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THE KINGIAN NONVIOLENCE CONFLICT RECONCILIATION TRAINING PROGRAM: OUTCOMES FOR HIGH SCHOOL STUDENTS' CULTURAL, SOCIAL, AND EMOTIONAL LEARNING

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THE KINGIAN NONVIOLENCE CONFLICT RECONCILIATION TRAINING

PROGRAM: OUTCOMES FOR HIGH SCHOOL STUDENTS' CULTURAL,

SOCIAL, AND EMOTIONAL LEARNING

BY

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ABSTRACT

Violence refers to any act or behavior that causes harm (Centers for Disease Control and Prevention [CDC], 2018), and is considered a serious public health issue. Violence puts a burden on individuals, families, and communities, which in turn causes physical and psychological damage. Kingian Nonviolence Conflict Reconciliation Program (Kingian Nonviolence) is an introductory program that serves to address the root causal conditions of violence within oneself and the greater community. Kingian Nonviolence operates on the principle that nonviolence is the only antidote for violence. Core concepts discussed in Kingian Nonviolence include: violence, nonviolence versus non(-hyphen)violence, compassion, values, conflict, conflict resolution, passages from Dr. Martin Luther King Jr., social change, and the Six Principles of Nonviolence (LaFayette & Jehnsen, 1995).

This present study seeks to investigate the Kingian Nonviolence program's ability to help decrease rates of violence and promote interest in social justice work with high school students, as well as improve their overall social, cultural, and emotional learning. A pretest/posttest, quasi-experimental, mixed method design that included four one-month follow-up focus groups was conducted to evaluate Kingian Nonviolence. This mixed-methods approach will contribute to the field of school psychology because of its emphasis on introducing nonviolence, addressing and preventing youth violence, and its contribution to improving adolescents' cultural, social, and emotional development. The goal of this study is to provide further evidence that Kingian Nonviolence can help prevent violence and foster social emotional learning. Another goal of this study is to introduce the term cultural and emotional learning.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

Introduction

The focus of this project is to evaluate the Kingian Nonviolence Conflict Reconciliation training program (KN) offered by the Rhode Island Institute for the Study and Practice of Nonviolence to a group of high school students from a charter school in Rhode Island. This study is significant because our society's continued difficulty with violence, social injustices, and diversity implores us to investigate the value of cultural, social, and emotional learning in schools.

This chapter will first explain different terminologies and definitions used to ensure a mutual understanding of this project. This chapter will then discuss different violence prevention and socioemotional learning programs developed and used with high school students that have been recommended by Centers for Disease Control and Prevention (CDC) and by the Collaborative for Academic, Social, and Emotional Learning (CASEL) respectively. The KN training program will then be introduced, as well as an explanation of its conceptual intersection as both a violence prevention and socioemotional learning program. Next, a review of the literature presents previous studies that investigated the effectiveness of KN, especially when implemented in school populations. This section will also provide an introduction of the self-coined term, cultural and emotional learning (CEL). Lastly, this section will present the statement of the problem, purpose of the study, and then the proposed research questions and hypotheses.

Violence

Violence refers to any act or behavior that causes harm (Centers for Disease Control and Prevention [CDC], 2018). Violence puts a burden on individuals, families, and communities, which in turn causes physical, emotional, psychological, and/ or economic damage. Violence adversely impacts individuals' physical and mental health, safety, economic productivity, and tax revenue, as well as increases special education placement (CDC, 2018). There are both internal and external manifestations of violence (Bueno de Mesquita, 2015). Examples of internal forms of violence include negative self-talk, self-hate, cognitive distortions, implicit biases, and prejudices, while examples of external forms of violence include emotional and physical abuse, school shootings, racism, and war. Violence impacts individuals regardless of their nationality, racialized ethnicity, social class, age, sex, gender identity, romantic identity, religion, and/or ability (CDC, 2018; Denmark, Gielen, Krauss, Midlarsky, & Wesner, 2005).

Youth violence can be particularly detrimental to the impressionable minds of children and adolescents (David-Ferdon et al., 2018). Examples of youth violence include threats, physical fights, bullying, gang-related violence, racism, poverty, and microaggressions. Microaggressions are a form of violence that communicate daily derogatory slights in forms of backhanded compliments, insults, behaviors, and environmental indignities, whether intentional or unintentional, usually directed towards individuals from marginalized backgrounds (Sue, 2007). Violence is a public health issue, not a criminal justice one. Evidenced-based prevention models are

imperative when trying to address violence from a public health standpoint (CDC, 2018).

Nonviolence

Nonviolence is considered the antidote for violence, a serious public health issue. Nonviolence has many definitions. To some, nonviolence is viewed as the absence of violence. Nonviolence might be seen as literally no violence, which happens to be the meaning of non(-hyphen)violence. To others, nonviolence is viewed as peace and passivity (a do-nothing approach). Examples such as peaceful protest and demonstrations might also be given when describing nonviolence. While aspects of all those assumptions of nonviolence may be somewhat true, nonviolence encompasses more.

In Martin Luther King Jr.'s writing, "Pilgrimage to Nonviolence," he discusses the pacifists and nonviolence activists (such as Mahatma Gandhi) before him that used nonviolence to address social issues. King uses this writing to explain what led him to espouse nonviolence. To King, nonviolence is an active approach to addressing social issues and injustices without using harm. In this vein, nonviolence is a philosophy that involves attacking the root causal conditions of issues, and it aims to establish long-lasting, constructive solutions to issues of internal and external violence (LaFayette & Jehnsen, 1995). There are others theorists that espoused the nonviolence philosophy and possessed perspectives on just what is meant by nonviolence. For example, Gandhi believed that nonviolence is the method for the courageous (Easwaran, 2010). He believed that nonviolence is the ability to illustrate compassion and love to opponents and antagonists (Easwaran, 2010). And, Kurlansky suggests that nonviolence is the preferred tactic to deal with oppressive situations (Kurlansky,

2008). And, from one other perspective, nonviolence is a strategic and powerful tool to address oppression and social inequities in the world (Kurtz & Turpin, 1999). Nonviolence is a solution that can tackle issues ranging from personal conflicts to major social injustices. This definition of nonviolence is what is utilized to explain to participants of Kingian Nonviolence (KN) its formal definition.

Social Justice

Social justice is another multifaceted term, that as a theme is explored heavily in the KN training program. The National Association of School Psychologist (NASP)'s Social Justice Task Force (2018) defines social justice as a process and action that focuses on ensuring the protection and rights of all marginalized individuals. Social justice is the action of advocating and promoting the wellbeing of all individuals, as well a speaking against the injustices and inequities of people from underserved populations. From the critical perspective, Sensoy and DiAngelo (2017) stated that social justice means individuals must be able to recognize unequal social power structures at the individual and societal level, understand their own positions in relation to unequal power, engage in critical thinking, and act for a more just society. Individuals interested in social justice must improve their critical consciousness. Critical consciousness is awakening to the status of the oppressed, as well as an understanding of how the world actually work (Freire, 1970). Critical consciousness is the action of the individual analyzing the world from themselves (Freire, 1970). Critical consciousness is a much-needed component to engaging in social justice work. Social justice emphasizes the necessity to address oppression and structural inequalities based on one's nationality, racialized ethnicity, social class, age, sex,

gender identity, romantic identity, religion, and/or ability (Banks & Banks, 2010).

Nevertheless, one must advance their own social emotional learning, prior to

understanding the multicultural and social justice aspects within the wider world.

Social Emotional Learning

Social emotional learning (SEL) is the process that children, adolescents, and

adults undergo to foster positive knowledge, attitudes, and skills that are needed to

identify and manage emotions, empathize, establish and maintain healthy

relationships, and mature (Collaborative for Academic, Social, and Emotional

Learning [CASEL], 2019). SEL is also sometimes referred to as socioemotional

development. The CASEL model focuses on five area of SEL, which are self-

awareness, self-management, social awareness, relationship skills, and responsible

decision-making. Self-awareness is the ability to recognize one's own emotions,

thoughts, and values and how that impacts their behavior (CASEL, 2019). Self-

management refers to ability to effectively regulate one's own thoughts, feelings, and

behaviors in various situations (CASEL, 2019). Social awareness is the ability

empathize with others including those from different cultural backgrounds (CASEL,

2019). Relationship skills is the ability to create and maintain healthy with different

groups of people (CASEL, 2019). Lastly, responsible decision-making is ability to

make ethical and safe choices in social situations.

SEL has an important effect on students' academic achievement, later

employment, mental health, criminal activity, and substance use (CASEL, 2019;

Durlak, Domitrovich, Weissberg, & Gullotta, 2015). SEL can mitigate the long-term

impact of mental illness (CASEL, 2019; Durlak et al., 2015). SEL programs are

especially important due to the fact that depression, anxiety, suicide, and overall

mental illness is increasing in youth (Surgenor, Quinn, & Hughes, 2016; Wagner, 2018). Additionally, when SEL programs are implemented in schools, it can serve to decrease the incidents of bullying and victimization (Jenkins, Demaray, & Tennant, 2017). CASEL (2019) reported that focusing on social emotional learning has a 11:1 return on societal investments (Belfield et al., 2015). This statement means that for every one dollar invested in SEL programs there is an eleven-dollar return. SEL focuses on improving individuals ability to manage emotions, foster social skills, and improve compassion. Educational program that address social emotional learning are imperative to implement in the schools.

Evidence-Based Prevention and Intervention Programs

This section will describe current validated prevention and intervention programs that address violence and social emotional learning with high school students. Programs recommended by the CDC will be used to address issues of violence and programs recommended by CASEL will be used to address SEL. Evidence-based prevention programs and tactics need to be implemented in schools in efforts to reduce incidents of violence, increase nonviolence, foster SEL, and promote social justice. Evidence-based prevention and intervention strategies are critical when trying to address these areas in high school populations. Individuals should be skeptical when trying to employ their own trainings and tactics to address these areas because face validity can lead to false confidence in likely effectiveness. Thus, program evaluation is important in order to make sure that the chosen prevention and intervention programs has its intended effects. There is currently a paucity of research that focuses on evidence-based intervention to increase nonviolence practices and social justice activism with high school student. Nonetheless, there are recommended

resources and lessons plans from Facing History and Ourselves and Teaching Tolerance to address nonviolence and social justice with high school students.

Violence prevention and intervention programs. According to the CDC (2018), an effective violence prevention and intervention program: prevents or reduces violent behavior, changes the knowledge, attitudes, or beliefs that lead to violent behavior, and fosters behaviors and skills (e.g. interpersonal skills) that are associated with preventing violent behavior.

Criteria. Violence prevention or early intervention programs recommended by the CDC and that focuses on the high school population were mentioned (shown in Table 1). Programs were excluded if the research and emphasis focused on early and middle childhood. For example, the Incredible Years (IY) parenting program was recommended by the CDC; however, IY focuses on parent training for children so it was not included in this review. Another excluded example is Second Step due to its focus also on children and middle school students. Nonetheless, parenting programs that focused on youth violence and risky behavior (14 years of age and older) were included. For example, Familias Unidas is a parenting program recommended by the CDC. This family-based intervention focuses on reducing problem behaviors, substance abuse, risky sexual behavior for youth and their families (David-Ferdon et al., 2018). Familias Unidas is geared towards use with Hispanic families. Parenting programs that focused on youth violence and risky behaviors for younger ages were excluded. For example, Strengthening Families and Coping Power parenting programs were excluded due to its emphasis on late elementary and middle school students, as opposed to high school student (i.e., late adolescents). Nonetheless, these

aforementioned evidence-based programs should still be considered if one is attempting to reduce violence using evidence-based strategies in other populations or overall community.

Psychological treatments typically used for all populations were included. This criterion was made due to the fact the CDC emphasized these treatments can be used to intervene or treat youth violence with high school students. For example, CDC (2018) recommended trauma-focused cognitive behavioral therapy (TF-CBT). TF-CBT is an evidence-based psychotherapy treatment for children, adolescents, and adults dealing with post-traumatic stress, depression, and other mental illness as a result of trauma (Chafouleas, Johnson, Overstreet, & Santos, 2016) This intervention displays great efficacy when dealing with youth violence (Chafouleas et al., 2016; David-Ferdon et al., 2018). In addition, general policies and tips were excluded. General policies, facts, and tips are important to understand and implement. For instance, the CDC (2018) recommends crisis intervention, medical and legal advocacy, access to community resources as methods to reduce violence. Although this information is all true, introducing evidence-based, replicable programs was the objective of this review.

Nonetheless, projects developed as a result of general policies were included. For example, Crime Prevention through Environmental Design (CPTED) was included (shown in Table 1). CPTED is a violence prevention initiative to develop neighborhoods and communities to deter crime (David-Ferdon et al., 2018). An example would include renovating dilapidated houses and buildings. Lastly, programs recommended that were indirectly related to violence prevention were included. The

CDC (2018) recommended a number of evidence-based SEL and mentorship programs to address youth violence. Some examples include The Fourth R: Strategies for Healthy Teen Relationships and Big Brothers Big Sisters of America (BBBS). Since these programs are categorized by the CDC as violence prevention programs, they were indeed included despite the fact that they address other skills (e.g., prosocial behaviors). Based on these criteria, an exhaustive list of violence prevention and intervention programs for high school students recommended by the CDC was aggregated (see Table 1).

Table 1

CDC Recommended Violence Prevention/Intervention Programs

Program	Subject	Population	Methods	Type of Intervention
After School Matters (ASM) program	Youth Violence Prevention	High school students in urban areas	After-school, summer programs, & apprenticeships	Leadership/ Drug and Gang Violence prevention
Big Brothers Big Sisters of America (BBBS)	Mentoring & Connections	At-risk children and teens	Mentorship from ideal role models	Education Achievement & Youth Violence Prevention
Business Improvement Districts	Community/ Public Health Agencies	Low-income communities	Businesses pay additional tax to improve community	Youth Violence Prevention/ Community Engagement
Caught in the Crossfire program	Gun Violence Intervention for Youth	Teens admitted to hospital for violence-related injury	Individual Case Management	Gun Violence Intervention
Choose2Change	Trauma/Gun Violence Intervention	High school students in urban areas	Five-month program using mentoring & CBT	Mentorship & Treatment
Coaching Boys Into Men (CBIM)	DV & Bystander Intervention	High school male athletes	11-session coach-led	DV Prevention
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	Trauma/ Violence	Students ages 10 to 15	CBT for PTSD, Depression, and mal behaviors	Youth Violence Intervention/ Treatment

Table 1(continued)
CDC Recommended Violence Prevention/Intervention Programs

Program	Subject	Population	Methods	Type of Intervention
Crime Prevention through Environmental Design	Community/ Public Health Agencies	Low-income communities	Multidisciplinary support to deter crime by design of neighborhood	Youth Violence Prevention/ Community Engagement
Cure Violence	Drug, Gang, & Gun Violence Prevention	Urban Community Outreach	Multi-level Community approach	Youth Violence Prevention/ Intervention
Expect Respect Support Groups (ERSG)	Dating Violence	Teens victim of DV	24-week manualized sessions	Improves SEL
Familias Unidas	Youth Violence/Risky Behaviors	Hispanic families w/ youth ages 12-18.	8-9 week manualized parent sessions	Prevention/ Parenting Program
The Fourth R: Strategies for Healthy Teen Relationships	Safety, sexuality relationships, & substance use	Adolescents	21-week manualized sessions	SEL/DV prevention
Functional Family Therapy (FFT)	Juvenile Justice &Mental Health	Families with youth ages 11-18	12-14 sessions over 3-5 months	Families/Youth Treatment
Multidimensional Treatment Foster Care (MTFC)	Juvenile Justice &Mental Health	Families with chronically violent youth	Family Therapy/Parent Education	Families/Youth Violence Treatment
Multisystemic Therapy® (MST)	Juvenile Justice &Mental Health	Chronically violent youth	Multi-level approach	Youth Violence Treatment
Principles of Prevention	Violence & Public Health	Teens and adults	Online Modules	Education
Safer Choices	Sexual Health & Youth Risky Behavior	High school students	Multi-component education program	Education & Public Health

Table 1(continued)

CDC Recommended Violence Prevention/Intervention Programs

Program	Subject	Population	Methods	Type of Intervention
SafERteens	Crime and Substance Use Violence Intervention	At-risk teens engaged in crime & substance use	Intervention using Motivational Interviewing	Crime/Drug Intervention
Safe Streets	Drug, Gang & Gun Violence Prevention	Urban Community	Multi-level Community approach	Youth Violence Prevention/ Intervention
Striving to Reduce Youth Violence Everywhere (STRYVE)	Youth Violence	Youth & Communities	Customizes Violence Community Intervention	Education & Public Health
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)	Trauma/ Violence	All populations, especially teens	TF-CBT for trauma and violence victims	Youth Violence Intervention/ Treatment
Violence Veto	Violence Prevention	Teens and adults	Online Modules	Education & Training

Social emotional learning programs. Social Emotional Learning programs are evidence-based interventions that works to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in students (CASEL, 2019). These programs aim to enhance students' competencies and prosocial behaviors through school-wide strategies, restorative practices, curricula shifts, counseling, and parenting programs (CASEL, 2019; Durlak, 2015).

