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ACQUISITION

# PEER MEDIATION

# CONFLICT RESOLUTION

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**SCHOOL VIOLENCE.  
LET'S GET IT OUT OF OUR SYSTEM.**

North Carolina Center for the Prevention of School Violence  
3824 Barrett Drive, Suite 303 Raleigh, NC 27609  
1-800-299-6054 • (919) 571-4954 • FAX 919-571-4957

## WHAT IS PEER MEDIATION?

Peer mediation is a prevention tool aimed at teaching students peaceful ways to resolve conflict. Students can be selected or they can volunteer to be trained as peer mediators. These trained peer mediators act as neutral third parties between two disputing students or groups of students. The disputing students are in charge of resolving the dispute, while the peer mediator helps the disputing parties to find peaceful and workable solutions through eliciting effective communication and negotiation.

## HOW ARE PEER MEDIATION PROGRAMS STARTED?

Introducing new programs means introducing a change in the system; therefore, beginning a new Peer Mediation program should be handled with care. The following steps are suggested for starting a Peer Mediation program in your school.

1. Collect information on: what a peer mediation program entails, its effectiveness, and the time, money and other resources needed to start a program.
2. Gain support from the administrators and faculty. Without administrator and faculty support, peer mediation programs are destined for failure. These are the people who will need to lend their valuable time and influence to help the program get started and to help maintain the program. As well as administrator and faculty support, the school needs the support of parents and students. Suggestions for gaining support from all four groups are: make presentations at PTA/PTO meetings, offer training sessions to these groups, perform skits which role play peer mediation in action, and/or show videos of role-played peer mediation sessions.
3. Begin with a small group of faculty members to be trained in mediation. (You may want to contact your local Dispute Settlement Center for information on training sessions.)
4. Have teachers in your school select a representative group of students to be trained in peer mediation. There are several ways to do this: have each homeroom nominate (by secret ballot) someone they feel they can trust and talk to when a problem arises; have teachers nominate trustworthy students who communicate well with classmates; and/or have students volunteer for training.

5. Implement the peer mediation program in your school. You may want to have your local dispute settlement center connect you with someone who has experience with coordinating peer mediation in the schools. Another suggestion is to follow a curriculum manual conducive to your school environment. There are several resources available.

## **RESOURCES AVAILABLE FOR STARTING, MAINTAINING & IMPLEMENTING A PEER MEDIATION PROGRAM**

### **Mediation Network of North Carolina**

P.O. Box 241

Chapel Hill, N. C. 27514-0241

(919) 929-6333

Materials Available:

Conflict Resolution Curriculum for Middle & High Schools

Student Mediator Manual

### **National Association for Mediation in Education (NAME)**

205 Hampshire House

Box 33635

University of Massachusetts

Amherst, MA 01003-3635

Materials Available:

Publication List containing extensive information on books, manuals, packets, and videos for starting, implementing and evaluating a conflict resolution/peer mediation program.

### **The Mediation Center**

189 College Street

Asheville, N. C. 28801

(704) 251-6089

Materials Available:

Grades 6-9 Peer Mediation Curriculum Manual

\*Currently developing a manual for grades 10-12

### **Peaceful Endeavors**

2222 Greenway Ave.

Charlotte, N. C. 28204

For a peer mediation handbook and training manual.

Michael Gillis, Mediator/Coordinator

**Project SMART**

c/o Victim Services Agency

2 Lafayette Street

New York, NY 10007

(212) 896-6533

For an explanation and description of a successful mediation program for high school students.

**International Center for Cooperation & Conflict Resolution**

Box 53, Teacher's College

Columbia University

New York, NY 10027

For materials on cooperation and conflict resolution and their impact on students' educational achievement, mental health, and vocational performance.

**Phi Alpha Delta**

Public Service Center

1511 K St., Suite 611

Washington, D. C. 2005

(202) 638-2898

For information on *Respect, Reflect, Resolve* - ten anti-violence lessons for use in Middle and High School.

**WHAT DOES IT TAKE TO MAINTAIN A SUCCESSFUL PROGRAM?**

- \*Constant support from administration, faculty, students and parents.
- \*Continuous updates to these people about the success of the program.
- \*Gathering information from faculty and administration on problems with the program, concerns, and suggestions; rectify documented problems and implement feasible suggestions.

**WHAT ARE THE CHALLENGES OF THE PROGRAM?**

- \*Getting and keeping the support of the administration and faculty.
- \*Holding students accountable for making up missed school work due to a mediation session; let students know upfront what is expected of them.

