

# EnTeam Conflict-Resolution Workshop Report

All survey data and the workshop schedule are in the accompanying Excel file.

Submitted to ARCHS by EnTeam Organization, July 15, 2020

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# EnTeam Conflict-Resolution Workshop Report

## Executive summary

For the past two school years, ARCHS contracted with EnTeam Organization to conduct conflict-resolution workshops in ASAP after-school programs to strengthen students' capacity to resolve conflicts peacefully. Before the pandemic interrupted this school year, most of the workshops were completed:

- EnTeam facilitators conducted 112 conflict-resolution workshops for over 736 students and over 78 ASAP staff.
  - Four workshops were conducted at each of 25 sites.
  - Three workshops were conducted at two sites before the pandemic halted the after-school programs.
- After the pandemic stopped the in-person after-school programs, EnTeam facilitators transitioned to online workshops training staff to use EnTeam Games online.

EnTeam workshops use games to teach conflict resolution. During games, conflicts often arise between players. These conflicts provide opportunities for learning to resolve conflicts peacefully.

EnTeam Games differ from traditional win-lose games because the scoring system in EnTeam Games measures how successfully players improve in their cooperation with players from other teams.

- When players play EnTeam Games, they lose together if their combined scores do not improve.
- Players together win if their combined scores improve each time they play.

EnTeam workshops are structured in a series of quick EnTeam Games. Between games, EnTeam facilitators ask the students questions about how to improve their scores in the next game. These debriefing sessions between games encouraged the students to develop their own strategies for resolving conflicts peacefully. When students play again, if their scores improve, they are winning together. If the scores do not improve, they lose together.

### Results

According to staff working in the ASAP after-school programs, the results of playing and debriefing EnTeam Games are encouraging. Staff were asked whether they agreed or disagreed with the statement: The EnTeam activities helped students learn to resolve conflicts peacefully: 87% agreed. See details below.

### Future

The challenge for the new school year is to develop a conflict-resolution program that will be flexible and effective in the new normal of after-school programs this fall and beyond. If we plan wisely, the new normal could be better than the old normal – more inclusive, less segregated, more equitable.

By blending learning to connect students at home with those in schools, we can take advantage of technology to bring together students and educators from different neighborhoods and different cities. Limitations of time and space become less restrictive if we are creative and use technology thoughtfully.

Let us seek the wisdom to enrich the experience of our children – and help them create more peaceful and productive communities that are more just and equitable.

# EnTeam Conflict-Resolution Workshop Report

## Description of the EnTeam Conflict-resolution Program

### Goal of the intervention on conflict-resolution with EnTeam games

Encourage students to resolve their own conflicts peacefully.

### Objectives

- Increase students' conflict-resolution skills, motivation, and understanding.
- Support staff in using EnTeam games to encourage students to resolve conflicts.
- Gather data on the outcomes for students and staff.

### Approach

Resolving conflicts peacefully is not a mechanical process that can be taught as algorithms can be taught. Conflict resolution is a dynamic process of listening and learning about oneself and others. Conflict resolution requires adjusting to the ways people interact when trying to accomplish something together.

To create opportunities for students and staff to practice learning together, the EnTeam approach to teaching conflict resolution uses an iterative process that engages staff and students mentally and emotionally:

1. Conduct four workshops with staff and students using EnTeam games with debriefing that helps students see how they resolve conflicts peacefully.
2. Encourage staff to continue to use EnTeam games and debriefing process.
3. Gather data from the EnTeam game scores and from staff and student surveys.
4. Follow up with staff two weeks after the third workshop to get feedback and explore additional ways to support conflict resolution.

### Sequence of workshops with staff and students.

- First workshop (all workshops are about one hour)
  - a. Staff and students take pre-survey.
  - b. Staff and students play [Keep on Track](#).
    - Facilitators keep score of improvements in a series of games.
  - c. Debrief the experience to relate it to conflict resolution.
- Second workshop (the next day)
  - a. Continue playing [Keep on Track](#) with staff and facilitators leading the debriefing on resolving conflicts in games -- and in life outside the games.
  - b. Play variations to [Keep on Track](#) that increase cooperation, overcome exclusion, and nurture creativity in conflict resolution.
- Third workshop (the third day)
  - a. Staff and students play [Net Catch](#).
    - Facilitators keep score of improvements in a series of games.
  - b. Staff facilitate the debriefing on conflict-resolution skills and understandings.
  - c. Explore with staff the variations on [Net Catch](#) such as [EnTeam Kickball](#), [EnTeam Net Basketball](#), and other cooperative games.

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- Fourth workshop (about two weeks after the third workshop)
  - a. Students and staff take a post-survey and share scores from previous games.
  - b. Staff lead a game of their choice that encourages students to cooperate.
  - c. Facilitator invites staff to stay in touch and share scores from EnTeam games.

### Online Games

After the pandemic closed the after-school sites, EnTeam facilitators transitioned into conducting workshops online. The first workshops were for staff, and then students played online games to build conflict-resolution skills.

