The thesis reports the development, implementation, and evaluation of a high school peer mediation training program. A training program was developed and then implemented at a high school in Southwest Ohio. Data were collected immediately following the training in order to assess the level of participant’s preparedness for conducting a mediation. Data were also collected following mediations conducted by the peer mediators in order to identify issues for which the mediators felt the training had not prepared them. Based on the feedback obtained, no modifications to the program were made. The training program was then conducted again at the same high school. A discussion of the findings is presented including recommendations for future program implementation.
A HIGH SCHOOL PEER MEDIATION TRAINING: DEVELOPMENT, IMPLEMENTATION, AND EVALUATION

A Thesis

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CHAPTER 1
INTRODUCTION

General Background
Mediation is an effective way to help people resolve problems peacefully. It is a process in which a neutral party assists two or more parties to reach a mutually acceptable resolution to their dispute. Mediation is a win-win proposition in which both parties’ needs are met. A mediation holds no one right or wrong, or finds no one guilty or innocent. A mediator is not a judge, but rather remains neutral as an observer, interpreter, and a guide to conflict resolution.

Mediation requires that disputing parties meet to discuss their differences. Once those differences have been put into words, the disputing parties can begin to address each other’s point of view. It does not necessarily mean that the two parties will agree immediately, but with understanding and the help of the mediator, the conflict will hopefully be resolved.

The atmosphere for a mediation encourages the parties involved to determine their own course of action. The six-step mediation procedure that is used provides both parties with a frame work for problem solving. With the help of the mediator, the solutions to conflict are found by the parties themselves. The goal of mediation is successful conflict resolution.

Theoretical Foundation
According to conflict theory, “human beings are essentially self-oriented, and therefore inclined, when they deem necessary, to pursue their own interests at the expense of others” (Sprey, 1979, p. 132). What is presumed is that humans enter most relationships as real or potential competitors. Such interactions would create situations in which one might win or lose, possibly at the expense of others. Consequently, gains for one party are associated with losses for the other (Sprey, 1979).

Conflict is defined as confrontation between individuals, or groups, over incompatible goals or controversial means. In a relationship in which conflict exists, the
risk of direct confrontation is imminent. Disputants can either jointly win or lose, depending on their willingness to cooperate and compromise. Only a mutually recognized solution or agreement ends a state of conflict (Sprey, 1979).

Any society can be viewed as a more or less balanced set of systematic relationships between elements with conflicting interests in their fate (Sprey, 1979). As Dahrendorf indicated (1965, p. 171 as cited in Sprey 1979, p. 132): “Wherever we find human societies there is conflict. Societies and social collectivities do not differ as to the presence or absence of conflict, but rather in its degree of violence and intensity.”

Of the many different groups in society, families are one type, and are small systems characterized by a high degree of interdependence, reciprocity, and common identity. The primary social functions of families are the socialization and care of their offspring and the nurturance of all their members. Families, as a part of society, may be viewed as units in which members are facing the perpetual problem of coming to terms with each other’s conflicting interests. Additionally, the family process can be viewed as one of continuing negotiation, problem-solving, and conflict management (Sprey, 1979). It is widely known that children tend to develop conflict management skills from their families. The skills that they learn within their families are later applied to an array of social environments, including schools (Cole & Cole, 2001).

According to the ecological approach, whenever a family member moves beyond the family into another setting, such as a school, a linkage is formed (McAdoo, 1990). Children, in particular, are often in conflict with adults and other children over incompatibility between the child’s drives and society’s demands and rules. This results in children being in continuous conflict with the representatives of society including parents, teachers, and older children. Children try to manage the conflicts with assimilation and accommodation skills, learned from home, which can ultimately lead to a reduction of egocentrism (Stevahn, Johnson, Johnson, Oberle, & Wahl, 2000). When children have not learned, from their families, how to manage conflict, they enter into the school environment unprepared to handle the conflicts they may face. Traditionally schools in the United States address only educating children on core set of fundamental skills such as reading, writing and mathematics (Cole & Cole, 2001). However, with the increasing number of households that have two employed parents and little time to
dedicate to their families, children are spending a greater amount of time at schools and school events. As a result there is a growing demand on teachers to act more as mentors and life educators, consequently blurring the line between the roles of parents and educators (Bodine & Crawford, 1998). Skills, such as conflict resolution, that children have traditionally learned through interactions in the home, are now being supplemented by being incorporated into schools (Bodine & Crawford, 1998). As schools work to help children manage conflict, it is highly likely that children will be able to apply these conflict management skills to the conflicts that occur within their homes.

“Thousands of America’s schools are incorporating conflict resolution skill development into their basic educational strategies” (Bodine & Crawford, 1998, p. 1). Conflict resolution and peer mediation programs are in place to achieve a variety of purposes: developing responsible citizens, creating non-violent and safe schools, enhancing the social and emotional growth of students, expanding law-related education, supporting bias awareness, and improving the learning environment through more student-centered discipline (Bodine & Crawford, 1998). Conflict resolution education has been demonstrated to be one of the key components of school strategies that supports students in developing the social competencies of cooperation, empathy, problem-solving, and relationship skills. “If youth do not otherwise find themselves in a supportive environment— and many do not— then schools must develop effective ways to compensate, even as other systems are working to change the problematic conditions” (Bodine & Crawford, 1998, p. 7).

**Significance of Project**

There are valid and compelling reasons why schools teach conflict resolution and mediation. “Three elements of the educational mission shared by all schools in America are safe schools, social justice, and cooperative learning environments” (Bodine & Crawford, 1998, p. 3). The challenges schools face are difficult to meet. The field of conflict resolution and mediation education responds directly to the challenges inherent in fulfilling this mission. The potential of conflict resolution and mediation education, both for individual behavioral change and— through individuals collectively— for systemic and familial change, offers significant promise that schools can build the
capacities to achieve their mission. “The knowledge of the means for constructively
dealing with conflicts that is provided through conflict resolution and mediation
education is a crucial component in building the capacity of schools to achieve their
societal mandate” (Bodine & Crawford, 1998, p. 4).

School is a place where adolescents spend a considerable amount of their time.
When behaviors are consistently used in one context, they can become internalized. This
results in more prevalent use in other life contexts, such as the family, present and future
(Bodine & Crawford, 1998). School-based conflict resolution through mediation has the
potential for improving interpersonal relations and family life.

Procedure of Project

This is a report detailing the development, implementation, and evaluation of a
peer mediation training program. A peer mediation training program, modified from
Schrupmf, Crawford and Bodine (1997) was designed for implementation at a high
school in Southwest, Ohio. The program was implemented on November 14th, 2002, to
student volunteers who wished to become trained peer mediators. Following the training
session, the participants assessed their satisfaction with the quality of their training and
the level of preparedness they perceived. Because the peer mediation training program
was new, it was important to assess its effectiveness in preparing students to conduct peer
mediations.

After completing the training, the mediators conducted peer mediations at a high
school on an as-needed basis for the duration of the 2002 Fall term. Following each
mediation they conducted, the mediators were asked to complete a self-evaluation form
assessing their actual level of preparedness based on their prior training. The form
assessed if there were any issues that arose during the mediation for which the mediators
had not been prepared during the course of their training.

Based on the information obtained through the assessment tools, no modifications
to the training program were made so that when implemented, in the Spring of 2003, the
training program would remained the same and continued to prepare mediators for
conducting mediations as well as address issues that might arise during the course of a
mediation.
The unmodified training program was then implemented, in the Spring of 2003, in order to refresh the skills of the currently trained mediators. Following the training session, the participants again assessed their satisfaction with the quality of their training and the level of preparedness they perceived. The data collected from the Fall training session was analyzed in comparison with the data collected from the Spring training session in order to see if there was a difference in the participant’s level of satisfaction.

This project will contribute toward the improvement of the quality of peer mediation training programs in public schools in various ways:

1. The project gathered and summarized literature and research on techniques and components that have demonstrated usefulness in teaching conflict resolution and peer mediation skills.

2. The project developed and evaluated a peer mediation training program that encompasses training and preparation regarding concerns of actual student mediators.

3. The project can help families by providing the mediators with skills that could enable them to resolve conflict both within the school and family setting.

4. The project provides a source of information, through data collection, for future research on peer mediation training development.

**Summary**

In summary, Chapter One presented a general background on the definition of mediation. The links between mediation, conflict resolution, society, and the family were explained. The significance of teaching conflict resolution and mediation skills in schools, as well as the significance of this project, were described and the outline of the procedure for the project was detailed.

A review of literature regarding peer mediation and conflict resolution is presented in Chapter Two. Chapter Three describes the methods and design of the project, including a description of the training program and its evaluation. In Chapter
Four the results of the evaluation are presented. Chapter Five presents a summary, conclusions, and future recommendations for project development.
CHAPTER 2
REVIEW OF RELATED LITERATURE

The following review of literature is offered to give greater insight into the need to develop and implement conflict resolution and peer mediation programs in schools. First an overview of the history of conflict resolution and mediation programs is provided, followed by an overview of the efficacy of mediation. Explanations of some specific models of teaching conflict resolution are explained. The skills that are essential components in the development of peer mediation and conflict resolution training programs are listed, and a summary concludes the review of related literature.