## WHICH SCHOOLS CURRENTLY HAVE EFFECTIVE PROGRAMS?

This list represents a sample of the many North Carolina schools that have effective programs.

### **Alamance County**

Broadview Middle School

Southern High School

Contact: *Irene Burgess*

(910) 570-6400

### **Buncombe County**

Isaac Dickson Elementary

Vance Elementary

North Buncombe Middle

Owen High School

North Buncombe High

Contact: *Dée Edelman*

(704) 251-6089

### **Duplin County**

Mt. Olive Middle School

Contact: *Debbie Grady*

(919) 658-7320

### **Durham County**

Pearsontown Elementary School

Contact: *Janet Barbaritz*

(919) 560-3964

Holt Elementary School

Contact: *Karen Brown*

(919) 560-3928

### **Forsyth County**

Walkertown Middle School

Independence High

Contact: *Charlie Bolton*

(910) 724-2870

### **Franklin County**

Terrell Lane Middle School

Contact: *Jim Harris*

(919) 496-1855

### **Iredell County**

South Iredell High School

Contact: *Jill Blackwelder*

(704) 528-4536

### **Orange County**

Elizabeth Seawell Elementary

Contact: *Cathy Guild*

(919) 967-4343

Charles W. Stanford Elementary

Contact: *Ann Brasher or LaRue Cash*

(919) 932-6121

### **Richmond County**

Hamlet Jr. High School

Contact: *Wenonia Wall*

(910) 582-7903

### **Wake County**

Broughton High School

Contact: *Vivian Sturgis*

(919) 856-7812

### **Wayne County**

Aycock High School

Contact: *Thomas Smith*

(919) 242-3400

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Aycock High School

Contact: *Thomas Smith*

(919) 242-3400

## WHO CAN HELP OUR SCHOOL SUPPORT THIS PROGRAM?

- \* The North Carolina Center for the Prevention of School Violence.
- \* Your local Dispute Settlement Center, parents, local lawyers interested in conflict resolution, and concerned citizens.

## WHO CAN BE CONTACTED TO HELP US START A PROGRAM?

Contact Scott Bradley at the Mediation Network. He can put you in contact with the Dispute Settlement Center that serves your area.

Scott Bradley, Executive Director  
P.O. Box 241  
Chapel Hill, NC 27514-0241  
(919) 929-6333

## Building Administrative and Faculty Support

*People resist change. How you introduce the program may be the most important step in its eventual success or failure. You want to introduce it in a way that lessens resistance. Outlined below is a two-step process for gaining staff commitment to the program. First, the commitment of the principal is absolutely essential. Staff commitment to the concept of the program is second. Next, an Advisory Committee is formed to recommend the specific way the program will be implemented in your school and the faculty again agrees or disagrees. Throughout the process it is very important that you and others who are promoting the program:*

- provide opportunity for feedback
- allow people to vent their anger and frustrations
- listen and reflect the thoughts and feelings of others
- provide honest, concise information as requested
- be totally up-front and honest about how decisions will be made and who will make them.

### I. Getting commitment to the concept

#### A. Principal

1. Talk about what you learned at the institute.
2. Make arrangements to give an overview of the program.
3. Offer to identify principals who have the program and could be contacted for more information (section 3 D).
4. Be clear on principal's role and what implementing the program would mean:
  - a. Change in the way conflict is viewed,
  - b. Change in way discipline is handled,
  - c. Additional staff time in beginning,
  - d. Long term commitment,
  - e. Continued promotion and support, and



f. Resources - 1/4 time person as mediation coordinator, space needs, supplies (mainly costs of Conflict Resolution curriculum, Student Mediator Manual and copying forms).

5. Decide on how to inform faculty to gain commitment.

6. Decide on process for making decisions regarding program.

#### B. Staff

1. Give evidence of need for program:

a. Discipline statistics from your school,

b. Time spent on discipline now, and

c. Governor's mandate to include conflict resolution and peer mediation in all schools.

2. Introduce program:

a. Present program overview (section 3 B),

b. Show video of mediator program (section 3 C), and

c. Invite speakers from schools that have programs (section 3 D).

3. Be clear on what it will mean to them:

a. Time for teaching curriculum,

b. Modeling skills,

c. Time to help students work out own conflicts,

d. Commitment to long-term educational process,

e. Students leaving classes for mediation, and

f. Changing their own habits.