The online workshops use EnTeam Games – such as *Drawing Together Online* – to measure how well students work together on a shared whiteboard to draw a representation of an idea. This EnTeam Game is like Pictionary except two players must collaborate in drawing one picture to represent an idea.

### Explanation of the conflict-resolution process using EnTeam Games

The purpose of the EnTeam workshops is to prepare students to resolve conflicts independently – without needing control by adults. The premise for the EnTeam process is that students who are empowered to prevent conflicts from becoming altercations become more peaceful and productive.

The strategy for preparing students to resolve conflicts peacefully is to use the conflicts that arise in games as a context for the students to develop their own strategies for resolving the conflicts.

The games played in the EnTeam workshops use a unique scoring system that tracks points that players can score only if they work with players on other teams. As they play, conflicts arise and reduce the productivity of the players. Conflicts result in lower scores than they could achieve if they worked together smoothly.

Each EnTeam game is short – most are three or four minutes. After each game, facilitators ask the students to notice their score and reflect on the ways they have dealt with conflict. Facilitators challenge students to identify and discuss various ways they could improve their scores. Students then play again and then compare scores to see whether their performance improves.

By putting the students in a series of short games in which conflict arises naturally and quantifying the results they achieve collaboratively, the students have multiple opportunities to experiment with alternative methods for improving their performance together. The games provide a context for experimenting with alternative approaches. Thus, the players gather data and test their own hypotheses regarding conflict and productivity.

### Debriefing fosters learning

During the debriefing time between games, facilitators ask questions that encourage students to reflect on their strategies and seek better approaches. When the students are receptive and curious, the facilitators share models of conflict resolution and strategies for students to consider.

Over the course of the four workshops, students develop skills in gathering data on score sheets, analyzing their results, and proposing alternative approaches that might improve their scores.

## EnTeam Conflict-Resolution Workshop Report

Reflection and discussion are essential. Gradually, students realize that the games are laboratories where they can grow their capacity for working with people from diverse backgrounds and abilities.

### Definition of EnTeam games

The essential element in EnTeam games is that players from different sides must cooperate to score points. If players do not work together, they cannot complete the goal needed to score a point. The purpose of EnTeam games is to challenge players to improve their skills in working with people from other sides.

Since EnTeam games keep score of improvements in cooperation, players from both sides can win together. If the players are not improving the results, they are losing together. This scoring process gives players a standard of excellence based on helping each other improve the results they can achieve together.

### Evaluation the EnTeam Conflict-Resolution Program

ARCHS' objective for sponsoring the conflict-resolution program is to strengthen students' skill and desire to resolve conflicts without adult intervention. To assess whether the EnTeam conflict-resolution workshops achieve this objective, an independent evaluator from the University of Missouri-St. Louis, Dr. Satabdi Samtani, consulted and made an evaluation report on the program. See Appendix A.

Both staff and students were surveyed:

1. Students who participated in the EnTeam workshops answered survey questions before and after the EnTeam workshops.
2. ASAP after-school staff and who work with students daily in the after-school program completed a survey that asked whether they observed improvement in the students' conflict-resolution skills after the EnTeam workshops.

These staff members also completed a slightly different survey before the first workshop to assess the perceptions of staff regarding the conflict-resolution skills of their students prior to the training.

- The survey questions are presented in Appendix B below.
- The survey results are attached in an Excel file.

### Student surveys before and after the workshops

Before the first workshop at each site, the students completed a short, written survey. At the beginning of the fourth workshop, students took a follow up survey.

- The survey questions are presented in Appendix B below.
- The survey results are attached in an Excel file.

In fall 2019, before the workshops began, the Program Evaluator for ARCHS, Courtney Dowdall, predicted that the student surveys would suffer from a positive-response bias: When asked whether they can resolve conflicts peacefully, the students imagine they are highly capable out of resolving conflicts. After they have the experience of measuring whether they resolve conflicts effectively, the students come to recognize that the process is more difficult than they imagined.

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The prediction was correct, the results in the scores in the second survey tend to be lower than the scores the students gave themselves in the first survey. Dr. Samtani elaborated on the problems with the student data in her report – see Appendix A.

### Staff surveys before and after the workshops

Like the students, ASAP staff completed a short, written survey before the first workshop. At the beginning of the fourth workshop, staff took a different survey.

The results of the staff survey were significantly different from the student surveys. The majority of the staff saw benefits from the program and their comments reinforced the message that the EnTeam workshops improved the students' capacity to resolve conflicts peacefully. Dr. Samtani presented the conclusions in Appendix A.

ASAP after-school staff at a few sites participated in a pilot project involving staff filling out observation sheets during EnTeam workshops. These data were not comprehensive, but the process showed promise. Dr. Samtani recommended using this approach in the future.

## Recommendations for Future Conflict-Resolution Services

### Continue what is working well

The first step in continuous process improvement is recognizing what is working well and building on existing practices that are effective. A valuable element of the EnTeam Games is that they give students the challenge of thinking creatively about how they can improve their ability to resolve conflicts peacefully. When students are empowered to make choices about how to increase the number of goals they can score in collaboration with other teams, the students are learning basic community skills.

