for the person to remain in a stuck state while walking and talking.





Pattern interrupt

Sometimes the person is stuck and the mediator cannot see it. For instance, if you sit always in the same place. The person who has a fixed physiology and does not move much, or repeats the same movement might be in a stuck state. In this case, the mediator can use a State separator. The mediator help people learn and change, and, sometimes, this means help a person overcome the stuck state, even when the person is not aware of it.

Some examples of state separators or State breaks are: to let the papers fall on the floor, to call suddenly the other person by his/her name, to ask them to change his place or position in the room, to stop the session to go to pick a cup of coffee. Normally, moving is the most effective way to change someone's state.

To use a Pattern interrupt, however, it is needed to remain alert to recognise whether the client is in a stuck state.

Remember that a Pattern interrupt tries normally to bring somebody to a neutral state; from there on, you, as the mediator, will be able to lead the situation and bring the other person to a state with more possibilities.





Pattern interrupt

iMedede





The 9 Dots

iMedede





The 9 Dots

Connect 9 dots with no more than 4 straight lines without lifting your pencil from the paper.





The 9 Dots

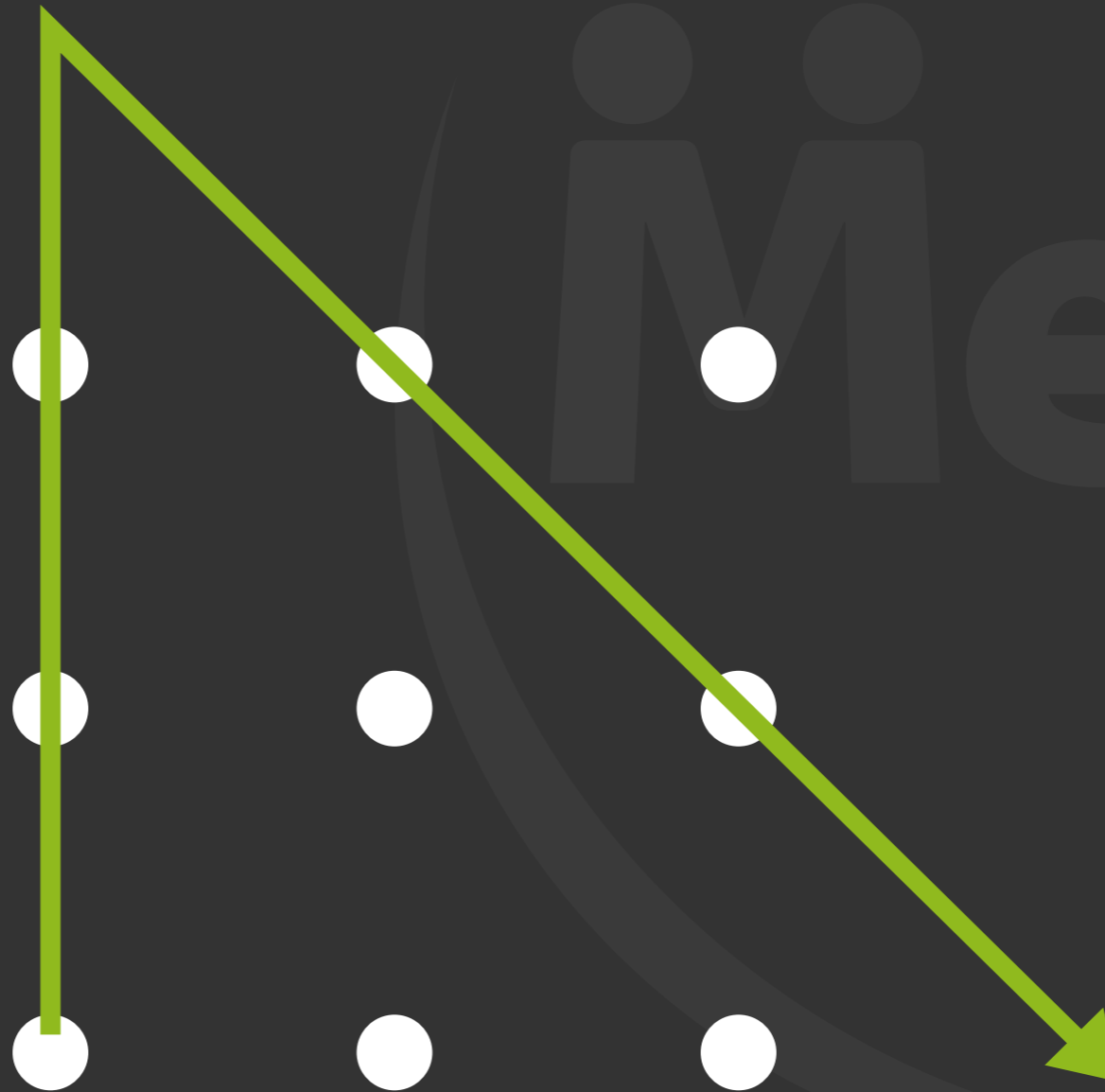
Connect 9 dots with no more than 4 straight lines without lifting your pencil from the paper.