4. Present process for making a decision:

- a. Initial commitment to concept,
- b. Later agreement on implementation plan, and
- c. Allow staff input on specifics of decision process.

5. Make initial commitment to concept.

II. Plan program implementation.

A. Select Advisory Committee.

1. Who selects - principal with faculty input.
2. Composition - an administrator, 1 office staff, prospective mediation coordinator, teachers, parents and students (max. of 12 members).
3. Purpose - to decide on the policy and implementation questions outlined in section 4A and section 6A.

B. Define timeline and procedure for making recommendations.

1. Prioritize decisions - (Note: The staff may be concerned with only some of these decisions in which case the Advisory Council might make recommendations on those items and decide on the rest of the details later.).
2. Allow for input from staff.
3. Give information and get agreements at regular staff meetings.

C. Make final decision to implement program.

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## **Don't Fight, Mediate**

**Grace M. Davis**

*Piedmont High School*

*Concord, NC*

Peer mediation offers a way for students to settle disagreements without violence and without involving the traditional system of school discipline (Davis & Porter, 1985). Simply put, peer mediation offers another way for students to handle the inevitable conflicts of daily school life. Students trained as mediators help other students resolve disputes in a collaborative, win-win form of conflict resolution. In this way, students play a vital role in reducing violent behaviors and creating "safe schools." In this article, I present one high school mediation program that has been implemented and evaluated. First, a brief background about peer mediation is necessary.

### **Peer Mediation Programs**

A peer mediation program is a way for students to resolve conflicts by learning to communicate successfully with other people. The program focuses on healthy self-esteem, a factor in the equation that determines a student's learning and overall success (Purkey & Novak, 1984). A healthy self-esteem depends on positive experiences that build confidence in students so they can solve their problems instead of worrying about them (Younge, 1993).

According to Koch (1988), the overall goals of school mediation programs are the reduction of behavior problems and the teaching of problem-solving skills. These programs teach collaboration as a productive way to resolve conflict and an effective method to prevent future problems. They also help to develop student self-responsibility (Cohen, 1987b). Mediation encourages students (and teachers) not only to "just say no!" to negative behaviors, but to "just say yes" to positive alternatives (Gaustad, 1991).

Strong administrative support is critical to the success of any school mediation program (Cohen, 1987b). The school principal's support is particularly important to the implementation and development of the program and translates into: (1) granting released time for teachers and students to be trained in mediation skills; (2) developing procedures for referring discipline situations to mediation; (3) allocating funds for the program; and (4) scheduling time for a staff member to coordinate the program on a daily basis. Principals who model an inviting, collaborative style of conflict resolution also build a strong foundation for the program to be successful.

The objectives of the particular high school program presented in this article were aimed at creating a better school climate by helping teachers and students learn to find peaceful solutions to problems, to encourage student growth by teaching students personal communication skills, to reduce the amount of time administrators and teachers spend on conflict resolution, and to reduce the number of incidents of violence and suspensions for fighting.

### Piedmont High School

Piedmont High School, located in Union County, North Carolina, has 940 students in grades 9-12. The student body represents wide social strata from farm families to residents of suburban housing developments. Approximately five percent of students are from minority families.

The Piedmont High School Peer Mediation program (PHSPM), began in the fall of 1991 and grew out of the interest, commitment, and support of the school administrators. PHSPM was developed using guidelines from *Mediation Program Development: Implementation Checklist* (Cohen, 1987a), which asked the following questions.

1. *Who Will Coordinate the Program on Site?* The PHSPM program was coordinated by an assistant principal and a faculty committee that included a school counselor, a Jobs Training Partnership Act (JTPA) coordinator, a business education teacher, an English teacher, a foreign language teacher, and a special education teacher. The assistant principal supervised the training of teachers and students, coordinated

the mediation sessions, and publicized the program within the school and the community. The committee developed the program as a part of the school's discipline system.

2. *Which Students and Staff will be Trained?* Following the suggestions of Davis and Porter (1985), students were selected for training based on grade level; ethnic diversity, level of maturity, and sub-culture representation. Selection was also based on eligibility criteria: (a) a passing academic average; (b) no unsatisfactory conduct; and (c) no out-of-school suspension. The selection of mediators was primarily the responsibility of the faculty committee with input from the general faculty on the applicants' maturity and ability to interact successfully with their peers. Teachers on the faculty committee completed the mediation training along with the students.

3. *When Will the Training be Scheduled?* The training for the first group of mediators at the high school was scheduled for two school days in the first semester of the 1991-1992 school year and for the second group of mediators in the second semester of the 1992-1993 school year. Regardless of specific dates, mediation training should be completed in time for the trainees to assume the role of mediator before an extended break in the school calendar.