The History of Mediation

Although conflict resolution literature often describes mediation as a new idea, the mediation role has existed for many years in a variety of forms. Mediation is a natural way in which people help others deal with problems. Friends, neighbors, elders, parents, and other family members frequently play the role of mediator on an informal basis (Barsky, 2000). Mediation as an institutional alternative is relatively new. The first court-based family mediation service began in North America in 1961 at the Los Angeles County Conciliation Court (Barsky, 2000).

In the 1970s, the administration under President Jimmy Carter encouraged the creation of the first Neighborhood Justice Centers. The goal of these centers, often known as “community mediation programs,” was to provide an alternative to court proceedings where citizens could meet to dissolve their disputes. In the typical community mediation program, neighborhood volunteers were trained to mediate the disputes that arose in the community (Cowie & Wallace, 2000). The success of these early programs was impressive. They thrived in a post-1960s climate that demanded non-violent, localized responses to conflict (Cohen, 1995).

In the 1980s and early 1990s American lawyers coined the term Alternative Dispute Resolution (Acland, 1990) to describe the growing number of alternatives to litigation that were being utilized in the business community. The field of conflict resolution, which had its origin in the 1960s and 1970s with the work of writers such as
Boulding (1962) and Druckman (1977), also became a growing area of study in the United States and other parts of the world (Burton, 1990). The Institute for Conflict Analysis and Resolution at George Mason University continued to support research in the field, and the Center for the Study of ‘Conflictology’ was established in Moscow in 1990 (Cowie & Wallace, 2000).

In the 1980s, in the United States, a range of social and political influences combined to create ideal conditions for the growth of peer mediation (Cohen, 1995). Social problems were causing numerous problems in schools. Student conflicts and violence were increasing, resulting in the schools’ increasing willingness to look outside the educational establishment for aid (Cowie & Wallace, 2000). Peer mediation was seen as a practical and measurable process, as well as visible and media-friendly (Johnson & Johnson, 1980). In 1984 a small group of community mediators and educators formed the National Association for Mediation in Education. At that time, only a few peer mediation programs existed. Currently there are many thousands located in schools in every state (Cowie & Wallace, 2000).

**Efficacy of Mediation**

The rise in the use of mediation over the last two decades has resulted in a large quantity of research on the efficacy of mediation. Much of the research on mediation has sought to evaluate overall disputant satisfaction, the ability to produce a settlement agreement, and the rate of compliance with the mediated agreement. The results are generally favorable to mediation (Kressel, 2000).

The most persuasive results are in terms of disputant satisfaction. “On the order of 70–90 percent of disputing parties who have tried mediation say they were pleased with the process, would recommend it to a friend, and think it should be available to others in similar circumstances” (Kressel, 2000, p. 523). Even for those who failed to reach an agreement in mediation, the satisfaction rate is typically above 75 percent (Kressel, 2000). Mediation also fares reasonably well in terms of its ability to produce a settlement agreement, with settlement occurring 40–70 percent of the time (Kressel, 2000). Evidence on the rate of compliance with the mediated agreement is also
favorable. “In small-claims disputes, compliance with mediated agreements has been reported at 81 percent of the cases” (Kressel, 2000, p. 524).

Additionally, some research on peer mediation in particular has been conducted. Where programs have been evaluated, the responses are consistently positive. Gentry and Benenson (1993) found that 27 fourth to sixth grade mediators experienced a decline in the frequency and intensity of conflicts with siblings as a result of peer mediation training at school, and that parents perceived a similar decline in the frequency of such conflicts and in their need to intervene. Crary (1992) evaluated the effects of a peer mediation program conducted at an urban middle school and found that all of the 125 disputants were satisfied with the outcomes. Teachers also indicated that the number of conflicts in the school had decreased (Crary, 1992). A Maryland middle school that initiated peer mediation in response to a growing number of altercations was evaluated by Miller (1993). She found that after only one year, both the number of suspensions given by teachers and students arguments observed in school had decreased. School climate and the quality of student relationships improved, and many students used the mediation process both within and outside of the school.

Johnson and Johnson (1994) reviewed a number of studies on peer mediation. Overall their findings showed that between 85–95 percent of disputes mediated by peers resulted in lasting and stable agreements. Students trained in mediation engaged in less anti-social and more pro-social behavior both in and out of school. The most frequent conflicts were found to result from gossip, harassment, and arguments in the classroom (Johnson & Johnson, 1994). Conflict resolution requires both agreement and consensus on an issue, which can only result from effective communication, a realistic assessment of the conflict, and the ability to take the role of others (Spey, 1979). Johnson and Johnson (1994) found that 92 first to sixth grade students in four multi-age classes were able to apply the mediation skills to their own conflicts, inside and outside of school, having participated in a peer mediation training program.

In a family conflict resolution study conducted by Stevahn, Johnson, Johnson, Oberle, and Wahl (2000) it was found that children as young as five years old have the cognitive capacity to learn the skills necessary to effectively manage conflict. These skills include, but are not limited to, being trustworthy and being able to take into account
both their own interests and the interests of others involved. It was further discussed that conflict with peers and adults, including parents, is a central developmental process that leads to social, cognitive, and psychological development as long as it is managed constructively. The minimal requirements for constructively managing conflict are to understand what is and is not a conflict and to master a procedure that resolves conflicts in a way that leaves both parties satisfied with the agreement and improves their relationship. When taught these skills in school, children are able to understand the process of resolving conflict, retain the knowledge of the procedure weeks after the training has ended, integrate their negotiation skills with their peers, and finally integrate their negotiation skills with the siblings and parents in their homes. The results of this study provide strong evidence that children are not only able to learn how to integrate conflict resolution skills into social situations with peers, but into conflict situations within the home, with siblings and parents. Further, applying conflict resolution skills to the home environment demonstrates that children who are taught conflict resolution in schools are able to internalize the negotiation procedure and process, which could ultimately lead to less conflict within families.

Models of Teaching Conflict Resolution

There are four basic approaches to conflict resolution education in schools: the process curriculum approach, the mediation program approach, the peaceable classroom approach, and the peaceable school approach (Bodine & Crawford, 1998). “Some of the best programs in schools have evolved when the implementation of the principles and problem-solving processes of conflict resolution allowed for gradual expansion from one approach to another” (Bodine & Crawford, 1998, p. 61).

Process curriculum approach. Process curriculum approaches teach conflict resolution principles and mediation through a time-limited course. Typically, time-limited courses teach mediation over the course of a semester or in a series of workshops. Process curriculum approaches are designed to help students better understand and resolve their conflicts at school, at home, and in the community (Bodine & Crawford, 1998). Most of the learning through this method takes place by using structured activities such as
simulations, role plays, and group discussions. The processing and debate embedded in these structured activities is an important component of learning (Bodine & Crawford, 1998). Portions of the process curriculum could be integrated into existing curricula, or the curriculum could be adopted as a separate entity in the total curricular offering to students (Bodine & Crawford, 1998).

Mediation program approach. “Peer mediation programs have emerged as one of the most widely used types of conflict resolution programs in schools” (Bodine & Crawford, 1998, p. 69). Peer mediation programs take the educator out of the role of arbitrating sanctions that often do not even result in the resolution of real conflicts among students. According to Cohen (1995), young people can become effective mediators because they understand their peers, make the process age-appropriate, empower their peers, and normalize the resolution process.

Peer mediators are capable of framing the disputes in the perspective, language, and attitudes of their peers, making the process age-appropriate (Cohen, 1995). “Students are able to connect with their peers in ways that adults cannot” (Bodine & Crawford, 1998, p. 69). Students perceive peer mediation as a way to talk out problems without fear of an authoritative figure judging their thoughts or feelings (Cohen, 1995). When students come up with their own solutions to disputes, they may feel in control of their lives and therefore be committed to the agreement they have created to address their problem.

Peer mediation training is flexible in design and can accommodate the requirements of the school schedule, the resources, and the developmental level of the students (Bodine & Crawford, 1998). A training for high school students might be done in full-day sessions during a week or weekend. “Peer mediation training takes a minimum of twelve to fifteen hours with ongoing follow-up learning opportunities to support the skill development of peer mediators” (Bodine & Crawford, 1998, p. 70).

Peaceable classroom approach. The peaceable classroom approach is a holistic conflict resolution education program that is integrated into the curriculum and into classroom management, as well as using the methods of cooperative learning (Bodine & Crawford,
Peaceable classroom are generally initiated by the teacher. Curriculum integration involves teaching the skills needed to resolve conflict, and including principles of conflict resolution into core subject areas. Teachers who integrate curriculum build peaceable classrooms by creating environments that support conflict resolution. Teachers integrate conflict resolution strategies into their daily lesson plans and their day-to-day classroom management. “Peaceable classrooms contribute learning activities and teachable moments that encourage youth to recognize options in conflict situations and to choose options that are nonviolent, meet the needs of the people involved, and improve relationships” (Bodine & Crawford, 1998, p. 77).

**Peaceable school approach.** The peaceable school approach integrates conflict resolution into the operation of the school. Concepts and skills of conflict resolution are learned by every member of the school. Peaceable school programs are comprehensive programs that incorporate: cooperative learning environments, direct instruction and practice of conflict resolution abilities, noncoercive school management systems, and integration of conflict resolution concepts into the curriculum (Bodine & Crawford, 1998). Peaceable school climates often reflect honesty, caring, cooperation, and appreciation of diversity. “In the peaceable school, peacemaking involves applying the conflict resolution foundation abilities and processes to address interpersonal and intergroup problems and issues that confront students, faculty, administrators, and parents” (Bodine & Crawford, 1998, p. 92).