The 9 Dots

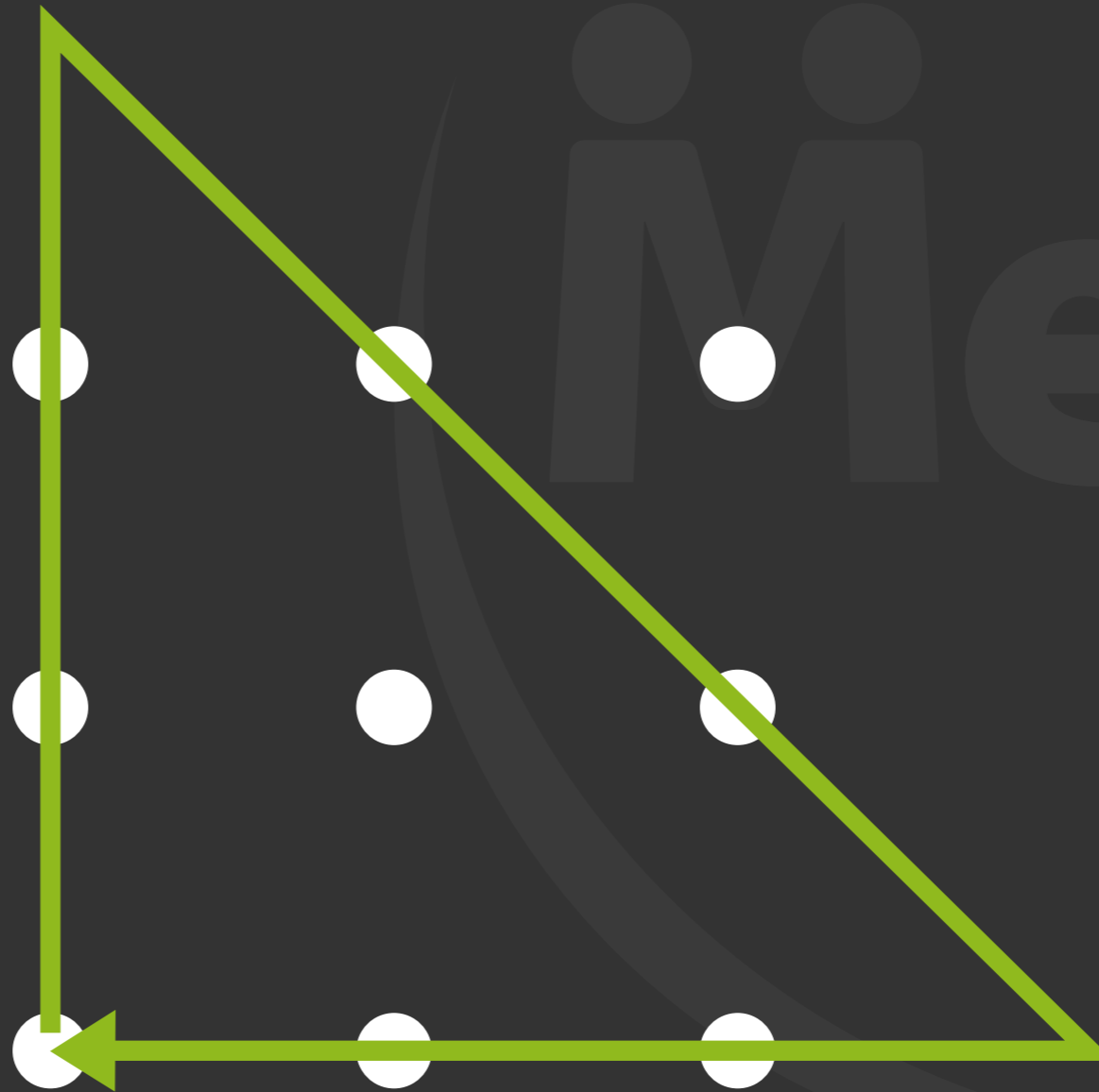
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