

Introduction to the Parent Conflict Resolution Project (PCRP) 25

[Parent Conflict Resolution Project Module](#)

Grade Level Range: Middle School – High School. I did this project for years with 8th graders.

To the Teacher:

The purpose of this culminating learning experience, the Parent Conflict Resolution Project (PCRP), is to allow students to use interpersonal conflict resolution skills in a real-life situation (with a parent or guardian). Interpersonal conflict resolution skills are among the most complex and difficult social-emotional skills to learn, as they require proficiency in many other relationship skills, as well as those specific to resolving interpersonal conflicts. To develop proficiency, students need multiple opportunities to practice skills both in class and in real life. They need to process their use of the skills, receive feedback whenever possible on what they did well and what they need to improve, and then modify their responses. Using skills in real-life situations, processing the results, and modifying their responses are necessary and must be continuous. Since many adults are not proficient in these skills, this project provides them with the opportunity to learn, relearn, and/or become more proficient. The readings provide background information about the skills, and the skill card allows them to “see” what the skills look like. Hopefully, their student will act as a role model.

If you are doing this project with high school students or older, it may be possible, depending on their age and developmental level, for them to do it with a peer. If a parent decides not to or is unable to participate in this project or if you allow them to do it with a peer, it must be with someone who they come in regular contact with and who is their age or older, is able and willing to complete the PCRP Parent Evaluation after the conversation honestly, and then give them feedback following the directions on the PCRP Parent Evaluation. If they are not doing it with a parent, they should get your prior approval.

Before beginning the project, students must be skillful in using the skills outlined below. See the **Relationship Skills & Healthy Relationships** ([Relationship Skills & Healthy Relationships](#)) for background information and learning experiences that facilitate the development of passive and active listening, asking genuine inquiry questions, and avoiding You statements and I Statements. See the **Conflict Resolution** ([Conflict Resolution Skills Module](#)) for background information and learning experiences that facilitate the development of the skills of collaborating/negotiating/problem solving to invent solutions that meet both people’s needs and interests, redirecting conversations when feeling defensive, threatened, or attacked, responding when agreement is not reached, inviting others into a conflict conversation, negotiating for interests and needs vs positions, and how to prepare for a conflict conversation.

Proficiency in the relationship skills essential to successfully resolving interpersonal conflicts includes: (see [Relationship Skills & Healthy Relationships](#)).

1. Passive Listening: Paying Attention and Showing Interest
2. Active Listening: Paraphrasing The Content of What Is Said
3. Active Listening: Paraphrasing Spoken and Unspoken Feelings
4. Summarizing Needs & Concerns
5. Asking Genuine Inquiry Questions
6. Avoiding “You” Statements
7. Using “I” Statements: Sharing What One Is Feeling & Why One Is Feeling That Way

The additional conflict resolution skills needed to successfully resolve interpersonal conflicts include (see the ([Conflict Resolution Skills Module](#)).

1. Collaborating/Negotiating/Problem Solving To Invent Solutions That Meet Both People’s Needs and Interests
2. Redirecting Conversations When Feeling Defensive, Threatened, or Attacked
3. Responding When Agreement Is Not Reached
4. Inviting Others Into A Conflict Conversation
5. Negotiating For Interests & Needs vs Positions
6. Preparing For a Conflict Conversation ([Step 1 Questions](#))

Material For The Parent Communication Project (PCRP)

1. **PCRP Parent Letter Template (& Signature Page).**

This letter aims to inform parents of the conflict conversation project and get their permission to participate. It also provides a list of resources for parents.

2. **Conflict Resolution Step 1 Questions: Questions to Consider Before Having a Conflict Conversation.**

Before having a conflict conversation, it is important to think about what we want to do, what we want to say and how, what our and the other person’s true interests and needs are in this situation, what creative solutions we see to resolve this conflict satisfactorily, and to script beforehand what we will initially say.