In peaceable schools, the classroom is the place where students learn the skills needed to resolve conflicts creatively. The classroom is also where the majority of the conflicts are addressed. Peaceable school programs infuse conflict resolution into the way the school conducts business between students, between students and teachers, between teachers and administrators, and between parents and school personnel (Bodine & Crawford, 1998).
**Essential Skills to be Taught in Training Programs**

The mediator must possess and be able to demonstrate a number of basic skills and qualities (Tillett, 1999). Researchers have developed lists of the qualities and skills they believe a mediator should possess. The specific skills vary slightly between individual researchers, however, similarities are evident.

Cowie and Wallace (2000) explained that regardless of the particular type of peer support service, most peer supporters need to have similar qualities and attitudes. The qualities of a good peer supporter as listed by Cowie and Wallace (2000) are:

- trustworthy
- does not judge you
- listens and does not tell you what to do
- friendly and approachable
- will not tell anyone what you have told
- kind
- honest but not critical.

Bodine and Crawford (1998) listed that basic training activities for peer mediators should relate to:

- understanding conflict
- responses to conflict
- origins of conflict
- communication skills
- role of the mediator
- the mediation process.

Gilhooley and Scheuch (2000) believed that students need to understand the role of a mediator and its importance. “An effective mediator is someone who feels good about himself or herself and likes to help others” (Gilhooley & Scheuch, 2000, p. 9). Further, Gilhooley and Scheuch (2000) listed an effective mediator as:

- A person who cares about his or her school and wants to make it a more peaceful and orderly place.
- A conscientious student who keeps up to date with her or his work.
- A person who can work under strict rules of confidentiality.
- A person who is willing to participate in training and attend occasional meetings with an advisor to strengthen his or her mediation skills.

According to Tillett (1999), one of the most important skills a mediator should possess is empathy, or being able to understand how someone else is feeling. “A quality often described as warm acceptance is also important; this means being non-judgmental, responding warmly and caringly, without criticism or argument” (Tillett, 1990, p. 79). A mediator must also be able to show genuineness and the ability to consistently maintain an open and sincere approach, and to be able to concentrate both time and attention on the participants (Tillett, 1999).

Another skill a mediator should possess is control and understanding of the process of mediation. The mediator controls the process in mediation by using a number of techniques. These include the use of a mutually defined agenda and mutually defined goals. The mediator must be able to, from the beginning, make sure parties have a clear understanding of the process of mediation, and the role of the mediator, and of his or her own roles within the mediation (Tillett, 1999).

Further, mediators often describe themselves as “neutral” (Tillett, 1999). In acting as a neutral party, it is essential that mediators recognize that they, like all people, have likes and dislikes and tastes and distastes. “What matters is the mediator’s ability to be aware of values and beliefs, to recognize when they may or do not get in the way—and when they are unhelpful in a particular situation (which is not the same as saying they are wrong or false)—and to know when personal values and beliefs are interfering with the process or the relationship with one or both of the participants” (Tillett, 1999, p. 84).

Summary

In this chapter, the history of mediation has been outlined from 1961 until 2002. The efficacy of mediation, including overall disputant satisfaction, the ability to produce a settlement agreement, the rate of compliance with the mediated agreement, and the ability of children to apply conflict resolution skills to their families was shared. The four basic approaches to conflict resolution education in schools (the process curriculum approach, the mediation program approach, the peaceable classroom approach, and the
peaceable school approach) were explained, and the qualities and skills researchers believe a mediator should possess were listed.

In conclusion, to reduce violence as a result of conflict among adolescents in the schools and lead them to be responsible citizens, we, as educators, must build the capacity of schools to establish quality conflict resolution and mediation programs. “School communities must challenge youths to believe and act on the understanding that nonviolent, pluralistic society is a realistic goal” (Bodine & Crawford, 1998, p. 17). This societal goal will be most evident to students when they can live it in the context that is most significant to their life: school (Bodine & Crawford, 1998). In Chapter Three the author will explain the methodology for the development, implementation, and evaluation of a high school peer mediation training program.
CHAPTER 3  
METHODOLOGY

This chapter contains, (a) a brief explanation of the initiation of involvement with a high school peer mediation program, (b) a description of the subject population, (c) a step-by-step guide for implementation of the Peer Mediation Training Program, (d) a description of the data collection procedures including the training satisfaction assessment survey, and (e) the mediator self-evaluation. Finally, an explanation of the data analysis technique that will be used is described and a summary is provided.

Initiation of Program Involvement

The program for which the author worked was a high school mediation program located in the conference room of a high school in Southwest Ohio. In the high school studied, the mediation program was in the process of being revitalized as a means through which students were provided an opportunity to mediate conflicts between fellow students and/or students and faculty and to facilitate peaceful conflict resolution. In addition, the mediation program was part of the school disciplinary program. Students who have been suspended from school were given the option to return to school before their scheduled return date, pending a successful mediation. Success was defined as having reached an agreement contract with their disputants.

The author acted as the program consultant, and was recruited, as someone with experience and training in mediation, to join this program in order to assist in its revitalization. The first goal for which the author was held responsible was the development of an effective peer mediation training program.

Participants

The participants consisted of 12 high school students ranging in age from 15-18 years. The participants were a mix of males and female adolescents of a variety of ethnic backgrounds. They ranged in school class from freshmen to seniors.
Implementation of the Program

The Peer Mediation Training Program (Appendix A) was developed by the author, in collaboration with materials from Schrupmf, Crawford and Bodine (1997). Some activities included in the training were derived from the work of Schrupmf, Crawford and Bodine and the six-phase mediation curriculum was developed by the author. The Program was developed for implementation at a high school. The implementers include a high school history teacher and a school counselor, who, together, directed the peer mediation program. The first training program was held in a classroom at a high school on November 14th, 2002.

To begin the training session, the implementers distributed a complete training packet to all participants. They then welcomed the participants and gave a brief overview of what the participants would learn and what the ground rules for the training session will be. The implementers then asked the participants, as a group, if they agreed to all of the ground rules. Following their verbal response, the implementers conducted activity two and shared a definition of mediation (Appendix A, pp. 40–42). The participants were then given a fifteen minute break.

Next, the implementers asked the participants to complete a worksheet on conflict, allowing approximately ten minutes for them to do so. This was the third activity of the training session. Following the completion of the worksheet, the implementers went over statements about conflict and different values people may hold (Appendix A, pp. 43–45).

To introduce the fourth activity, the implementers read definitions of peace. They then asked the participants four questions regarding peace. Following the responses of the participants, principles of conflict resolution were discussed (Appendix A, pp. 46–48).

The fifth activity in the training program had to do with communication. The implementers explained ways in which the participants, as mediators, should help the disputants communicate. The participants were then asked to break into small groups and take turns sharing what they did the previous weekend. As each participant was sharing, the others in the group were asked to use the communication skills that had just been
discussed. Additionally, they, the listeners, were asked to complete an effective communication worksheet based on the information shared in the small groups (Appendix A, pp. 49–50). The participants were then given a fifteen minute break.

The sixth activity in the training session was an overview of the six phase mediation process. The implementers read over each step, and told the participants that each step will be further explained later in the training. The implementers then shared with the participants what they need to do when preparing for a mediation (Appendix A, pp. 51–52). The six step mediation process was then revisited, as the implementers went over, step-by-step, what the mediators should say to the disputants during a mediation (Appendix A, pp. 53–57). Questions about the six step mediation process were then answered, and then the four forms that must be completed following a mediation (the agreement contract, the disputant immediate follow-up form, the mediator self-evaluation, and the disputant one week follow-up form) were explained (Appendix A, pp. 61). The participants were then given a fifteen minute break.

Next, students who were trained as peer mediators the previous year held a peer mediation demonstration for the new trainees to watch. The participants were asked to follow along on the peer mediation process checklist, in order to reiterate the six step mediation process, as they viewed the demonstration (Appendix A, pp. 62–66). Following the demonstration the participants were given the opportunity to ask questions of the demonstrators.

The implementers then asked the participants to break into small groups of four and read and practice the provided mock mediations. They were told that each mock mediation should be run through two times, so each group participant was able to play the role of a mediator and a disputant (Appendix A, pp. 67–70). The participants were given as much time as needed to complete all of the mock mediations. As the participants were practicing the mock mediations the implementers suggested that the participants use the peer mediation process checklist to ensure they appropriately follow the six step process.

After completion of the mock mediations, the participants were given the opportunity to ask the implementers questions. In closing, the implementers explained that being a mediator is not always easy, and what the now trained mediators might want to keep in mind as they conduct peer mediations. The participants were thanked for
attending the training session, and were asked to complete a training evaluation form. (Appendix A, pp. 71–73).

**Evaluation Design**

Because the specific training program was new, it was important to assess its effectiveness by determining the participant’s satisfaction with the training as well as their level of perceived preparedness for conducting a mediation, following the training. The participants were asked to complete 10 questions by answering on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). It was important for the training program author to know if the presenters of the training were knowledgeable about the content area and if the training included a variety of teaching methods. It was also important for the author to know if the activities were varied enough and if the presenters used the participant’s time effectively. Further, the author needed to know if the participants learned information that they felt they could use both at school with their peers, and at home with their families, and if the participants felt they gained new techniques for resolving conflicts. Finally, the author wanted to know if, following the training, the participants would recommend the training to others and if they felt prepared to conduct a peer mediation either with another peer mediator of on their own.