During the debriefing time between games, facilitators ask the students questions about strategies for improving the results that they achieve when they collaborate with other students. The result is that students internalize the strategies that improve the outcomes they can achieve when they need to work together.

### Adapt to the new normal

The current turmoil among educators as they struggle to develop plans for the coming school year demand that we remain flexible and nimble. Conflict-resolution skills are needed now more than ever. All of us are together against the pandemic. We need to learn to win together.

We can put into practice the principles of conflict resolution by listening to each other, experimenting with new approaches, evaluating what works, and appreciating one another.

The feedback we have received from the ASAP staff who have played EnTeam Games online is encouraging. Staff have enjoyed the games and used them to address issues in their work with the students. We can use EnTeam Games to develop our approach to serve the needs of the students, families, and educators.

Collaborate with ASAP leaders to hear their concerns and engage them in developing a conflict-resolution program that meets the new normal.

## EnTeam Conflict-Resolution Workshop Report

### Home approach – collaboration between parents and staff

Parents are powerful educators. Some parents are more effective than others in the ways they develop their children.

The pandemic has forced parents to assume the responsibilities that have often been delegated to teachers and after-school staff.

No one knows what the new school year will take. Therefore, we need to be flexible in designing the conflict-resolution program for the coming months.

### Improve the evaluation process

EnTeam facilitator and program administrators now can collaborate with ARCHS team members and the independent evaluator to improve the evaluation. Some possibilities to consider include the following:

1. Combine Staff Observation forms created by Courtney Dowdall and the NY observation form presented in Appendix C.
2. Dr. Samtani elaborated on future steps in her report – see Appendix A.
3. Evaluate the conflict-resolution workshops based on the changes in students' behavior – not on their words.
  - a. Use observation sheets to record behavior.
  - b. Include classroom teachers and parents in the data gathering process.
  - c. Eliminate student self-reporting before and after because of the problems such as positive-response bias.
4. Continue the staff surveys before and after – but improve the survey forms.

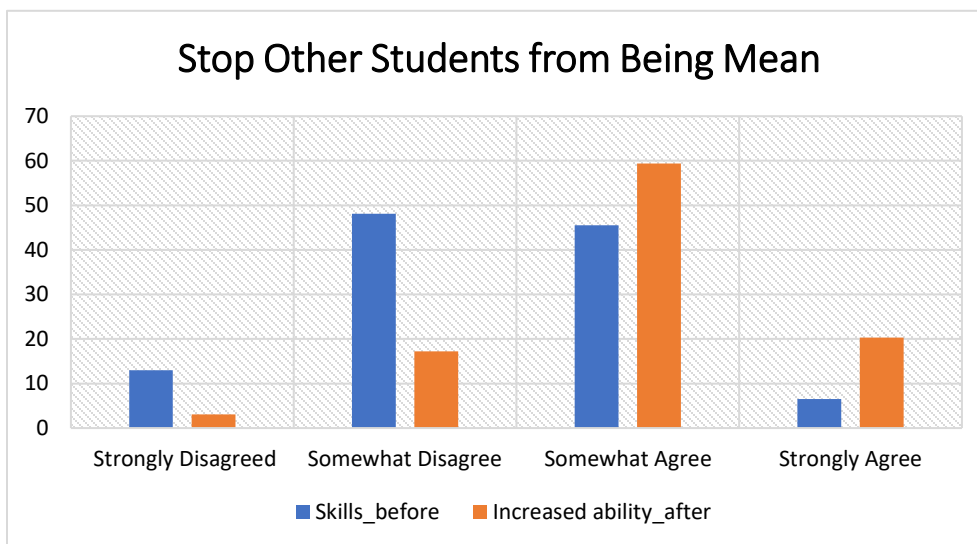
## Appendix A – Independent Program Evaluation

By Dr. Satabdi Samtani, University of Missouri-St. Louis

### **Results from EnTeam Staff survey 2019-2020**

The overall responses from ARCHS site Staff Members definitely indicate to a positive impact of EnTeam games on children’s ability to improve on conflict resolution skills. To the overall question on if “EnTeam activities helped students learn to resolve conflicts peacefully”, an overwhelming 9 in 10 site staff members (nearly 87.5%) indicated that the activities helped students. Focusing, on more particular conflict resolution skills in children that site staff members were asked to report on in a pre-post survey, they reported on the following 5 areas. A total of 78 site staff members took the pre-test survey and 64 took the post-test survey.