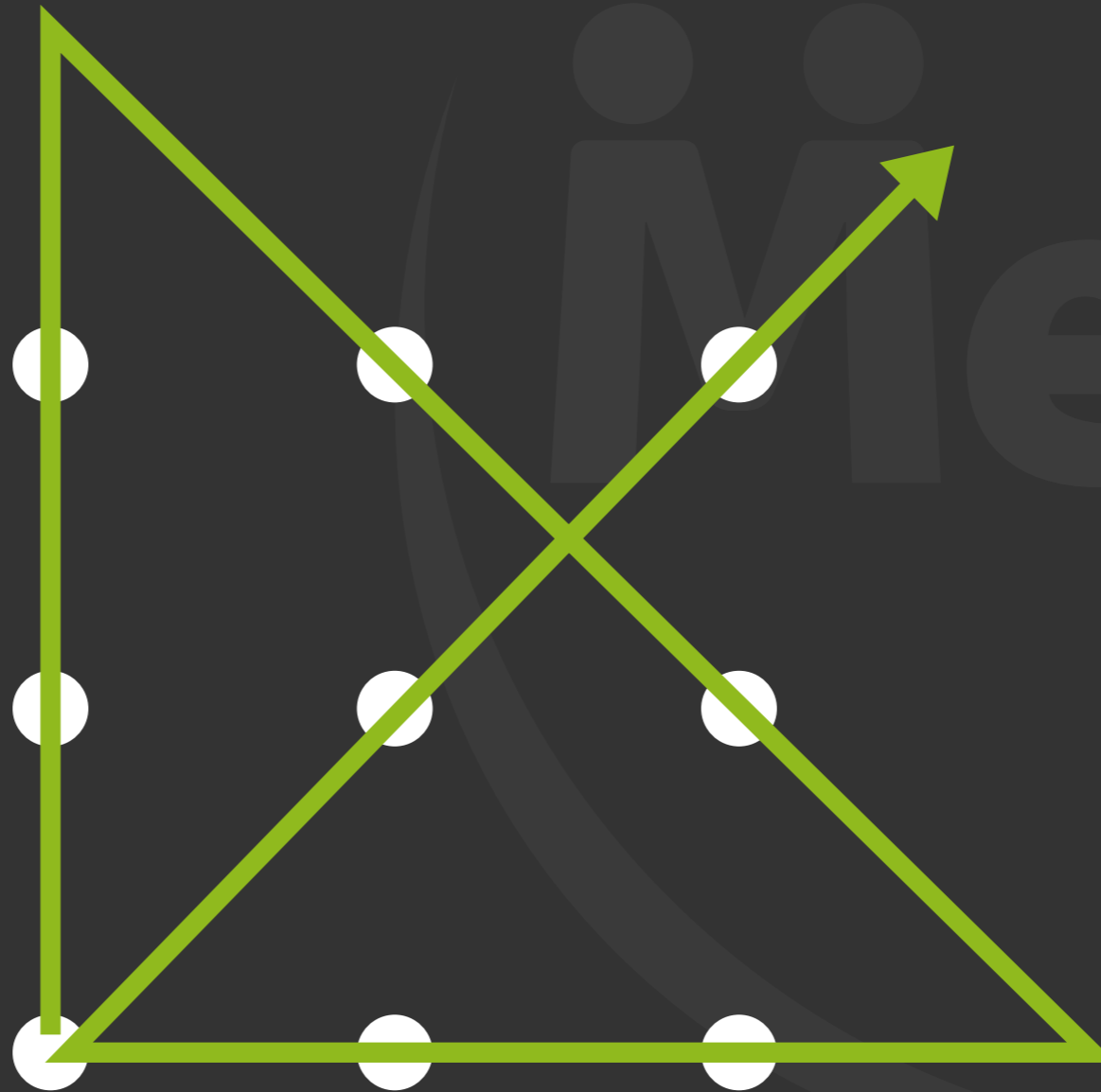
imMedede