Criteria. SEL programs recommended by the CASEL and CASEL-endorsed resources for the high school population were mentioned (shown in Table 2). Programs were excluded if the research emphasized middle childhood and early adolescents (i.e., middle school students). For example, Aban-Aya Youth Project SEL

curriculum, Second Step, Life Skills Training (LST), and Responding in Peaceful and Positive Ways (RiPPs) were not included because they were evaluated for and on middle students, as opposed to high school students (Domitrovich, Syvertsen, & Calin, 2017). These aforementioned evidence-based programs should still be considered if one is attempting to improve SEL in other student populations.

Nevertheless, programs were included if designed for the entire school population (k-12). Check & Connect and Positive Behavior Interventions and Supports (PBIS) are two of those programs. Check & Connect is structured intervention to promote student engagement, learning, and success with at-risk students through relationship building (Christenson & Reschly, 2010; Durlak et al., 2015). Check & Connect is an evidence-based intervention strategy that improves relationship skills in all school populations. Moreover, PBIS is multi-tiered system of support (MTSS) intervention with a universal approach to SEL. Durlak (2015) stated that PBIS was shown to decrease the number of school discipline and detention referrals and increase education achievement with high school students. PBIS is an evidence-based MTSS that helps high school students develop their self-awareness, self-management, and relationship SEL skills (Durlak, 2015). Since these two interventions were recommended by CASEL-endorsed resources for high school student, they were included.

Programs that were not evidence-based or in the rudimentary phase were not included. For example, Positive Life Changes (PLC) and Positive Psychology for Youth Program (PPYP) were not included. PLC and PPYP are both promising programs developed to enhance SEL for at-risk high school students in alternative

schools, but more future research would be needed to be included in this review

(Durlak, 2015). Based on the previously mentioned criteria, an exhaustive list of SEL

programs for high school students recommended by CASEL and CASEL-endorsed

resources was aggregated (shown in Table 2).

Table 2
CASEL Recommended SEL Programs

Program	Subject	Population	Methods	CASEL Outcomes
Becoming A Man (BAM)	SEL program on trauma and impulse control	9th to 12th grade male students in urban areas	Weekly group counseling sessions with young men	Self- Awareness Self-Management
Changing Lives Program	SEL intervention targeting identity development	At-risk high school students	Weekly group counseling sessions 8-12 weeks	Self- Awareness Relationship Skills Responsible Decision-Making
Check & Connect	SEL program mentoring program for at-risk students based on attendance, behavior, & grades	All schools populations	Mentorship from an ideal school role model	Relationship Skills
Consistency Management & Cooperative Discipline®	SEL program on management, bullying, cooperation	6th to 12th grade students	7 teacher-training workshops /school-wide approach	Self-Management Relationship Skills
Facing History & Ourselves	Social Studies/SEL lesson plan	6th to 12th grade students	Teacher training to use Social Studies Curricula with SEL infused	Relationship Skills Social Awareness

Table 2 (continued)
CASEL Recommended SEL Programs

Program	Subject	Population	Methods	CASEL Outcomes
Positive Behavior Interventions and Supports	School-wide universal SEL approach	All schools populations	Multi-tied system of support (MTSS)	Self- Awareness Self-Management Relationship Skills
Project Based Learning by Buck Institute for Education	SEL program on project-based learning (PBL)	6th to 12th grade students	Teacher training on PBL/school-wide approach	Self-Management Relationship Skills Responsible Decision-Making
Reading Apprenticeship	Reading, History, & Science/ SEL lesson plan on facing challenges	6th to 12th grade students from urban areas	Teaching training to use a Reading Curricula with SEL infused	Self- Awareness Self-Management Relationship Skills Social Awareness Responsible Decision-Making
Student Success Skills	Well-rounded SEL program	6th to 12th grade students	Teacher training on SEL lesson plan/school wide approach/ Supplemental group counseling and four parent education sessions are also provided	Self- Awareness Self-Management Relationship Skills Social Awareness Responsible Decision-Making

Table 2 (continued)
CASEL Recommended SEL Programs

Program	Subject	Population	Methods	CASEL Outcomes
Too Good For Drugs And Violence	School-wide universal SEL prevention approach to address school violence and drug use	High School Students	14 lessons implemented by teachers and 12 subject-specific lessons, Parent Education, & Community Outreach	Self- Awareness Self-Management Responsible Decision-Making
Wyman's Teen Outreach Program (TOP)	Well-rounded SEL program	7th to 12th grade students	Teacher training and classroom implementation	Self- Awareness Self-Management Relationship Skills Social Awareness Responsible Decision-Making

Kingian Nonviolence Conflict Reconciliation Program

Kingian Nonviolence Conflict Reconciliation Program (KN) is a training

curriculum developed by Drs. Bernard LaFayette Jr. and David C. Jehnsen (LaFayette

& Jehnsen, 1995). KN was designed to be a two-day training program that consists of

16 modules (see Appendix A) based on the core concepts of Martin Luther King Jr.'s

philosophy, principles, and practices (Bueno de Mesquita, 2015; LaFayette & Jehnsen,

1995). KN can also be adapted in schools by spreading out modules over a longer

period of time. Core concepts discussed in KN include: perspective taking and

empathy, values, interconnectedness, types of conflict, conflict resolution, violence,

nonviolence versus non-violence, excerpts from King's writings, Hegelian thinking,

social change, historical examples of nonviolence that led to social change, the Civil

Rights Movement, implementation of nonviolence that led to social change, and the

Six Principles of Nonviolence (LaFayette & Jehnsen, 1995).

Attendees are given the opportunity to engage in exercises and activities, share their experiences and stories, listen to others' experiences and stories, participate in activities and deep discussions, and learn in a meaningful way. The methods of KN provide attendees with the opportunity to be introduced to nonviolence in an experiential and reflective manner (Bueno de Mesquita, 2015). Examples of activities from KN include: rating important life values independently and then in small and large groups, brainstorming definitions of violence and nonviolence in small groups, learning about the types of conflict and conflict resolution strategies, reading and thoroughly discussing the "Pilgrimage to Nonviolence" by Dr. King, and listening to historical depictions of the Civil Rights Movement (LaFayette & Jehnsen, 1995).

Active engagement and participation in KN is essential. This method of learning allows for a deeper connection to the material. Hanson and Hanson (2018) stated that in order for meaningful learning to occur an individual must H.E.A.L. The individual must (H) have a meaningful experience, (E) enrich in the experience by feeling it fully (A) absorb the experience (L) link and make a connection to previous experiences (Hanson & Hanson, 2018). KN training program is principle-based, one is adopting a philosophy, not a technique or approach. Everyone finds his or her own meaning.

Kingian Nonviolence's Six Principles of Nonviolence. Attendees of KN are required to thoroughly discuss and learn the Six Principles of Nonviolence. LaFayette and Jehnsen's (1995) Six Principles of Nonviolence are:

1. *Nonviolence is a way of life for courageous people.*
2. *The Beloved Community is the framework for the future.*

3. *Attack forces of evil, not persons doing evil.*

4. *Accept suffering without retaliation for the sake of the cause to achieve the goal.*

5. *Avoid internal violence of the spirit as well as external physical violence.*

6. *The universe is on the side of justice.*

The Six Principles of Nonviolence are central to KN. These core principles are referenced throughout the training program. Understanding these six principles allow attendees to truly know King's practices and philosophies about nonviolence.

Kingian Nonviolence's Six Steps of Nonviolence. Attendees of KN are also required to learn about the Six Steps of Nonviolence. LaFayette and Jehnsen's (1995) Six Steps of Nonviolence are:

1. *Gather Information*. Gain factual background information on the issues and opposing views.

2. *Education*. After careful research, disseminate factual information obtained to peers, activists, leaders, and opponents to create a dialogue.

3. *Personal Commitment*. Determine the amount of time and commitment to the nonviolence efforts.

4. *Negotiation*. Communicate with opponents to reach an agreement.

5. *Dramatic Direct Action*. Protest, demonstrations, and method to raise more public awareness occurs, if negotiation is not successful.

6. *Reconciliation.* Establish community relationships with opponents to result in a win-win outcome.

Although these steps are in a sequential order, the path and steps of nonviolence are nonlinear (Bueno de Mesquita, 2015; LaFayette & Jehnsen, 1995). In other words, one can go backwards in steps, repeat steps, engage in multiple steps simultaneously. Nevertheless, these six steps provide further information on the philosophical bases of KN.

KN strives to spread the ideology of nonviolence to prevent and reduce the impact of violence on individuals, relationships, schools, communities, and nations. The effectiveness of KN will be determined by its ability to reduce violence, increase nonviolence, foster social and emotional learning, and promote social justice activism in school populations. All present studies that investigated the effectiveness of KN in school populations will be mentioned. An extensive review on the current effectiveness of KN in high school populations will now proceed.

<center>**Literature Review**</center>

The Effectiveness of Kingian Nonviolence in School Populations

  Kingian Nonviolence on reducing violence. The present review aims to examine studies on the effectiveness of KN, especially when implemented in school populations. In this section, the effectiveness of KN will be operationalized as high school participants' reporting an increase in knowledge of nonviolence and use of nonviolence strategies to mitigate the effects of both internal and external violence. Several studies have evaluated the effectiveness of KN in school populations. For example, Hallak's (2001) dissertation evaluated KN using a mixed-method, pre-test, post-test, three-month follow-up approach. The doctoral student was interested in

<center>19</center>

understanding KN participants' knowledge and attitudes on nonviolence, behavioral intentions, actual behavior, and behavior management (Hallak, 2001). Hallak (2001) found a statistically significant increase in high school participants' understanding of nonviolence, as well as reports of overall positive attitudes about nonviolence. Nonetheless, Hallak (2001) reported that more information is needed to understand KN's impact on behavior and locus of control (the extent to which individuals feel they have control of their own behavior). In a later study, Diamond (2014) conducted an extensive program evaluation of the core two-day KN training using a mixed-method approach. Diamond (2014) found a statistically significant increase in urban high school students' reports of their intention to use nonviolent strategies to control their anger and reduce conflict.

After implementing and evaluating KN in the Memphis School District, Darling (2011) also found similar results that corroborate Diamond's (2014) findings. Darling (2011) found a significant decrease in serious police incidents (e.g. use of weapons, assault, and drug-related and gang-related offenses), a significant decrease in less severe incidents of violence (e.g. intimidation and simple assaults), and overall increase feelings of school safety and security. In addition, there was a reduction of 49% in repeated gang offensives after implementation of KN (Darling, 2011). Collyer, Johnson, Bueno de Mesquita, Palazzo, and Jordan (2010) suggest that participants after completing KN become more aware and sensitive to violence. Sensitivity to violence may lead to more acts of using nonviolence. Additionally, Smith (2002) found similar results after implementing KN with a group of middle school students. The middle school students were able to become more cognizant of violence, as well

as employed more nonviolent conflict resolution strategies (Smith, 2002). These preliminary studies show promise that KN can be effective. Youth violence is a major (although preventable) public health problem. Every 24 hours, 15 youth are victims of homicides (CDC, 2018). In that same 24 hours, 1,300 youth are treated in the emergency room due to injuries from a physical assault (CDC, 2018). Teaching nonviolence and conflict resolution strategies is becoming essential due to the increasing presence of youth violence (such as school shootings) (Hallak, Quina, & Collyer, 2005). Through its education and dissemination of the nonviolence philosophy, KN has potential in becoming an evidence-based approach to preventing and reducing acts of violence. KN is multifaceted. Therefore, more information on the effectiveness of KN in regards to youth's interest social justice issues and its efforts to improve diversity and inclusion as well social and emotional learning (SEL) will also be discussed.

Kingian Nonviolence on social justice. KN has a worldwide impact on individuals' interest to utilize nonviolence strategies to mitigate conflict and violence in the form of social justice activism (Bueno de Mesquita, 2015). KN has been sought worldwide to address conflicts, violence, and adverse structural and institutional conditions (Garcias-Ramirez & Bueno de Mesquita, 2015). Bueno de Mesquita (2015) provides great evidence of the impact of KN in countries such as Bosnia and Herzegovina, Brazil, Nepal, and Nigeria, just to name a few. Nevertheless, there are currently no studies that showcase KN's impact on school populations' (i.e., high school students) increased interest in nonviolence strategies to execute social justice

activism. Schmidt (1984) argued that nonviolence must be taught in schools so students can learn strategies used by pacifists (e.g. Gandhi) to change the world.

McKay's (1971) research relied on a qualitative approach to gather information on the effectiveness of general nonviolence training in high school students. McKay (1971) indicated that an Ohio principal stated that his high school students were somewhat disorganized and unclear about their intentions but intimately connected with nonviolence training. In multiple areas around Pennsylvania, participants reported that many students have grown great interest in using nonviolence to fight against social injustice (i.e. Vietnam War; Mckay, 1971). McKay (1971) strongly advocated for nonviolence training with high school students to promote social justice and activism. The later birth of KN by LaFayette and Jehnsen (1995) provides further evidence of the effectiveness of nonviolence training. In LaFayette and Jehnsen's (1995) leadership and introduction manual, the trainers state that nonviolence provides a better alternative to resolving conflicts and violence, obtaining justice, and reaching win/win solutions. Although KN has effectively promoted nonviolence both nationally and internationally, there are currently no studies that investigated its impact on the promotion of social justice activism by using nonviolence strategies in school populations. More evidence is needed to understand the effectiveness of KN's ability to promote the youth's application of nonviolence strategies in social justice activism.

Kingian Nonviolence on diversity and inclusion. The effectiveness of KN can also be determined by its ability to improve diversity and inclusion efforts in school populations. Diversity is an aspect that exists in all classrooms, even if all

students are of the same race. Diversity can still exist among ethnicity, social class, sex, gender identity, romantic identity, religion, and/or ability, even if race is not a factor. Thus, diversity and inclusion efforts are imperative. KN is a practical method that offers means to increase positive intragroup and intergroup interactions. This educational program enables communities and schools to attain a world that promotes diversity and inclusion (Thomas, 2013). Diamond (2014) suggests that diversity during the KN was key to cooperative learning and skill building. In addition, Diamond (2014) stated that the focus on the diversity was pivotal to the process of personal growth and the creation of a sense of community. KN participants reported a statistically significant increase in their trust of individuals from different cultural backgrounds at the end of the program (Diamond, 2014).