The author of the training program also wanted to know if the participants had learned from their families, conflict resolutions skills prior to the training. The participants were asked to indicate, by circling yes or no, whether they had or had not had prior knowledge of 9 specific conflict management skills. The 9 skills, which included understanding conflict, recognizing different values, principles of peacemaking, principles of conflict resolution, good communication skills, active listening, summarizing, clarifying, and the mediation process, were skills that were deemed important in the process of conflict resolution and therefore covered in the training program.

**Data Collection Procedures**

In collecting data for the evaluation of this program, two forms were used. The first form, the Training Satisfaction Assessment, was completed by the participants
immediately following their peer mediation training session (Appendix A, p. 72). The second form, the Mediator Self-Evaluation, was supposed to be completed by the mediators following every mediation they conducted (Appendix A, p. 60). The training assessment form and the mediator self-evaluations were completed anonymously. There were no identifying names or codes through which anyone could connect individual responses with a specific subject, on either form.

Based on the feedback attained through these forms, modifications, if indicated as necessary, would be made to the training program. The program was then re-implemented in the Spring term of 2003, on February 13th.

**Data Analysis Technique**

The responses from the Training Satisfaction Assessment were tabulated and a frequency table with means was created. Any item that received less than a 4.0 (agree) response was taken as evidence that changes in that specific area of the training program needed to be made.

The Mediator Self-Evaluation was a formative evaluation tool. The author kept track of the mediators’ comments by noting themes related to areas in which they were or were not well prepared.

**Evaluation Limitations**

Given the small sample size the author believes it would be inappropriate to generalize the participant’s responses and assume that if more students were trained as peer mediators using the same training program, they would be equally as satisfied with the training. Further, because the evaluation forms were self-reports, there is no guarantee that the participants were completely honest or able to recall precisely enough to answer the questions. Additionally, because the evaluation forms were completed after the training and after mediations, the participants may have rushed through their responses in an attempt to move to another activity. Lastly, it is important to note that the author did not intend to design a long-term study and therefore has not developed a tool to assess whether or not the participants actually did apply their conflict resolution skills
to other social or family conflicts. However, prior research has indicated that it is very likely that students with conflict resolution skills did apply the skills to other social or family conflicts.

**Summary**

In summary, Chapter Three presented an explanation of the author’s initiation of involvement with the High School Peer Mediation Program. A general description of the participants was provided, and the procedure for implementation of the training program was detailed. The evaluation design process was explained and the evaluation data collection procedures and data analysis techniques were described. Finally the evaluation limitations were discussed.
CHAPTER 4

RESULTS

This chapter discusses: (a) any deviations from the methodology outlined in Chapter Three; (b) a description of the participants; (c) results of data collected during the Fall training implementation; (d) the responses given on the Mediator Self-Evaluations; (e) modifications that were made to the training program; and (f) results of data collected during the Spring training implementation. Finally, the two sets of data are compared.

Methodology

The Fall Peer Mediation Training Program was implemented November 14\textsuperscript{th}, 2002 in a high school classroom. The training was facilitated by a high school teacher and a high school counselor. The facilitators followed the agenda of the training program (Appendix A, pp. 38–39) with no deviations. The entire training, including the breaks, lasted 3 hours and 15 minutes.

The Spring Peer Mediation Training Program was implemented on February 13\textsuperscript{th}, 2003 in a high school classroom. The training was facilitated by the same high school teacher and high school counselor. The facilitators followed the agenda of the training program (Appendix A, pp. 38–39) with no deviations. The entire training, including the breaks, ran 3 hours and 15 minutes.

Participants

The participants for the Fall Training Session consisted of 12 high school students ranging in age from 15-18 years. The participants were a mix of male and female adolescents of various ethnic backgrounds. They ranged in school class from freshmen to seniors.

The participants for the Spring Training Session, which was intended to be a refresher, were 5 of the original 12 high school students ranging in age from 15-18 years.
They were a mix of male and female adolescents of various ethnic backgrounds. They ranged in school class from freshmen to seniors.

**Results of Fall Training Session**

The Training Evaluation Survey (Appendix A, p. 72) consisted of 10 Likert-type questions ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) and participants were asked to indicate their agreement with each item by circling a number on the scale. On average, the 12 participants indicated a high degree of agreement with all of the statements.

The first question asked if the presenters of the training were knowledgeable about the content area. Of the 12 participants, 1 was undecided, 4 agreed, and 7 strongly agreed. The second question asked if the training included a variety of teaching methods that were suited to the content area. Of the 12 participants, 4 agreed, and 8 strongly agreed. The third question was reversed and asked if the training activities were not varied enough. Of the 12 participants, 7 strongly disagreed, 2 disagreed, and 2 were undecided. The fourth question asked if the presenters used time effectively. Of the 12 participants, 5 agreed, and 7 strongly agreed. The fifth question was reversed and asked if the participants did not learn information that will be useful for them at school or with their families. Of the 12 participants, 8 strongly disagreed, and 4 disagreed. The sixth question asked if the materials were presented at an appropriate skill level. Of the 12 participants, 3 were undecided, 3 agreed, and 6 strongly agreed. The seventh question asked if the participants gained new techniques and approaches to conflict management. Of the 12 participants, 1 was undecided, 7 agreed, and 4 strongly agreed. The eighth question asked if the participants would recommend the training to others. Of the 12 participants, 1 was undecided, 7 agreed, and 4 strongly agreed. The ninth question asked if the participants felt prepared to conduct a peer mediation with another mediator. Of the 12 participants, 5 agreed, and 7 strongly agreed. The tenth question asked if the participants felt prepared to conduct a peer mediation on their own. Of the 12 participants, 3 were undecided, 4 agreed, and 5 strongly agreed.
As noted in Table 1, means for individual items were all rated above $M = 4.0$ which indicated that no modification to the training program was necessary. The overall agreement based on the aggregate of all the items was $M = 4.41$ (see Table 1).

Additionally the survey asked about the participant familiarity, prior to training, with different skills related to conflict management and the mediation process. The survey specifically asked if the participants had learned any of 9 specific conflict resolution skills from their families. The 9 skills included understanding conflict, recognizing different values, principles of peacemaking, principles of conflict resolution, good communication skills, active listening, summarizing, clarifying, and the mediation process. These 9 skills are aspects of conflict resolution that were deemed important in the process of peer mediation and therefore covered in the training program. Overall, the participants had been exposed to the skills prior to the training.

Through interactions with their families, of the 12 training participants, 11 had prior knowledge of understanding conflict, 11 had prior knowledge of recognizing different values, and 11 had prior knowledge of principles of peacemaking. Only 7 had prior knowledge of conflict resolution, but all 12 had prior knowledge of good communication skills. Of the 12 training participants, 10 had prior knowledge of active listening, 9 had prior knowledge of summarizing, 9 had prior knowledge of clarifying, and only 5 had prior knowledge of the mediation process (see Table 2).
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The presenters were knowledgeable about concepts and issues of the content area.</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>2. The training included a variety of teaching methods suited to the content area.</td>
<td>4</td>
<td>8</td>
<td></td>
<td>4.67</td>
<td></td>
</tr>
<tr>
<td>3. The training activities were not varied enough to accommodate my style of learning (Reverse Scored).</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4.17*</td>
</tr>
<tr>
<td>4. The presenters used time effectively.</td>
<td>5</td>
<td>7</td>
<td></td>
<td>4.59</td>
<td></td>
</tr>
<tr>
<td>5. I did not learn information that will be useful for me at school or with my family (Reverse Scored).</td>
<td>8</td>
<td>4</td>
<td></td>
<td>4.67*</td>
<td></td>
</tr>
<tr>
<td>6. The material presented was appropriate for my skill level.</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>7. I gained new techniques, skills or approaches that I can apply to my life.</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>8. I would recommend this training to others.</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>9. I feel prepared to conduct a peer mediation with another mediator.</td>
<td>5</td>
<td>7</td>
<td></td>
<td>4.58</td>
<td></td>
</tr>
<tr>
<td>10. I feel prepared to conduct a peer mediation on my own.</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4.17</td>
<td></td>
</tr>
</tbody>
</table>

*Mean after reverse scoring

| Total | 4.41 |

**Mediator Self-Evaluation Responses**

Mediator Self-Evaluation Forms (Appendix A, p. 73) were supposed to be completed after every mediation conducted between November 14th, 2002 and February 13th, 2003. Only 3 forms were completed and returned to the author. The lack of responses was a problem and could have been due to the fact that the Peer Meditation
Program Directors admittedly failed to remind the Peer Mediators to complete the form after every mediation they conducted. Based on this information a recommendation for future programming implementation was made.

Overall, the responses of the 3 self-reports indicated that the mediations went well. When asked what the individuals did well, the responses included helping the disputants discuss feelings, not taking sides, and helping the disputants suggest alternatives to conflict. When asked if they would do anything differently if given the opportunity, one response included attempting to get the disputants to speak directly to each other, and two responses included they would not change anything. When asked if certain steps in the mediation were more difficult than others, two responses included the alternative search, and one included getting to the core of the problem. When asked if anything arose during the mediation for which the mediators felt the training had not prepared them, all parties responded no. When asked if the mediators had any questions or concerns, all parties responded no.

Table 2: Results of Frequency of participants reporting previous exposure to mediation skills (N=12).