3. **Conflict Resolution Skill Card.**

This 2-page skill card summarizes the skills needed to resolve interpersonal relationship conflicts successfully. It includes examples of what to say and do for each skill.

4. **Parent Conflict Resolution Project Student Directions.**

This document outlines the directions for the project for both teachers and students.

5. **Parent Conflict Resolution Project Student Evaluation.**

Students complete this evaluation after the conversation and review their assessment with their parent.

6. **Parent Conflict Resolution Project Parent Evaluation.**

Parents complete this evaluation after the conversation and then review their assessment with their adolescent. This document also provides suggestions and examples of giving specific and detailed feedback.

7. **Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge.**

The rubric students and teachers use to grade the answers to questions 22, 23, and 24 on the *PCRP Student Evaluation* and the *PCRP Step 1 Questions*.

8. **Parent Conflict Resolution Project Effort Rubric.**

Students use this rubric to evaluate their effort throughout this unit to develop a deep understanding of these skills and to become proficient in using them.

9. **Parent Conflict Resolution Project Summary Evaluation.**

Teachers and students use this summary sheet to record all the grades for this project.

Since many adults are not proficient in these skills, this project allows them to learn, relearn, or become more proficient in using them. Making the following documents available provides them with background information about the skills, and the skill card allows them to “see” what the skills look like. These documents are located in the ([Conflict Resolution Skills Module](#)).

1. [Conflict Resolution Reading](#)
2. [Conflict Resolution Skills Packet](#)
3. [Redirecting Conversations Reading](#)
4. [Conflict Resolution Step 1 Skill Card](#)
5. [Redirection Conversations Skill Card](#)

Procedure/Directions:

1. Create a letter to parents outlining the project, along with a signature sheet requesting their willingness to participate. See the *PCRP Parent Letter Template & Signature Page* ([Parent Conflict Resolution Project Module](#)).
2. Make all necessary materials available to parents.
3. Distribute and discuss the *PCRP Student Directions* with students ([Parent Conflict Resolution Project Module](#)) along with the *Parent Conflict Resolution Student & Parent Evaluations* ([Parent Conflict Resolution Project Module](#)).
4. Students select a parent with whom they are having a conflict or misunderstanding. The conflict should be one that cannot be resolved with a single effective “I” Statement (such as I am feeling...when you...and I would appreciate it if you would... Are you willing to do that?” and the person agrees). The conflict should require negotiation and the use of all the conflict resolution skills outlined on the *Conflict Resolution Skill Card* ([Parent Conflict Resolution Project Module](#)).

5. Students give their parent the Parent Letter, have them sign the Parent Signature Page, and return it to the next class. Parents may keep the first page, which includes the list of resources. Students receive a grade of 100 if it is returned within two classes. They lose 5 points for each additional class they do not return.
6. If a parent decides not to or is unable to participate in the project, students may do it with someone else who they come in regular contact with and who is their age or older, will be able and willing to complete the evaluation form after the conversation with them honestly, and then give them feedback following the directions on the PCRP Parent Evaluation ([Parent Conflict Resolution Project Module](#)). If they do the project with someone other than a parent, they need your approval before starting. The person with whom they are doing the project needs to sign the Parent Signature Page.
7. Students complete the PCRP Step 1 Questions ([Parent Conflict Resolution Project Module](#)), self-evaluate the completeness and depth of their answers using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge ([Parent Conflict Resolution Project Module](#)), turn it in, and get your approval to proceed before having the conversation.
8. Grade the Step 1 Questions (using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge) below; initial the top indicating you are willing to participate in this project, and return to the students.
9. It is recommended that students review the Conflict Resolution Skill Card and their Conflict Resolution Step 1 Questions answers immediately before the conversation and use the skill card during the conversation. Having their Step 1 Question answers with them during the conversation may also be helpful so they may refer to them if necessary.
10. Once students complete the conversation, they complete the Student Communication Project Student Evaluation that includes the PCCR Effort Evaluation immediately afterward, and their parent completes the Parent Communication Project Parent Evaluation.
11. After both the student and parent have completed the evaluation, they are to sit down with each other and review their results. Directions for reviewing the evaluation results and giving feedback are found on the Student and Parent Conflict Resolution Evaluations.
12. Students bring all completed work to class on the assigned date.