Kingian Nonviolence on social emotional learning. SEL again is the process that children, adolescents, and adults undergo to foster positive knowledge, attitudes, and skills that are needed to identify and manage emotions, empathize, establish and maintain healthy relationships, and mature (CASEL, 2019). KN promotes mutual understanding and peaceful processes in resolving conflicts (Hallak, Quina, & Collyer, 2005). Wilson's (1999) dissertation focused on the effectiveness of KN 14-week conflict management modules with high school students. High school participants showcased increased skills in problem-solving, reasoning, anger management, communication, active listening, and empathy when compared to the control group (Wilson, 1999). Understanding the Six Principles of Nonviolence was essential to the conflict management modules' effectiveness (Wilson, 1999). Statistically significant improvements to the high school participants' SEL were shown (Wilson, 1999). A

qualitative study looking at the effectiveness of KN with parents and elementary students also showed improvements to SEL (Spears, 2004). Elementary school participants were more likely to accept others from different backgrounds, refrain from negative self-talk, advocate for themselves and others, think before acting out, and become peacemakers (Spears, 2004). KN has been shown to foster an individual's SEL, which provides more proof of its effectiveness and social relevance. According to the CDC (2018), strengthening youth's interpersonal skills is an evidence-based violence prevention strategy. KN possesses social validity based on its previously established effectiveness and tremendous social relevance.

KN has the ability to reduce violence, increase application of nonviolence strategies, and support social justice and diversity initiatives. In addition, KN demonstrates effectiveness in fostering SEL. Nonetheless, there is a missing component in the literature that needs to be addressed. Culture is the idea of having shared values, idea, norms (Banks & Banks, 2010). Culture influences individuals' thoughts, feelings, behaviors, and social interactions. A separate model of SEL needs to be introduced that emphasizes culture, especially due to its omnipresence. This self-coined term will be referred to as cultural emotional learning.

Cultural Emotional Learning

Cultural emotional learning (CEL) is defined as appropriately appreciating, interacting, and empathizing with individuals of similar and different cultural backgrounds, as well as understanding the importance of developing a healthy cultural identity. CEL is a self-coined term to stress the importance of culture; CEL is SEL with a focus on culture identity, interaction, and appreciation. CEL is an important and

necessary term. CEL is an appropriate and essential variable to investigate within KN due to its emphasis on multiculturalism, diversity, and inclusion. CEL encompasses three components (shown in Appendix B). The three components are (one) cultural identity development (two) multicultural relationships appreciation, and (three) social justice awareness.

Cultural identity development (also known as ethnic identity development) refers to the understanding and appreciation for one's own identity and the appreciation of others' identity (Helm, 1995). Multicultural relationships appreciation refers to extent to which an individual values and appreciates interaction with all different cultural groups. Social justice awareness is the personal and social commitment to social change for all cultural groups. It is the recognition of different forms of oppression as it relates to different cultural groups. In addition, it is the commitment to engage in social change and action for a more just and multicultural society. CEL is a needed term in the literature. SEL emphasizes the overall emotional intelligence of children, adolescents, and adults, and culture competence emphasizes the ability to professionally work with and deliver services to different cultural groups (Banks & Banks, 2010; CASEL, 2019). CEL is an intersection of these two terms.

Cultural emotional learning provides language to promote the measurement and understanding of individuals' abilities to improve their critical consciousness needed to shift their attitudes and belief systems, acknowledge and consider the structural and institutional forms of violence experienced by individuals of different oppressed identities, and engage in advocacy and social activism for all oppressed groups, in hopes in improving the root causes of marginalization and oppression

experienced by everyone. KN is unique training experience that brought the need for a term such as CEL. KN qualifies as both a violence prevention and SEL/CEL program. The ultimate goal is for KN to be recognized as an evidence-based violence prevention and SEL/CEL program.

Statement of the Problem

Evidence-based prevention programs and tactics need to be implemented in schools to reduce incidents of violence, increase nonviolence, and foster SEL/CEL. Evidence-based prevention and intervention strategies are critical when trying to address these areas in high school populations. Individuals should be skeptical when trying to employ their own trainings and tactics to address these areas because face validity can lead to misguided assurance of its effectiveness. Thus, collecting evidence is important in order to make sure that the chosen prevention and intervention programs has its intended effects. There are recommended resources and lessons plans, similar to KN, such as Facing History and Ourselves and Teaching Tolerance to address nonviolence and social justice with high school students. Nonetheless, there is currently a paucity of research that focuses on evidence-based interventions that increase nonviolence practices, SEL, and social justice activism with high school students. In addition, KN is being heavily used in schools, but has not been well studied. Additional research is needed to establish its validity.

Purpose of the Present Study

The specific aim of this proposed study is to investigate the effectiveness of KN's ability to increase knowledge of nonviolence, reduce violence, and foster SEL/CEL. More research is needed to establish KN as an evidence-based violence

prevention and SEL/CEL program. This contribution of new knowledge can lead to improvements in overall school climate and diversity and inclusion efforts in school populations. In addition, the spread of nonviolence is pivotal to prevent and reduce the impact of youth violence. KN is a manualized introductory training curriculum that can help initiate a systematic method to spread nonviolence, reduce acts of violence, and improve SEL/CEL in schools. KN is needed in high schools, especially because the current United States climate is filled with cultural and political discourse and tension. Beverly Tatum (2015) discussed throughout her book, "Why are all the Black Kids Sitting Together in the Cafeteria?", that conservations about race are imperative to achieve an antiracism society. KN brings forth the opportunity to discuss all types of violence (e.g. racism, sexism, classism) in a safe and appropriate manner. Chenoweth and Stephan (2011) stated that nonviolence strategies are twice as effective when compared to violent strategies in resolving conflict and acts of external violence. The goal of nonviolence is to prevent, reduce, and end human suffering, as well as increase compassion. KN can serve as an impetus for high school students to be trained in nonviolence and social justice activism, as well as find solutions to acts of both internal and external violence. KN operates under the premise that violence is harm and nonviolence is the antidote (LaFayette & Jehnsen, 1995). KN can lead to positive social transformations in high schools.

Given the importance of Kingian Nonviolence Conflict Reconciliation program and the necessity for this program to be incorporated and adapted in schools, the proposed research is intended to address four primary research questions:

1. To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program influence high school participants' learning of concepts represented in the program?

   Hypothesis #1: High school students will demonstrate an understanding of nonviolence, concepts, and principles following participation in the training based on transcripts from a one-month post focus group.

2. To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program reduce self-reported acts of violence (as operationalized by the Aggression Scale (see Appendix C) in participating high school students?

   Hypothesis #2: High school students who have participated in a series of training modules will demonstrate a decrease in self-reporting acts of violence on the Aggression Scale from pre-test to post-test scores.

3. To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program increase self-reported cultural emotional learning as indicated by results on two different measures (i.e. Ethnic Identity—Teen Conflict Survey and the Social Justice Scale (see Appendix D & E)?

   Hypothesis #3a: High school students who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate higher post-test scores on the Ethnic Identity—Teen Conflict Survey relative to their pre-test scores.

   The Ethnic Identity—Teen Conflict Survey will indicate participants' cultural and emotional learning as pertaining to respect for self-ethnic pride and multicultural relationships appreciation.

Hypothesis #3b: High school students who have participated in a series of

Kingian Nonviolence Conflict Reconciliation training modules will demonstrate

higher post-test scores on the Social Justice Scale relative to their pre-test scores.

4. To what extent does the school-adapted Kingian Nonviolence Conflict

Reconciliation program increase social, cultural, and emotional learning?

Hypothesis #4: High school student who have participated in a series of Kingian

Nonviolence Conflict Reconciliation training modules will demonstrate higher

social, cultural and emotional learning based on transcripts from a one-month

post focus group following the training

Chapter 2

METHODOLOGY

Introduction

This study employed a pretest/posttest quasi-experimental mixed-methods

design to address the research questions and hypotheses. A one-month post training

focus group was used to gather additional qualitative information about the

nonviolence group participants' cultural, social, and emotional learning. This section

begins with an overview of the Kingian Nonviolence (KN) training program, an

explanation of how participants were recruited, and a description of participants.

Information about the measurements used in this study will then follow. Lastly, the

procedure used for this study will be explained.

School-Adapted Kingian Nonviolence Training Program

The school adapted KN training program took place at the Rhode Island's

Institute for the Study and Practice of Nonviolence with high school students from a

charter school in southern New England. The training took place over the course of

four days from a Thursday through Saturday and then a following Friday with the high

school students. The nonviolence participants were released from their typical school

day. A description of the full itinerary can be found in Appendix F. This KN training

program focused on core information from the original two-day training program.

There were many pertinent modules and topics covered throughout the

nonviolence training. The training started out with brainstorming ground rules and

shared agreements such as "what's shared here, stays here and what's learned here,

leaves here." The types and levels of conflict were explored, and the high school

participants had the opportunity to role play different personal conflicts and nonviolent conflict reconciliation strategies. For example, a group of high school students focused on a conflict where a transgender student was made to feel uncomfortable for using the bathroom of their chosen gender identity, and then they utilized nonviolence to solve the problem. An exploration on the meaning of violence also took place. Students brainstormed the different types of violence (such as physical abuse, verbal abuse, environmental violence, and racism). They worked in small groups to understand the complexity and many forms of violence.

Participant were also lectured about the Six Principles of Nonviolence and Six Steps of Nonviolence, as well as given the opportunity to meaningfully discuss it in large group and small group formats. The high school participants also received the opportunity to read and thoroughly discuss Martin Luther King Jr.'s Pilgrimage to Nonviolence and Letter from a Birmingham Jail in small and large group formats. In addition, participants read the eight clergymen letter of response to Dr. King.

 The four major nonviolent historical campaigns led by Dr. King were also explored including: the 1955 Montgomery Bus Boycott, the 1961 Freedom Rides, 1963 Birmingham lunch counter sit-ins, and the 1965 Voting Rights Campaign. Additionally, the students had the opportunity to watch and discuss the documentary, The Children's March, which reviewed in great detail the young nonviolence activists fight for integration in public vicinities in Birmingham, Alabama. An instruction of the models of social change including Aggression/Conciliation & the Dynamics of Social Conflict and Top Down-Bottom Up Theory of Change were also explained.

Nevertheless, there were some differences in this school-adapted KN training.

This training included advanced modules from Kingian Nonviolence such as the "spectrum of allies" module, which works to help participants understand and identify allies and opponents towards social justice. Furthermore, this training left a good portion of time for high school students to listen to speakers who are nonviolent activists including former members of gangs. This training also left time for participants to discuss issues that were prevalent to their school and community such as bullying, domestic violence, and other personal social injustices. Overall, the school-adapted KN training program followed the core philosophy of Dr. King and the original two-day KN training program. This educational program was designed to prevent violence, promote social justice, as well as cultivate social, cultural, and emotional learning through the nonviolence philosophy.

Participant Recruitment

Electronic copies of flyers were disseminated to schools and key nonviolence networks in southern New England. Rhode Island's Institute for the Study and Practice of Nonviolence agreed to participate with the intent of delivering the school-adapted Kingian Nonviolence (KN) training to a group of high school students from a small charter school in Rhode Island with about 200 students. Consent forms were disseminated to students to inform them about the study, as well as to assess their interest. The students were told that participation would be voluntary and anonymous. They were also informed that declining to participate in the study did *not* mean that they would be unable participate in KN. Ultimately, all students participating in KN were interested in participating in the study. Parent consent and child assent forms were sent home before the training explaining the study. Parents who were *not*

interested in having their child participate in KN were told to sign and return the consent form. All of the underage high school participants acknowledged that their parents were okay with their participation, and their parents did not sign the form excluding their child from the study. High school students 18 and older simply consented to be a part of the study during the first day of training, since they did not need parent consent. Students interested in participating in the additional focus group were asked to indicate that on their assent form. To recruit participants for the comparison group, parent consent and child assents forms were distributed to potential participants during their study hall to every class in every grade. The Institute for the Study and Practice of Nonviolence and the high school's support was crucial to participant recruitment and retention for this study.

Participants

Thirty-six high school students participated in this study (see Table 3). Twenty-six of them were in the nonviolence training group, while ten of them were in the comparison group. The sample included females (n=25, 69%), males (n=10, 28%), and a transgender male (n=1, 3%). Participants ranged in age from 14 to 19 (M =16.19, SD=1.14). This study also included students from different grades including freshmen (n=2, 6%), sophomores (n=20, 55%), juniors (n=5, 14), and seniors (n=9, 25%). Participants also reported being from a range of racial and ethnic backgrounds including Latino/Hispanic (n=19, 53%), Black (n=8, 22%), White (n=2, 6%) or two or more races (n=7, 19%). For some who identified as being Latino/Hispanic, they also reported belonging to one or more ethnicities including: Dominican (n =7), Puerto Rican (n=2), Ecuadorian (n=1), Guatemalan (n=1), or Puerto Rican and Dominican

(*n*=1). One participant who self-identified as Black reported being Haitian and Cape Verdean. For the two participants who self-identified as White, they reported being Italian (*n*=1) and Irish (*n*=1). For those who categorized themselves as two or more races, they reported being: Asian and Black (i.e. Lebanese and Liberian) (*n*=1), Native American, Black, and Latino (*n*=1), Black and White (i.e., Cape Verdean and Irish) (*n*=1), Native American, Black, and White (*n*=2), Asian (i.e., Thai and Laos) and White (*n*=1), or Asian, Black, and Latino (*n*=1). Most participants reported receiving free and reduced lunch (*n*=33, 92%), while two students did not receive free or reduced lunch (*n*=2, 5%) and one student chose not to specify (*n*=1, 3%). Additional information and the descriptive data of the participants who were in the nonviolence training group and the comparison group can also be found in Table 3.

Table 3
Summary of Descriptive Statistics of High School Students

Variables	Nonviolence Training Group	Comparison Group	Total
N	26(72%)	10(28%)	36(100%)
Grade			
Freshmen	0 (0%)	2 (20%)	2 (6%)
Sophomore	16 (62%)	4(40%)	20(55%)
Junior	5 (19%)	0 (0%)	5(14%)
Senior	5(19%)	4(40%)	9(25%)
Gender			
Female	16(61%)	9(90%)	25(69%)
Male	9(35%)	1(10%)	10(28%)
Transgender Male	1(4%)	0(0%)	1(3%)
Race/Ethnicity			
Native/American Indian	0(0%)	0(0%)	0(0%)
Asian	0(0%)	0(0%)	0(0%)
Black/African American	4(15%)	4(40%)	8(22%)
Latino/Hispanic	14(54%)	5(50%)	19(53%)
White	2(8%)	0	2(6%)
Two or More Races	6(23%)	1(10%)	7(19%)
Free/Reduced Lunch			
Yes	23(88%)	10 (100%)	33(92%)
No	2(8%)	0(0%)	2(5%)
Not Specified	1(4%)	0(0%)	1(3%)
Grades			
All A's	0(0%)	0(0%)	0(0%)
Mostly A's	4(15%)	0(0%)	4(11%)
Mostly A's and B's	10(38%)	5(50%)	15(42%)
Mostly B's	3(12%)	0(0%)	3(8%)
Mostly B's and C's	8(31%)	4(40%)	12(33%)
Mostly C's and below	1(4%)	1(10%)	2(6%)
My Behavior Led to Trouble			
Not at all	11(42%)	4(40%)	15(42%)
One or two times	7(27%)	3(30%)	10(28%)
Two or three	6(23%)	2(20%)	8(22%)
Three or four times	0(0%)	0(0%)	0(0%)
Four or more	2(8%)	1(10%)	3(8%)

Measurements

The quantitative assessment tools used in this study included the Aggression Scale, Ethnic Identity—Teen Conflict Survey, and Social Justice Scale (Dahlberg et al., 2005; Torres-Harding, Siers, & Olson, 2012; See Appendix C-E). The participants in both the nonviolence training group and comparison group were given all three measurements before the KN training and one month after.

The Aggression Scale. The Aggression Scale (Cronbach α =.88 to .90) was used to examine the high school participants' self-reporting acts of aggressive behaviors, as well as indirectly assess their social and emotional learning (SEL) (Dahlberg et al., 2005). This 11-item scale requires participants to mark the number of times (from zero to six or more) they engaged in a specific aggressive behavior in the past seven days including teasing, getting easily angered, fighting, encouraging fights, threatening others, and calling others bad names. Some examples of items included: *"I got angry very easily with someone," "I encouraged other students to fight,"* and *"I called other students bad names."* This scale is recommended by the CDC (2018) to evaluate youth violence prevention programs.