<table>
<thead>
<tr>
<th>Conflict Skills</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding conflict.</td>
<td>11</td>
</tr>
<tr>
<td>Recognizing different values.</td>
<td>11</td>
</tr>
<tr>
<td>Principles of peacemaking</td>
<td>11</td>
</tr>
<tr>
<td>Principles of conflict resolution.</td>
<td>7</td>
</tr>
<tr>
<td>Good communication skills.</td>
<td>12</td>
</tr>
<tr>
<td>Active listening.</td>
<td>10</td>
</tr>
<tr>
<td>Summarizing.</td>
<td>9</td>
</tr>
<tr>
<td>Clarifying.</td>
<td>9</td>
</tr>
<tr>
<td>The mediation process.</td>
<td>5</td>
</tr>
</tbody>
</table>

**Modifications to Program**

Based on the satisfactorily positive feedback received from the participants trained during the Fall training session and due to the limited information on the Mediator Self-Evaluation Forms, it was concluded that no modifications to the training
program were necessary. Therefore, the Spring training was conducted following the same curriculum.

**Results of Spring Training Session**

The Training Evaluation survey (Appendix A, p. 72) consisted of 10 Likert-type questions ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) and participants were asked to indicate their agreement with each item by circling a number on the scale. On average, the 5 participants indicated a high degree of agreement with all of the statements.

The first question asked if the presenters of the training were knowledgeable about the content area. Of the 5 participants, 2 agreed, 2 strongly agreed, and 1 did not indicate a response. The second question asked if the training included a variety of teaching methods that were suited to the content area. Of the 5 participants, 1 was undecided, and 4 strongly agreed. The third question was reversed and asked if the training activities were not varied enough. Of the 5 participants, 3 disagreed, and 2 agreed. The fourth question asked if the presenters used time effectively. Of the 5 participants, 4 agreed, and 1 strongly agreed. The fifth question was reversed and asked if the participants did not learn information that will be useful for them at school or with their families. Of the 5 participants, 1 strongly disagreed, 2 disagreed, and 2 agreed. The sixth question asked if the materials were presented at an appropriate skill level. Of the 5 participants, 1 disagreed, 2 agreed, and 2 strongly agreed. The seventh question asked if the participants gained new techniques and approaches to conflict management. Of the 5 participants, 1 was undecided, 3 agreed, and 1 strongly agreed. The eighth question asked if the participants would recommend the training to others. Of the 5 participants, 2 were undecided, 1 agreed, and 2 strongly agreed. The ninth question asked if the participants felt prepared to conduct a peer mediation with another mediator. Of the 5 participants, 2 were undecided, 1 agreed, and 2 strongly agreed. The tenth question asked if the participants felt prepared to conduct a peer mediation on their own. Of the 5 participants, 3 were undecided, and 2 strongly agreed. The overall agreement based on the aggregate of all the items was $M = 3.97$ (see Table 3).
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The presenters were knowledgeable about concepts and issues of the content area.</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>4.50</td>
</tr>
<tr>
<td>2. The training included a variety of teaching methods suited to the content area.</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td>4.60</td>
</tr>
<tr>
<td>3. The training activities were not varied enough to accommodate my style of learning (Reverse Scored)</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3.20*</td>
</tr>
<tr>
<td>4. The presenters used time effectively</td>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
<td></td>
<td>4.20</td>
</tr>
<tr>
<td>5. I did not learn information that will be useful for me at school or with my family (Reverse Scored)</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>3.40*</td>
</tr>
<tr>
<td>6. The material presented was appropriate for my skill level.</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>7. I gained new techniques, skills or approaches that I can apply to my life.</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4.00</td>
</tr>
<tr>
<td>8. I would recommend this training to others.</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>9. I feel prepared to conduct a peer mediation with another mediator.</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4.20</td>
</tr>
<tr>
<td>10. I feel prepared to conduct a peer mediation on my own.</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>3.80</td>
</tr>
</tbody>
</table>

*Mean after reverse scoring

**Results Comparison**

In order to test any differences in the responses given on the Training Evaluation Survey, the author attempted to conduct a test of significance based on an independent samples t-test. Due to the small sample sizes this was not statistically possible.
Summary

In summary, Chapter Four presented any deviations from the methodology outlined in Chapter Three, and a description of the participants was given. The results of the data collected during the Fall training session were detailed, and the Mediator Self-Evaluations were discussed. The modifications made to the training program were described and the results of the data collected during the Spring training session were detailed. Finally, the two sets of data were compared.
Chapter 5

Summary, Discussion, and Recommendations

This chapter first presents a summary of evaluation findings. Second, conclusions are discussed, and finally, future recommendations for project development are explored.

Summary

The purpose of this project was to develop, implement, and evaluate a high school peer mediation training program. In Chapter One, general background on mediation was offered and the theoretical foundation was detailed. The significance of this project was discussed, and the procedure was explained. Chapter Two offered a review of related literature and discussed the history of mediation, the efficacy of mediation, models of teaching conflict resolution, and essential skills that need to be taught in training programs. In Chapter Three the methodology of the project was described. The author’s initiation of program involvement was explained, the participant population was described, and the implementation process of the training was detailed. Finally, data collection procedures were discussed, data analysis techniques were listed, and evaluation limitations were explained. Chapter Four again discussed the methodology of the training program as well as the participant population. Results of the Fall and Spring training session were detailed and the results were then compared.

In the Fall training there was an overall satisfaction with content and presentation of the training. The participants felt the training provided them with the knowledge necessary to successfully conduct a peer mediation. They felt the presenters were knowledgeable about the concepts and issues, the training included a variety of teaching methods to suit the content area, and the activities were varied enough to accommodate the participants’ individual styles of learning. The participants also reported feeling that the presenters used time effectively. Further, the participants learned information that will be useful for them at school or with their families; they gained new techniques, skills or approaches that they can apply to their lives; and they would recommend the training to others. Overall, the participants felt prepared to conduct a peer mediation either with another mediator or on their own.
In the Spring training, the participants again reported satisfaction with the content and presentation of the training. The participants again indicated that they felt the training provided them with the knowledge necessary to successfully conduct a peer mediation. They felt the presenters were knowledgeable about the concepts and issues, the training included a variety of teaching methods to suit the content area, and the activities were varied enough to accommodate the participants’ individual styles of learning. The participants also reported feeling that the presenters used time effectively. Further, the participants learned information that will be useful for them at school or with their families; they gained new techniques, skills or approaches that they can apply to their lives; and they would recommend the training to others. Overall, the participants felt prepared to conduct a peer mediation either with another mediator or on their own.

Not only did the mediators report feeling ready to conduct a peer mediation, but based on the limited feedback given on the Mediator Self-Evaluations, they were prepared and did successfully complete mediations.

**Discussion**

Based on the evaluation, the Peer Mediation Training Program was designed well enough to equip students with the skills necessary to ensure their perceived level of preparedness to conduct a Peer Mediation. As indicated in Chapter Two the skills that should be and were taught in the training program included understanding conflict, recognizing different values, principles of peacemaking, principles of conflict resolution, good communication skills, active listening, summarizing, clarifying, and the mediation process (Cowie & Wallace, 2000). These skills are those which many researchers have found good peer mediators to possess. Due in part to the fact that an increasing number of households have two employed parents and little time to dedicate to their families, these skills, that have traditionally been taught at home, now need to be supplemented in schools (Bodine & Crawford, 1998).

According to the ecological approach, whenever a family member moves beyond the family into another setting, such as a school, a linkage is formed. Overall, families need assistance, at some level, in forming stronger linkages with the various systems in their environment (McAdoo, 1990). This theory can also be applied in the reverse.
Whenever a child moves beyond the school environment into another setting, such as family, a linkage is formed. With the increase in households with two employed parents, and the need for schools to supplement skills such as understanding conflict, recognizing different values, principles of peacemaking, principles of conflict resolution, good communication skills, active listening, summarizing, and clarifying, it is a logical assumption that once students are taught these skills in schools, they will be able to then internalize them and apply them to situations within their families.

Additionally, research has shown that children try to manage their conflicts with assimilation and accommodation skills, learned from home, which can ultimately lead to a reduction of egocentrism (Stevahn, Johnson, Johnson, Oberle, & Wahl, 2000). When children have not learned, from their families, how to manage conflict, they enter into the school environment unprepared to handle the conflicts they may face. By teaching these skills in schools, children will be better equipped to manage conflict in school, and according to the ecological approach and the linkage theory, in their families as well.

To further emphasize this point, in a family conflict resolution study conducted by Stevahn, Johnson, Johnson, Oberle, and Wahl (2000) it was found that children as young as five years old have the cognitive capacity to learn the skills necessary to effectively manage conflict. These skills include, but are not limited to, being trustworthy and being able to take into account both their own interests and the interests of others involved. It was further discussed that conflict with peers and adults, including parents, is a central developmental process that leads to social, cognitive, and psychological development as long as it is managed constructively. The minimal requirements for constructively managing conflict are to understand what is and is not a conflict and to master a procedure that resolves conflicts in a way that leaves both parties satisfied with the agreement and improves their relationship. When taught these skills in school, children are able to understand the process of resolving conflict, retain the knowledge of the procedure weeks after the training has ended, integrate their negotiation skills with their peers, and finally integrate their negotiation skills with the siblings and parents in their homes. The results of this study provide strong evidence that children are not only able to learn how to integrate conflict resolution skills into social situations with peers, but into conflict situations within the home, with siblings and parents. Applying conflict
resolution skills to the home environment demonstrates that children who are taught conflict resolution in schools are able to internalize the negotiation procedure and process, which could ultimately lead to less conflict within families.