Before Students Turn In Their Self & Parent Evaluations, Process With The Following Questions

Begin by processing questions 17-21 and 23. Two nonverbal ways to process this question include the Thumb O Meter and Are You Someone Who techniques.

The Thumb O Meter technique is usually most effective when students sit in a configuration that allows them to see one another. Read the following while demonstrating the method: If your relationship with your parent (question # 17) is much worse after doing this project, put your thumb down and turn it around. If it is worse, put your thumb down. If there was no change, put your hand parallel to the ground. If your relationship is stronger, put your thumb straight up; if it's much stronger, put your thumb straight up and turn it around. When I say 3, indicate your response. 1, 2, 3. You may use this process for questions 17-21 and 23.

The Are You Someone Who technique is best used when there are multiple questions. For this question, have students stand in a circle as you read it, and ask them to step forward for 2 seconds if it applies to them. For example, step forward if your relationship with your parent (question #17) has worsened significantly as a result of participating in this project. After 2 seconds, ask them to step back if they have not already done so. Then ask them to step forward if their relationship with their parent has worsened as a result of participating in this project, etc. You may use this process for questions 17-21 and 23.

Use either of these techniques to have them share the skill or skills they were most effective using (the last part of question 24) and the one or ones they were least effective using/need to work on the most to be more effective (the last part of question 25). If you are using the Thumb O Meter technique, have them put their thumb up if one of the two skills they were most effective using was passive listening: paying attention/showing interest, etc. If you are using the Are You Someone Who technique, have them take a step forward if one of the 2 skills they used most effectively was using I Statements, etc.

Next, ask for volunteers to share the following:

1. What was the overall impact on you and your relationship with your parents due to participating in this project, and why was this so?
2. How successful were you, and based on whatever success you had, what was it that you did and avoided that contributed to your success, and how did it contribute to your success (question 24)?
3. When you think about having a conflict conversation with your parent or someone else in the future, what will you do differently to ensure that you are successful? What will you do and avoid, and why?

Assessment & Grading of the Parent Conflict Resolution Project

Grades For This Project May Include:

1. Return of the Parent Communication Project Parent Signature Page on the day it is due. Students receive a grade of 100 if returned within two classes. They lose 5 points for each additional class that is not turned in.
2. Self-Evaluation of their Conflict Resolution Step 1 Questions using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge.
3. Teacher evaluation of the Conflict Resolution Step 1 Questions using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge
4. Completion of the Parent Communication Project Student Assessment. Students will not be graded on their skill level.
5. Student self-evaluation of questions 22, 23, 24, and 25 on their Parent Communication Project Parent Student Assessment using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge.
6. Teacher evaluation of questions 22, 23, 24, and 25 on their Parent Communication Project Parent Student Assessment using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge.
7. Return of the Parent Communication Project Parent Assessment.
8. Parent Communication Project Parent Effort Evaluation.

Some may be concerned that most of the grading is based on self-evaluation. I have found that, for the most part, students are honest and that their grades accurately assess their work. They tend to be harder on themselves than their parents or me. If you believe their self-evaluations are inaccurate, you may override their self-assessments if necessary. When I override a student's assessment, it is usually to give a higher grade vs. a lower one. See the How To Assess & Grade SES in the ([Assessment & Grading Module](#)) for more information and methods on evaluation and grading.

Collecting All the Work at the End of the Project

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Assessment Grade Summary below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as listed on the Assessment Grade Summary with the Assessment Grade Summary on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

Reporting Grades

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, a grade for a self-assessment of their written work, and a grade for your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must determine the weight of each one and let them know at the beginning of the project.

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge 25

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In