The Ethnic Identity—Teen Conflict Survey. The Ethnic Identity—Teen Conflict Survey (Cronbach α =.73) assessed multicultural relationship appreciation in order to measure the nonviolence training's influence on cultural and emotional learning (CEL) (Dahlberg et al., 2005). Participants were asked to identify the likelihood of statements relating to ethnic pride and respect for individuals of different backgrounds. This 4-item scale involved a 5-point Likert scale format ranging from never to always. The four items this scale included were: *"I am proud to be a member*

of my racial/cultural group," "I am accepting of others regardless of their race, culture, or religion," "I would help someone regardless of their race," and *"I can get along well with most people."* The Ethnic Identity—Teen Conflict Survey was also recommended by the CDC (2018) for use with adolescents (Dahlberg, Toal, Swahn, & Behrens, 2005).

   The Social Justice Scale. The Social Justice Scale was utilized to understand the high schoolers' interest and intentions relating to social justice work, as well as to provide information on the KN training's ability to impact CEL (Torres-Harding et al., 2012). More specifically this 24-item scale examined participants' social justice attitudes, perceive behavior of control, future behavioral intentions, and norms relating to social justice work (Torres-Harding et al., 2012). This measurement consisted of a 7-point Likert scale format ranging from disagree strongly to strongly agree. Some examples of items were *"I am confident that I can have a positive impact on others' lives"* and *"In the future, I intend to engage in activities that will promote social justice."*

   The Social Justice Scale was developed by researchers focused on undergraduate and graduate students and determined to be psychometrically sound (Torres-Harding et al., 2012). Since the Social Justice Scale was developed for a population slightly older than this studies participants, the two principal researchers made minor changes to four items on the scale to ensure that it was user friendly for high school students. For example, the item *"I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalized groups"* was slightly reworded to "*I*

believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalized (oppressed) groups." In addition, the item "*I believe that it is important to try to change larger social conditions that cause individual suffering and impede well-being*" was slightly reworded to "*I believe that it is important to try to change larger social conditions that cause individual suffering and block well-being.*" The third item that was slightly reworded was *"I believe that it is important to promote fair and equitable allocation of bargaining powers, obligations, and resources in our society and it was changed"* to "*I believe that it is important to promote fair and equitable distributions of powers, obligations, and resources in our society."* Lastly, the fourth item that was slightly reworded was "*Other people around me feel that it is important to engage in dialogue around social injustices"* to *"Other people around me feel that it is important to engage in conversations around social injustices."* The changes to these four items were made to ensure readability at the high school level. The Social Justice Scale was then checked for readability with the participants while completing the measure and beforehand with a few adolescents.

Procedure

Battery administration. A pretest battery of the three measurements previously mentioned (i.e. Aggression Scale, The Ethnic Identity—Teen Conflict Survey, and Social Justice Scale) was given to the participants prior to the initiation of the KN training program. The nonviolence training group completed the pretest battery during the first day of KN before the training began. The study was introduced and the assent form was read. Students were informed again that they could decline to

participate in the study and remain able to participate in KN. They were also told that they would still be able to choose a school supply. The 26 participants in the nonviolence training group received a school or technology supply of their choosing (e.g. book, notebook, pens, pencils, binders, dry eraser board, etc.), and were entered in a raffle for a chance to win a $25 gift certificate to Restaurant.com upon completion of the pretest battery. The nonviolence training group participated in KN over the course of four days including Thursday to Saturday and the following Friday.

The ten participants in the comparison group completed the same pretest battery during their study hall hours at their local high school. Participants in the comparison group under the age of 18 had to provide a signed consent form from their parents to participate. Participants over the age of 18 years old were able sign the consent form for themselves. Once they handed in a signed parent consent form or signed consent form, these participants were individually read the assent form. They also received a school or technology supply of their choosing and were entered into the same raffle.

One month later, a posttest of the same three measures was conducted of the participants following the KN training. Participants in both the nonviolence training group and comparison group were gathered during their study hall to complete the three measures. Participants were asked if they preferred to be sent an email of the posttest to complete it at home, but all participants reported preferring to complete the posttest during their study hall at school. The high school participants again received another school or technology supply of their choosing from a basket after completion of the posttest battery.

The focus groups. The focus groups occurred at the same time the posttest battery was administered. Seventeen students from the nonviolence training group consented and were able to be a part of the one-month post focus groups (see Table 4). Three students who had consented were not able to participate because of other school obligations. A total of four focus groups transpired at the students' local high school during a study hall time, over a two-week period. The first two focus groups took place the first week, and the last two focus groups took place the following week. The first focus group consisted of four students, three females and one male. The second focus group consisted of six students, four females and one male. The third focus group consisted of four students, one female and three males. The fourth and last focus group consisted of three students, two females and one male. Participants were randomly assigned to groups. The groups were left somewhat uneven because of three of the students no longer being able to participate during the time of the focus group. The focus group participants received free pizza and an additional school supply after the discussion.

Table 4
Summary of Descriptive Data of Focus Group Participants

	Number of Participants	Female	Male
Focus Group One	4	3	1
Focus Group Two	6	4	2
Focus Group Three	4	1	3
Focus Group Four	3	2	1
Total Items	17(100%)	10(59%)	7(41%)

General questions were asked regarding how the high school students perceived KN to examine their perceptions of their experiences and potential influences on their social, cultural, and emotional learning. The focus groups functioned in a semi-structured interview style with thirty minutes of time allotted for each group. The focus group participants were all asked some version of the following questions:

- What did you learn from participating in the Kingian Nonviolence training program?

- Tell me more about how Kingian Nonviolence impacted your life.

- "Would you recommend the training? Why or why not?

- What was your favorite part of participating in Kingian Nonviolence?

- How have you applied this training to the social justice work you may or may not be interested?

- Lastly, do you have any additional comments.

RESULTS

Introduction

This section begins with an explanation of how the quantitative and qualitative data from this study were analyzed. This explanation is followed by a presentation of the results organized around the project's four research questions. The research questions centered around the effectiveness of the Kingian Nonviolence (KN) training with a group of high school students.

Data Analysis

A pretest/posttest quasi-experimental mixed methods design was used to evaluate KN training impact on knowledge of nonviolence, self-reported acts of aggressive behavior, interest in multicultural relationships, and social justice interest. Outcomes related to overall social, cultural, and emotional learning were also examined.

Quantitative data analysis. For the quantitative data, a one-way MANOVA was conducted to examine pretest/posttest mean differences within the nonviolence training group (i.e. KN participants). The MANOVA was significant. The p value was less than .001 ($p < .001$) using the preferred test of significance, Pillai's trace (Harlow, 2014). The MANOVA helped protect against making a Type I error in the follow-up one-way repeated measures ANOVAs (Cramer & Bock, 1966; Harlow, 2014). A p value of .05 ($p < .05$) was established to determine statistical significance prior to the analysis (Harlow, 2014). Effect sizes were also computed to determine the magnitude of influence of KN on the nonviolence training group. A predetermined criterion of

small (.20), medium (.50), or large (.80) effect size was established (Harlow, 2014). Descriptive data collected from individuals in the comparison group was utilized for comparison purposes.

Qualitative data analysis. For the qualitative data, a qualitative content analysis was performed by the principal researcher. Qualitative content analysis refers to the process of emphasizing similarities and difference within the raw data, while simultaneously focusing on the subject and context at hand (Graneheim & Lundman, 2004). Qualitative content analysis is the process of interpreting raw data into themes or categories (Graneheim & Lundman, 2004). To begin, the transcriptions were recorded on an audio recording then transcribed verbatim by a trained undergraduate research assistant. Afterward, the transcripts of the four focus groups were scrubbed and reviewed by the principal researcher. The transcripts served as the unit of analysis to be coded using guidance from peer-reviewed qualitative research articles (King, 2008; Saldana, 2008).

The transcripts were coded using both manifest and latent analysis to aid in the interpretation of the data in this study. Manifest content analysis focuses on "visible, obvious components" of the data. For example, when the focus groups were asked what they learned from participating in the nonviolence training, a participant responded "I learned how to resolve conflicts" that was then coded as "resolving conflicts" using in vivo coding. In vivo coding refers to using words or short phrases taken from the section of data to be a code (King, 2008). Latent content analysis "deals with the relationship aspect and involves an interpretation of the underlying meaning" of the raw data (Graneheim & Lundman, 2004, pg. 106) An example

43

includes when the focus groups were asked the same question about what they learned, another participant stated learning "how to talk to people before having it get physical" that was then coded as "communication strategies."

Throughout the entire process of the qualitative data analysis, a qualitative researcher working toward a doctoral degree in Education was consulted to ensure trustworthiness of the findings. Credibility, confirmability, dependability, and transferability were used as criteria to ensure trustworthiness (Lincoln & Guba, 1985). To ensure "credibility" meaning the value of truth and "confirmability" meaning establishing neutrality of the findings, a third doctoral candidate researcher with advanced qualitative knowledge was consulted to compare, discuss, and revise the chosen codes (Lincoln & Guba, 1985). For instance, when a participant stated "I learned to, well, in school, I've held back my tongue more than I used to," the principal researcher coded it as "nonviolent communication strategies" while the other doctoral candidate researcher coded it as "self-control." After much discussion and consideration, the phrase was coded as "self-control" and used subsequently as a possible code by both researchers. This process of coding took place for the transcript of the first focus group. The information was successively applied to the other three transcripts since each focus group followed a similar interview structure. To ensure "dependability" meaning "consistency of the findings," about one-third of the phrases from the transcripts of the last three focus groups was randomly selected to evaluate agreement on the codes with a fourth doctoral candidate researcher (Lincoln & Guba, 1985). The process of coding the transcripts of the four focus group occurred with the

help of researchers with a high level of understanding of qualitative research and/or who have previously conducted qualitative research in their professional work.

The codes were then transformed into themes or categories to help provide further details on the effectiveness of KN training program. To ensure "transferability" meaning applicability of the finding, CASEL's five areas of social emotional learning (SEL) and the three components of cultural emotional learning (CEL) were considered as possible themes to categorize the different codes (Lincoln & Guba, 1985). For example, when grouping codes based on a pattern of similar meanings such as "alternative to violence", "physical violence is not a solution," "decrease interest in violence," "avoid fights," etc., responsible decision-making then emerged as a theme. Since CASEL's definition of responsible decision-making complimented the predetermined group of codes, it was subsequently determined to be one of the themes. In some cases, a component from CASEL or CEL was used to group different codes together based on their operationalized definition. An example includes multicultural relationship appreciation, codes such as "treating people equally" and "respect for different cultures" that matched its operationalized definition were categorized under this specific theme. For groups of codes that did not fall under the components of CASEL or CEL, an umbrella term was developed to serve as theme or category like Nonviolence Philosophy.

The purpose of this qualitative data analysis is to assess the effectiveness of KN on high school students' understanding, interest, and application of KN, as well as their overall social, cultural, and emotional learning. Establishing trustworthiness of these findings was also important, so as to provide valid additional information to

45

compliment the quantitative data collected. It is important to note that themes, categories, and codes derived in this study could be worded in different ways. Thus, if this study were to be repeated, wording of themes, categories, and codes may differ. Nevertheless, the findings and underlying meanings of the qualitative data should remain the same. For example, the third researcher suggested the code "heightened awareness to violence" for a passage and the primary researcher suggested "sensitivity to violence," although wording is different, the meaning is essentially the same so "sensitivity to violence" was used. Explicit and implicit messages that were conveyed throughout the transcripts are provided to give further support and trustworthiness for the interpretations and findings established by the researchers (White & Marsh, 2006). Descriptive tables are also provided to summarize the themes and categories.

Research Question One

The first research question was stated as: To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program influence high school participants' learning of concepts represented in the program?

It was hypothesized that high school students will demonstrate an accurate understanding of nonviolence. The hypothesis was stated as: High school students will demonstrate an understanding of nonviolence, concepts, and principles following participation in the training based on transcripts from a one-month post focus group following the training.

The first research question examined the information the participants learned about nonviolence, concepts, and principles following KN. The high schoolers answered two main questions centered around this research question during the focus

groups. The first focus group question asked the students to explain in detail what they learned from participating in KN and the second one asked them to discuss how KN impacted their lives. Participants were enthusiastic to share what they learned, as well as their personal experiences relating to their understanding of nonviolence. Twelve major themes emerged, and the following section provides a description of these themes (see Table 5). As previously discussed, information from the CASEL's five areas of SEL and the three components of CEL were considered to be themes as patterns within the codes emerged.

Table 5

Numerical Summary of High School Students Comments' in Focus Group

Themes	Codes	Rate of Occurrences
Responsible Decision-Making	Alternatives to Violence	22
	Physical Violence is Not a Solution	6
	Decrease Interest in Violence	4
	Reduced Fighting	3
	Preventing Verbal or Physical Violence	3
	Reduced Fighting	3
	Smarter to Not Use Violence	2
	Avoid Fights	2
	Retaliation is Wrong	1
	Healthier Alternative	1
	Reduced Play Fighting	1
	It's Okay to Get Help for Personal Issues	1
	Informing an Adult	1
	Importance of Communication	1
Nonviolence Philosophy	Believing Nonviolence Philosophy	13
	Adopting Nonviolence Philosophy	9
	Nonviolence is a Lifestyle	4

Table 5 (continued)
Numerical Summary of High School Students Comments' in Focus Group

Themes	Codes	Rate of Occurrences
Nonviolence Philosophy (continued)	For Courageous People	4
	Adopting Nonviolence Lifestyle Difficulty	2
	Nonviolence is an Alternative	2
	Not Adopting Philosophy	1
	Appreciation for Nonviolence Users	1
	Nonviolence is the Answer	1
	Deeper than No Violence	1
	Nonviolence is Modern	1
	Nonviolence Can Be Used Daily	1
	Difficult to Initiate Nonviolence	1
Discussion of Training	Training Enjoyment	9
	Recommend Training	6
	Nonviolence is for Everyone	3
	Training is Helpful	3
	Competent Trainers	2
	Compassionate Trainers	2
	Recommend Training for Earlier Ages	2
	Changed Mindset about Nonviolence	2
	Nonviolence is Educational	1

Table 5 (continued)

Numerical Summary of High School Students Comments' in Focus Group

Themes	Codes	Rate of Occurrences
Self-Management (continued)	Self-control	11
	Self-Improvement	6
	Self-Management	6
	Anger Management	3
Conflict Resolution	Communication Strategy	11
	Saying "Nonviolence" to Stop Situation	4
	Conflict Mediation	4
	Resolving Conflicts	3
	Stopped School Fight among Peers	1
Self-Awareness	Self-Awareness	5
	Admission of previous engagement of physical violence	4
	Self-Responsibility	2
	Communicate Feelings	2
	Admission to Play Fighting	2
	Self-Confidence	2
	Positive Self-Affirmations	2
	Admission of previous suffering from violence	1
	Self-Reflection	1
	Peace	1

Table 5 (continued)
Numerical Summary of High School Students Comments' in Focus Group

Themes	Codes	Rates of Occurrences
Social Awareness	People Can Change for the Better	5
	Concern for Other's Wellbeing	3
	Perspective Taking	2
	Mistakes Don't Define a Person	2
	Compassion	1
	Individual Differences Acceptance	1
	Hardships Don't Define You	1
Sensitivity to Violence	Different Forms of Violence	7
	Heightened Awareness to Violence	4
	Bullying is Wrong	3
Social Justice Interest	Teaching Others Nonviolence	7
	Empowered for Social Action	3
	Social Responsibility	1
	Increased Social Justice Interest	1
	Protest is Effective	1
History & Lessons	Stop Use of N-word	4
	Nonviolence Movement is Effective	2
	Children Involvement in Birmingham	1

Table 5 (continued)
Numerical Summary of High School Students Comments' in Focus Group

Themes	Codes	Rate of Occurrences
History & Lessons (continued)	Martin Luther King	1
	Civil Rights Movement	1
	Civil Rights Activists' Challenges	1
Multicultural Relationships Appreciation	Respect for Different Cultures	2
	Treating People Equally	2
Relationship Skills	Engages in Deep Discussions with Friends Concern for Other's Wellbeing	1

*Table is in order of how often the theme occurred in the focus group
Questions asked included: What did you learn from the nonviolence training? What impact did the training have on you? Any additional comments?