Diagram 1





# EnTeam Conflict-Resolution Workshops Report

Diagram 2

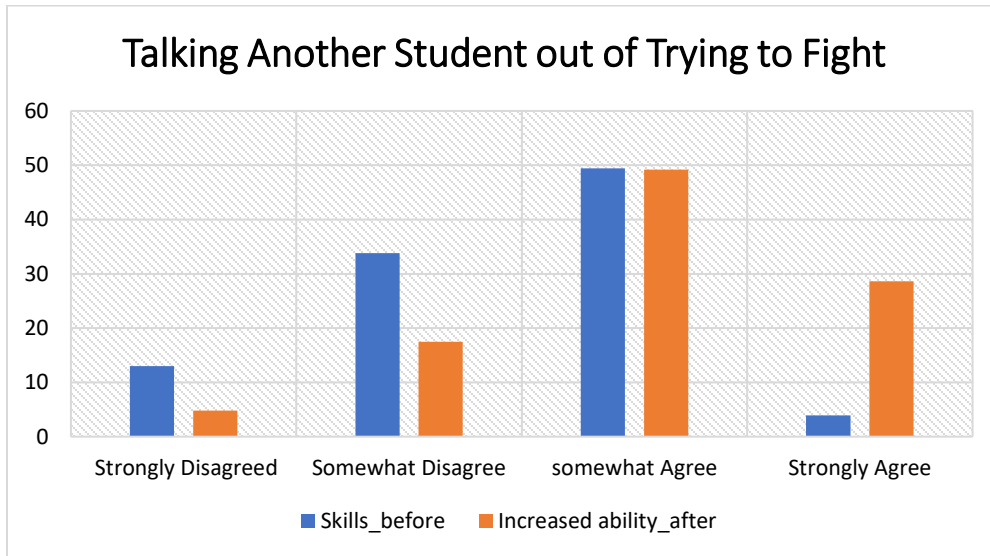
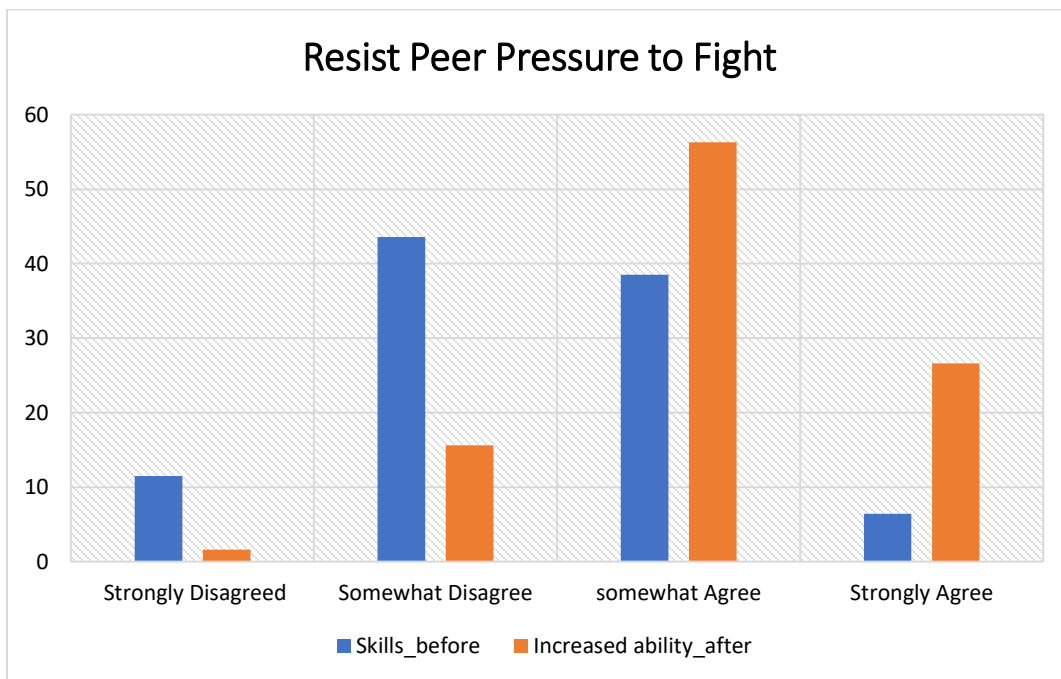