The 9 Dots

Connect 9 dots with no more than 4 straight lines without lifting your pencil from the paper.





The 9 Dots

iMedede





Theoretical basis and origin

iMedede

Theoretical basis and origin





Theoretical basis and origin

THEORETICAL BASIS OF THE SCHOOL MEDIATION MODEL

The traditional Harvard model of which we are supporters of one of its primary purposes that is aimed at achieving the agreement, although it is not our sole purpose

The Transformer model of Bush and Folger that focuses on the transformation and improvement of the relationship between the parties

We would be in the Narrative Circular model of Sara Cobb that seeks, as much as possible, the construction of new narratives. It destabilises the personal stories that each one creates on the conflict that prevent the advance and growth towards new solutions and agreements.

In these new stories, the spotlight falls to the people and not to the context.

The mediator must be able to apply the appropriate technique, in the right time, to achieve the proposed goal according to the process. He or she should take into account his or her personal abilities and the characteristics of the people in front of him or her.

Of the three models we are left with that part that is most useful to achieve our objective that is nothing less than improving coexistence in any social group, starting with our educational centers.





Theoretical basis and origin

HUMANISTIC MEDIATION. ORIGIN: RESTORATIVE JUSTICE

The theoretical model of reference in the Italian experience comes from:

1. Humanistic Mediation

The model has been proposed by jaqueline morineau, humanistic, unilateral and non-directive, based on deep listening and unconditional appreciation of the other person. By a guided process, based on the dialogue, mediators try to promote social and individual peace.

- ### 2. Restorative Justice (UN Resolution 12/2002 and Council of Europe, Recommendation No. R (99) 19):
- the revolutionary sense of this type of justice is the attempt to overcome the retributive condemnation by offering a space in which mediated people and / or members of society can voluntarily meet, look, give voice to try to overcome the conflict that joins them.