Based on Table 5, twelve themes emerged centered around what the high school students reported that they learned and what impacted them. The twelve themes in order from most occurring to least included: responsible decision-making, nonviolence philosophy, training efficacy, self-management, conflict resolution, self-awareness, social awareness, sensitivity to violence, social justice interest, history and lessons, multicultural relationship appreciation, and relationship skills. The majority of the themes pertained to overall social, cultural, and emotional learning, while training effectiveness, social justice, and history and lessons were other themes that surfaced. An explanation of the twelve themes (based on Table 5) that surfaced is presented in the sections that follow.

Responsible decision-making. Many high school participants indicated that they learned how to choose and engage in nonviolent solutions when dealing with a challenge. Responsible decision-making was then selected as a theme based on CASEL's (2018) definition, which is the ability to make ethical and safe choices in social situations. One participant reported learning "violence is not that answer," while another stated learning "how to talk to people before it gets physical." Another student said "Before the training, I used to think, Oh, there's a problem, so there's gonna be fighting in it. But now, it's like, Oh, you can just like, brainstorm conclusions and stuff like that. Without resorting to violence." One high school participant spoke directly about how they applied the skills they learned from KN:

> There was this one time when I was playing basketball. Me and him - me and the other person both got frustrated at each other, and then he threatened me. I was just—and then I said, you know what, I'm not going to fight you. It's just a basketball game. So, I just went down, to sit on a bench. He just wanted to play the game. I was like, 'You know, you're being toxic right now, I can't play with you right now. I'll play with you later when you're calm,' and I just tried to use my words out of that situation.

Nonviolence philosophy. A number of high school participants spoke to learning about the concept of the philosophy of nonviolence. Illustrative conversations centered around KN Principle One: *Nonviolence is a way of life for courageous people.* High school students discussed believing and adopting the nonviolence philosophy, as well as the philosophy being for courageous people. One high school student stated that she continuously says, "Nonviolence is in my blood." That same student explained:

> I'm always like literally thinking of the word "nonviolence," like I literally think nonviolence because I participated in it. I feel like I have a, what's the

word, not a role but an obligation to do something about it because I had a chance to be part of that, so it's my job too.

Another student spoke directly to the difficulty adopting the nonviolence philosophy:

I think it's like a lifestyle, or a philosophy almost, 'cause it's like a way of thinking and a way of acting. So yeah, almost like a philosophy. Which I think is a pretty good philosophy to follow. It's just a hard one to follow.

When speaking to the part about nonviolence being for courageous people, one participant stated:

I feel like it's courageous. I feel like the people who do nonviolence are actually pretty brave.

Another participant continued:

I think, I think, how I was saying earlier, I thought it was for cowards. But now, after I went to the nonviolence training, it was - it's actually for people who can outsmart people who are violent. And, like, look past being violent.

Another participant expressed:

You can't just be, like, nonviolent, you have to also speak about whatever you feel like. So, if you're just non-violent but avoiding the problem, then I don't think it's courageous, but if you're being nonviolent but also doing - finding other ways to fix whatever the problem is, then yeah.

Discussion of training. All of the high school students discussed the overall training to some degree, as well as expressed training enjoyment when discussing how the KN impacted them. One-hundred percent of the participants in the focus group recommended KN. Participants recommended the training for other high school students, younger ages, and everyone in general. One high school participant stated:

Ah, well, I would recommend it because there's some people out there who - how do I say this - who really wanna change, but they don't really have the support and the coping skills to change. So, I feel like if they've done the training, you know, maybe they can change just a little bit.

Self-management. A number of students also spoke about learning about how to manage themselves and their behaviors. Self-management was then selected as another theme based on CASEL's operationalized definition of it. CASEL (2019) again defines self-management as the ability to effectively regulate one's own thoughts, feelings, and behaviors in various situations. For example, one participant stated, "I learned how to control my anger even more." Another participant more deeply reported:

So before, like, I don't have any problems, but I just used to be like really angry and used to get mad. I would just argue, and argue, and argue, and argue. And sometimes it'd get me to that point where, I'm going to hit you first. But I'm the type of person that if somebody hits me first, I hit them back, I don't let that roll off my back. But now, I'll hesitate and walk away a little bit, collect myself, and walk off, because… I turn around - you don't want me to turn around.

In regard to engaging in self-control, one high school student explained:

Like I said, I feel like I have obligations. It (the training) kind of like forces me to think through like every altercation I guess, every conflict I have. Even if it's not like one on one, like if there's somebody else there, but if they make me mad and like I knew I was going to see them later or like I had the chance to say something to them that would have come out in a bad way because of the emotion and distress I guess. So, I would breathe, and just think like I did this training, these are the skills that I obtained.

Conflict resolution. Participants also shared learning how to resolve conflict in a nonviolent way. One participant literally stated, "I learned how to resolve conflicts." A number of participants referenced using communication to solve conflicts that arise. One participant said that they even use the word "nonviolence"

themselves to resolve conflicts. Another participant continued "Like, me and Abdul (pseudonym) will get into a little fight every single class, and someone in the background goes "Nonviolence!" Another participant provided a personal example in school, he expressed:

> I guess it would go more into like school nowadays because I used to give teachers attitude or talk back to teachers. But now I would just be like 'yes ma'am' or be like 'yes ma'am but here's the problem' and I would state the problem and she or he would actually like help me overcome that obstacle.

Self-awareness. Some high school participants also indicated learning how to recognize their thoughts, feelings, and behaviors. Participants showcased becoming more aware of themselves. Self-awareness then emerged as another theme since CASEL (2019) defines it as the ability to recognize one's own emotions, thoughts, and values and how that impacts their behavior. One participant eloquently stated:

> Yeah. And another thing that I really like was what Sal (a nonviolence trainer) said, that you never go from zero to one hundred. It takes time for you to reset that limit, so you know, I try to keep that in mind when something happens, I choose not to keep it inside and just like let it out so that it doesn't keep piling up, and at the end it…

Some conversations centered around Principle Five: *Avoid internal violence of the spirit as well as external physical violence.* One high school student expressed:

> For me, I saw nonviolence. I mean, I feel like when you hear about nonviolence you see it more as an interaction between people. But nonviolence I also can recognize that it can be a personal and like within yourself. If you're having conflict within yourself you're going to radiate that to your community, the people around you. For you to be nonviolent you have to be good within yourself, you know, so through that class I've been more like—I don't get as stressed I guess, or I feel like, I don't feel as much tension within myself. So, I don't know how to explain, but I learned to take things like slow, which helps me like, do my work or I guess be more involved with my community.

Social awareness. Social awareness was another theme that was selected out of CASEL's areas of SEL based on its definition. Social awareness is the ability empathize with others including those from different cultural backgrounds (CASEL, 2019). Participants provided information showcasing learning how to be more compassionate for other. When talking about other participants in KN, one high school student expressed:

> There's a lot of people I knew ten plus years I knew but like they never really opened up. Being in the nonviolence thing, it really helped me understand them. Understand their perspective and how they went through stuff.

Sensitivity to violence. Some high school participants expressed a heightened awareness of violence and types of violence. Thus, sensitivity to violence emerged as another theme. Participants had comments such as "I learned words can be as effective and violent as being physical. Previous research also showcased that participants can become more aware and sensitive to violence after participating KN. When talking about what they learned from participating in KN, another participant more elaborately reported:

> And just like realize like when a situation's about to become violent and how to try to help it not get to that point, either verbally or physically. And just, it really did help me realize how to spot a very violent either or becoming violent situation. So, I mean, I look out for that stuff a little bit more to make sure everyone's going to be safe, you know.

Another high school student stated:

> Yeah, I don't think my eyes would have been as open as they are now. If I wouldn't have taken that nonviolence training, I feel like I would have been the same person before. And the person before was like, didn't really care as much about like certain situations. Like, if I saw something, I wouldn't, sometimes I would encourage it. Like 'cause you know the outcome, fights, physical fights, whatever everyone's into.

Social justice interest. Some high school participants discussed learning about social justice strategies and the importance of social justice. In addition, some participants expressed an interest in teaching nonviolence to others. When referring to social justice strategies they learned, one student said:

> I learned that for you to start a big thing or make a difference you don't have to have that many resources other than people who agree with you and a place where you can meet and have conversations, you know communicate. You can make a difference.

In regard to teaching nonviolence to others, another student said:

> For me, I'm not really violent, but it just like made me see why and before if I saw somebody else in drama I just don't care, that's not my business, but now going through that nonviolence thing that we did, I feel that it showed me I can't just be not be violent myself - I have to tell other people and explain to them why they shouldn't be violent

History and lessons. A few high school students discussed learning about Martin Luther King Jr., the Civil Rights Movement, children's participation in the movement, and the use of racial epithets. History and Lessons emerged as theme because of the educational teachings from KN that high school students talked about during the focus groups. When discussing what they did not know before participating in KN, one high schooler reported:

> I didn't know that the kids in the Martin Luther thing, that the kids were the ones who stopped the whole thing in Birmingham, I didn't know that. I actually didn't know how it stopped. I didn't know kids were involved in that too.

Another topic that arise from the KN was a discussion involving the use of the n-word. A derogatory racial term used to describe Black people but is now used colloquially and sometimes as a term of endearment. In reference to that conversation, the Black high schooler stated:

Right, if I hear that from a Black person honestly, I don't take that offensively, but I don't know how I would feel if it was coming from a White person…

Multicultural relationship appreciation and relationship skills. Only a

few participants addressed appreciation of individuals from different cultures, as well

as working to cultivate relationships regardless of background. Nonetheless,

relationship skills did emerge as a theme from CASEL's areas of SEL. A few

participants discussed treating everyone equally and engaging in more deep

discussions with friends. In regard to multicultural relationship appreciations, one

participant stated:

> And I would actually now take like a softer approach and like, lessen my tone or like, bust any attitude if I would give attitude to people, and just like talk to everyone the same. No bias towards anybody if I like you more or him more, but yeah.

The transcripts of the four focus groups were also analyzed to determine

if there were differences in responses of male versus female participants. Male and

female participants' comments and responses on the transcripts and audio recordings

of the four focus groups were aggregated and categorized by gender and then

interpreted by the primary research of this study. No differences in learning (as

indicated by participant responses) based on gender occurred between the male and

female participants. The only difference noted was that female participants tended to

focus a little more on their self-development, while male participants focused a little

more on their behavioral development.

In addition, to ascertain information about high school students' thoughts and

experiences about nonviolence before KN, another question was posed to high school

participants. Participants were asked to share their thoughts about nonviolence before

participating in KN (see Table 6). This information helped gathered an understanding

of participants' feelings and thoughts around nonviolence before the training. Of the

17 focus group participants, 71% indicated that they had no knowledge of

nonviolence, while 29% reported minimal previous experience. Participants felt

comfortable to candidly share their prior thoughts and feelings. Seven themes of

responses emerged following the question to all four focus groups.

Table 6

Numerical Summary of High School Student's Retrospective Perceptions of Nonviolence

Categories of Favorite Parts	Codes of Favorite Parts	Rate of Occurrence
No Violence	No Violence	6
	Encouraged Not to Fight	2
	Anti-War	1
	Nonviolence Only Used When Attacked	1
Judged Negatively	Cowardly	2
	Preachy	2
	Nonsense	1
	Forced Concept on You	1
	Lack of Interest	1
	Wack	1
	Negative Judgment	1
	Nonviolent Protest is Pointless	1
Previous Teachings or Beliefs	Encouraged to Fight Back	5
	Conflicts Usually Leads to Physical Violence	1
Solution to Violence	Alternative to Violence	1
	Communication	1
Dated (Old)	Currently Not Practiced	1
Famous Figures	Gandhi	1
New Concept	New Concept	1

Table is in order of how often the theme occurred in the focus group
Question asked included: What did you think of nonviolence before the training?

Prior perceptions of nonviolence. Prior to participating in KN, some high

school participants reported believing that nonviolence was literally just about no

violence: One participant discussed their thoughts about nonviolence before the

training, as well as explained their current views of nonviolence. She said:

> The nonviolence, I took it more as a direct thing which is non-violence, like
> the actual word. I didn't think of it as we did. I didn't see it as a lifestyle, as
> they said it was. And after the nonviolence training I recognize that yeah, it is a
> lifestyle. It's not something you learn overnight, it's something you have to
> practice.

A number of participants judged nonviolence in a negative way before participating in

KN. High school students used words like "cowardly," "wack," "preachy,"

"pointless," "nonsense," and "dated." when describing their previous thoughts and

feelings. One participant stated "I thought nonviolence was just for cowards. People

who didn't want to fight." When discussing their former versus current opinions of

nonviolence, that same participant later went on to say:

> I think, how I was saying earlier, I thought it was for cowards. But now,
> after I went to the nonviolence training, it was - it's actually for people who
> can outsmart people who are violent. And, like, look past being violent.

In reference to social justice work and protest, another high schooler stated their

previous opinion:

> Like, I would think, 'that's a waste of time'. Like, you know people are not
> going to listen to you guys protest. But, you know, people have a voice in life,
> and if they can get it to listeners or whoever they're speaking to, they can
> actually make a difference.

Another participant talked about how he previously thought nonviolence was about

Gandhi and dated. He said:

> Okay Gandhi. Just like I knew the basis of the movement. I really like history.
> And I just thought... I just didn't think it was really practiced umm currently.

And learning about it coming into nonviolence training, it helped me understand because it gives it a more modern spin. 'Cause it was like they (the Civil Right protesters) were getting attacked every day, and they had to literally fight for their lives, but now it's kinda like how you can use nonviolence on the daily now, in a modern way.

Some participants discussed learning the opposite of what the training teaches. They mentioned being encouraged to fight back or that conflicts usually lead to physical fights.

One student stated, "My sister would tell me to fight" Another student responded:

Most people's parents - when somebody hits you first you have to hit them back. And, from what I'm taught, I don't hit people first. People have to hit me first, because I'm not that person who gets mad. My body gets triggered to hit someone back once they hit me.

In reference to that statement, a student replied, "And they (parents) still believe that."

Research Question Two

The second research question in this project was stated as: To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program reduce self-reported acts of violence (as operationalized by the Aggression Scale (see Appendix C) in participating high school students.

The hypothesis was stated as: High school students who have participated in a series of training modules will demonstrate a decrease in self-reporting acts of violence on the Aggression Scale from pretest to posttest scores.

The null hypothesis was stated as: High school students who have participated in a series of training modules will demonstrate no difference in self-reporting acts of violence on the Aggression Scale from pretest to posttest scores.

The second research question examined the frequency of high school participants' self-reported aggressive behavior (e.g. teasing, hitting, threatening, name-calling) before and after participating in KN. Participants were asked to mark the number of times they did a specific aggressive behavior in the past seven days using the Aggression Scale. A one-way repeated measure ANOVA was then conducted to evaluate the hypothesis that high school students will demonstrate lower rates of aggressive behavior.

Based on the one-way repeated measure ANOVA, we can reject the null hypothesis that there is no difference of rates of aggressive behavior before and after the nonviolence training (see Table 7). The high school students demonstrated a decrease in self-reporting acts of violence on the Aggression Scale from pretest to posttest assessment. The results indicated the high school students' posttest scores (M=10.19, SD=11.87) were significantly lower than their pretest scores (M=16.88, SD=15.47; F= 9.712, p<.005, power of 0.85) (see Table 7 and 8). In addition, the effect size (ES=.280) indicates that KN had a small to medium size impact on the self-reported aggressive behavior.

A comparison group (n=10) was employed in some aspects of the assessments used with the students participating in the KN training. The high school students who did not participate in KN showed an increase in aggressive behaviors pretest (M=12.30, SD=11.30) to posttest (M=15.10, SD=13.32). The data of the comparison group was collected at the same time as the nonviolence training group. A statistical analysis was performed that included the comparison group in the MANOVA, but it was not incorporated in this study due to the comparison group

being too small. Nevertheless, the comparison group still provides additional evidence

of the impact of KN because while the nonviolence training group's self-reported

aggressive behavior decreased after KN, the comparison group's self-reported

aggressive behavior increased. After participating in KN, one high school student

stated in regard to their decrease in aggressive behavior:

> I learned that there's at least a thousand things you can do before you get in a
> fight with something, somebody. You can do a couple different things before
> you need to get all the way to that altercation.