Diagram 3

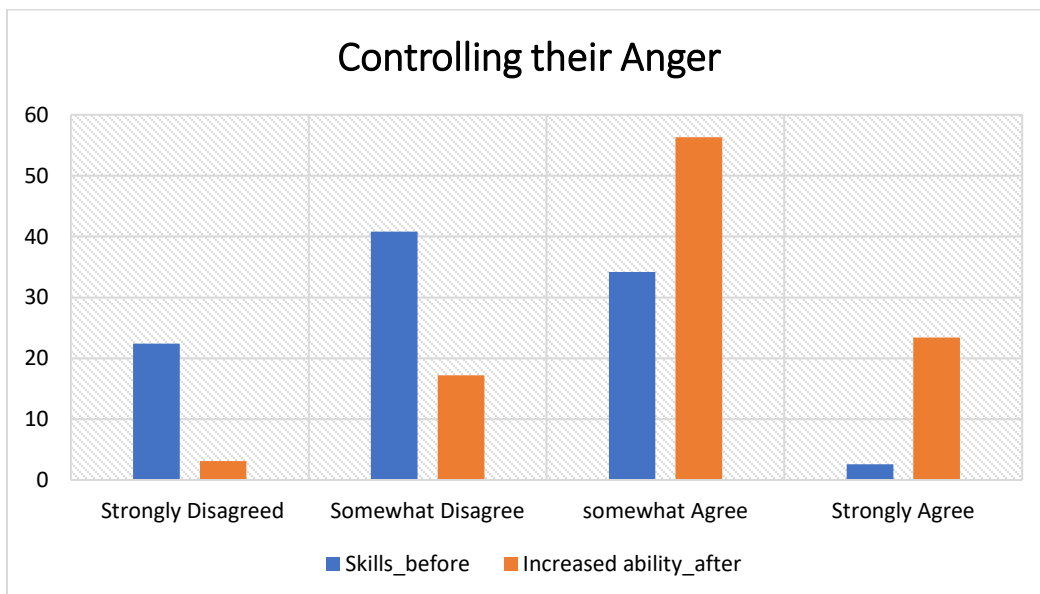


# EnTeam Conflict-Resolution Workshops Report

Diagram 4



Diagram 5



## EnTeam Conflict-Resolution Workshops Report

### **Key takeaways from the above Bar graphs**

1. On each of the conflict resolution skills visibly clear improvements were made between skills reported before and increased ability on those skills later. The Median on all 5 skills, moved from 2 (tend to disagree) in the pre-survey to 3 (tend to agree) in the post-survey.
2. A majority of staff responses nearly 80 % agreed that children were faring better on all 5 conflict resolution skills after participating in EnTeam games.
3. All correlations between the 5 conflict resolution skills post-EnTeam games were found to be significant, indicating these skills are complementary to each other and not mutually exclusive. In other words, staff members observed that, students who display gains do so on all aspects of conflict resolution. This finding is consistent with most research findings on conflict resolution.
4. Site staff who reported increased skill in a student's "ability to stop other students from being mean", also reported growth in the student's "ability of talking another student out of trying to fight." This highlights the importance of communication in difficult situations, and the student's ability to use such skill it in multi-faceted ways.

### **EnTeam Program Feedback**

A majority of the site staff members, 4 out 5 said they plan to use EnTeam games in the future with children.

#### Site Staff Comments on Why they would use EnTeam games in the future?

*"Keeps kids engaged and helps them practice team building skills."*

*"I plan to use the enteam strategies because the students have to stop and think before reacting."*

*"It was nice to see young kids trying to work together as a team instead of being frustrated."*

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*“The games are simple enough to benefit a variety of ages and teaches/reinforces important ideas and skills.”*

*“The activities were fun and taught valuable lessons.”*

*“The EnTeam gives students ways to increase their ability to solve conflicts.”*

In summary staff responses also highlighted that a majority 86 % of the staff members had not led more than 2 EnTeam games. A future recommendation would be to improve and encourage site staff to continue leading the games. Site staff who had previous experience with EnTeam games noted, that the games were *“Better than last year, the children and staff enjoyed”*. To conclude in the words of a site staff member, *“I believe the program is effective, though I haven't seen change in all the kids, I have seen change in some: every little bit helps us.”*

### **Effectiveness of using student survey feedback from elementary aged children**

The Evaluator for the EnTeam program observed on a site visit that children were having considerable difficulty with pre and post surveys they were asked to fill out. Children had variation in reading levels and were shy to ask someone for help when they could not read or understand a survey question. They were also constantly influenced by each other's responses. Survey responses that asked them to report on how they felt when angry, generated words that they were able to spell or had heard one of their peers using. Hence, most of their responses were not unique or mutually exclusive.

The workshop topic also led to a response bias from students, as the survey items asked students on their skills and abilities of peacefully resolving, hence leading to higher pre-test scores. However, as students learned more information on conflict resolution and teamwork, they seemed to have reflected on their previous understanding and such response shifts were unable to be captured by the current survey design. As such current student data has data discrepancies of varied forms, and when used as program effectiveness measures will lead to incorrect findings and conclusions. In general, data validity and reliability is an issue with children in the 5-10 year age group, which a majority of the EnTeam game students were. The recommendation would be for an external evaluator to do more program observations as students participate in the games and are debriefed, than them responding to surveys.

## EnTeam Conflict-Resolution Workshops Report

### **Recommendations for improving EnTeam Conflict-Resolution Skills Workshops**

- Discontinue student surveys and ask students to participate in group activities like word choices and artwork as examples of their conflict resolving abilities.
- Continue surveying ASAP staff and upgrade pre-post surveys.
- Use external evaluator to make observations on EnTeam games and debriefing with students. Suggested observation rubrics could be “Out of School Time” (OST) observation instrument or an adaptation of it <http://www.pointk.org/resources/files/psaost.pdf> (see Appendix C). Consider other effective and available program evaluation measures as well.
- Make observations by external evaluator of ASAP staff leading and facilitating EnTeam games.
- Modify activities and be prepared to deliver EnTeam games in person and on-line for the upcoming academic year 2020-2021.

# EnTeam Conflict-Resolution Workshops Report

## Appendix B – Survey Instruments

Staff survey forms

### Staff Survey Before EnTeam Workshops

Your name \_\_\_\_\_ Site \_\_\_\_\_ Date \_\_\_\_\_

Email \_\_\_\_\_ phone \_\_\_\_\_

For the five statements below, please circle a number to show whether you agree or disagree. The statements refer to your students who will participate in the EnTeam workshops.