4. *Who Will do the Training?* Two staff members from the Dispute Settlement Program (DSP) of Charlotte, North Carolina conducted the first training session and were assisted by the assistant principal and faculty committee members. In the second year (1992-1993) the assistant principal, assisted by veteran mediators, conducted the training sessions for the new mediators.

The DSP is a community-based mediation service providing an alternative form of dispute resolution for the citizens of Mecklenburg County in North Carolina. As part of their outreach program, the DSP staff conduct training in mediation skills for faculty and students in the Charlotte-Mecklenburg school system. A list of other consultants who conduct mediation training is available from: MediationNetwork of North Carolina, P. O. Box 241, Chapel Hill, NC 27514-0241, (919-929-6333).

5. *How Will the Mediation Program be Funded?* The major costs of any school mediation program include the trainers' fees, substitutes for teacher released-time, and miscellaneous costs including office supplies and incentives for student mediators (e.g., T-shirts). Possible sources of funding include local funds available for school improvement projects; state and federal dropout prevention funds; federal funds for drug-free schools; and funds donated by parent organizations or business groups. Sometimes, community-based mediation agencies may donate staff time to train students and teachers in mediation.

6. *Which Issues Will be Mediated?* Cases mediated during the first year of the PHSPM program involved physical conflict, argument, harassment, rumor, relationship, and property. Mediation was not recommended in cases where students' fights resulted in physical injury. However, in some cases involving physical conflict, mediation was offered as an option to reduce the number of days a student was suspended. For example, a student involved in a fight would have a choice of three days of "Out-Of-School Suspension" (OSS) or one day of OSS with mediation.

7. *Where Will Mediation Sessions be Held?* The mediation sessions at Piedmont High School were held in a private conference room in the high school library. When that room was not available, empty classrooms or available administrative offices were used.

8. *When Will Mediation Sessions Be Held?* Mediation is more effective when the initial session is scheduled soon after a conflict occurs. Sessions in this high school program were held during class time and during lunch periods. Mediators were excused from class to mediate unless the mediator or teacher requested that the student not miss that particular class. Disputants were excused from class in order to resolve a conflict that was interfering with their concentration on school work.

9. *What, If Any, Are the Limits on Confidentiality?* Mediators discuss confidentiality with disputants before mediation begins. Confidentiality is guaranteed with limitations as required by law and school policy. Mediators are required to report to the school administration any mention during mediation sessions of child abuse, suicide, illegal

drugs or weapons on school property, and situations that might result in personal harm. These exceptions to confidentiality rule are explained to the disputants by the mediators, who are instructed to keep all other information shared by disputants confidential.

10. *How Will the School-at-Large Be Informed About Mediation?* Students and teachers were introduced to the PHSPM program through mediation demonstrations at school assemblies and faculty meetings, through presentations in English classes, and in articles published in community newspapers. The mediation team produced a video tape of a simulated mediation session, which has been used to demonstrate the process to students, teachers, and parents. Announcements over the intercom, posters placed around campus, and student testimonials have been used to encourage participation in the program.

11. *What Kind of Ongoing Training and Support Will Be Provided?* The PHSPM team meets twice during each semester to discuss concerns of mediators, disputants and faculty. Veteran mediators are used in the training of new students. Periodically, mediators are involved in simulated mediation sessions to sharpen their skills and to learn additional skills such as discontinuing sessions when disputants are not seriously involved.

12. *How Will the Program Be evaluated?* The assistant principal conducted an evaluation of the PHSPM program at the end of both the 1991-1992 and 1992-1993 school years. The evaluation reports were used to make recommended changes in the program and to communicate information about the PHSPM program to both school and community groups.

## Program Evaluation

Evaluation of the PHSPM program was designed to determine program outcomes and to compare these outcomes with program objectives. The evaluation consisted of three questions:

1. Was the PHSPM program used by students and teachers to resolve conflict?
2. What were the outcomes of the program with regard to school climate variables?

3. Was the mediation process followed by mediators and disputants?

To answer these questions, information was gathered from three sources: mediation case reports; the Student Information Management System (SIMS) database; and surveys of the faculty, mediators, and disputants. The quantitative data from these three sources were analyzed using frequency tallies and percentages of frequency. Questionnaire data were analyzed using a statistical software package from National Computer Systems Microtest™ Survey. Qualitative data from responses to open-ended questions were summarized and then categorized as positive or negative.