Table 7
Results of the One-Way Repeated Measure ANOVAs

Dependent Variable	Effect	F	*p*	Partial Eta-squared	*Observed Power*
Aggression Scale	Pillai's Trace	9.712	.005	.280	.850
Teen Conflict Scale	Pillai's Trace	2.651	.116	.096	.347
Social Justice Scale	Pillai's Trace	19.782	.0001	.442	.990

Table 8
Summary of Mean, Standard Deviation, Minimum, and Maximum for Scores on the Aggression Scale Pretest, Aggression Scale Posttest, Ethnic Identity - Teen Conflict Pretest, Ethnic Identity - Teen Conflict Posttest, Social Justice Scale Pretest, and Social Justice Scale Posttest

	Nonviolence Training Group				Comparison Group			
Measure	M	SD	Min	Max	M	SD	Min	Max
AS Pretest	16.88	15.47	2	51	12.30	11.30	0	39
AS Posttest	10.19	11.87	0	42	15.10	13.32	0	41
TC Pretest	18.54	2.23	11	20	18.10	3.78	8	20
TC Posttest	19.23	1.18	15	20	18.80	1.69	15	20
SJS Pretest	140.08	17.93	98	164	145.40	23.44	102	168
SJS Posttest	152.89	17.66	108	168	132.10	27.07	101	168

Research Question Three

The third research question in this project was stated as: To what extent does

the school-adapted Kingian Nonviolence Conflict Reconciliation program increase

self-reported cultural and emotional learning as indicated by results on two different

measures (i.e. Ethnic Identity—Teen Conflict Survey and the Social Justice Scale (see Appendix D-E).

The first hypothesis was stated as: High school students who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate higher posttest scores on the Ethnic Identity—Teen Conflict Survey relative to their pretest scores. The Ethnic Identity—Teen Conflict Survey will indicate participants' cultural and emotional learning as pertaining to respect for self-ethnic pride and multicultural relationships appreciation. The null hypothesis was stated as: High school students who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate no difference in posttest scores on the Ethnic Identity—Teen Conflict Survey relative to their pretest scores.

The second hypothesis was stated as: High school students who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate higher posttest scores on the Social Justice Scale relative to their pretest scores. The null hypothesis was stated as: High school students who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate no difference in posttest scores on the Social Justice Scale relative to their pretest scores.

The third research question investigated the increase in CEL as indicated by the Identity—Teen Conflict survey and the Social Justice scale before and after participating in KN. The Identity—Teen Conflict survey asked high school students to identify the likelihood of statements relating to pride and respect for individual of

different backgrounds. The Social Justice scale measured high schoolers' feelings, values, and behavioral intentions regarding social justice. Two separate one-way repeated measure ANOVAs were also conducted to evaluate the hypothesis that high school students will demonstrate higher rates of CEL as measured by the two scales (see Table 7).

Based on the one-way repeated measure ANOVA for the Identity—Teen Conflict survey, the null hypothesis cannot be rejected as there is no difference in posttest scores relative to the pretest scores. Although the high school students showed a slight increase in pretest (M=18.54, SD=2.23) to posttest (M=19.23, SD=1.18) scores, the difference was statistically insignificant (F= 2.651, p=.116, power of .347) (see Table 7 and 8). For the comparison group, the pretest (M=18.10, SD=3.78) to posttest (M=18.80, SD=1.69) scores remained relatively the same.

A one-way repeated measure ANOVA was also conducted for the high school participants' Social Justice scale pretest and posttest scores. The one-way repeated measure ANOVA was statistically significant (F=19.782, p=.0001, power of .990) (see Table 7). Thus, we can reject the null hypothesis that there is no difference in posttest scores relative to the pretest scores on the Social Justice scale. The participants displayed a significant increase in Social Justice awareness as measured by the Social Justice Scale from pretest (M=140.08, SD=17.93) to posttest (M=152.89, SD=17.66) (see Table 8). The effect size (ES=.442) also indicated that KN had a medium size influence on high school student's thoughts, feelings, and actions centered around social justice. In regard to interest in social justice, one high school student stated:

I think that when you are studying something that impacts people's lives or doing something that impacts people's lives so much, you have to see it in a certain way. Let's say if you want to protest something, you're not going to protest peacefully, and you're not going to use violence because no one's gonna take you seriously. So another way you can think about is using my nonviolence training. Like the steps of community. Where it's like to build a safe community, you congratulate, you celebrate, and things like those steps. I think that works a lot when you're trying to change something. Because you need to have that sense of community to be able to change something bigger.

The comparison group was again utilized as a benchmark for the nonviolence training group's social justice results. The high school participants who did not participate in KN demonstrated a decrease in social justice interest pretest (*M*=145.40, *SD*=23.44) to posttest (*M*=132.10, *SD*=27.07). The comparison group provides additional information to suggest the positive impact of KN on social justice interest and work because while the participants in KN's scores on the Social Justice Scale increased, at the same time the comparison group's scores on the Social Justice Scale decreased.

Research Question Four

The fourth and final research question was stated as: To what extent does the school-adapted Kingian Nonviolence Conflict Reconciliation program increase social, cultural, and emotional learning?

The hypothesis was stated as: High school student who have participated in a series of Kingian Nonviolence Conflict Reconciliation training modules will demonstrate higher social, cultural, and emotional learning based on transcripts from a one-month post focus group following the training.

The fourth research question is a culmination of the overall impact of KN on high school students' SEL and CEL. Based on the answers to the first three research

questions, we can reasonably state that the high school students who participated in KN did indeed demonstrate higher social, cultural, and emotional learning. More specifically, focus group participants were able to personally describe their social, cultural, and emotional development, the nonviolence training group reported a statistically significant decrease in aggressive behaviors, and the nonviolence training group reported a statistically significant increase in interest in social justice work following the participation in KN. Nevertheless, in order to comprehensively address research question four, more information and detail on how KN positively impacted high school participants' SEL and CEL will now ensue.

Social emotional learning. The high school students who participated in the school-adapted KN showcased an increase in their SEL. Themes related to the CASEL model were frequently identified when the focus group participants were asked what they learned from KN. Of those responses recorded, about 46% of them pertained to the five areas of SEL based on the CASEL model which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The remainder of that conversation focused on other SEL strategies (e.g. conflict resolution), the nonviolence philosophy, training enjoyment, history and lesson, and CEL. When the focus groups were asked about their favorite activities from KN, as well as what they learned from those activities, 87% of their comments related to overall SEL (see Table 9). Comments reflected high school students' ability to identify and manage their thoughts, emotions, and actions, as well as establish healthy relationships. The focus groups' chosen favorite activities during the nonviolence training helped foster positive knowledge, attitude, and skills needed in SEL. Five

themes emerged as favorites during KN including group discussions, group activities,

teamwork, training efficacy, and documentaries (shown in Table 9).

Table 9
Participants Descriptions of Favorite Activities

Categories of Favorite Parts	Codes of Favorite Parts	Rate of Occurrence
Group Discussions	Platform for Deep Discussions	17
	Domestic Violence Discussion	7
	Conversing with Different Classmates	4
	Safe Space to Communicate	3
	Six Principles Discussion	2
	Group Privacy Protected and Respected	2
	Perspective Taking of Classmates	2
	Peer Participation	2
	Public Speaking Encouragement	1
	Increased Compassion for Classmates	1
	Training Discussions	1
	Training Lectures	1
Group Activities	Group Activities Enjoyment	18
	Role Playing	3
	Cross the River Using Blocks Activity	3
	Rope Activity	2
	Everyone Stand on Mat Activity	1
	Learning from Mistakes	1

Table 9 (continued)
Participants Descriptions of Favorite Activities

Categories of Favorite Parts	Codes of Favorite Parts	Rate of Occurrence
Teamwork	Importance of Teamwork	7
	Teamwork Connecting and Learning	4
	Importance of Patience	4
	Importance of Communication	2
	Self-Control	1
	School Community Building	1
Training Efficacy	Competent Trainers	6
	Balance of Fun and Serious	2
Documentaries	Civil Rights Movement Videos Enjoyment and Learning	4
	Social Justice Work Interest	1

*Table is in order of how often the theme occurred in the focus group
Questions asked included: What was your favorite part about participating in the trainings? What did you learn?

100% of focus group participants identified that KN being a platform for in-depth and sensitive discussion was their favorite part of the training. When referring to the enjoyment of the group discussions during KN, one participant stated "I liked it, I enjoyed it. I liked the conversations, got real deep." Another student replied, "Yeah there was a moment where a person cried." During KN, a particular discussion naturally arose about domestic violence due to high school students' interest and questions around the subject. Regarding the subject matter, one high school student

71

stated that that conversation was his favorite part of the nonviolence training. He

powerfully said about another KN participant who happen to be his sister:

> Me and my sister, even though we're at home, we don't really talk, we don't
> really speak. So, I felt like, given that platform of the nonviolence training, it
> helped me at least get closer to my sister, and you know, just have that
> conversation with her. And, you know. It was a good experience, you know.

He continued to testify:

> She (another student) was asking so much questions about the domestic
> violence stuff, and her situation where her boyfriend, or her ex-boyfriend, what
> she went through. You know, I'm kind of thinking like, sounds like my sister
> though, in a way, and I'm like 'Yo,' I'm thinking in my head, 'What if my
> sister talked about her situation and then my sister started talking,' I'm just like
> 'Damn.' So yeah, no, it was, to me that was actually one of my favorite
> moments in my life to be honest with you, and it's probably - it's my favorite
> moment in that nonviolence stuff, 'cause a lot of stuff happened, you know. I
> actually cried, we actually hugged, and I think that was the first time I actually
> said 'I love you' to her 'cause, that's my sister, you know.

Regarding the discussion on domestic violence, another student from a different focus

group stated:

> Yeah… It was sentimental, you know. A lot of feelings were put in, a lot of
> effort. And a lot of people's guards were put down, because we were all
> talking as a group.

Cultivating high school students' SEL through active engagement and participation

was evidently essential. The stories and statements from the focus groups mentioned

throughout this paper showcases proof. High school students were able to increase

their SEL because their self-reports of (*h*)aving meaningful experiences, (*e*)nrichment,

(*a*)bsorption, and (*l*)inking and making connections. The nonviolence training

encompassing the philosophy of Hanson and Hanson's (2018) H.E.A.L indeed helped

with the high schoolers' social and emotional development. KN being multifaceted

and interactive through including: group discussions, lectures, role plays, team

activities, documentaries, and efficacy within its school-adapted training model assisted in the high school students' SEL. In reference to the group activities and teamwork, one high school student stated;

> My favorite part was when we would all get up, Sal (the nonviolence trainer) would just say, 'Everyone get up!' And we would all do like that river activity, where we had to place the blocks, and we'd just get frustrated. But after, we started putting in ideas, and when we thought we got the best idea we all started, like, pushing each other, encouraging each other, complimenting each other, saying nice things about each other, we all got through it as a team, as a class, as tenth graders, eleventh graders, and seniors.

Cultural emotional learning. Cultural identity development, multicultural relationships appreciation, and social justice awareness were developed as the three components of the self-coined term CEL (see Appendix B). 6% of the conversation pertained to CEL when focus group member were asked what they learned. Of that conversation, the majority pertained to social justice awareness and interest. Multicultural relationships appreciation only received minimal focus, while themes relating to cultural identity development did not occur. KN cultivated high school students' CEL pertaining mostly to social justice awareness. A separate conversation during the interview concentrated on the focus group participants' social justice awareness and interest. The focus groups were asked about their interest in social justice, as well as the social justice work their interested in doing (shown in Table 10).

Table 10:
High School Student Generated Ideas on Social Justice Interest and Application

Social Justice Themes	Codes	Rate of Occurrence
General Social Justice Interest	Social Justice Interest (all students)	17 (100%)
	Respect for SJ movements	1
Social Justice Application	Career Impact	8
	Addressing Policing Climate	5
	Attacking Ideas, Not Person (Principle 3)	4
	Influencing Law	3
	Community Engagement	3
	Peaceful Protest	3
	Communication Strategies	2
	Unclear Interest in Specific Activism	2
	Debating	1
	Resolving Injustices	1
	Nonviolent Messages	1
	Introducing Nonviolence to Community	1
	Helping Others	1
	Mediate Conflicts	1

Questions asked include: Do you have an interest in social justice? If so, what are you interested in doing?

Table 10 (continued)
High School Student Generated Ideas on Social Justice Interest and Application

Social Justice Themes	Codes	Rate of Occurrences
Social Justice Topics of Interest	Police Brutality	4
	Immigration	2
	Criminal Justice System	2
	Homeless Veterans	1
	Women's Rights	1

*Questions asked include: Do you have an interest in social justice? If so, what are you interested in doing?

The topic of social justice centered around interest and application. 100% of focus group participants stated that they are interested in social justice work. During the interview, one high schooler wonderfully answered, "I want to change the world." The social justice topics of interests and their personal application of social justice work varied. Participants were interested in social justice work relating to police brutality, immigration, criminal justice reform, homeless veterans, and women's rights.

Regarding the topic of police brutality, one participant stated

> They just think, 'Oh, she's doing something? Okay, let me pull out my gun'. So, threaten him. So, he won't do anything.

Another participant replied

> Or say hurtful stuff, like… they say really hurtful stuff to just regular people that haven't even done anything.

The same participant also stated their interest in using the nonviolence training to

address police brutality. She reported wanted to get a job in law enforcement and

using the nonviolence training to make a difference. She said:

> I just want—there has to be a change in the police community. And I feel like
> if I become a police officer, I can change the community. We can all come to a
> common ground where we're being like, more careful, and more attentive to
> stuff that's going on

She continued:

> I mean, 'cause there's just a lot of stereotypes that all police officers are the
> same, or they're scary, or they're all mean. So, it's like, we need to change
> that, because they're not all like that. There's some good ones, there's some
> bad ones...

In regard to engaging in general social justice work, a high school student verbalized:

> I recognize that social justice, you don't have to have a degree for, it's more
> like you can implement it in your career. So, like, I want to study
> anthropology, and I can definitely use some of the skills I obtained to practice
> social justice. it actually could be kind of nice.

References around Principle Three: *Attack forces of evil, not persons doing evil* also

occurred during this section of the focus group interviews. A high school student

articulated:

> I think the biggest thing I learned from that that would help me I think would
> be don't attack the person who's spreading out these ideas, attack the ideas.
> 'Cause I feel like if somebody has an idea that's different from others, they're
> immediately to get on that person and just talk about the person instead of talk
> about their ideas and talk about why it's wrong.

In regard to the CEL model, themes relating to social justice awareness were definitely

identified and explored within the transcripts of the focus group participants, while

minimal to no focus was on multicultural relationship appreciation and cultural

identity development. Nevertheless, much of the evidence in this chapter suggests that

KN does increase social, cultural, and emotional learning in high school students.

Chapter 4

DISCUSSION

Introduction

In this section, the findings of this study will be discussed in relation to the research questions and hypotheses. This information is followed by how these particular findings are similar to and different from previous research and related work. The limitations of this work are then presented, followed by future directions for and implications of the present work for schools and future research. Lastly, this section will end with concluding remarks.

Purpose of the Study

The primary purpose of this study was to examine the effects of the Kingian Nonviolence (KN) training program on student knowledge of nonviolence, self-reported acts of violence, and interest and work in social justice with high school students. A secondary aim of this study was to examine KN's ability to foster social and emotional learning (SEL) and cultural and emotional learning (CEL). The goal was to examine the extent to which KN helps improve SEL and CEL, while also exploring the extent to which a training program that teaches nonviolence can prevent and reduce the impact of youth violence. Using a pretest/posttest quasi-experimental mixed-method design that included interviews with four focus groups one month following the KN training, a data set was established to address the aforementioned set of research questions and hypotheses about the KN training program.