A. Students are good at stopping other students from being mean.

|                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1                 | 2                 | 3              | 4              |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

B. Students are good at talking another student out of trying to fight.

|                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1                 | 2                 | 3              | 4              |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

C. Students are good in their ability to resist peer pressure to fight.

|                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1                 | 2                 | 3              | 4              |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

D. Students are good at stopping others from teasing.

|                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1                 | 2                 | 3              | 4              |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

E. Students are good at controlling their anger.

|                   |                   |                |                |
|-------------------|-------------------|----------------|----------------|
| 1                 | 2                 | 3              | 4              |
| Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |

What areas of conflict resolution do you expect students will find challenging?

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How long have you served at this site? \_\_\_\_\_

How many EnTeam workshops have you attended (including previous years)? \_\_\_\_\_

How many EnTeam games have you facilitated? \_\_\_\_\_

# EnTeam Conflict-Resolution Workshops Report

## Staff Survey After Enteam Conflict-Resolution Workshops

Your name \_\_\_\_\_ Site \_\_\_\_\_ Date: \_\_\_\_\_

Email \_\_\_\_\_ phone \_\_\_\_\_

For the six statements below, please circle a number to show whether you agree or disagree. The statements refer to **students who have participated** in the EnTeam workshops.

A. The EnTeam activities helped students learn to resolve conflicts peacefully.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

B. Students increased in their ability to stop other students from being mean.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

C. Students increased in their ability to talk another student out of trying to fight.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

D. Students increased in their ability to resist peer pressure to fight.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

E. Students increased in their ability to stop teasing.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

F. Students developed more ways to control anger.

|                        |                        |                     |                     |
|------------------------|------------------------|---------------------|---------------------|
| 1<br>Strongly disagree | 2<br>Somewhat disagree | 3<br>Somewhat agree | 4<br>Strongly agree |
|------------------------|------------------------|---------------------|---------------------|

G. In the future, do you plan to continue to use EnTeam games with the students?

Please circle your choice: **Yes** **No** **Not sure**

H. Why do you plan to use – or not use – EnTeam games in the future?

\_\_\_\_\_  
\_\_\_\_\_

How many times have you led an EnTeam game? \_\_\_\_\_

Please share your feedback & ideas for improving the conflict-resolution program:

continue on the back →

A few staff, because the pandemic prevented their fourth workshop, completed this survey online.



# EnTeam Conflict-Resolution Workshops Report

## Student survey forms

### Student Survey Before Enteam Workshops

Your name \_\_\_\_\_ Date \_\_\_\_\_

Are you a:  Boy  Girl  Another How old are you? \_\_\_\_\_

1. Have you ever played EnTeam games? (Circle one)  
Yes No Don't remember

2. I know how to stop other students from being mean.

A LOT

SOMETIMES

NOT MUCH



3. I know how to talk someone out of trying to fight with me.

A LOT

SOMETIMES

NOT MUCH



4. It is ok to refuse to fight, even if my friends will think I am scared.

A LOT

SOMETIMES

NOT MUCH



5. If a kid teases me, I can get them to stop.

A LOT

SOMETIMES

NOT MUCH



6. I don't need to fight because I know other ways to deal with being mad.

A LOT

SOMETIMES

NOT MUCH



7. What are some of the ways you can prevent fights?

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8. Two words that describe how you feel when you see someone who is angry or upset

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# EnTeam Conflict-Resolution Workshops Report

## Student Survey After Enteam Workshops

Your name \_\_\_\_\_ Date \_\_\_\_\_

Are you a:  Boy  Girl  Another How old are you? \_\_\_\_\_

1. How many times have you played EnTeam games? (Check each time you were with us)
- 1st workshop: survey and Keep on Track
  - 2nd workshop: Keep on Track
  - 3rd workshop: Net Catch

Read each sentence and circle ONE face on how you feel!

2. I know how to stop other students from being mean.

A LOT

SOMETIMES

NOT MUCH



3. I know how to talk someone out of trying to fight with me.

A LOT

SOMETIMES

NOT MUCH



4. It is ok to refuse to fight, even if my friends will think I am scared.

A LOT

SOMETIMES

NOT MUCH



5. If a kid teases me, I can get them to stop.

A LOT

SOMETIMES

NOT MUCH



6. I don't need to fight because I know other ways to deal with being mad.

A LOT

SOMETIMES

NOT MUCH



7. What are some of the ways you can prevent fights?

---

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8. Two words that describe how you feel when you see someone who is angry or upset

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# EnTeam Conflict-Resolution Workshops Report

## Appendix C – Observation form

### ASAP Staff Observation Form

The following form was introduced in January 2020 and piloted in a few sites. The staff complained that they could not participate in the activities and co-facilitate the games if they were filling out this form during the workshops. One solution could be to fill out the survey after the workshop.

#### EnTeam Teacher Observation Guide

Site name: \_\_\_\_\_ Date: \_\_\_\_\_

Session number: \_\_\_#\_\_\_\_\_

Thinking about **EnTeam activities**, what have you observed with your students **today**?