Theoretical basis and origin

MEDIATION AND RESTORATIVE JUSTICE

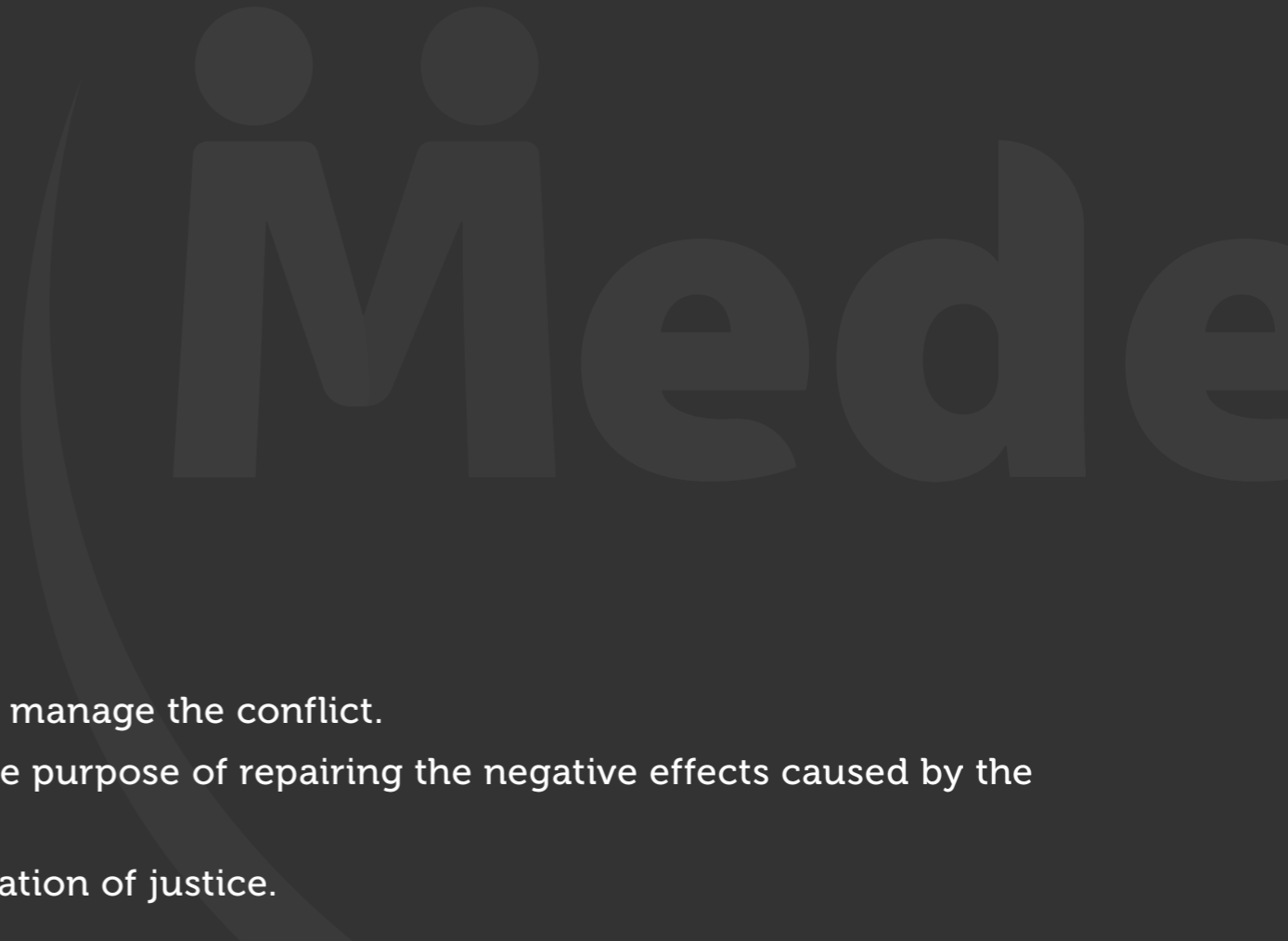
Key words:

- listening
- empathy
- crisis
- shame
- appreciation of the other person
- self-confidence

Fundamental bases:

- Stakeholders have an active role in the process.
- A new concept of responsibility.
- Introduction of new figures as the mediators to help manage the conflict.
- The possibility of agreeing an agreement that has the purpose of repairing the negative effects caused by the behavior.
- The participation of the community in the administration of justice.

The mediation practices are based on the archaic communities of the Mediterranean area. However, the Anglo-Saxon countries in the last century have experienced a real change from its origins promoted by the community and the people, following the model of restorative justice. It began with an idea of a restorative community and an important investment was made in the promotion of the restorative paradigm in the education of children. Besides being the citizens of tomorrow, children represent the possibility of a change of perspective in the solution of interpersonal conflicts.





Theoretical basis and origin