Research Question One

The first research question in this study focused on how the school-adapted KN training program influenced high school participants' learning of concepts represented in the program. As a result of focus group participant feedback and testimonies one month following the KN training, it appears that high schoolers did indeed learn and retain the information and concepts presented. Twelve themes were identified and explored based on the transcripts from the one-month post focus groups. These twelve themes included: (1) responsible decision-making, (2) nonviolence philosophy, (3) discussion of training, (4) self-management, (5) conflict resolution, (6) self-awareness, (7) social awareness, (8) sensitivity to violence, (9) social justice interest, (10) history and lessons, (11) multicultural relationship appreciation, and (12) relationship skills.

Each of 17 focus group members participated and indicated that the KN training program improved their learning and influenced their thinking. As summarized in the results, 100% of the comments were indicative of student learning. In addition, focus group members reported having little to no experience in coursework or trainings focused on the concepts and issues of nonviolence. Seventy-one percent of the focus group participants stated that they had no previous knowledge of nonviolence, while 29% reported minimal previous experience before participating in KN training program. Of the 29% that reported minimal previous experience, they stated that they were familiar with the term "nonviolence" but they did not understand the true meaning and concept of the work. These focus group participants equated its meaning to "no violence."

This present study provided the most amount of supporting evidence of the participants' learning related to violence prevention and intervention, as well as cultural, social, and emotional learning. Forty-six percent of this portion of focus group interview related to CASEL's five areas of SEL and 6% related to the three components of CEL. For example, a male participant stated "I learned to not use violent speech or things—speech that could turn a situation into a violent situation." Another female participant stated "I learned the importance of patience, like knowing when to take a step back." Testimonies such as these two and the ones previously mentioned in the results section showcase the learning that took place through participation in KN training program. In addition, when asked what was the focus group members' favorite aspects of the KN training program, 87% of the focus groups' comments related to overall SEL. For example, a female participant stated "I also liked how like Sal (the nonviolence trainer) would make everybody talk so it's not like one person, everybody is participating and doing the same thing." In regards to favorite aspects of the KN training program, another male participant expressed "There's a lot of people I knew ten plus years, I knew but they never really opened up. Being in the nonviolence thing, it really helped me understand them, understand their perspective and how they went through stuff." The present study provides evidence that, at one month following the KN training, the focus group participants' feedback and testimonies illustrated social and emotional learning and retention of the information and concepts presented.

Research Question Two

The second research question examined the extent to which the school-adapted KN training program reduced self-reported acts of violence of participating high school students. Here, conclusions were based on pretest/posttest scores on the Aggression Scale. The hypothesis predicted that high school students in the nonviolence training group would demonstrate a decrease in self-reported acts of violence. Based on the pretest to posttest scores on the Aggression Scale, the nonviolence training group did indeed significantly decrease their acts of aggressive behavior. The high school students demonstrated a significant 66% decrease in aggressive behaviors on their posttest scores, while in contrast the comparison group experienced an increase in aggressive behavior during the same period. The comparison group illustrated a 23% increase in aggressive behaviors. Together, these findings help to support a conclusion that the KN training influenced a reduction in aggressive behavior. In addition, the personal accounts from the one-month post focus groups provides individualized perspectives of KN's influence. When discussing what they learned from the training, one high school student stated "Violence is not the answer." Another male participant reported:

> Before the training I was like, if someone argued with me, I would threaten them. And now I don't, because I just don't see it like that way anymore. Violence is not something that you should use.

These findings suggest that the KN program does significantly decrease aggressive behaviors in high school students, and influences their attitudes and beliefs about aggression in a socially positive manner.

Research Question Three

The third research question investigated the extent to which the school-adapted KN training program cultivated cultural and emotional learning (CEL). The primary researcher created the self-coined term CEL which focused on cultural identity development, social justice interest and work, and SEL relating to understanding and respecting individuals from different cultural backgrounds. It was hypothesized that the nonviolence training group would evidence an increase in CEL. The concept of CEL was assessed indirectly using two measures that are hypothesized to contribute to CEL. The first of these was the Ethnic Identity—Teen Conflict Survey and the second was the Social Justice Scale. Additionally, to complement the information from those two questionnaires information about CEL was a focus of the four focus groups.

Based on the pretest to posttest outcomes from the Ethnic Identity—Teen Conflict Survey, the high school participants scores did not show significant increases in participant interest in multicultural relationships and cultural pride. Both the nonviolence group and comparison group demonstrated about a 4% increase in multicultural relationships and cultural pride on their posttest scores. Thus, their pretest and posttest scores remained relatively the same. Many reasons could explain this finding including: (1) the pretest scores on the Ethnic Identity—Teen Conflict Survey were high prior to the initiation of the training which would make it difficult to significantly increase, (2) the sample was from a diverse population thus making it easier to naturally accumulate multicultural relationship appreciation without the necessity of an additional training (3) the Ethnic Identity—Teen Conflict Survey consisted of only four items, thus perhaps it was not sensitive to change, and (4) KN

does not focus directly on cultural identity development. In addition, when the focus

groups were asked what they learned from KN and its impact, many different themes

and categories surfaced; however, accounts relating to multicultural relationship

appreciation was infrequently discussed, while cultural identity development was not

discussed all.

As for the outcomes on the Social Justice Scale from pretest to posttest scores,

the nonviolence training group scores significantly increased in their social justice

interest and behavioral intentions indicators, amounting to about a significant 8%

increase. During that same time period, the comparison group scores pretest to posttest

considerably decreased, with about a 9% decrease in interest in social justice on their

posttest scores. Testimonies from the four focus groups also showcase findings

suggesting that KN helped foster social justice interest and work. When discussing

social justice and the students' interests, one focus group participant stated "I want to

change the world." In regards to social justice intentions, another student testified:

> Well, I'm going to college to study business or criminal justice, but for
> criminal justice, I've been looking into like forensics and like detective…if I
> was a detective I'll try my best to make that a change because you know, I
> don't want to be a detective or a police officer, walking around and
> everybody's scared of me, when you could just be this cool—like there's
> videos of cool police, like running into neighborhoods, playing with the kids,
> basketball and all that stuff. So being like that, you can make a change, let
> people see that.

Based on the pretest and posttest scores and accounts from the focus groups, there is

some evidence to support that the KN training program may increase CEL. The

present evidence supports that KN training program did increase interest in social

justice, but it did not result in increases in cultural identity development and

multicultural relationship appreciation. From a perspective of cultural emotional learning which includes all three aspects of cultural identity development, multicultural relationships appreciation, and social justice appreciation, the findings seem to support that only the social justice interest and work aspects of CEL were enhanced.

Research Question Four

The fourth and final research question concentrated on the effectiveness of the school-adapted KN training program on high school students' overall SEL and CEL. Based on the culmination of accounts from the four focus groups and measurements used, the nonviolence training group did experience an increase in their SEL, as well as some improvements in their CEL. This statement is supported in the following manner. All five components of CASEL's (2018) model for SEL emerged as topics of discussions in the four focus groups including: self-awareness, self-management, social awareness, responsible decision making, and relationship skills. Using CASEL's operationalized definitions of these five components, each component emerged as a theme during the qualitative analysis of the focus groups. For example, one focus group female participant would repeatedly state "nonviolence is in my blood." This was taken as an indication of emphasizing participants' adoption of the nonviolence philosophy, as well as an overall increase in her SEL. Nevertheless, although themes identified from the CASEL model were particularly prevalent in the focus groups, the only theme from CEL truly identified was social justice, while multicultural relationship appreciation was seldomly mentioned and cultural identity development was not mentioned at all.

The concept of social justice was explored throughout the focus groups. When asked what are some social justice topics of interest, high school students mentioned Women Rights, police brutality, immigration, and homeless veterans. Other important findings were that the KN training group posttest scores significantly increased in social justice interest and work and self-reported acts of violence decreased. Another important note is that only one participant stated that the nonviolence training had no impact on him. The male participant stated "Yeah, well, if I'm being honest with you, I feel like I'm the same person that I walked in and walked out as at the end of the training." No Nonetheless, when discussing favorite aspects of the training, the same person later went on to say about the domestic violence discussion with his sister:

> It was, to me that was actually one of my favorite moments in my life to be honest with you, and it's probably – It's my favorite moment in that nonviolence stuff, 'cause a lot of stuff happened, you know. I actually cried, we (his sister and him) actually hugged, and I think that was the first time I actually said 'I love you' to her 'cause, that's my sister, you know. YOU may need to say more about this Khadijah, as it is not clear to me how this relates.

Based on the collection of evidence, the KN training is indeed a program that positively influences cultural, social, and emotional development on all participants to some degree. Discussions with participants included themes such as: self-awareness, self-management, social awareness, relationship skills, responsible decision making, social justice awareness, and multicultural relationships as identified and explored from the one-month post KN focus group. SEL across all five areas was discussed about 46% of the time during the portion of the conversation relating to learning and impact from the KN training. Nonetheless, in future work, individuals interested in a training program explicitly designed to foster cultural identity development should

consider alternative programs as KN did not seem to result in much change within this arena.

One final aspect of results from an anecdotal perspective, is the primary researcher's observations of the high school student participants. Particularly in the context of the training and the focus groups, the comments made displayed both a sense of self-awareness and maturity that was admirable and inspirational. For example, one participant shared "Nonviolence is in my blood.' Participants willingness to engage in the training experience and apply the tools learned from this training has had a lasting impact on the primary researcher. For example, one student beautifully stated "I want to change the world." While we live in a world of challenging social disparities, I found the engagement and participation of these young soon to be adults, to both underscore the need for nonviolent training methods like the Kingian Nonviolence, and to provide personal indications of the value of such work.

Similarities and Differences Relative to Previous Research

The evaluation of the effectiveness of the KN training program builds upon previous research into SEL findings, as well as its similar and positive outcomes for public school students. For example, Diamond (2014) completed a program evaluation of the core two-day KN training with urban high school students also using a mixed-method approach. Diamond's (2014) findings suggested that the high school students experienced a significant increase in their intention to use nonviolent strategies to control their anger and reduce conflict. Another example includes Hallak's (2001) dissertation, which evaluated KN also using a mixed-method approach that included a pre-test, post-test, three-month follow-up design. Hallak (2001) found a significant

increase in high school participants' understanding of nonviolence and positive attitudes about nonviolence. A study by Smith (2002) also found that participants of KN training program demonstrated more use of nonviolent conflict resolution strategies. Smith (2002) investigated the impact on KN with middle school students, as opposed to high school students, and found similar results. This information laid a foundation for continued investigation of the effectiveness of the KN training program.

In contrast to previous research, however, the present study sought to investigate the impact of KN on high school students' aggressive behaviors and intentions in social justice work, in addition to understanding their attitude, knowledge, and use of nonviolence. It seems that KN has the ability to be both a violence prevention program and an SEL program. Unlike previous research, this study was designed to assess the extent to which KN could enhance learning and development in both areas of functioning. While Hallak's (2001) and Diamond's (2014) mixed-method studies were conducted to evaluate KN training program ability to reduce violent behaviors and increase use of nonviolence solutions, continued research and information was and still is needed to establish more validity to KN training program. Also, this study emphasized understanding KN training program impact on overall SEL, and found positive outcomes relating to decrease in aggressive behaviors and increase in social justice interests. Another important issue concerns the age of previous studies. Most previous studies on KN were completed some time ago, so more current information on KN training program was and still is needed. As KN is currently being used in schools, more information was and still is needed to

contribute to KN being a well-researched program, and perhaps one that is altered as a function of ongoing work.

Cultural emotional learning. Another unique feature of this present study compared to past studies on KN is the introduction of the term, cultural emotional learning (CEL), coined by the author. CEL is a term designed to stress the importance of increasing emotional intelligence through understanding interpersonal and intrapersonal culture. This term is similar to SEL, but with a larger emphasis on cultural learning. The three aspects of CEL again include multicultural relationship awareness, social justice awareness, and cultural identity development. KN training program was believed to be capable of contributing to the development of this unique aspect of SEL. Thus, a term that encompasses what KN training program hopes to cultivate was created and then assessed. The goal was to understand KN's effect on high school students' CEL together with their general SEL. Alongside evaluating KN's, this present study was designed to create a term that encompasses an understanding of growing self and social appreciation of different cultures. CEL is the first terminology of its kind. The findings from the present study suggests the KN training program significantly cultivates social justice interest and work; however, the components relating to cultural identity development and multicultural relationships appreciation did not seem to result in significant change. CEL is still a valuable term to utilized in the field of research. Focusing on "cultural and emotional learning" to investigate potential violence prevention and SEL programs ensures that an emphasis on the importance of culture is being accounted for in future studies and programs.

Limitations

This present study's findings and outcomes lead to the conclusion the KN training program does increase knowledge of nonviolence, prevents and reduce acts of youth violence, fosters social justice interest and intentions, as well as cultivates overall cultural, social, and emotional learning. Nonetheless, there are limitations regarding the design of this study that need to be considered in evaluating this work.

The first limitation is the small sample size. Using the statistical software, G*Power, prior to this study, a total number of 48 participants were needed to gather significant data with a large effect size (ES>.80), which would mean 24 participants each in the nonviolence training group and comparison group. Although the 26 participants in the nonviolence training group met one aspect of this power assessment, a corresponding set of only ten participants in the comparison group does not establish it as a reasonable comparison for drawing statistical conclusions from group comparisons. Recruitment of participants in the comparison group was difficult. There are several possible explanations. For example, every eligible student was asked to participate in this research during their study hall at their local high school over the course of a month; however, student interest was low. Furthermore, the high school population already being small made it more difficult to get an equal number of participants for the comparison group. Additionally, parent consent and assent forms sent out well exceeded the consent and assent forms received. Of the 50 parent or adult consent forms distributed, only ten were received in return. High school students were given weekly reminders and extra copies of consent forms to participate in the

study; however, a time limit had to be put in place to ensure enough time for the one-month follow-up before the school year ended.

In addition to small numbers of participants as a limitation, another concern was that response bias and social desirability may have occurred. It may be the case that the high school students who answered the posttest surveys and participated in the focus groups provided answers they believed to be socially acceptable. For example, participants could have indicated or reported information that was socially desirable, especially during the four focus groups in which the participants had knowledge of the fact that they were being recorded. Nonetheless, the primary researcher made sure to state multiple times on multiple occasions (including the dissemination of the pretest and posttest batteries, as well as during the focus group interviews) that the respondents should be as honest as possible and not to say what they think the researcher would want to hear. Social desirability did not appear to influence the responses given by students in this study, with the exception of one male student in particular. This male participant stated earlier that the training had no impact on him, but later dismissed that previous statement by saying one of the best moments in his life happened during the nonviolence training. That specific student apparently demonstrated an attitude of "appearing tough" that quickly ceased when he felt more comfortable with the surroundings of the people and activities of the project. Another limitation was the fact that there were more female (72%) than male (28%) participants in both the nonviolence training group and comparison group. Striving for an equal number of female and male participants should be an important recruitment

consideration in future studies. Some other limitations regarding the internal and external validity of this study exist as well.

Internal validity. Due to the fact, a quasi-experimental design was conducted; there are many threats to the internal validity (Campbell & Stanley, 1963). Internal validity refers to the extent to which the independent variable actually does have an impact on the dependent variable. In this study, internal validity means the extent to which the KN training does positively affect high school student's knowledge of nonviolence, rates of violence, social justice interest, CEL, and SEL when compared to the comparison group. Threats to internal validity in this study include: pre-test effects, unidentified confounding variables, natural maturation of the high school students, previous assessment exposure, and the local high school engaging in selection bias when deciding who should participate in KN training (Campbell & Stanley, 1963; Elmes, et al., 2011). Regression towards the mean (extreme pre-test scores) can also make the independent variables appear as though it had higher outcome effects (Campbell & Stanley, 1963). Although pretest effects, maturation of participants, previous test exposure, and attrition and absences were not accounted for in the statistical analyses, the measurements used had sound psychometric properties and an additional focus group was used to ascertain further information.