#### Social & Emotional Skills

1. It was easy to call attention to the students as a group.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Students listened to instructions.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Students repeated instructions to make sure they understood.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Students helped each other without being asked.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Students willingly shared with each other.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Students recognized each other's emotions.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Students respected each other's feelings.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## EnTeam Conflict-Resolution Workshops Report

8. Students recognized when they were at higher levels of stress.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Students expressed why they were upset.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Students stopped and thought about their behavior before acting.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Students controlled their outbursts.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Conflict Resolution Skills

12. Students talked out their problems without shouting.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Students agreed to disagree.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Students solved conflict on their own.

| Never                    | Almost never             | Sometimes                | Almost every time        | Every time               | Not applicable           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# EnTeam Conflict-Resolution Workshops Report

## New York Out-of-School Time Observation Instrument

This instrument provides another model for consideration as we plan for the new year.

### OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT COVER SHEET

|  |
|--|
| Co-observed? Yes / No                        |
| Co-observer's initials:<br>1: _____ 2: _____ |

|   |   |  |  |  |             |           |    |  |    |  |
|---|---|--|--|--|-------------|-----------|----|--|----|--|
| Program ID/Location:  | Observer Initials:                              | Observation Number:                            | Room Number:                                   | Date:  | Start Time: | End Time: |    |  |    |  |
| <b>ACTIVITY NAME:</b>   |   |  |  |  |             |           |    |  |    |  |
| <b>ACTIVITY OVERVIEW</b><br>(1-2 sentence description):   |   |  |  |  |             |           |    |  |    |  |
| <b>ACTIVITY TYPE</b>  | <input checked="" type="checkbox"/> <b>ata*</b> | <b>TYPE OF SPACE</b>                           | <input checked="" type="checkbox"/> <b>one</b> | <b>TOTAL PARTICIPANTS</b>  |             | <b>#</b>  |    |  |    |  |
| Homework Help/Test Prep   |   | Classroom                                      |  | Total number of girls  |             |           |    |  |    |  |
| Tutoring  |   | Gym  |  | Total number of boys   |             |           |    |  |    |  |
| Academic activities<br>(not homework)   |   | Computer Lab                                   |  | <b>GRADE LEVELS</b><br>(circle all that apply)                                   |             |           |    |  |    |  |
| Story reading/listening   |   | Library  |  | K  | 1           | 2         | 3  | 4  | 5  | 6  |
| Visual arts   |   | Cafeteria                                      |  | 7  | 8           | 9         | 10 | 11   | 12 | other  |
| Dance   |   | Auditorium                                     |  | <b>PARTICIPATION TYPE</b>  |             |           |    |  |    | <input checked="" type="checkbox"/> <b>one</b> |
| Music   |   | Art Room                                       |  | By age or grade  |             |           |    |  |    |  |
| Drama   |   | Music Room                                     |  | By interest (child's choice)   |             |           |    |  |    |  |
| Crafts  |   | Hallway  |  | All attendees (in the program)   |             |           |    |  |    |  |
| Sports—practicing/learning a skill  |   | Outside Playground                             |  | <b>*ata = all that apply</b>   |             |           |    |  |    |  |
| Sports—playing competitive or non-competitive physical games  |   | Other: _____                                   |  |  |             |           |    |  |    |  |
| Open, unstructured time (e.g., table games, Internet, free play)  |   | <b>TOTAL STAFF</b>                             | <b>#</b>                                       |  |             |           |    |  |    |  |
| Staff-assigned learning games (dominos, chess, etc.)  |   | High school student                            |  |  |             |           |    |  |    |  |
| Community service   |   | College student or young adult                 |  |  |             |           |    |  |    |  |
| College/career preparation  |   | Certified teacher                              |  |  |             |           |    |  |    |  |
| Cultural awareness clubs/reflective groups  |   | Specialist or other professional               |  |  |             |           |    |  |    |  |
| Other: _____  |   | Other adult                                    |  |  |             |           |    |  |    |  |
| <b>At the end of the observation, please indicate what type of skill development, if any, took place in this activity.</b>        |   |  |  | <b>PRIMARY SKILL TARGETED</b><br>(check only if skill-building/practice checked) |             |           |    | <input checked="" type="checkbox"/> <b>one</b> |    |  |
| <b>SKILL DEVELOPMENT</b>  |   | <input checked="" type="checkbox"/> <b>one</b> | Physical/athletic                              |  |             |           |    |  |    |  |
|   |   |  | Artistic                                       |  |             |           |    |  |    |  |
| This is a homework activity   |   |  | Math/numeracy                                  |  |             |           |    |  |    |  |
|   |   |  | Reading/writing/literacy                       |  |             |           |    |  |    |  |
| Skill-building or skill practice/ reinforcement<br>(if <input checked="" type="checkbox"/> --> mark primary skill in next column) |   |  | Decision making/problem solving                |  |             |           |    |  |    |  |
|   |   |  | Interpersonal communication                    |  |             |           |    |  |    |  |
| Neither   |   |  | Other (specify):                               |  |             |           |    |  |    |  |



### OST INDICATOR ITEM RATINGS

**Directions to Observers:** After 15 minutes of observation, assign a rating of 1 (not evident) to 7 (highly evident and consistent) to each item below. To select a rating, identify the ODD NUMBER that most closely reflects how evident and pervasive an indicator is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item’s presence within an activity.

