


ARIZONA STATE UNIVERSITY

Mr. Gil Blumenthal,
Chief Executive Officer
KNOWCONFLICT, LLC
6902 E Gary Road
Scottsdale, AZ 85254

March 22, 2002

Dear Mr. Blumenthal,

Detailed below is a brief summary of the primary results from our analyses of the impact of your conflict-management curriculum on a sample of Chicago high school students.

The evidence is indeed favorable as it shows the students' attitudes toward violence improve and their knowledge of conflict-management skills increases.

Best wishes for continued success.

Sincerely,



Anne Mauricio, Ph.D.
*Senior Research Specialist
Arizona Prevention Resource Center
Arizona State University*



John J. Horan, Ph.D.
*Professor of Counseling Psychology
Arizona State University*

PROGRAM EFFECTIVENESS STUDY

KnowConflict's Online Conflict Management for High School Students

In an experimental evaluation, the ***Conflict Management for High School Students*** program has produced beneficial changes on attitudes toward violence and knowledge of conflict-management skills among a sample of Chicago ninth grade students. The specific results are presented below at two levels of detail to serve both general and technical audiences.

Attitudes Toward Violence

- In comparison to students in a control condition, students who received the full *KnowConflict* program showed significant improvement on posttest scores reflecting attitudes toward violence.
- These beneficial changes were equivalent for both boys and girls.

Technically, a treatment-by-gender ANCOVA using pretest as the covariate, showed a favorable main effect for treatment ($p < .01$) in the absence of a gender effect and/or a gender-by-treatment interaction. Table 1 summarizes the data.

Table 1.

Attitudes Toward Violence	Pretest		Posttest (unadjusted)	
	Mean	SD	Mean	SD
<i>KnowConflict</i> (n = 27)	6.44	1.87	7.15	1.77
Control (n = 64)	4.31	2.64	4.22	2.83

Knowledge of Conflict-Management Skills

- In comparison to students in a control condition, a substantial majority of students who received the full *KnowConflict* program showed significant improvement on a posttest measure reflecting knowledge of conflict-management skills.
- These beneficial changes were equivalent for both boys and girls.
- The students not significantly impacted on knowledge (i.e., those scoring below the 20th percentile at pretest), nevertheless are included among those showing positive attitude changes. It is not clear if reading ability affected their knowledge assessment.

Technically, a treatment-by-gender ANCOVA using pretest as the covariate, yielded a treatment-by-covariate interaction; this violation of the homogeneity-of-slopes assumption suggested that treatment effects depend upon pretest knowledge level. A revision of the Johnson and Neyman technique determined the pretest cutoff above which significant posttest effects occurred. When the lowest scoring 20% are excluded from the ANCOVA, experimental students scored significantly higher than controls on knowledge of conflict management skills ($p < .001$) (see Table 2).

Table 2.

Conflict-Management Knowledge	Pretest		Posttest (unadjusted)	
	Mean	SD	Mean	SD
<i>KnowConflict</i> (n = 27)	29.05	4.13	32.08	5.43
Control (n = 64)	26.90	3.44	25.04	5.00