**Future Recommendations**

Due to the limited number of participants in the High School Peer Mediation Spring Training session, the data from the Spring Evaluation Forms was limited. Consequently the findings could not be statistically compared to those of the Fall Training session. After discussion with the Training Conductors, the author has determined that the limited number of participants in the Spring Training session could have been due to the fact that many of the original Peer Mediator Trainees were involved in several extra-curricular activities, most of which held meetings during the time the Spring Training Session was held. Additionally, the researcher has determined that the limited number of completed Peer Mediator Self-Evaluations forms was due to the fact that the Peer Meditation Program Directors admittedly failed to remind the Peer Mediators to complete the form after every mediation they conducted.

In order to encourage a larger number of attendants in future training sessions, the author recommends holding the training sessions on a weekend afternoon, or making a stronger attempt to accommodate the students’ schedules. Further, the author recommends that if the Peer Mediation Training Program project is replicated, the Peer Mediation Program Directors should repeatedly remind the Peer Mediators to complete the Peer Mediator Self-Evaluation forms following every mediation that is conducted. The forms should then be collected and analyzed in order to make modifications to the training program.


APPENDIX A: A High School Peer Mediation Training Program
A High School Peer Mediation Training Program

Developed by Erin M. Kraan, with reference to

Agenda

Activity One: Welcome and Overview
   a. Congratulations!
   b. What you will learn
   c. Ground rules for training

Activity Two: Peer Mediation
   d. Definition

------15 MINUTE BREAK------

Activity Three: Conflict Happens Worksheet
   e. Statements about conflict
   f. Different values

Activity Four: Understanding Peace
   g. Peace is…
   h. Principles of conflict resolution

Activity Five: Communication Skills
   i. Active listening
   j. Effective communication worksheet

------15 MINUTE BREAK------

Activity Six: Overview of Mediation Process
   k. Preparing for a peer mediation
   l. Six Phase Mediation Process
   m. Agreement Contract
   n. Immediate Follow-Up Form
o. Peer Mediator Self-Evaluation

p. One Week Follow-Up Form

-----15 MINUTE BREAK-----

Activity Seven: Demonstration by Current Mediators

q. Peer Mediation Process Checklist

Activity Eight: Practice Mock Mediation

r. Conflict Scenario #1

s. Scenario Summary

t. Conflict Scenario #2

u. Scenario Summary

Activity Nine: Closing Remarks

v. Training Evaluation
Activity One: Welcome and Overview

A. Congratulations!!

You are here because you have chosen to learn to be a peer mediator for 
_________ High School. “Peer mediators possess qualities that contribute to their 
ability to help others” (Schrumpf, Crawford & Bodine, 1997, p. 3).

Question: What do you think some of those qualities might be?

Answer: Possible answers include but are not limited to:

- They have good judgment.

- They are respected by others.

- They are someone other students can talk to and trust.

B. What You Will Learn

During training you will learn about the mediation process. We will also 
investigate:

- What mediation is

- Understanding conflict

- Principles of peacemaking

- Communication skills

- The six-step mediation process

- Mediation practice

- How the peer mediation program will operate
C. Ground Rules For Training

“You are here to learn to be peer mediators, and the expectation is that you will each be successful. Mediation is a powerful process but it requires a high level of skill to use effectively. It also requires that each person learn to use the process in a way that fits his or her own personality. The training will be experiential, which means you will learn by doing. You will be trained to be true to a specific process, but you will also be asked to practice the process so you can make it work for you personally. We learn more about mediation each time we use the process, see others use it, or provide training” (Schrumpf, Crawford & Bodine, 1997, p. 5).

It is important that we all agree that we will not put each other down and that we encourage and help each other. Hopefully this training will be an education and fun experience for you. During the training, let's agree to:

- Show respect for one another.
- Be a good listener.
- Honor differences.
- Cooperate, help, and encourage each other.

Question: Do you agree to all the rules?
Activity Two: Peer Mediation

D. Definition

Mediation is an effective way to help people resolve problems peacefully. It is a process in which a neutral party assists two or more parties to reach a mutually acceptable resolution to their dispute. Mediation is a win-win proposition in which both parties’ needs are met. A mediation holds no one right or wrong, or finds no one guilty or innocent. A mediator is not a judge, but rather remains neutral as an observer, interpreter, and a guide to conflict resolution.

Mediation requires that disputing parties meet to discuss their differences. Once those differences have been put into words, the disputing parties can begin to understand each other’s point of view. It does not necessarily mean that the two parties will agree immediately, but with understanding and the help of the mediator, the conflict can be resolved.

The atmosphere for a mediation encourages the parties involved to determine their own course of action. The six-step mediation procedure that is used provides both parties with a framework for problem solving. With the help of the mediator, the solutions to conflict are found by the parties themselves. The goal of mediation is successful conflict resolution.
Activity Three: Conflict Happens Worksheet

Record two or three examples of conflicts you have experienced or know that others have experienced for each of the following settings.

Home (with parents or other adults)

At School (with peers)

At School (with teachers, other adults)

In The News
E. Statements About Conflict

Most of us have negative ideas about conflict that create barriers to our ability to deal with it. People live, work, play, and go to school together. To do so, people must understand the following ideas about conflict:

- Conflict is a part of everyday life.
  - Conflict can be handled in positive or negative ways.
  - Conflict can have creative or destructive results.
  - Conflict can be a positive force for personal growth and social change.

Therefore...

- Conflict will happen; violence does not have to happen.
- It is not our choice whether or not to have conflict.
- It is our choice how to act when we do have conflict.

F. Different Values

We all have different values. Values are beliefs, convictions, priorities, and rules we follow. Differences in values may result in conflicts. Conflicts involving values tend to be difficult to resolve because when people’s values are different, they often perceive the dispute as a personal attack. When a person feels attacked, he or she often either withdraws or attacks—and neither of these reactions will likely deescalate the conflict.

Our values are very much influenced by who we are and by our social environment. Our gender, our race, our social status, our ethnic group, our culture, and our abilities are differences that play a part in forming our values. These differences are referred to as cultural diversity and social diversity. Differences also include diversity of religion, national origin, age, sexual orientation, and so on.

Resolving conflicts involving differing values does not mean the disputants have to change or align their values. They may need to agree to disagree, respectfully. Often a mutual acknowledgement that they see things differently is the first step toward a resolution.

Activity Four: Understanding Peace

G. Peace is…

“Peace is the state when every person is able to survive and thrive without being hampered by conflict, prejudice, hatred, or injustice” (Schrumpf, Crawford & Bodine, 1997, p. 19).

“Peace is a process of responding to diversity and conflict with tolerance, imagination, and flexibility; war is a product of our intent to stamp out diversity and conflict when we give up on the process of peace” (Schrumpf, Crawford & Bodine, 1997, p. 19).

What does peace mean to you?

WHAT WORDS, IMAGES, AND FEELINGS DO YOU ASSOCIATE WITH PEACE?

WHERE DOES PEACE OCCUR?

Who is involved when peace happens?
H. Principles of Conflict Resolution

The process of mediation is based on four principles of conflict resolution.

1. Separate the People from the Problem
   - **Perceptions:** Each person in a conflict will view the conflict differently. For resolution it is important that each understand how the other views the problem.
   - **Emotions:** People in conflict often have strong feelings about each other or the problem. The expression of those feelings is important in gaining full understanding of the problem.
   - **Communication:** Conflict resolution requires that each of the individuals in the conflict talk about the conflict and listen to the other.

2. Focus on Interests, Not on Positions
   - **Position:** What the disputant wants; may be expressed as a proposed solution or as a demand.
   - **Interest:** A reason why the disputant wants what he or she wants or why the disputant thinks a particular solution will solve the problem.

3. Invent Options for Mutual Gain
   - This principle recognizes that it is better for disputants to try to think of ideas that allow each person to gain than to argue over who will win and who will lose. This process is called brainstorming.
4. Use Objective Criteria

- This principle recognizes that applying standards allows disputants to accept an agreement. If each person thinks an idea is fair, he or she will likely commit to and keep the agreement.


Notes:
Activity Five: Communication Skills

I. Active Listening

In order to help disputants communicate, as a peer mediator you should use the following specific communication skills:

- Attending

- Summarizing

- Clarifying

Attending means using nonverbal forms of communication to show that you hear, that you are interested, and that you wish to understand. Examples of attending are eye contact, facial expressions, gestures, and posture.

Summarizing means you restate facts by repeating the most important point, organizing interests, and discarding extra information. It is also important to acknowledge any feeling the disputant has expressed.

Clarifying means using open-ended questions to find additional information and make sure you understand.

Question: Can you think of examples of open-ended questions?
J. Effective Communication Worksheet

Please break into small groups and take turns sharing what you did last weekend. As each person shares, use this checklist to evaluate your communication behaviors. Put an (S) for sometimes, and (O) for often or an (N) for never next to each of the questions listed below.