Note that each indicator may not be present or applicable in each observation; therefore, a rating of “1” may be accurately descriptive and not necessarily negative. The “5” rating is also used in cases where the indicator’s presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond a casual, friendly interaction, the rating would be a “5.” If the congeniality is active, pervasive, and continuous, the rating would be a “7.”

**RATINGS:**



| YOUTH...  |   |
|---|---|
| RELATIONSHIP BUILDING:  | PARTICIPATION:  |
| <b>Are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another’s company.   | <b>Are on-task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).  |
| <b>Respect one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.  | <b>Listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.  |
| <b>Show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.  | <b>Contribute opinions, ideas, and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they’ve made. This item goes beyond basic Q&A and refers to sharing as part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.      |
| <b>Assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.   | <b>Have opportunities to make meaningful choices.</b> Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options about how to accomplish the task, not simple choices such as choosing between two types of games, or two sets of homework pages. |
| <b>Are collaborative.</b> Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from “Assist one another” (above) in that it involves a joint intellectual effort. | <b>Take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.  |



# EnTeam Conflict-Resolution Workshops Report

| STAFF...   |   |                           |   |
|--|---|---------------------------|---|
| RELATIONSHIP BUILDING:   |   | INSTRUCTIONAL STRATEGIES: |   |
|  | <b>Use positive behavior management techniques</b> that allow youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.                       |                           | <b>Communicate goals, purpose, expectations.</b> Staff make clear the purpose of what youth are doing <u>and/or</u> what they expect them to accomplish. Activity goals/expectations may also be implicit if youth are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured under "Use positive behavior management techniques").                       |
|  | <b>Encourage the participation of all.</b> Regardless of gender, race, language ability, or other evident differences among youth, staff try to engage youth who appear isolated; they do not favor (or ignore) a particular youth or small cluster of youth.   |                           | <b>Verbally recognize youth's efforts and accomplishments.</b> Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)  |
|  | <b>Show positive affect toward youth.</b> Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.   |                           | <b>Assist youth without taking control.</b> Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.   |
|  | <b>Attentively listen to and/or observe youth.</b> Staff look at youth when they speak and acknowledge what they have said by responding and/or reacting verbally or nonverbally. They pay attention to youth as they complete tasks and are interested in what youth are saying/doing.   |                           | <b>Ask youth to expand upon their answers and ideas.</b> Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth "why," "how," and "if" questions to get youth to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.  |
|  | <b>Encourage youth to share their ideas, opinions, and concerns about the content of the activity.</b> Staff <u>actively elicit</u> youth ideas, opinions, and concerns on the activity content through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.   |                           | <b>Challenge youth to move beyond their current level of competency.</b> Staff give constructive feedback that is designed to motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.   |
|  | <b>Engage personally with youth.</b> Staff show a personal interest in youth as individuals, ask about their interests, and engage in discussion about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.   |                           | <b>Employ varied teaching strategies.</b> To engage youth and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously <u>and/or</u> sequentially within the observation period.  |
|  | <b>Guide positive peer interactions.</b> The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining or through planned activity content why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavior alternatives. This item does not refer to "Use positive behavior management techniques" above. |                           | <b>Plan for/ask youth to work together.</b> Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. The focus of the activity is youth-to-youth, rather than youth-to-staff. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc. |
| ACTIVITY CONTENT AND STRUCTURE   |   |                           |   |
| (Note: When homework is the observed activity, do not score these indicators.) |   |                           |   |
|  | <b>Is well organized.</b> Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.   |                           | <b>Involves the practice/a progression of skills.</b> Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.  |
|  | <b>Challenges youth intellectually, creatively, developmentally, and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.  |                           | <b>Requires analytic thinking.</b> Activity calls on youth to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.           |

# EnTeam Conflict-Resolution Workshops Report

| ENVIRONMENTAL CONTEXT   |     |    |
|---|-----|----|
| 1. Is the level of adult supervision appropriate to activity and age group? | Yes | No |
| If no: →Why not?  |     |    |
| 2. Is the work space conducive to the activity?                             | Yes | No |
| If no: →Why not?  |     |    |
| 3. Are necessary materials available and in sufficient supply?              | Yes | No |
| If no: →Why not?  |     |    |

| OBSERVER'S SYNTHESIS   |                      |
|--|----------------------|
| Please provide a brief summary of the activity and note how the activity demonstrates core features, where applicable:   |                      |
| ELEMENT  | OBSERVER'S SYNTHESIS |
| <b>Activity Summary:</b> Please provide a brief description of the activity observed.  |                      |
| <b>Skill-Building:</b> Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.   |                      |
| <b>Active Learning:</b> Youth engage actively in learning. They lead/participate in discussions, develop or research a product, contribute original ideas, collaborate, take on leadership roles, and/or are oriented toward completing tasks. |                      |
| <b>Relationship-Focused:</b> Actively strengthens relationships among youth and between youth and staff.   |                      |
| <b>Task-Oriented:</b> The activity engages youth in specific learning and/or developmental goals   |                      |