External validity. External validity refers to the extent to which the results of the proposed study can be generalized to other settings or school populations (Elmes et al., 2011). In this study, external validity means the extent to which the KN training program has the potential to positively impact all past and future KN participants' SEL and CEL. Threats to external validity in this study include testing effects through

previous exposure to the Aggressive Scale, Ethnic Identity—Teen Conflict Survey and Social Justice Scale. The measurements have sound psychometrics which can help mitigate testing effects, and two of them were recommended by the Centers for Disease Control and Prevention (CDC).

Future Directions

The current research produced initial evidence to suggest school-adapted KN training program can promote overall cultural, social, and emotional development in high school students, while concurrently spreading nonviolence to prevent and lower youth violence and foster social justice interest. This conclusion is bolstered by the mixed methods approach that was used with this present study. Nevertheless, in future studies evaluating KN, there is one critical area in need of attention. Future studies should ensure an equal number of participants are collected for the nonviolence training group and comparison group by working with larger or multiple schools, as well as an equal number of participants by gender. An equal distribution of participants would be needed to yield a true quasi-experimental design with both experiment and control groups. Thus, access to more potential participants will be crucial to obtaining an equal distribution of participants in each group. In addition, studies may consider evaluating the effectiveness of KN delivered through the use of a weekly or daily lesson on the different modules, especially since the present format was massed over the course of four days and released high school students from their normal school duties.

Future studies may also be interested in employing a randomized experiment to allow for the assumption that the experimental and control group are the same, once

more quasi-experimental designs on the effectiveness of KN training in schools have been conducted. This method will improve both internal and external validity. Random selection methods can help to account for selection bias and confounding variables that could not be accounted for in this quasi-experimental nonequivalent control group design. This crucial area could aid in the process of establishing KN as an evidence-based SEL and violence prevention program.

Conclusion

KN training program is an introductory instructional program that serves to address the root causal conditions of violence within oneself and the greater community. KN operates on the principle that nonviolence is the only antidote for violence. There has been an exploration of validated SEL and violence prevention programs that could be used with high school students. Nonetheless, KN training program is currently the only program that combines the use of violence prevention strategies through the spread of nonviolence, while cultivating high school students cultural, social, and emotional learning. This present research provided evidence to suggest that KN help improves adolescents' knowledge of nonviolence, prevents and reduce acts of youth violence, and fosters SEL and CEL. In addition, this present research helped serve as the basis of the development of the term CEL. Future work will provide further information as to the extent to which this nonviolence training program can bring meaningful change to schools and communities.

Appendix A

The 16 Modules

Module 1: Paired Introductions/Goals

Module 2: Community Shared Agreements, Ground Rules

Module 3: Values

Module 4: Conflict: Types & Levels (mini-lecture)

Module 5: Violence Is…

Module 6: Myths & Facts

Module 7: Nonviolence Is…

Module 8: "Non-(*Hyphen*)-violence" versus nonviolence (one word) (mini-lecture)

Module 9: Kingian Thinking

Module 10: Six Principles of Kingian Nonviolence

      Module 10a. Debrief Pilgrimage to Nonviolence

      Modules 10b. Conclude Principles with Expert Panel

Module 11. King as Hegelian Thinker (mini-lecture)

Module 12: Six Steps of Kingian Nonviolence

Module 13: Four Major Nonviolent Historical Campaigns Led by Dr. King

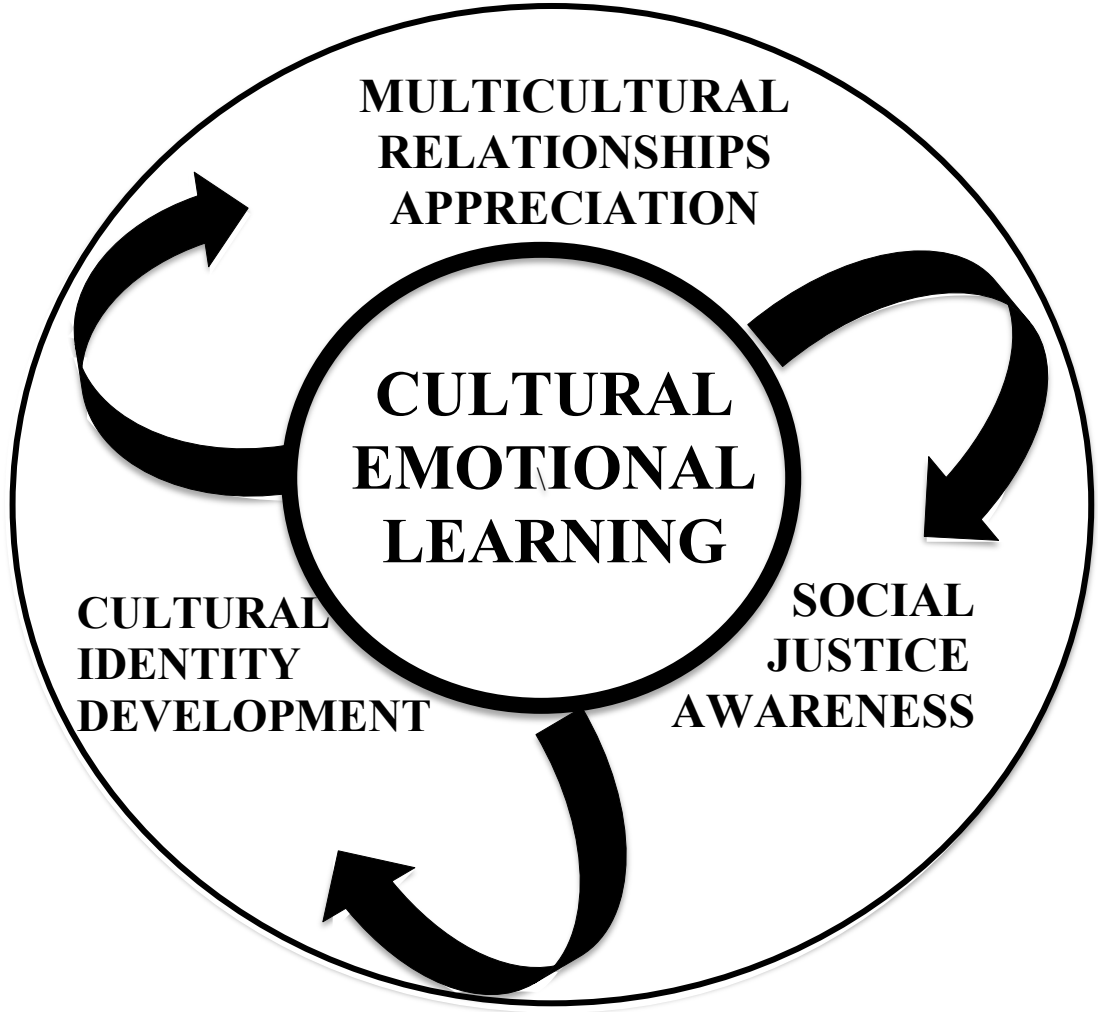Module 14: Models of Social Change

    1. Aggression/Conciliation & the Dynamics of Social Conflict (mini-lecture)

    2. Top Down-Bottom Up Theory of Change (mini-lecture)

Module 15: Application of Nonviolence: "Joy City" Group Exercise

Module 16: Application of Nonviolence: Social Control Mechanisms (simulation)

Appendix B

Cultural Emotional Learning Visual Model

Aggression Scale

This scale measures frequency of self-reported aggressive behaviors (e.g., hitting, pushing, name-calling, threatening). Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 7 days.

Please answer the following questions thinking of what actually happened to you during the last 7 days. For each question, indicate how many times you did something during the last 7 days.

Number of times

1.	I teased students to make them angry.	0	1	2	3	4	5	6+
2.	I got angry very easily with someone.	0	1	2	3	4	5	6+
3.	I fought back when someone hit me first.	0	1	2	3	4	5	6+
4.	I said things about other kids to make other students laugh.	0	1	2	3	4	5	6+
5.	I encouraged other students to fight.	0	1	2	3	4	5	6+
6.	I pushed or shoved other students.	0	1	2	3	4	5	6+
7.	I was angry most of the day.	0	1	2	3	4	5	6+
8.	I got into a physical fight because I was angry.	0	1	2	3	4	5	6+
9.	I slapped or kicked someone.	0	1	2	3	4	5	6+
10.	I called other students bad names.	0	1	2	3	4	5	6+
11.	I threatened to hurt or to hit someone.	0	1	2	3	4	5	6+

Scoring and Analysis

This scale is scored by adding all responses. Possible range is between 0 and 66 points. Each point represents one aggressive behavior the student reported engaging in during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or less items are missing, these values are replaced by the respondent's average.

Ethnic Identity—Teen Conflict Survey

> These items measure ethnic pride and respect for differences. Respondents are asked to indicate how often they would make each statement.

How often would you make
the following statements?

	Never	Seldom	Sometimes	Often	Always
1. I am proud to be a member of my racial/cultural group.	a	b	c	d	e
2. I am accepting of others regardless of their race, culture, or religion.	a	b	c	d	e
3. I would help someone regardless of their race.	a	b	c	d	e
4. I can get along well with most people.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

> Never   =1
> Seldom   = 2
> Sometimes = 3
> Often   = 4
> Always   = 5

Scores are calculated by summing all responses, with a possible range of 4 to 20. Higher scores indicate higher respect for diversity and higher self-ethni

Social Justice Scale

These items measure individual attitudes and values regarding social justice. Respondents are asked to indicate how often they would make each statement.

How often would you make the following statements?

	Disagree Strongly			Neutral		Strongly Agree	

1. I believe that it is important to make sure that all individuals and Groups have a chance to speak and be heard, especially those from traditionally ignored or marginalized (oppressed) groups.   1 2 3 4 5 6 7

2. I believe that it is important to allow individuals and groups to define And define and describe their problems, experiences, and goals in their own terms.   1 2 3 4 5 6 7

3. I believe that it is important to talk to others about societal systems of power, privilege, and oppression.   1 2 3 4 5 6 7

4. I believe that it is important to try to change larger social conditions that cause individual suffering and block well-being.   1 2 3 4 5 6 7

5. I believe that it is important to help individuals and groups to pursue their chosen goals in life.   1 2 3 4 5 6 7

6. I believe that it is important to promote the physical and emotional well-being of individuals and groups.   1 2 3 4 5 6 7

7. I believe that it is important to respect and appreciate people's diverse social identities.   1 2 3 4 5 6 7

How often would you make the following statements?

	Disagree Strongly			Neutral		Strongly Agree	
8. I believe that it is important to allow others to have meaningful input into decisions affecting their lives.	1	2	3	4	5	6	7
9. I believe that it is important to support community organizations and institutions that help individuals and groups achieve their aims.	1	2	3	4	5	6	7
10. I believe that it is important to promote fair and equitable distributions of powers, obligations, and resources in our society.	1	2	3	4	5	6	7
11. I believe that it is important to act for social justice.	1	2	3	4	5	6	7
12. I am confident that I can have a positive impact on others' lives.	1	2	3	4	5	6	7
13. I am certain that I possess and ability to work with individuals and groups in ways that are empowering.	1	2	3	4	5	6	7
14. If I choose to do so, I am capable of influencing others to promote fairness and equality.	1	2	3	4	5	6	7
15. I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being.	1	2	3	4	5	6	7
16. I am certain that if I try, I can have a positive impact on my community.	1	2	3	4	5	6	7
17. Other people around me are engaged in activities that address social injustices.	1	2	3	4	5	6	7

How often would you make the following statements?

	Disagree Strongly			Neutral			Strongly Agree
18. Other people around me feel that it is important to engage in conversations around social injustices.	1	2	3	4	5	6	7
19. Other people around me are supportive of efforts that promote social justice.	1	2	3	4	5	6	7
20. Other people around me are aware of issues of social injustices and power inequalities in our society.	1	2	3	4	5	6	7
21. In the future, I will do my best to ensure that all individuals and groups have a chance to speak and be heard.	1	2	3	4	5	6	7
22. In the future, I intend to talk with others about social power, inequalities, social injustices, and the impact of social forces on health and well-being.	1	2	3	4	5	6	7
23. In the future, I intend to engage in activities that will promote social justice.	1	2	3	4	5	6	7
24. In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems	1	2	3	4	5	6	7

Appendix F

The Nonviolence Institute
School-Adapted Kingian Training
April 24th to 27th
8:00am to 3:30pm

Day 1

8:00am Introduction
- Logistics/Purpose
- Introduction of Nonviolence Institute
- Ground Rules and Expectations

8:30am Questions of Self
- Title or line of a movie or song that describes how you feel
- Participants answer questions from deck of cards

9:00am Fist of Power (activity on getting someone to open their hand nonviolently)

9:20am The Beloved Community Model
- Explanations of the BHC model
- Examples of what the BHC looks like to clients and community

9:45am BREAK

9:50am FILM – A Time for Justice (Primary Nonviolence Trainer Leads)
- Four Component worksheet
  - Participants discuss the Four historical Civil Rights movements
- Small group debrief using four component worksheet
- Large group report our
  - What are common themes?
  - "Write down common theme under each four components on chart"
  - What is the same/different?

11:30am LUNCH

12:30pm Teambuilder (Team tries to all fit-on carpet)

1:15pm Define Identity/Violence and Nonviolence
- Large group. defines violence/nonviolence

- Small groups will move to each BHC components and will list 5 items relating to how nonviolent and violent each component is
- Large group report out (groups use same color marker for all four components)

2:00pm The Six Principles of Nonviolence
- Small groups (blank principles worksheet)
  - *put principles in your owns
  - *when have you seen this principle in action
  - *when have you displayed this principle

3:00pm Large group report out
  - 3:15pm Wrap Up
  - Homework (Read: Letter from Birmingham Jail and Statement from Alabama Clergymen)
  - Kudos

Day 2

8:00am Welcome
- Review/Preview
- Homework pair share
- Quick Large-group report out
- *8:15am Teambuilder – Team attempts to balance and walk across wooden blocks all together

8:50am Types and Levels of Conflict
Review four types of conflicts and levels (large group)
- Small groups BHC stations
- Small groups come up with examples of each type of conflict for each BHC station

9:30am Break

9:45 Types and Levels of Conflict Skit Prep
- Small groups work together to prepare a 5-minute skit on the Levels of Conflict
- Create an outline of skit
  - Skits include: 1 type of conflict, minimum of two levels of conflicts, and principles of nonviolence

11:30am Lunch

12:30 Types and Levels of Conflict Skits
- Skits are performed and immediately debriefed with large group

1:15pm Hegelian/ Top Down
- MLK's problems solving skills explained
-

2:00pm Impromptu Discussion on Violence in the Community
- High schoolers discuss domestic violence and violence in their life.

2:45pm Wrap Up
- Former individual who identified with being a part of a gang speaks on converting to nonviolence activist.
- Evaluation

Day 3

8:00am Welcome
- Review/preview

8:20am Six Steps of Nonviolence
- Review of the Six Steps of Nonviolence

9:15am Six Steps of Nonviolence Scenarios
- Identify type of conflict and level of scenarios
- Create conflict resolution strategy using six steps

10:45am Large group report out on scenarios

12:00pm LUNCH

12:45pm: Teambuilder (Team Played Building Game)

1:15pm Step Six – Getting to Reconciliation
- Forgiveness chair/5.0

2:35pm Individual Reflection
- Participants answer reflection question

2:50pm Large Group Report Out on concept of Step Six of Nonviolence

3:00pm Wrap Up
Homework Assigned (write down one clarifying question for each principle
- Evaluations
- Check out 1-10 and Kudos

Day 4

8:00am Welcome
- Review/preview

8:15am Pick a conflict and then go over all aspects
- Spectrum of Allies
- Tree Problems (Draws a tree and talk about the root causal conditions)
- Six Steps of Nonviolence
- Beloved Community
- Six Principles of Nonviolence
- Conflicts Types and Levels
- Forgiveness

9:30am Scenarios and skits using all tools

12:00pm Lunch

12:45pm Energizer

1:30pm Watch "The Children's March"

2:30pm Large Group Discussion and Final Reflection

2:50pm Wrap up and Evaluations

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