

C.R.O.S.S.ROADS™ Decision-Making Process
General decision-making * Goal-setting * Problem-solving * Conflict Resolution

Conflict Resolution Example Dialogues
Using the C.R.O.S.S.ROADS Decision-making Process

These are examples of verbal dialogues taken from actual experiences using the C.R.O.S.S.ROADS process. These students have all been in Great Expectations classrooms and know the Eight Expectations, Life Principles, and a school creed. The process is used for handling all situations in the classroom and elsewhere in the school environment.

** All names have been changed.

Dialogue #1:

On the Playground: (In this situation the two boys involved were not chronic aggressors. If either had been, I would have gone to Jeremy instead of asking Jay to convey the message I wanted to talk to them.)



Student, Jay, coming up to the teacher on duty: “Ms. Lawrence, Jeremy is calling me names.”

Ms. Lawrence: “That makes me very sad, Jay. Please tell Jeremy to come here so we can visit.”

Jay and Jeremy return.

Ms. Lawrence: “ I understand there is a problem that needs to be solved. Each of you tell me what the problem is.”



Jeremy: “Jay won’t share the ball and keeps hogging it, so I took it away from him.”
(REALITY)

Jay: “He stole the ball from me and called me names.”

Jeremy: “Well, I might have called him a bad name cause I was so mad.”

Ms. Lawrence: “Which part of our creed, expectations, or life principle is not being lived out here? ”

Jeremy: “Respect, he’s not showing me any respect by calling me names and then that part of our creed that says, “I do not have the right to interfere with the learning and well being of others. He interfered with me when I was trying to make a goal!”

Jay: “Well, what about cooperation? He’s not sharing the ball with the rest of us. He just tries to run it down all by himself.”



Ms. Lawrence: “Well, it sounds like you two have something to talk about now. Go over there (pointing by the fence) and figure out what your options are and how you’re going to solve this problem and then come back and let me know. Be sure you have a plan so this doesn’t happen again and also come up with an appropriate consequence for your actions.

Boys walk off and talk and after a few minutes return to Ms. Lawrence.

Ms. Lawrence: “And what have you boys figured out?”



Jeremy: “Well, I need to apologize to Jay for calling him names and taking the ball away from him.”

Jay: “And I need to apologize to Jeremy for hogging the ball.”

Ms. Lawrence: “ Well, we can take care of the apologies right now, but also what’s your plan so this doesn’t happen again?”

Jay: We’ve decided we can play together. but I’m going to pass the ball more instead of trying to get it down the field all by myself every time.“

Jeremy: “I’m going to talk to Jay before recess to remind him about what we’ve decided.”

Ms. Lawrence: “What should be the consequence for today’s choices?”

Jay: ‘How about we can’t play soccer the rest of today?’”

Jeremy: “And I can’t play tomorrow either cause I called him names. We figured that was fair for both of us.”



Ms. Lawrence: “Well, it sounds like you’ve taken care of the problem. Check back with me after you’ve started playing again in case you need to change what you’ve decided to try.”
Apologies were given and Ms. Lawrence talked to both boys later in the week to see how their plan was working.

Important to Note: Sometimes the students will give themselves equal consequences when if the teacher had been solving the problem, the consequences might have been

different. If their choice is fairly equitable and decided together and what each thought was fair, then it's appropriate to go along with their decision.

If the need is felt to give more direction, consider asking a question such as, "Is calling names and stealing the ball the same as not sharing?" They would have noted the difference and probably come to the conclusion that Jeremy needed more in the way of consequences. It's one of those calls you make at the time knowing the students and not wanting to undermine their choices.

I also have found that students often give themselves much harder consequences than a teacher would, so I often ask if they would like to hear what others have decided on for similar actions. I can then suggest something appropriate.

Dialogue #2: Observed in the hallway of a school

Situation: Two girls were running down the hall before school almost bumping into Mr. Louis, the P.E. teacher as they turned a corner.

Mr. Louis: "Walking feet, girls, walking feet!"



Shay: "But we were going to be tardy, Mr. Louis. That's why we were running!"

Lana: "And we don't want to get another tardy slip or we'll have detention."

Mr. Louis: "Please tell me the procedure for walking down the hall."

Lana: "We're supposed to walk quietly in single file."

Mr. Louis: "And what is the reason we have that procedure?"

Lana: "Because we might run into someone and hurt them or us."

Mr. Thomas: "Tell me what just happened."



Shay: "Well, we stopped to talk to one of our friends right after we got off the bus and then realized we were going to be late so we were running to get to class before the tardy bell and almost ran into you."



Mr. Louis: "What were your other options for being able to make it to class on time?"

Lana: "We shouldn't have taken the time to talk to our friends right then."

Shay: “ We should wait to visit until lunch time when we’ll eat together or at recess.”



Lana: “And go straight to class when we get off the bus.”

Mr. Louis: “That sounds like a much safer and wiser plan.” So what consequences should there be this morning?”

Shay: “We should go back down the hall and walk the way we’re supposed to, then go the office and get our tardy slip before heading to class.”

Lana: “And we owe you an apology, Mr. Louis. We’re sorry we almost knocked into you.”

Shay: Yah, I’m really sorry too.”



Mr. Louis: “Thank you. I’ll accept your apology and since I walk down this hall every morning, I’ll look forward to seeing you following safe procedures from now on. Remember this week’s quote, “**Well done is better** - ” **

Lana and Shay: “- than well said.’ We’ll remember, Mr. Louis. See you in P.E.”

**printable poster