1. Do you make eye contact?
2. Do you watch the person’s body posture and facial expressions?
3. Do you empathize and try to understand feelings, thought, and actions?
4. Do you keep from interrupting and letting the person finish, even when you think you already know what the person means?
5. Do you ask questions to clarify information?
6. Do you nod your head or use gestures to show interest?
7. Do you listen, even if you do not like the person who is talking or agree with what the person is saying?
8. Do you ignore outside distractions?
9. Do you listen for and remember important points?
10. Do you suspend judgment about what is said-do you remain neutral?

Question: How did you do? Look over your responses and brainstorm with your group on ways you could improve your communication skills.

Activity Six: Overview of the Mediation Process

Mediation is a six step process that is used to solve problems peacefully. Mediators are not judges. They do not decide who is right or wrong, but help the disputants come up with a solution that is mutually acceptable.

Phase 1 Introduction: The mediators provide an overview of the process. Ground rules are established for both the participants and the mediators.

Phase 2 Telling the Story: Each participant is invited to tell his or her side of the story without interruption.

Phase 3 Understanding the Problem: Agreements and or disagreements are summarized. Participants are invited to talk.

Phase 4 Alternative Search: Participants brainstorm possible solutions.

Phase 5 Resolution: Solutions acceptable to both participants are written into a contract and signed by all parties.

Phase 6 Departure: Participants fill out a follow-up form and the mediation ends.
K. Preparing for a Mediation

Arranging the Physical Environment

- Seat the disputants face-to-face across a table from each other.
- Position yourself at the head of the table between the disputants and nearest to the exit.

Assembling Materials

Peer mediation request- One of the disputants or another party completes this form before the mediation takes place. The form tells the mediator a little about the conflict and helps in scheduling the mediation.

High School Mediation Checklist- This is the form on which the mediator records notes and follows in order to assure the correct process is being followed.

Peer Mediation Agreement Contract- When the disputants reach an agreement, the mediator fills out this form to show exactly what they have agreed to do. All parties then sign the form.

Disputant Immediate Follow-Up Form- This is the form each disputant completes following the mediation that indicates their level of satisfaction with the mediation.

Mediator Self Evaluation- This form is to be completed by the mediator and gives the mediator the opportunity to share anything that arose during the mediation that the mediator had not been prepared for during the training session.
L. Six Phase Mediation Process

A High School Peer Mediation Program

Six Phase Mediation Process

PHASE I: INTRODUCTION

I. Welcome
2. Thank you for coming.
3. Introduce yourselves and the parties.
4. Ask for name preferences.
5. Explain the purpose and the process:
   a. Mediation is a way to help you resolve problems.
   b. Mediators are not judges.
   c. There is no guilt or innocence.
   d. Mediators are guides to help you reach a solution.
   e. Explain briefly the six phases of mediation (using wall chart).
3. Obtain a verbal agreement to the ground rules (point to wall chart):
   a. Do you agree to respect each other?
   b. Do you agree to not interrupt each other?
   c. Do you agree to remain seated during the entire mediation?
7. Explain the mediator’s ground rules:
   a. We will not take sides.
   b. We will take your concerns seriously.
   c. We will keep everything confidential.
8. Explain that a break can be called if the parties need it.
9. Ask if there are any questions.
10. Ask if parties are ready to begin.
PHASE II: TELLING THE STORY

1. Request one party to begin. If no one volunteers, ask the disputant who referred the case to mediation to begin.

2. Actively listen to the speaker.
   a. Face the speaker.
   b. Make eye contact with the speaker.
   c. Acknowledge and repeat the story in your own words.
   d. Identify feelings.
   e. Ask questions to make sure you understand the story.

3. Remind parties of the ground rules if needed.

4. If necessary, stop and calm both parties or assure the other party that he/she will have a chance to tell their side of the story.

5. Pay close attention to the behavior, tone of voice and body movements of both parties.

6. Summarize the first parties story.
   a. To diffuse tension, avoid using any insulting names or words that may have been used in the telling of the story.
   b. Ask the party if you have understood the story correctly.

7. Thank the first party for telling the story.

8. Thank the second party for waiting patiently.

9. Repeat the process with the second party, giving equal time and attention.
PHASE III: UNDERSTANDING THE PROBLEM

I. Ask each party to state what they view as the main problem.
2. Define the problem by restating and summarizing the parties statements (take notes if necessary).
3. Summarize areas of agreement and disagreement.
4. Invite the parties to talk to each other.
   Ask the parties one or two of the following:
   a. What was accurate or inaccurate about what you heard the other party say?
   b. How do you think the other party feels?
   c. What do you want from this mediation?
   d. What might happen if you don’t reach an agreement?
   e. How would you feel if you were the other person?
5. Make sure the parties have a clear understanding of each other’s side of the story and of each other’s feelings by summarizing what each party states.
6. Gently remind the parties to talk to each other and do not interrupt with your own opinions.
7. Before going to Phase IV, ask both parties if they have anything to add.
PHASE IV: ALTERNATIVES SEARCH

1. Credit both parties for all the good work up to this point.
2. Explain the brainstorming process.
   a. Encourage the parties to say any idea.
   b. Explain that the ideas will not be judged or discussed now.
   c. Encourage the parties to offer as many ideas as possible.
   d. Encourage the parties to try unusual ideas.
3. Ask each party for possible alternative solutions.
4. Restate or summarize each alternative.
5. If no alternatives are generated, remind parties of solutions that may have been mentioned in other phases, or suggest alternatives in a nondirective manner.
6. Write down every suggested alternative.
7. Make sure parties are equally represented in solutions, and that one party is not giving up everything.
8. Discuss each alternative, giving pro’s and con’s.
9. Cross out alternatives to which the parties can’t agree.
10. Star alternatives agreed upon by both parties.
11. Revise or amend other alternatives so that both parties can agree.
12. Read solutions and get agreement from both parties.
13. If no alternatives can be agreed upon, suggest a break or a second mediation with a temporary truce agreement.
PHASE V: RESOLUTION

1. Neatly write each resolution in the parties’ own words, being careful to include details, such as time periods, dates, money, explanation of terms, etc.

2. Read the agreement to the parties and rewrite it if necessary until the parties are satisfied.

3. Make sure everyone signs the agreement.

4. Tell parties a copy of the agreement will be made available to them if desired.

PHASE VI: DEPARTURE

1. Congratulate the parties for their efforts in reaching an agreement.

2. Ask the parties how they feel.

3. Have the parties fill out IMMEDIATE FOLLOW-UP FORM.

4. Tell the parties that there will be a follow-up in one week.

5. Remind the parties of the importance of confidentiality.

6. Thank the parties for using mediation to solve their problems.

7. Shake hands with both parties and ask them if they would like to shake hands with each other.

8. Say goodbye and issue the passes back to class.

Congratulations!
You just helped the world become a more peaceful place.
M. Agreement Contract

PEER MEDIATION AGREEMENT CONTRACT

Mediation Number ________________
Date ___________________________

AGREEMENT:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SIGNATURES:

Party #1 __________________________________
Party #2 __________________________________
Mediator _________________________________
Mediator _________________________________
N. Immediate Follow-Up Form

IMMEDIATE FOLLOW-UP FORM

Please answer the following questions now by circling your answer, then please return this form to ________________________________

Student ID number or name _________________________  Mediation No. _____________

1. Was a written agreement reached in mediation?
   Yes  No

2. Was the mediation conducted fairly?
   Yes  No  Somewhat

3. Do you feel that the original problem that brought you to mediation has been settled?
   Yes  No  Partially

4. Do you feel the mediator took sides?
   Yes  No

5. Would you use mediation again to try to resolve a dispute?
   Yes  No  Maybe

6. Were you satisfied with the outcome of your mediation?
   Yes  No

7. Do you think this mediation will make a difference in the way you and the other person(s) get along?
   Yes  No  Maybe

8. Do you feel the mediator took your concerns seriously?
   Yes  No

9. Overall, how successful would you say your mediation was?
   Successful  Partially successful  Not successful
O. Peer Mediator Self-Evaluation

PEER MEDIATOR SELF-EVALUATION

*Answer the following questions.*

1. What did you do well?

2. If you could do this mediation again, what might you do differently?

3. Were certain steps more difficult for you than others? If so, what could you do to strengthen these steps?

4. Did anything arise during the mediation that you feel your training had not prepared you for?

5. Do you have any other concerns or questions?
P. One Week Follow-Up Form

ONE WEEK FOLLOW-UP FORM

Please complete this form today and return to ___________________________________
Student ID number or name ___________________________ Mediation No. _________

PLEASE CIRCLE YOUR ANSWER

1. Was a written agreement reached in mediation?
   yes       no      (IF NO, SKIP TO #3)

2. Is everyone doing what was agreed to in mediation?
   A. Everyone is keeping all terms of the agreement
   B. Everyone is keeping at least some terms of the agreement
   C. Only I am doing what was agreed
   D. Only the other person is keeping the agreement
   E. No one is keeping the agreement

3. Was the mediation conducted fairly?
   yes       no       somewhat

4. Do you think mediation made a difference in the way you and the other person(s) get along?
   Better       Worse       About the same

5. Overall, how successful would you say your mediation was?
   Very successful    Not successful    Partially successful

6. Do you feel that your mediator(s) took sides during your mediation?
   Yes          No

7. Do you feel that the original problem for which you came to mediation has been resolved?
   Yes          No       Partially

THANK YOU FOR YOUR COMMENTS. PLEASE TURN IN THIS QUESTIONNAIRE NOW.
Activity Seven: Demonstration By Current Mediators

Q. Peer Mediation Process Checklist
This checklist may be followed when watching the demonstration and when practicing the mock mediations.