*Question #1:* Was the PHSPM program used by students and teachers to resolve conflict? Yes, the program was used to resolve conflicts involving students at Piedmont High School during the first year (November, 1991 to May, 1992) and the second year (August 1992, to May, 1993). In the first year there were 48 cases involving 21 mediators and 108 disputants (some students were involved in more than one case). In the second year there were 52 cases involving 114 disputants and 2 teachers (some students were involved in more than one case). Two cases in this year involved teacher-student disputes that were referred to mediation. The program involved twice as many 9th and 10th graders as 11th and 12th graders in both years (Year 1=66%; Year 2=81%).

Physical conflict, argument, rumor, and harassment were the leading causes of disputes referred to mediation. Cases were referred to mediation by teachers, administrators, counselors, and students themselves. Assistant principals were the main source of referrals in both years. During the second year there was an increase in the number of students who referred themselves to mediation. Information from the questionnaires for that year indicated a majority of mediation sessions produced written agreements and that these agreements were honored by the students involved.

*Question #2:* What were the outcomes of PHSPM program with regard to school climate variables? The number of reported incidents of aggressive behavior (student fights) actually increased in the first

year, but decreased in the second year of the program. According to second year data, the number on incidents of aggressive behavior dropped to approximately half the number reported during the first year.

During the second year of the program, two student-teacher disputes were mediated. These cases involved misunderstandings between teachers and students. Follow-up contacts indicated that the teacher-student relationship was more positive after mediation.

With regard to other school climate variables, there was no conclusive agreement among respondents during either year that the academic performance of students involved in the program had improved. There was some agreement among faculty surveyed that the behavior of mediators and disputants had improved during both years. Respondents indicated that there had been some improvement in the attendance of both mediators and disputants with greater improvement in the attendance of mediators. In both years, more mediators than disputants agreed that their satisfaction with school had increased as a result of participation in the peer mediation program.

Responses from all three groups in both years indicated strong agreement that the PHSPM program should continue during the next school year. The overall effects of the program as described by faculty and students were consistent with the benefits of similar programs found in the literature. The positive effects included fewer fights with fewer corresponding negative consequences and a reduction in tension among students creating a peaceful school climate. The program was linked to better student behavior in general with less time spent by administrators and teachers on student conflict.

Some concerns outlined by respondents in the first year that students used peer mediation to avoid going to class and to avoid punishment from the administration were again confirmed by all three groups surveyed in year two. In addition, other negative outcomes perceived by these groups were the amount of instructional time lost to mediation sessions and the belief that mediation only helped some students.

Respondents made several suggestions for program modification. Two of these became recommendations. First, cases should be sent to mediation more quickly. Second, the program and its positive effects should be publicized more widely to students and to the school community. This publicity along with additional training for mediators would help to reduce the abuse of the program by those who participated in it.

*Question #3:* Was the mediation process followed by mediators and disputants? More than 50% of the mediators and disputants in both years indicated that mediators: (a) helped disputants find solutions to disputes, (b) explained the rules of mediation, (c) let disputants tell their side of the problem, (d) asked the disputants how they felt about the situation, (e) kept the session confidential, and (f) did a good job of listening. According to data from the second year, over 60% of both student groups reported that mediators established control of mediation sessions. A large majority of mediators and almost half of the disputants reported that they used skills they learned in mediation to resolve other conflicts.

### **Recommendations of the Evaluations**

On the basis of the information gathered in the evaluations, the PHSPM program was recommended for continuation during the 1993-1994 school year. A majority of all respondents agreed that the program should be continued. More than 100 cases involving 230 students (disputants and mediators) were mediated in the first two years. The data indicated that the number of fights on campus decreased in the second year. There has been an increase in student self-referrals, one indication of program success (Pilati, 1993). Mediation has been used to successfully resolve teacher-student disputes. Teachers continue to report that they spend less time on student conflicts.

It was recommended that mediators be given further training in establishing and maintaining control of the mediation process. Mediators should be able to discontinue a session when disputants are not taking the process seriously or when not following the rules of mediation. Additional mediators should be selected and trained from the 9th grade since a large number of these students use the program.

The program evaluation should include summary case data collected during the 1993-1994 school year for comparison with the earlier data. In addition, data should be collected to measure the effects of the PHSPM program on school climate variables and to determine if the program meets its objectives. These variables would include the number of students' fights, the number of days lost to OSS because of fights, school attendance, academic performance, students' satisfaction with school, teachers' satisfaction with school, teachers' time spent on student conflict, and students' use of mediation skills in everyday conflicts.

### **Suggestions for Implementation**

Schools that are exploring peer mediation programs as "safe school" initiatives will want to consider three suggestions for implementation. First, a structure for planning, implementing, coordinating, and evaluating the program is essential. Implementation of a peer mediation program can become the responsibility of any school-based committee. The committee or team, a school-level group representing all school constituencies, would design the program to meet the specific needs and objectives of that school community.

Peer mediation programs are an integral part of any comprehensive conflict resolution program that teaches peaceful resolution skills. A successful program will include other components such as teaching conflict resolution skills in the classroom, developing cooperative discipline plans, and training teachers, parents, and students in mediation skills.

Ultimately, both the implementation and continuing success of any school mediation program requires the support of the administrative team. Administrators increase the activity and visibility of the program by referring cases to mediation and encouraging others to do so.

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## CHARLOTTE-MECKLENBURG SCHOOLS PEER MEDIATION/CONFLICT RESOLUTION

Mediation is a structured process through which disputants, with the help of mediators, identify a conflict and its underlying issues, examine options and consequences, and agree upon a solution. Through skillful listening, questioning, and creative problem-solving, peer mediators facilitate the process and guide the disputants to a resolution which is mutually agreeable. At the heart of mediation are the principles of mutual respect, cooperation and understanding. As these principles are applied, both the mediators and the disputants experience personal growth and higher self-esteem resulting from working out problems in a positive and empowering way.

In 1989, a pilot peer mediation program was introduced by the Community Relations Committee at J. T. Williams Middle School. Since that time 39 elementary, middle and high schools have implemented peer mediation programs. In one high school there was a 48% reduction in in-school suspensions, a 78% reduction in physical fights, and a 96.7% reduction in out-of-school suspensions.

Students, teachers, administrators, and parents from Charlotte and the nation have reported the successes and advantages of having a peer mediation program in their schools. Administrators say that mediation provides an effective alternative to expulsion, suspension, and detention.

The conflict resolution program is a primary prevention program designed to teach students as young as kindergarten how to solve their own conflicts through cooperative problem-solving. Trained teachers model and teach students how to identify and talk about the feelings that always underlie conflicts. Students learn how to express themselves without blaming the other person. They learn how to work cooperatively to find their own solutions. They become problem-solvers rather than problems to be solved.

During 1992-93, ADD staff have provided or will provide conflict resolution training to all Personal Health Issues teachers, Open House students and teacher, 10 elementary school staffs, and the After-School Enrichment Program staff at Highland/Tryon Hills.

For further information contact the Alcohol & Drug Defense Department at (704) 343-5400.

# KIDS S.T.O.P.

*A Conflict Management Course for Fourth Graders*

**THE NEED** School discipline problems are on the rise. Fights, misbehavior and poor communication are interfering with learning, making life miserable for teachers and students alike. **Kids Solving Their Own Problems** was developed in 1986 to attack these problems at their source--the students.

**THE BENEFITS** By teaching them critical negotiating skills, **Kids S.T.O.P.** not only relieves teachers and principals of the need to constantly referee disputes; it also equips children to successfully handle a wide variety of social interactions throughout their lives.

Students build self-confidence by learning to rely on themselves when conflict arises, instead of always turning to adults. As they apply the skills taught in Kids S.T.O.P., they realize that conflict is not necessarily bad. Once they learn how to work through it, both parties can win.

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**THE PROGRAM** consists of twelve 45-minute lessons taught over six weeks.

It employs games, cartoons, role-plays, stories, visual aids and other "fun" activities to keep students excited and involved in the process.

Among the skills they will learn:

Cooperation	Communication
Brainstorming	Critical thinking
Active Listening	Making wise choices
Assertion	Mediation
Negotiation	Anticipating consequences

**IN ADDITION**, some of the students are chosen to act as Conflict Managers for their peers. They receive an extra five hours of training, after which they take turns being "on duty" each school day.

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**REFERENCES:** These schools have participated in Kids S.T.O.P.

Archer	Gen. Greene	Peeler
Erwin	Hunter	Sternberger
Ferndale Middle	Joyner	Southwest
Foust	Lindley	Wiley
Frazier	Murphey	

**TO BOOK KIDS S.T.O.P.** at your school....

call instructor Valerie Putney at 282-5598.

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Fee per class: \$300. Schools are requested to duplicate handouts provided.