The THS Mediation Program Check List

Phase 1: The Introduction

WELCOME AND THANK YOU FOR COMING

INTRODUCE EVERYONE

EXPLAIN MEDIATION

SIX STEP OVERVIEW

*Ground Rules*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Mediators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you agree to:</td>
<td>We:</td>
</tr>
<tr>
<td>- respect each other?</td>
<td>- won’t take sides</td>
</tr>
<tr>
<td>- not interrupt each other?</td>
<td>- will take your concerns seriously</td>
</tr>
<tr>
<td>- remain seated?</td>
<td>- will keep this confidential</td>
</tr>
</tbody>
</table>

CAN USE A BREAK IF NEEDED

ANY QUESTIONS?

READY?
Phase 2: Telling the Story

“WHO WOULD LIKE TO BEGIN?”

EYE CONTACT

SUMMARIZE AND REPEAT STORY

“THANK YOU FOR TELLING YOUR STORY.”

“THANK YOU FOR WAITING”

REPEAT PROCESS FOR #2

WRITE NOTES BELOW

1ST PARTICIPANT

2ND PARTICIPANT
Phase 3: Understanding the Problem

MAIN PROBLEM #1?

MAIN PROBLEM #2?

RESTATE AND SUMMARIZE PROBLEMS

SUMMARIZE AGREEMENTS/ DISAGREEMENTS

INVITE PARTIES TO TALK (Ask one or more of the following questions):

What do you want from this mediation?

What might happen if you don’t reach an agreement?

How would you feel if you were the other person?

What is the other person not hearing?

DO PARTICIPANTS UNDERSTAND EACH OTHER?

ANYTHING TO ADD?

NOTES ON MAIN PROBLEM(S):
Phase 4: Alternatives Search

CREDIT GOOD WORK

EXPLAIN BRAINSTORMING
- SAY ANY IDEA
- WE WON’T JUDGE OR DISCUSS IDEAS
- THINK OF AS MANY IDEAS AS POSSIBLE
- TRY UNUSUAL IDEAS

ALTERNATIVES

1.
2.
3.
4.
5.
6.

RESTATE OR SUMMARIZE

CROSS OUT IDEAS BOTH PARTIES DO NOT AGREE TO

*STAR AGREEMENTS

REVISE?

READ AGREEMENT
Phase 5: Resolution
WRITE RESOLUTION IN PARTICIPANT’S OWN WORDS

READ AGREEMENT

REWRITE IF NECESSARY

EVERYONE SIGNS

Phase 6: Departure
CONGRATULATE ON A JOB WELL DONE

ASK PARTICIPANTS HOW THEY FEEL

IMMEDIATE FOLLOW-UP FORM

EXPLAIN ONE WEEK FOLLOW-UP

CONFIDENTIALITY REMINDER

THANK YOU

SHAKE HANDS
ASK, “Would you like to shake hands with each other?”

WRITE PASS BACK TO CLASS
Activity Eight: Practice Mock Mediations

Please break into small group of 4 and practice the following mock mediations. Please run though both mediations twice and switch roles so you are the mediator and the disputant for each conflict.

R. Conflict Scenario #1

JAMIE AND KELLY

Jamie and Kelly (can be either girls or boys) are best friends. They’ve been friends since third grade. Both tried out for the basketball team. Kelly made the varsity team but Jamie was disappointed to make JV. They had practiced together before tryouts. Jamie feels like Kelly thinks he/she is a better player now because he/she made varsity.

The other day in the hall at school Jamie saw Kelly talking to a bunch of the varsity players. When Jamie walked up to them and said “Hi” Kelly did not say anything. Jamie thinks Kelly was ignoring him/her. Kelly says he/she just didn’t see Jamie come up to the group.

Jamie has been complaining to their other friends about Kelly’s attitude. Kelly says their friends have been giving him/her the “cold shoulder.” Jamie and Kelly are in most classes together. Suddenly, Kelly’s schedule has been changed. They hardly see each other anymore. When they run into each other at school they feel awkward.

Kelly usually picks Jamie up for school each morning. For two days in a row Kelly did not show up at Jamie’s house in the morning and didn’t even call to say he/she wouldn’t be coming. Jamie was late for school as a result and received two unexcused tardies.
Both Jamie and Kelly are unhappy with the situation. They see their friendship ending and both feel bad about it. They were seen arguing in the cafeteria at lunch and a teacher referred them to mediation.

**S. Scenario Summary**

**Jamie complains that Kelly:**
- thinks he/she has an attitude because of making varsity
- ignores him/her around other varsity players
- had his/her schedule changed to get away from Jamie
- caused Jamie to get two unexcused tardies by not picking him/her up for school
- embarrassed Jamie by arguing and having a teacher send them to mediation

**Kelly complains that Jamie:**
- is just jealous that Kelly made varsity
- is trying to become friends with varsity players in order to “bad mouth” Kelly
- is turning their other friends against him/her
- has been depending upon Kelly for rides too much which is becoming annoying
- embarrassed Kelly by arguing and having a teacher send them to mediation

**Notes:**
T. Conflict Scenario #2

A VERY BRADY CONFLICT

Uh oh! What’s this, a conflict in the Brady family? It seems Greg and Marcia are having a little sibling rivalry problem.

Here’s what’s happened. Greg asked out Marcia’s cheerleading rival, Kathy. Kathy and Marcia are both trying out for cheerleading and guess who one of the judges is? Yup, Greg. Marcia’s upset, to say the least.

Also, Greg’s rival for senior class president and basketball, Warren, asked Marcia out. Greg’s steaming mad!

Finally, the straw that broke the Brady’s back—a new bedroom is being made in the attic. Mom promised it to Marcia, and Dad promised it to Greg.

Can this sibling relationship be saved?

Mediators to the rescue!
U. Scenario Summary

MARCIA:

Well, Greg has been acting very unBRADY lately. It all started when Warren, president of the senior class, asked me out. Greg had the nerve to forbid me to go out with him. Well, of course I ignored him and went out with Warren anyway. Then he had the nerve to ask out my cheerleading rival, Kathy, and parade her around our living room.

Then somehow Greg was the head judge for cheerleading tryouts. He’s so stupid, he couldn’t see that Kathy was just dating him so he would choose her. Then he didn’t even choose me—his own sister! And he calls himself a BRADY!

The final straw came when Mom gave me the attic for my room. Greg claims Dad gave it to him first for his bachelor pad. That room is rightfully mine. I have had it with him! I am beginning to be sorry that we became the BRADY bunch!

GREG:

Well, it is true that I asked Marcia’s rival out, but that was because Marcia went out with the creep who beat me for class president and took my position on the basketball team. Where was her BRADY loyalty?!?

As far as the cheerleading judging went, I was just trying to be fair. Marcia was trying to influence me by taking advantage of her enviable position as my sister. Besides, Kathy cheered circles around Marcia!

As for the attic, Dad gave it to me first, and rightfully so! I am the oldest son and I need my privacy. Besides, it’s my right as a BRADY man!
Activity Nine: Closing Remarks

Being a mediator is not always easy. It is important to remember to be positive and optimistic, even though a mediation is difficult or the outcome is not as you expected. You must remember, the problem belongs to the disputants—they own it and are the only ones who can solve it.

The times when mediation seems difficult or frustrating can become times of growth and change for everyone. Take the opportunity to talk with other peer mediators or staff members and share your thoughts and feelings. Please remember though that you promised to keep the information of the mediation private and that you must respect that promise.

Encouraging another’s efforts, sharing perspectives, and cooperating to solve human problems is a lifelong challenge. As Gandhi said, “If we are to reach real peace in this world, we shall have to begin teaching cooperation to the children.”

You now have the knowledge and skills to teach peace to others through your assistance and your example.

Thank you!

V. Training Evaluation

<table>
<thead>
<tr>
<th>TRAINING EVALUATION</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year in School</td>
<td></td>
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We are interested in knowing if this training was helpful to you. The information you provide will be used to inform program improvements. Please take a few minutes to complete this survey.

1. The presenters were knowledgeable about concepts and issues of the content area. 5 4 3 2 1
2. The training included a variety of teaching methods suited to the content area. 5 4 3 2 1
3. The training activities were not varied enough to accommodate my style of learning. 5 4 3 2 1
4. The presenters used the time effectively. 5 4 3 2 1
5. I did not learn information that will be useful for me at school, or with my family. 5 4 3 2 1
6. The material presented was appropriate for my skill level. 5 4 3 2 1
7. I gained new techniques, skills or approaches that I can apply to my life. 5 4 3 2 1
8. I would recommend this training to others. 5 4 3 2 1
9. I feel prepared to conduct a peer mediation with another mediator. 5 4 3 2 1
10. I feel prepared to conduct a peer mediation on my own. If no, why not?
11. The following are skills which a mediator needs to have. Please indicate below if, prior to this training, you had learned any of these skills from your family.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Understanding conflict</td>
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<tr>
<td>Recognizing different values</td>
<td></td>
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<tr>
<td>Principles of peacemaking</td>
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<td>Principles of conflict resolution</td>
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<td>Good communication skills</td>
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<td>Active listening</td>
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<td>Clarifying</td>
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<tr>
<td>The mediation process</td>
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</table>

What other training topics would you like to have addressed? (in general or specific to today’s topic)

Other comments: