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ABSTRACT

This report presents the results of the Office of Research, Evaluation, and Assessment's (OREA) evaluation of the implementation of the first year (1991-1992) of Project STOP (Schools Teaching Options for Peace), a comprehensive conflict resolution and peer mediation program for middle schools in the New York City Public Schools. It describes Project STOP as consisting of three components: (1) student peer mediation; (2) curriculum; and (3) parents. The majority of the data presented in this report came from on-site interviews with school-based project participants in 7 of the 15 STOP schools. Chapter I gives an overview of the background of the project, program description, and evaluation objectives and methodology. Chapter II details participant selection as well as demographic and conflict resolution/mediation experience prior to project enrollment. Chapter III discusses training activities and participants' reactions to them. Chapter IV presents agency implementation findings, and chapter V focuses on school-based participants' perceptions of and reactions to their program experiences. Chapter VI details school-based participants' assessments of project success, and chapter VII contains OREA conclusions and recommendations for program improvement. Also included are references and an evaluation report addendum. The evaluation concludes that the first year of Project STOP was successful, and that the level of implementation was more successful at some schools than others. (Author/NB)

OREA Report

1991-1992 Project STOP
Final Evaluation Report

NEW YORK CITY BOARD OF EDUCATION

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

8/90

EXECUTIVE SUMMARY

PROGRAM DESCRIPTION

Project STOP (Schools Teaching Options For Peace) is a comprehensive conflict resolution and peer mediation program for middle schools in the New York City Public Schools. It was established in 1991 through the collaborative efforts of the New York City Public Schools, the Fund for New York City Public Education (an independent non-profit organization), and three additional agencies and their programs:

1) Resolving Conflict Creatively Program (R.C.C.P.)--run by the N.Y.C. Public Schools in collaboration with Educators for Social Responsibility-Metropolitan area (E.S.R.);

2) Student Mediators' Alternative Resolution Team (Project SMART)--run by Victim Services Agency; and

3) Conflict Management Program--run by Effective Alternatives in Reconciliation Services (EARS).

The project consisted of the following three components:

1) Student peer mediation--designed to train up to four teachers and up to 40 students in each of 15 participating schools in dispute mediation;

2) Curriculum--designed to train up to four teachers in each of the 15 schools to teach up to 34 classroom lessons in conflict resolution to students; and

3) Parents--designed to train up to four parents in each of the 15 schools to conduct a series of four workshops for other parents.

E.S.R. was responsible for providing ongoing training and technical assistance for the curriculum and parent components in all 15 schools, while EARS and SMART were responsible for implementing the peer mediation component in five and ten schools, respectively. Finally, the Fund provided administrative oversight, assisting the agencies in working collaboratively to conduct a uniform project.

FOCUS OF EVALUATION

This report presents the results of the Office of Research, Evaluation, and Assessment's (OREA) evaluation of the implementation of the first year (1991-92) of Project STOP. The majority of the data presented was compiled by on-site interviews with school-based project participants in seven of the 15 STOP

schools. Additional data were submitted by staff developers from the three agencies responsible for implementing the project components, and from OREA-developed questionnaires completed by school-based participants during the last day of project orientation training.

The seven schools represented the full range of program implementation as determined by the four sponsoring agencies: one school was assessed to be on a low level of project implementation; four schools were assessed to be on a mid-level of project implementation; and the remaining two schools were assessed to be on a high level of project implementation. In each of these seven schools one principal, one on-site Project STOP coordinator, and two curriculum teachers were interviewed. In addition, 11 mediation teachers and 58 peer mediators were interviewed, and 52 mediators completed an OREA-developed questionnaire.

EVALUATION FINDINGS

Program Impact

Although the evaluation focused on program implementation, data were also collected on the impact Project STOP had on participants and nonparticipants. The vast majority of mediation teachers (73 percent) and virtually all curriculum teachers (93 percent) indicated personally experiencing attitudinal and/or behavioral changes since the inception of the project. The majority of the student mediators (52 percent of respondents) agreed with the statement that peer mediation had been helpful in their own lives. The principals and coordinators most frequently noticed that participating students were more empathic and aware of alternative attitudes and behavior, and curriculum teachers most frequently noticed this change in their curriculum students (57 percent of respondents). The most frequent category of change reported by mediation and curriculum teachers as well as by coordinators and principals was the decreased incidence of confrontations and fighting among their school's total student population. These findings indicate that the project was highly successful in its goal of decreasing violence and providing alternative options for conflict resolution.

Training

All school-based participants had predominately favorable attitudes and reactions to their orientation and staff development training; 94 percent of the orientation training participants who submitted evaluations considered the training to be very well to well organized and more than 80 percent of the field sample mediation and curriculum teachers strongly agreed with the statements that their staff developers knew their

material, provided sufficient participation opportunities, communicated effectively, and conducted well-planned sessions.

Staff developers generally recommended additional training (particularly for persons involved in the mediation component and for parent trainers), and about one-fifth of the peer mediators and curriculum teachers also suggested this for the second year of the program. These recommendations are not surprising, in that the program aims to instill non-traditional behaviors in its participants and such behavioral changes generally require more ongoing, long-term support and development.

Time Allocated To Project

One of the pervasive findings for this program was the impact of the project time on school-based participants.

Mediation component. Some schools' mediators did not get as many referrals as they would have liked, which, according to staff developers, caused their enthusiasm to be low. In schools with more referrals, however, staff developers indicated that there was not sufficient mediation room coverage because teachers' other responsibilities did not allow them the flexibility to be available. School administrators at three schools (45 percent of the sample) indicated that setting up schedules for teachers was problematic. Students also indicated that setting up schedules was problematic, and in fact listed scheduling problems as the most difficult part of the peer mediation program (33 percent of response).

Curriculum component. The curriculum was most frequently implemented in grade eight. The subject in which the curriculum was most often implemented was English/Communication Arts. While all curriculum teachers implemented at least a portion of the curriculum, only 36 percent of them indicated teaching at least half of the total number of curriculum lessons (34) by the time of OREA's interview (June 1992). Not surprisingly, the earlier the teacher began implementing lessons, the more lessons he/she taught. Finally, only 36 percent of the interviewed curriculum teachers were able to implement the conflict resolution curriculum in all of their ongoing classes.

Administrative time on project. The principals each estimated spending less than 10 percent of their time on project coordination and scheduling, while the coordinators estimated spending from 20 to 90 percent of their time on the project. Moreover, two of the three coordinators spending the least amount of time on the project said that this division of time had not been an effective or successful method of administering the project. Similarly, staff developers indicated that coordinators did not always have enough time to give to STOP When asked to indicate the most problematic aspects of Project STOP, 57 percent

of respondents responded that it was too much work for one coordinator.

Success Of Peer Mediation Component

All mediation teachers recommended continuing the peer mediation component. The peer mediators most frequently (50 percent of respondents) rated the overall success of Project STOP at their school as "4" on a scale from 1 (extremely unsuccessful) to 5 (extremely successful). Moreover, the teachers indicated that the majority, if not all, of the disputes in which they played a role were successfully mediated. Finally, OREA's review of the field study schools' mediation case outcomes indicated that all of the schools that submitted individualized case data resolved at least 88 percent of their cases, which was compatible with the school-based participants' perceptions of mediation component activities and outcomes.

Regarding implementation problems for this component, mediators most frequently cited scheduling problems (33 percent of responses) and lack of cooperation from disputants and fellow mediators during the mediation sessions (32 percent of responses) as a problem. Similarly, staff developers and administrators identified scheduling/staff coverage issues as a major obstacle for the mediation component. In addition, responses from students, staff developers, and administrators indicated that lack of space was a problem because many schools did not have a private space in which to conduct mediation training and cases.

Success Of Curriculum Component

All curriculum teachers recommended continuing this component. In addition, 57 percent of the project coordinators indicated that their major concern in the initial year of Project STOP was that the curriculum component did not get the emphasis it needed. Finally, staff developers for this component indicated that meetings were often scheduled and canceled due to teachers' time constraints.

Agency Staff Developers' Data On Project Implementation

Staff developers indicated that what they liked best about the project was the collaboration between agencies and schools. Specific findings regarding the field study sample's achievement of agency benchmarks follow:

Curriculum component. The agency benchmarks for this component were five days of staff development during school, three after-school meetings, and working with up to four teachers. Staff developers for four of the seven schools met all three of these benchmarks. Moreover, 86 percent of all the field study schools' R.C.C.P. staff developers met

the criterion for five visits to their schools, 100 percent met the standard for supporting up to four teachers, and 71 percent for attending three after-school sessions.

Parent component. OREA only received data for one of three benchmarks--number of parent trainers supported by each staff developer--and data for only four schools among the seven in the sample. The staff developer for only one of these four schools met the upper target of supporting up to four parent trainers. As such, these data suggest weak implementation of the parent component during the first year.

Mediation component. The benchmark for supporting up to 40 student peer mediators was met by all the field study schools. All of the staff developers in the sample who provided information conducted the full three days of initial peer mediator training, and 43 percent of the mediation staff developers attended the requisite number of after-school meetings.

CONCLUSIONS

It is clear that the first year of Project STOP was successful. It is also apparent that the level of implementation was more successful at some schools than others. In one school the coordinator was able to devote most of her time to her school's project, and on a number of measures the student peer mediators indicated that Project STOP worked well for them and for their school. At other schools, although relevant benchmarks for number of persons involved were met, scheduling/coordination and project visibility was problematic. Therefore, although agency benchmarks are informative for assessing the amount of work done by the sponsoring agencies, they cannot be viewed as the sole indicator of program implementation; process and outcome evaluations are also necessary.

Project STOP is an important alternative to the traditional way schools have been dealing with conflict situations because it provides a comprehensive package of conflict resolution, and information and techniques and helps participants resolve problems constructively rather than destructively. It encourages school ownership of the program, empowering individual students and parents to become competent problem-solvers with the ability to choose peaceful alternatives to violence. As such, Project STOP is a self-esteem builder.

RECOMMENDATIONS

Based on these findings from the 1991-92 school year, OREA makes the following recommendations:

- School principals need to encourage/mandate that project participants attend all project-related training and meetings.
- School principals need to make it possible for coordinators to devote at least 50 percent of their time to STOP.
- Schools with low referrals for mediation need to better publicize their program to nonparticipants to increase their mediation referrals and better utilize their mediators.
- Project administrators should endeavor to start the program as early as possible in the school year to facilitate scheduling of all school-based participants.
- Agency benchmarks for number of people supported should specify a minimum and a maximum level as determined by the needs of each school.
- Program administrators should ensure that complete data are collected on the parent component and conduct a review of this component's structure and objectives.
- The Fund should encourage and facilitate better scheduling between schools and agencies to enhance project implementation.
- Project planners should retain the comprehensive scope of the project--integration of the three program components makes for an effective and fully realized conflict resolution and mediation program.

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LIST OF TABLES

LIST OF TABLES

LIST OF TABLES

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

I. INTRODUCTION

BACKGROUND TO STUDY

We are all too familiar with the amount of violence in the nation involving children in the streets and in the schools. Most reports of teen violence emanate from urban areas (Harvard Educational Letter, 1991). As a result of their large size, limited resources, and diverse populations, urban areas and their schools are at greater risk for these conflict situations than schools in other areas (Inger, 1991).

This violence has been hypothesized to exist, at least in part, because the media--particularly television--repeatedly show situations in which force and power are necessary to resolve conflict (Stuart, 1991). In reality, however, schools also promote conflicts, as they pit one child against another in such areas as grades, attendance, teachers' attention, and status. In this type of environment, one person must lose so that another person can win (Deutsch, 1989; Stuart, 1991).

However, in recent years, educators have identified the need to enable children to live peacefully with one another (Deutsch, 1989). School-based conflict resolution and mediation training are appropriate mechanisms to help bring this about. As a leading expert in this area notes, "Most conflict resolution training programs seek to instill the attitudes, knowledge, and skills which are conducive to effective cooperative problem-solving and to discourage the attitudes and habitual responses

which give rise to win-lose struggles" (Deutsch, 1989, pg. 6). Moreover, sometimes there are difficult conflicts that the disputing parties may not be able to resolve constructively, and the help of a third party, such as a mediator, is sought (Deutsch, 1989).

PROGRAM DESCRIPTION

Children in New York City's public schools have been vulnerable to the crime and violence plaguing the nation. Violent incidents in these schools have drawn public attention to the pervasive nature of this problem, and the urgent need to curtail it. To address this need, the Fund for New York City Public Education (an independent non-profit organization), working in conjunction with the New York City Public Schools, and with funding from the Rockefeller Brothers Fund and the Lavenburg-Corner House, has developed a comprehensive conflict resolution/peer mediation program: Project STOP (Schools Teaching Options for Peace). The project was developed by bringing together three already existing programs:

1) Resolving Conflict Creatively Program (R.C.C.P.)--run by the N.Y.C. Public Schools in collaboration with Educators for Social Responsibility-Metropolitan area (E.S.R.);

2) Student Mediators' Alternative Resolution Team (Project SMART)--run by Victim Services Agency; and

3) Conflict Management Program--run by Effective Alternatives in Reconciliation Services (EARS)*.

*E.S.R., EARS and Victim Services Agency are organizations that provide student, parent, and teacher/staff violence prevention and intervention services.

The project, which trained teams of school-based staff, parents, and students from 15 New York City public middle schools in conflict resolution and peer mediation, consisted of the following three components:

1) Peer mediation--designed to train up to four teachers and 30 students in each of the 15 schools in dispute mediation;

2) Curriculum--designed to train up to four teachers in each of the 15 schools to teach 30 classroom lessons in conflict resolution to students; and

3) Parents--designed to train up to four parents in each of the 15 schools to conduct a series of four workshops for other parents in non-violent conflict resolution and strategies for improving their relationships with their children.

E.S.R. was responsible for providing ongoing training and technical assistance for the curriculum and parent components in all 15 schools, while EARS and SMART were responsible for implementing the peer mediation component in five and ten schools, respectively. The Fund provided administrative oversight, assisting the agencies in working collaboratively to conduct a uniform project.

PROJECT PERSPECTIVE AND GOALS

Project STOP is based on the premise that conflict, although a natural part of life, does not have to lead to violence, and that there are alternative ways of viewing conflict and of responding to it creatively. It is unique because it enlists the key people surrounding students daily--parents, other students, and teachers--and because it targets the needs of middle school students who are caught in the struggle between peer group pressure and developing their own identities. The project's goal

is the development of conflict resolution and peer mediation skills in students before they develop the habit of violence.

SITE SELECTION

In April 1991, representatives of 158 of the 179 New York City public middle schools attended an interest meeting about Project STOP. At that meeting, project goals, objectives, and application procedures were discussed and disseminated.

A subsequent invitation to submit applications was sent specifically to all middle school principals, United Federation of Teachers' representatives, and team leaders of school-based management/shared-decision making (SBM/SDM) schools. Applicants were asked to complete and return the application materials by May 15, 1991. In order to be initially selected, a school was expected to do the following:

1) dedicate a private space for peer mediation sessions;

2) designate a staff person to be the program coordinator;

3) select eight teachers and one administrator who would attend on-going training and staff development in conflict resolution and peer mediation;

4) implement a conflict resolution curriculum and a peer mediation program with the assistance of staff developers;

5) identify up to 30 students to receive peer mediation training;

6) provide the opportunity for parent trainers to conduct parent workshops;

7) participate in ongoing staff development, student activities, and networking with other schools; and

8) give an oral presentation to a committee composed of school teachers, parents, and district administrators on the progress of the conflict resolution program.

Twenty-nine semi-finalists' applications were reviewed and judged on the schools' commitments in the following areas:

1) the number of teachers who would be available to receive training;

2) the school's previously demonstrated interest in conflict resolution approaches;

3) the adequacy of the space that would be made available for mediation sessions;

4) the availability of staff, once trained, to facilitate mediation sessions; and

5) the school's demonstrated need.

The final 15 schools were selected on the basis of the above criteria and their geographic location; i.e., the selected schools represented Manhattan, Brooklyn, the Bronx, and Queens (no schools in Staten Island applied).

EVALUATION METHODOLOGY

Evaluation Plan

During the fall 1991 semester, OREA evaluators reviewed project goals and objectives, and developed a plan for assessing the 1991-92 Project STOP program. The overall goals of the evaluation were to:

- describe school-based participants' demographic characteristics and prior experience in conflict resolution/mediation, and the process used to select them for participation;
- assess the overall level of project implementation; and
- document participant reactions to and perceptions of training and other project activities, and their

recommendations for project modification the following school year.

Evaluation Procedures

Data-gathering involved three separate types of efforts.

- In collaboration with representatives from Project STOP organizations, evaluators developed a questionnaire which was used to collect information on participants' backgrounds and their assessments of the four-day orientation training they received in November 1991.

- During the spring 1992 semester, evaluators selected seven of the 15 project schools for field visits. Selection criteria included the "level" of implementation, as determined by a summary assessment of program implementation generated by the Fund and the collaborating agencies at an April 1992 Project STOP administrative meeting. One school was identified as being at a low level of implementation, four were identified as being at a mid-level of implementation, and two were identified as being at a high level of implementation. In addition, the schools were located in the four participating N.Y.C. boroughs, and their student populations represented a range of combinations of ethnic groups.

  Evaluators conducted individual interviews with the principal, program coordinator, two peer mediation teachers and two curriculum teachers, at each of the sample sites*. They also conducted a focus group interview with ten student mediators at each site.

- OREA had originally intended to gather implementation information from agency personnel and documents at a meeting during the spring term. However, this meeting was canceled because of administrative reasons. In its stead, evaluators obtained information on project staff development sessions and the parent component from the agencies, with the assistance of the Fund. Mediation case data were collected during the fall 1992 term and are included as an addendum to this report.

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*Not all of these personnel were available at each site, as discussed in Chapter II of this report.

SCOPE OF THIS REPORT

This report focuses on the data collected from the field visits to the seven selected schools, as well as data collected from the initial orientation training and the implementation study. Chapter I gives an overview of the background of the project, program description, and evaluation objectives and methodology. Chapter II details participant selection as well as demographic and conflict resolution/ mediation experience prior to project enrollment. Chapter III discusses training activities and participant's reactions to them. Chapter IV presents agency implementation findings, and Chapter V focuses on school-based participants' perceptions of and reactions to their program experiences. Chapter VI details school-based participants' assessments of project success, and Chapter VII contains OREA conclusions and recommendations for program improvement.

II. SCHOOL-BASED PARTICIPANTS' BACKGROUNDS

OVERVIEW

OREA anticipated being able to interview one principal, one project coordinator, two curriculum teachers, two mediation teachers, and ten student peer mediators at each field study school--i.e., 112 participants--during the field study in spring 1992. Table 1 summarizes the titles and number of persons actually available and interviewed by OREA. All seven schools met the targeted number of principal, coordinator, and curriculum teacher interviewees. However, only two schools (29 percent of the sample) provided OREA with all the requested types and numbers of school-based participants for interviews.

Table 1

Summary of the Number of Interviewees in Each Sample School By Type of Participant Group

School Code	Curriculum Teachers	Mediation Teachers	Peer Mediators	School Totals
A	2	0	8	12
B	2	2	7	13
C	2	2	10	16
D	2	4	10	18
E	2	2	6	12
F	2	1	9	14
G	2	0	8	12
SAMPLE TOTAL[a]	14	11	58	97

[a] The Mediation Teachers at Schools A and G were not interviewed due to scheduling difficulties. All school totals include the principal and project coordinator.

- OREA interviewed nearly 100 persons as part of its field study.

SELECTION PROCESS FOR SCHOOL-BASED PARTICIPANTS

Volunteers

Selection of most participants for Project STOP was based on accepting volunteers. However, not everyone who volunteered was chosen; the principal and/or assistant principal sometimes imposed additional selection criteria. In addition, one school's coordinator indicated that the curriculum and mediation teachers were chosen by the assistant principal and principal. Moreover, a curriculum teacher at another school reported that she was chosen by lottery from the volunteers.

Selection Criteria

Selection of on-site coordinators. Principals were asked how the on-site coordinators were selected. Table 2 details each principal's response. They generally described a combination of two or more selection criteria; the two most frequently cited were project interest (71.4 percent of the respondents) and prior related experience (42.9 percent of the respondents). In addition, some principals also indicated their role in coordinator selection: two principals said they played no role; two said they either made the selection themselves or took part in a selection team; and one had co-written the project proposal with the coordinator.*

Selection of mediation and curriculum teachers. Four of the principals and coordinators indicated that besides the teachers' having volunteered, additional criteria for selection of

*Two principals did not provide data in this area.

Table 2

1991-1992 Project STOP
Field Sample
Criteria for Coordinator Selection[a]

Selection Criteria	Sample Schools							Total	
	A	B	C	D	E	F	G	N	%
Prior related experience	X		X				X	3	43.9
Project interest		X[b]	X[b]	X[b]	X	X		5	71.4
Administrative experience and available time						X		1	14.3

[a] These data were provided by the principals of each sample school.

[b] These coordinators demonstrated their project interest by co-writing their school's proposal.

- Project interest was a selection criterion for 71.4 percent of the sample schools.

mediation and curriculum teachers were considered, including recommendations, the ethnicity of the teacher, the teacher's previous mediation experience, or the subjects and grade-levels that curriculum teachers taught. Finally, one principal said that teacher selection was based solely on previous mediation experience.

Selection criteria for student peer mediators. OREA asked mediation teachers from the seven sites to describe the selection criteria for the student peer mediators; their responses are detailed in Table 3. All teachers interviewed mentioned that the students selected to be peer mediators were representative of the larger student body and that the ethnicities of their school were well represented. Students at some schools applied for the position; nomination by teachers or other students was also common. Teachers from one school added that students with different behavioral dispositions and academic levels were represented.

SCHOOL-BASED PARTICIPANTS' PRIOR RELATED TRAINING

Coordinators' Previous Related Training

Five coordinators had some kind of prior conflict resolution training; three mentioned non-specific mediation training, one mentioned a previous three-day training session with the Board of Education, and one indicated former experience with several conflict resolution training models.

Table 3

Summary of Sample Schools' Peer Mediators' Demographic and Selection Characteristics[a]

Characteristics	Sample Schools					Total	
	B	C	D	E	F	N	%
Volunteers	X	X	X	X	X	5	100
Nominated by teachers			X			1	20
Nominated by other students			X	X	X	3	60
Representative of student population's ethnicity	X	X	X	X	X	5	100
Diversity of behavioral and academic profiles			X			1	20

[a] The mediation teachers at schools A and G were not interviewed due to scheduling difficulties.

- All schools' peer mediators were volunteers and representative of the ethnic diversity of their school.

Curriculum Teachers' Prior Training and Experience

Of the 14 curriculum teachers (i.e., two teachers from each sample school), six indicated that they had prior training in conflict resolution:

- two indicated previous training in peer mediation;
- one indicated previous training in teaching conflict resolution;
- one indicated previous training in peer mediation and teaching conflict resolution;
- one indicated training in family mediation ; and
- the remaining teacher indicated previous training in other workshops.

As such, slightly over half (n=8) of the 14 trainees in the conflict resolution curriculum component reported no prior conflict resolution training.

Curriculum teachers were also asked to indicate the extent to which they had provided aspects of conflict resolution instruction to students in their classes before their Project STOP training. Their responses to this forced-choice question were as follows:

- very often--four teachers;
- often--three teachers;
- sometimes--two teachers; and
- never--four teachers.

Therefore, 71.4 percent of these teachers were already providing conflict resolution instruction.

Mediation Teachers' Prior Training

Only three mediation teachers (27.3 percent) indicated that they had been formally trained in conflict resolution before the current project. Two of these teachers had previous experience mediating in a parenting class. One of these two teachers had additional training in counseling. The third teacher indicated he/she had previous training in direct instruction of conflict resolution.

PRINCIPALS' DEMOGRAPHICS

Of the seven principals interviewed by OREA, five held principal positions, while two held interim-acting principal positions. The tenure of four of the seven principals ranged from eight to 19 years, while the other three had been in their positions for a year or less.

PROJECT COORDINATORS' DEMOGRAPHICS

The coordinators had various regular school titles, as summarized in Table 4. The majority (57.1 percent) of the coordinators were student support services personnel. While all of the coordinators participated in the mediation component, only one coordinator also participated in the curriculum component.

Coordinators' Estimate of Number of School-Based Project Participants

During the interviews, the project coordinators estimated the number of school-based project participants in their schools, including the curriculum teachers, mediation teachers, and curriculum students, as detailed in Table 5. The estimated

Table 4

Summary of Coordinators' School Titles and Assigned Components

	School Position Title	Number of Years in Position	Component(s)
A	Crisis Intervention Teacher[a]	3	Mediation/ Curriculum
B	Guidance Coordinator[a]	7	Mediation
C	Teacher	13	Mediation
D	Asst. Principal	2	Mediation
E	Teacher	12	Mediation
F	Librarian[a]	4	Mediation
G	Peer Mediation Coordinator[a]	2	Mediation

[a] These are student support service positions.

- Four out of the seven (57.1 percent) coordinators were student support services staff members.

Table 5

Estimated Total Number of School-Based Participants
In Each Sample School By Selected Categories

School Code	Number of Curriculum Teachers	Number of Curriculum Students	Number of Mediation Teachers
A	2	225	3
B	5	140	4
C	5	250	4
D	6	180	6
E	5	50	9
F	5	446	9
G	4	[a]	2

[a] This school's coordinator provided the number of classes, 16, rather than an estimate of the number of students.

- The estimated number of participating students was not systematically related to the estimated number of curriculum teachers.

number of students participating was not systematically related to the estimated number of curriculum teachers participating.

MEDIATION COMPONENT PARTICIPANT DEMOGRAPHICS

Mediation Teachers

OREA interviewed 11 peer mediation teachers from five schools. School D provided OREA staff with four teachers, two more than requested. Only one teacher could be interviewed at School F, while scheduling difficulties prevented Schools A and G from participating in the interviews. The mediation teachers in the sample schools had from four to 30 years' school-based experience, with the overwhelming majority, 82 percent, having eight to 11 years of classroom experience.

Peer Mediators

The on-site evaluation of the student peer mediators included recording their comments in focus-group discussions and evaluating questionnaires with both forced-choice and open-ended questions. At one school, lack of time led the evaluators to conduct the focus group only and have students complete the questionnaires later. In addition, only two schools provided ten randomly selected student peer mediators; therefore, a total of 58 students were interviewed, and 52 students responded to the questionnaire.

The peer mediators who completed the OREA questionnaire came from all grade levels: 50 percent were in the seventh graders, 28.8 percent were eighth graders, 5.8 percent were ninth graders and 5.4 percent were sixth graders.

CURRICULUM TEACHERS' DEMOGRAPHICS

As planned, 14 curriculum teachers--two in each of the seven schools--were interviewed. Table 6 summarizes the demographic data from these interviews. The curriculum component teachers represented a wide number of years of teaching experience, as detailed in Table 6. The two teachers from School D had been teaching the longest in the sample--30 years; and one teacher in School E had the least amount of experience--one year.

The teachers taught grades six to nine; the Resolving Conflict Creative Curriculum was most frequently implemented (64 percent of the sample) in grade eight. Classes in which the project curriculum was taught included Spanish, mathematics, Attendance Improvement/Dropout Prevention* (A.I.D.P.), science, social studies, reading, special education, language arts, hygiene, and sex education. As indicated in Table 6, the majority of the classes in which the curriculum was implemented were in the English/Communication Arts area.

The 14 curriculum component teachers were able to implement the conflict resolution curriculum only in certain of their ongoing classes, as shown in Table 6. Nine teachers did not implement the curriculum in all their class sections because: some of their students were being taught the project curriculum by other teachers; the frequency of class sessions was too limited to include additional content; the behavior of some of

*This is a student support services program for truant students.

Table 6

1991-92 Project STOP
Curriculum Component Teachers' Tenure in Position and Grade Level, and Subject Areas Where the Resolving Conflict Creative Curriculum Was Implemented

School Code	Teachers' Tenure in Position	Grades Implemented	Subject Areas
A	11	6, 8	English/Elective
A	4	7, 8	Math
B	26	7, 8	A.I.D.P.[a]
B	5	8	Science
C	20	6	English/Soc. Studies[a]
C	5	6	English/Soc. Studies[a]
D	30	8, 9	Reading
D	30	9	Group Guidance/Spanish
E	2	7, 8	Coverage
E	1	7-9	Social Studies/English Reading/Sex Ed./Hygiene
F	8	7, 8	Spec. Ed./Social Studies Communication Arts
F	2	7	Language Arts[a]
G	18	6	Language Arts[a]
G	6	8	Health

[a] The curriculum was implemented in all of these teachers' class sections.

- The Resolving Conflict Creative Curriculum was most frequently implemented (64 percent of the sample) in grade eight.
- The majority of the specified subject areas in which the curriculum was implemented was in English/Communication Arts.

the students in their classes' prohibited implementing the project curriculum in addition to their regular course content; and some of their classes did not meet their school's selection criteria for curriculum implementation, i.e.--grade level, diversity of subject areas, etc. Five teachers implemented the conflict resolution curriculum in every section they taught.

III. TRAINING

PROJECT STOP ORIENTATION TRAINING

Orientation Schedule and Participants

Orientation training for all Project STOP staff was held Friday and Saturday, October 25-26, and Friday and Saturday November 8-9, 1992. Each of the 15 project schools was expected to send eight teachers, four parents, and an administrator to the workshops.

Workshop Content

On the first two days, the workshops introduced teachers and parents to the philosophy and principles of conflict resolution and peer mediation. Essentially, these sessions focused on helping school-based participants understand that: (1) conflict is a natural part of life, and (2) when people have a conflict, all parties can win. During the last two days, participants were divided into separate work groups to learn specific skills related to their particular program component. The techniques used in these training sessions included lecture-demonstrations, role plays, and modeling the sequence of activities for each component's sessions, i.e.--itemizing the goals and objectives at the beginning of each session, doing warmup/sharing activities, and, at the end of the session, summarizing and reflecting on the activities. The skills imparted included active listening, the importance of affirming people through "put ups" rather than insults/"put downs," and various communication skills, i.e.--

paraphrasing, assisting people in verbalizing their feelings and their perspectives ("I messages"), etc.

Participants' Titles and Evaluation of the Training

At the close of the training, OREA received 112 completed participant questionnaires from 54 teachers, 31 parents, and six school administrators. Although each of the 15 schools was required to have designated one staff person to act as a Project STOP coordinator, only five potential Project STOP coordinators attended orientation training. There were 16 Project STOP persons present who classified themselves as "Other," including seven guidance counselors, three social workers, three paraprofessionals, one SAPIS worker, one dean, and one speech therapist. Two staff members from Project High Road, a drug abuse prevention program for middle school students, also attended the training.

The majority of the participants (75.9 percent) reported having attended four days of the in-service training, 10.7 percent participated for three days, and 13.4 percent attended only two days. None of the respondents reported having attended for only one day.

Of the 112 participants, 41 (36.6 percent) attended the conflict resolution curriculum training, 38 (33.9 percent) attended peer mediation training, and 28 (25 percent) participated in the parent training program. Two individuals did not reply and three individuals indicated "other."

The majority of participants considered the orientation training to be well (23 percent) or very well (71 percent) organized. Most participants (59 percent) also reported that they had extensive opportunities to present ideas and ask questions.

Participants were asked to rate various aspects of the orientation training in terms of their usefulness in implementing the participant's particular program component. Tables 7, 8, and 9 show how respondents who participated in training for the three different components rated various aspects of the orientation training. With few exceptions, each component's training activities were rated as very useful by at least half of its participants.

As shown in Table 10, upon completion of the orientation training almost all participants in the peer mediation and curriculum components, and all the participants in the parent component, reported understanding their own program component and the overall program well or very well.

FIELD STUDY SAMPLE REACTIONS TO PROJECT TRAINING

During the spring 1992 field study the OREA evaluation team asked each interviewee to assess both the orientation and staff development training they received in Project STOP.

Coordinators

Six out of the seven coordinators attended the mediation component training, and were asked to rate the sufficiency of training information for real-life mediation sessions. On a

Table 7

Peer Mediation Component Trainees' Rating of Pre-service Training Activities

Training Activity	Percentage of Participants*			
	Not Useful 1	2	3	Very Useful 4
Skills sessions	0%	10.5%	28.9%	55.3%
Implementation sessions	0	13.2	36.8	50.0
Content/ideas discussed	0	5.3	26.3	60.5
Materials distributed	0	13.2	26.3	57.9
Networking with people in your school	2.6	13.2	21.1	60.5
Networking with people from other schools	7.9	18.4	21.1	50.0

* There were 38 persons who participated in this components' training. Percentages may not total 100 because participants who did not rate the activities were excluded from tabulations.

- The majority of the peer mediation trainee respondents rated each training activity as very useful.

Table 8

Conflict Resolution Curriculum Component Trainees' Ratings of Pre-service Training Activities

Training Activity	Percentage of Participants*			
	Not Useful 1	2	3	Very Useful 4
Skills sessions	2.4%	0%	24.4%	70.7%
Implementation sessions	0	9.8	29.3	56.1
Content/ideas discussed	0	2.4	26.8	61.0
Materials distributed	0	7.3	24.4	63.4
Networking with people in your school	2.4	4.9	29.3	58.5
Networking with people from other schools	2.4	7.3	43.9	41.5

* There were 41 persons who participated in this components' training. Percentages may not total 100 because participants who did not rate the activities were excluded from these tabulations.

- At least 85.4 percent of the curriculum component training respondents rated the training activities as useful or very useful.

Table 9

Parent Training Program Component Trainees' Ratings of Pre-service Training Activities

Training Activity	Percentage of Participants*			
	Not Useful 1	2	3	Very Useful 4
Skills sessions	0%	14.3%	17.9%	46.4%
Implementation sessions	0	3.6	42.9	39.3
Content/ideas discussed	0	3.6	21.4	57.1
Materials distributed	0	0	32.1	57.1
Networking with people in your school	0	7.1	14.3	67.9
Networking with people from other schools	0	0	17.9	71.4

* There were 28 persons who participated in this components' training. Percentages may not total 100 because participants who did not rate the activities were excluded from tabulations.

- The majority of the parent component training respondents rated each activity as useful or very useful.

Table 10

Trainees' Ratings of Their Understanding of Their Own Component and of the Overall Program by Program Component

Program Component	Percentage of Participants[a]			
	Not At All 1	2	3	Very Well 4
Peer Mediation:				
Own Component	0%	5.3%	44.7%	50.0%
Overall Program	0	5.3	47.4	47.4
Curriculum:				
Own Component	0	2.4	41.5	56.1
Overall Program	0	4.9	41.5	53.7
Parent Training:				
Own Component	0	0	32.1	64.3
Overall Program	0	0	28.6	67.9

[a] Percentages may not total 100 because participants who did not respond were excluded from tabulations.

- At least 98 percent of the training respondents reported understanding their own program component and the overall program component well or very well.

scale from one to five. with five indicating completely sufficient, one coordinator indicated "5", three indicated "4," and two choose "3."

Similarly, when asked how relevant for real life mediation they found the examples and activities in the workshops (on a scale from one to five, with five indicating very relevant), two coordinators indicated "5", three indicated "4", and one coordinator indicated "3."

Curriculum Teachers

The 14 curriculum teachers were asked to indicate whether they strongly agreed (SA), agreed (A), were neutral (N), disagreed (D), or strongly disagreed (SD) with a number of statements regarding R.C.C.P. curriculum teacher orienetation training and staff development. Table 11 summarizes their responses.

The overwhelming majority of responses were favorable, with only one respondent disagreeing with a statement and four neutral responses. More than 90 percent of the teachers strongly agreed that the R.C.C.P. staff developers knew their material, were effective communicators, provided well planned sessions, and taught them techniques they were able to use.

Mediation Teachers

As previously indicated, only 11 mediation component teachers were interviewed during the field study (none of whom came from Schools A or G). These teachers were asked to rate the EARS and SMART staff developers and their training sessions using

Table 11[a]

1991-1992 Project STOP
Summary of Curriculum Teachers' Assessment
of Their Project Training

Statements	Response Choice[b] SA N	SA %	A N	A %	N N	N %	D N	D %	SD N	SD %
The staff developers generally										
Knew their material[c]	12	92.3	1	7.7	0		0		0	
Were sensitive to my training needs[d]	10	76.9	2	15.4	1	7.7	0		0	
Provided sufficient opportunities for audience participation[d]	11	84.6	2	15.4	0		0		0	
Responded appropriately to participants' questions	11	78.6	3	21.4	0		0		0	
Communicated the content effectively[c]	13	92.9	1	7.1	0		0		0	
Allocated sufficient time to all content areas[d]	5	38.5	7	53.8	1	7.1	0		0	
The training generally:										
Was stimulating and motivating	11	78.6	2	14.3	1	7.1	0		0	
Included relevant examples and activities	11	78.6	3	21.4	0		0		0	
Included approriate materials	11	78.6	3	21.4	0		0		0	
Was well-planned	13	92.9	1	7.1	0		0		0	
Met my objectives for attending	12	85.7	1	7.1	1	7.1	0		0	
Taught me useful facts and techniques which I was able to apply	13	92.9	1	7.1	0		0		0	

[a] These data were obtained from two curriculum teachers in each of the seven field study schools. The numbers and percentages pertain to the respondents rather than the responses given.

[b] The response choice codes mean SA, Strongly Agree; A, Agree; N, Neutral; D, Disagree; SD, Strongly Disagree. Where there is no number or percentage under a response code, N=0

[c] One of the teachers in School E did not respond to this item.

[d] Data entry errors resulted in the removal of one of the school's teachers' responses to these items.

- More than 90 percent of the teachers strongly agreed that the R.C.C.P. staff developers knew their material, were effective communicators, provided well-planned sessions, and taught them facts and techniques they were able to use.

the same statements and rating scale as the curriculum teachers. As shown in Table 12, more than 80 percent of the respondents strongly agreed that the staff developers knew their material, provided sufficient participation opportunities, communicated effectively, and conducted well-planned sessions. Finally, while no teacher strongly disagreed with any statement, there was one "disagree" response.

Table 12[a]

1991-1992 Project STOP
Summary of Peer Mediation Teachers' Assessment
of Their Project Training

Statements	Response Choice[b] SA N	SA %	A N	A %	N N	N %	D N	D %	SD N	SD %
The staff developers generally										
Knew their material[c]	9	90.0	1	10.0	0		0		0	
Were sensitive to my training needs[d]	7	63.6	3	27.3	1	9.1	0		0	
Provided sufficient opportunities for audience participation[d]	9	81.8	2	18.2	0		0		0	
Responded appropriately to participants' questions	8	72.7	3	27.3	0		0		0	
Communicated the content effectively[c]	9	81.8	2	18.3	0		0		0	
Allocated sufficient time to all content areas[d]	3	27.3	6	54.5	1	9.1	1	9.1	0	
The training generally:										
Included appropriate materials[c]	5	50.0	5	50.0	0		0		0	
Was stimulating and motivating[c]	8	80.0	1	10.0	1	10.0	0		0	
Included relevant examples and activities	7	63.6	3	27.3	1	9.1	0		0	
Was well-planned	9	81.8	1	9.1	1	9.1	0		0	
Met my objectives for attending	6	54.5	3	27.3	2	18.2	0		0	
Taught me useful facts and techniques which I was able to apply	8	72.7	3	27.3	0		0		0	

[a] These data were obtained from two peer mediation teachers each in field study Schools B, C, and E; one peer mediation teacher in School F, and four teachers from School D. The numbers and percentages pertain to the respondents rather than the responses given.

[b] The response choice codes mean SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; and SD= Strongly Disagree. Where there is no number or percentage indicated under a choice, N = 0.

[c] One of the teachers did not respond to these items.

[d] Data entry errors resulted in the removal of one of the school's teachers' responses to this item.

- More than 80 percent of the respondents strongly agreed that the EARS and SMART staff developers knew their material, provided sufficient participation opportunities, communicated effectively, and conducted well planned sessions.

IV. AGENCY IMPLEMENTATION

OVERVIEW

In order to determine how and whether personnel from E.S.R., Project SMART, and EARS met the benchmarks, or criteria, for implementation of each of the three STOP program components, OREA requested the following documents and information from agency liaisons and staff developers*:

- training materials and attendance logs from all training sessions and meetings;
- the number of participating teachers in the curriculum component;
- a list of parent trainers and participating parents in the parent component;
- the number of participating teachers and students in the mediation component;
- the number of curriculum classes held on site; and
- all mediation case information.

In response to these requests, OREA received copies of staff developers' logs and attendance lists from meetings and training sessions. Although these materials did not correspond exactly with the data requested, this information, along with agency liaison and staff developer responses to an OREA-developed questionnaire, proved sufficient to develop a picture of the

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* Personnel responsible for representing their agency in the schools were called agency liaisons, but most of these individuals also served staff development functions as well.

practices of agency staff. These data were also useful in determining whether any of the program benchmarks were met--with the exception of the mediation case information.*

OREA Questionnaire Content

The questionnaire probed the following issues:

- the nature of the three staff development agencies personnel's interactions with each other, the Fund, and the school-based program participants;
- the staff developers' general reactions to the 1991-1992 Project STOP program, including their assessments of the adequacy of scheduling, participating schools' coordination efforts, and space and other resources provided;
- the staff developers' assessment of the adequacy and effectiveness of their pre-service and staff development training activities for school-based participants; and
- agency personnels' recommendations for 1992-1993 school year training and staff development changes.

Questionnaire Response Types

Responses to the questionnaire were returned to OREA in two forms. 1) E.S.R. and Project SMART separately provided summaries of staff developer responses to questions pertaining to the component(s) each agency was specifically responsible for, and answers to a portion of the questions directed at all staff developers and agency liaisons regarding agency interactions. These responses were elicited and compiled in meetings among staff developers and liaisons. 2) EARS' two liaisons each provided a full set of responses to the questions relevant to the

* Mediation case data did not arrive with the materials sent from the agencies and therefore are described in an addendum to this report.

mediation component, which they were directly involved in, and to questions directed toward liaisons and all staff developers.

STAFF DEVELOPERS' PROGRAM REACTIONS

The Project STOP staff developers particularly liked working collaboratively with the other agencies' personnel and with the schools. They indicated that this brought together many different individuals with a variety of cultural backgrounds and training abilities and styles, enabling participants to pool resources, talent and information. Among the things the three agencies collaborated on were writing and revising training manuals, selecting participant schools, and developing organization strategies.

Respondents were also pleased with the multi-dimensional approach of the project. They found that the combination of a conflict resolution curriculum with the peer mediation and parent components resulted in a more well-rounded program that addressed three key areas--classroom conflicts, interpersonal relations, and family conflicts and resolution.

Other program characteristics that respondents liked included the three- to four-day initial training session (mentioned by E.S.R. staff), the opportunity for creative approaches to program implementation at individual schools, the objective of encouraging school ownership of the program, the accessibility of the program to a large and diverse student population, and the goal of empowering student mediators (SMART).

AGENCY INTERACTIONS

Interactions among the agencies were described by E.S.R. staff developers as good-natured and cordial. However, they added that communication occasionally broke down over the setting of meeting times for the frequent school meetings attended by the agencies.

EARS staff developers focused on the three agencies' interactions while collaborating on the design of the manuals and developing strategies for working with participating staff and students from Project STOP schools. EARS liaisons said that they worked very closely with the Fund and the Fund's Project STOP Director by providing input into decisions about reviewing program applications, and by assisting in budgeting, program planning, and manual preparation. They said that they also enjoyed the opportunity to chair meetings at which project agency personnel discussed development of program correspondence, forms and training manuals, and scheduling school-based participants' pre-service and staff development training conferences.

AGENCY AND SCHOOL-BASED PARTICIPANTS' INTERACTIONS

EARS' liaisons* also described their interaction with on-site school administrators. One liaison, who was also the staff developer primarily responsible for school G, found administrators to be pleasant, supportive of the STOP program,

* Following this discussion about agency interactions with school administrators, all agency personnel will hereafter be called staff developers.

and personally and professionally welcoming to the liaison. This liaison also served as a guest speaker for parent, staff, and student meetings at the school.

The other EARS liaison said that the principal from school F gave the on-site coordinator administrative power to set meetings with staff, parents, and students, and to implement and schedule student training. Further, the coordinator scheduled and conducted monthly meetings. For many of these tasks, the liaison provided the on-site coordinator with technical advice and reported the program's progress and concerns to the other agencies' personnel in their monthly administrators' meetings.

SCHOOL RESOURCES

While EARS agency staff members found that the schools that they provided services to had adequate, or more than adequate, space for program needs, E.S.R. and Project SMART personnel indicated that resources, in general, were not sufficient. The two resources they found most lacking were space and time.

Lack of space was a particular problem. According to E.S.R., many schools did not have a separate room for mediation component activities, and many schools provided no private space for conducting mediation sessions. One teacher did not have her own room in which to teach the STOP curriculum and was forced to move from classroom to classroom for each lesson.

Time was also a critical problem. On-site coordinators did not have enough time to coordinate the program, and teachers were not able to provide the amount of time needed to carry out their

responsibilities for various aspects of the program. Mediation teachers often had to choose between earning part-time money in other school programs, or covering the mediation room, for which there was no part-time pay. Furthermore, teaching loads were not reduced despite the fact that teachers had assumed additional STOP responsibilities. Because of the competing demands on teachers, staff developers often had to be flexible in order to work with teachers who had very limited free time.

CURRICULUM COMPONENT

Typical Site Visit

According to questionnaire responses from E.S.R. (the agency responsible for the curriculum component), a typical school visit began with the staff developer first "touching base" with the Project STOP coordinator, then assisting curriculum teachers as they implemented the conflict resolution curriculum. The staff developers' work included observing, co-teaching, modeling lessons, providing feedback, and sometimes following up through telephone consultations. Staff developers found that while some teachers were not responsive to their offers of assistance, many were very eager to discuss the curriculum and get feedback about lessons.

Implementation Issues

The program directives for the curriculum component indicated that each E.S.R. staff developer was expected to 1) work five school days at each assigned school, 2) support up to

four curriculum teachers, and 3) attend three after-school sessions at each school throughout the program period.

E.S.R. personnel indicated the following scheduling and coordination difficulties in implementing the curriculum compponent: 1) some Project STOP meetings were scheduled and then canceled without all staff from all three agencies being informed, 2) meetings for teachers or training for parents were occasionally difficult to arrange because staff developers had to work around the "real life" schedules of school staff and parents, and 3) on-site coordinators did not always have enough time to give to STOP.

Training for curriculum teachers included both initial large-group training and on-going staff development and training in the classroom. Staff developers found that teachers who felt pressured to meet New York State education requirements for their regular subject courses had a more difficult time implementing the conflict resolution curriculum in their classes.

OREA Implementation Assessment

Staff developers completed Project STOP log sheets for each day they visited a school and sent the completed logs to the E.S.R. office. Through copies of the logs, OREA identified three types of meetings staff developers participated in, and calculated the number of times each type of meeting occurred at each school site. The types included: a) after-school meetings, b) meetings with individual teachers, and c) other types of group meetings (which could be with teachers, on-site coordinators, or

a combination of the two). OREA also tracked the number of different teachers that each staff developer met with and the number of days the staff developer was on site. These data are summarized in Table 13.

Forty percent of the staff developers for all 15 Project STOP schools met the target of attending three after-school meetings. Sixty-seven percent fulfilled the program standard of five days on-site, and 60 percent met or surpassed the target of supporting up to four teachers in implementing the R.C.C.P. curriculum. While the amount of staff development support for the curriculum component varied widely among the fifteen Project STOP schools, approximately 27 percent of the teachers received the full targeted amount of support services.

PARENT COMPONENT

Typical Site Visit

E.S.R. agency staff indicated that, typically, parent component staff developers began their site visits by meeting with parent participants to help them plan the parent workshop training (including setting the initial meetings and times), and to help design training and outreach for other parents. Staff developers also served as active trainers, or observed parent trainers and offered feedback. Further, they frequently assisted parents in developing effective methods of and communication with school administrations.

Table 13

1991-92 Project STOP
Summary of Curriculum Component Staff Developers'
School Visits as Reported in Their Logs

School Codes[a]	Total Number of After-School Meetings	Total Number of Mtgs. with Individual Teachers	Total Number of Group Meetings	Total Number of all types of After-School Meetings	Total number of Different Teachers Met With	Total Number of Days at Each School
A	1	24	4	29	5[c]	5[d]
B	3[b]	4	1	8	4[c]	2
C	3[b]	7	2	12	4[c]	5[d]
D	2	21	1	23	8[c]	5[d]
E	3[b]	26	3	32	5[c]	10[d]
F	3[b]	15	1	19	5[c]	5[d]
G	3[b]	18	0	21	4[c]	5[d]
H	0	10	0	10	3	3
I	3[b]	5	3	11	3	5[d]
J	2	14	1	17	3	7[d]
K	0	11	0	11	4[c]	5[d]
L	2	13	0	15	3	5[d]
M	0	0	0	0	0	2
N	1	13	0	14	4[c]	3
O	0	5	0	5	3	2

[a] Schools A-G were OREA field study schools.

[b] These schools' staff developers met the standard of attending three after-school meetings during the program period.

[c] These schools' staff developers met or surpassed the target, training up to four teachers in the curriculum component.

[d] These schools' staff developers met the standard of five days on site.

- Twenty-six percent of the staff developers met and/or surpassed all three criteria.

Implementation Issues

According to project directives, each E.S.R. staff developer was required to 1) work two days, or a total of 12 hours, at each assigned school; 2) support up to four parents in delivering up to four parent training workshops to other parent at every school; and 3) attend three after-school workshops bringing together all program staff and participants.

Project STOP training for parent trainers included pre-service orientation training for parents, teachers, and administrators in the early part of the school year, plus five days of training later in the year which was designed to teach parents to be trainers for other parents.

Staff developers identified two primary scheduling and coordination difficulties encountered in implementing this component: 1) conflicts arising around scheduling training times to meet the "real-life needs" of parents, and 2) a lack of child-care during parent training. As a result of these difficulties, staff developers indicated that the training did not adequately prepare parents to train other parents, because parent trainers needed to learn more facilitation skills and required more time to process their experiences in conflict resolution before starting to deliver workshops.

OREA Implementation Assessment

In order to determine whether staff developers for the seven sample schools met the benchmarks for the parent component, OREA referred to lists provided by school on-site coordinators to

ascertain the number of parent trainers and number of parents attending the parent-led workshops. These data are summarized in Table 14.

OREA received information on parent trainers for only four of the seven field study schools. Among these four schools, only School F developed four parent trainers. School D reported a remarkably high number of parent participants, while School F indicated that there were more parent trainers than there were parents participating in the workshops. OREA did not receive sufficient data to determine the number of parent-led workshops conducted by each parent trainer. Thus, whether staff developers met the target of supporting each parent trainer in leading up to four workshops cannot be determined.

MEDIATION COMPONENT

Typical Site Visit

According to Project SMART and EARS responses to the OREA questionnaire, staff developers typically visited schools for meetings with on-site coordinators, student training, and meetings with mediation teachers (which sometimes included coordinators). SMART staff reported that mediation staff developers were expected to meet the following three objectives in making site visits: 1) work with designated school staff on implementation issues; 2) assist on-site coordinators in organizing mediation meetings, especially after-school sessions; and 3) work directly with student mediators to build their skills.

Table 14

1991-92 Project STOP
Number of Parent Trainers and
Number of Parents Attending Workshops[a]

School Code	Number of Parent Trainers	Number of Parents Attending
A	[b]	[b]
B	[b]	6
C	3	[b]
D	2	26
E	[b]	15
F	4	2
G	2	6
Total	11	55

[a] OREA did not receive any data on the number of parent-led workshops held.

[b] These data were not provided for these schools.

- Regarding the schools for which information was available, only School F supported four parent trainers. Because data regarding the number of parent-led workshops was not provided, OREA cannot determine what portion of the staff developers met the target of supporting up to four parent trainers in up to four workshops.

Staff developers met with on-site coordinators and/or the mediation teams to discuss such implementation issues as the day-to-day operation and growth of the program, publicizing the program to generate referrals, obtaining space for mediation sessions, scheduling cases, and insuring staff coverage of the mediation room. Other issues that came up were obstacles to program implementation, plans for addressing obstacles, and strategy development to meet each school's mediation component goals and objectives.

For the second objective, staff developers assisted on-site coordinators in organizing mediation meetings by preparing and planning the meetings, developing agendas, delegating tasks to different participants, and arranging for copies of meeting materials. Also in this capacity, staff developers greeted STOP students, staff, and/or parent participants attending meetings; and one EARS staff developer reported the status of the program and concerns to school principals after his/her first meeting with their on-site coordinators.

Finally, staff developers met with student mediators to develop and enhance their mediation skills. Sessions centered around developing skills in delivering opening statements, eliciting information using open questions and/or persuasive techniques, and using listening techniques. Student mediators were invited to discuss their perceptions about the program's progress.

Mediation Component Implementation Benchmarks

The program benchmarks for this component required that each mediation staff developer from SMART or EARS support up to four teachers and up to 40 student peer mediators in each school (including organizing introductory training for teachers and for students), spend up to 13 days at each school, and attend four after-school meetings per school (three sessions with all three components and a fourth session only with mediation staff and participants).

Mediation Teachers' Implementation Issues

Mediation teacher training involved three parts: 1) a preparation meeting for peer training (called a "pre-training" meeting); 2) four days of pre-service training in conflict resolution skills, techniques, and program implementation issues; and 3) further training for teachers during the follow-up training in peer mediation for students. The EARS staff developer for school G also conducted a training session for trainers, and the other EARS staff developer attended monthly meetings at a school where the mediation team addressed specific difficulties and personal issues.

In the pre-training meeting the on-site coordinator and mediation teachers for each school discussed and established requirements for student training. Mediation teachers were specifically asked to 1) limit the number of students selected to be peer mediators to 32, 2) be responsible for attending the training, 3) arrange for food, 4) discipline students, and

5) notify parents about the awards luncheon held on the last day of peer mediation training.

At the initial pre-service training, staff received instruction in the following areas: identifying the role and function of a mediator; developing active listening skills and techniques such as paraphrasing and asking neutral questions; recruiting and selecting potential student mediators; setting up the peer mediation room; filling out and using documentation materials; conducting monthly meetings; overseeing peer mediation sessions; and trouble-shooting for problems with mediation cases and with the program in general.

In the ongoing staff development training, as well as in the pre-service training, mediation teachers dealt with the general concepts of conflict resolution and mediation--defining conflict, exploring attitudes toward conflict, and examining the ways in which they handle conflict. They also practiced conflict resolution exercises involving "win-win" solutions, role-playing, and practicing specific listening skills. Teachers brainstormed on ways of publicizing the program and setting up the mediation room. Staff developers discussed the types of cases appropriate for mediation and the various referral sources available within the school for cases which were inappropriate for mediation.

Agency assessment of mediation teachers' training. One EARS staff developer commented that while the mediation teachers demonstrated "different levels of readiness" to implement the program in the schools, they all could have benefitted from more

training. Staff developers from both agencies felt that each school's staff was unique in its level of expertise at the beginning of training, that individual teachers varied in their personal experience with mediation, and that further ongoing training was a fundamental part of building teachers' competence. Overall, staff developers indicated that school staff especially needed to know how to implement the program to insure consistency from school to school, and yet at the same time, adapt the program to each schools' unique situation.

Project SMART staff developers indicated that staff development sessions pertaining to implementation were especially necessary in assisting teachers in negotiating obstacles and carrying out their vision of the program. An unspecified number of on-site coordinators and teachers were able to generate referrals quickly and launched the program almost immediately, while others required more assistance from staff developers in developing faculty presentations and assembly presentations to introduce the program to the school population. Many of the school teams used creative approaches for generating more referrals. For example, according to Project SMART, one school held a "Conflict Resolution Day" with skits and video presentations. Another school permitted student mediators to prepare for skill-building sessions by securing a room, arranging the food, and preparing an agenda.

One EARS staff developer said that in the beginning of the project, staff from their schools felt anxious about students'

ability to handle mediation, but became more confident after seeing peer mediators facilitate sessions. However, Project SMART staff developers said that teachers at their schools still reported needing more help in supervising meditation sessions. Although teachers from these latter schools became more efficient in overseeing the peer mediation sessions and letting peer mediators conduct the sessions, interjecting comments only when students asked them for help, teachers continued to seek assistance from staff developers for strategies to avoid taking over mediation sessions when student mediators became stuck during the mediation process.

Peer Mediator Implementation Issues

In three days of initial peer mediator training, staff developers introduced students to the mediation process, instructed them on effective listening and communication skills (through the use of active listening, open questions, paraphrasing, and neutral language), guided them through the mediation process via practice in role-play situations, and informed them of the responsibilities of being peer mediators (reporting to the mediation room at the scheduled time, respecting confidentiality, and working cooperatively with other mediators). Staff developers also explained the logistical organization of the peer mediation room, office procedures, and students' responsibilities for documentation (referral sign-in sheet, report form, and daily log book). This training culminated in an awards luncheon to which parents were invited.

Peer mediator training took place throughout the project period. These sessions included skill-building activities in which staff developers met with student mediators to help them develop and enhance their mediation skills. Activities centered around strengthening listening skills, delivering opening statements, eliciting information by using open questions, employing persuasive techniques, and discussing the progress of the program from students' perspectives. Peer mediators discussed their cases and explained how they handled different sessions. Finally, students brainstormed on techniques or solutions in resolving conflicts.

Agency assessment of mediators' training. Staff developers said that student mediators' diversity in initial expertise in mediation, in part, determined the efficacy of training. Students varied in their abilities for carrying out mediation sessions, progressed at different rates, and frequently needed additional training in order to solidify their skills. Project SMART staff developers commented that student mediators in their schools generally began mediating in teams of two. However, they added that some students were not confident in their skills and needed additional assistance, besides that of being assigned co-mediators, before beginning to mediate.

One EARS staff developer commented that while three full days was insufficient time for a student to gain the expertise of an experienced mediator, students who fully grasped the mediation concepts should have been able to begin conducting mediation

sessions. EARS also found that students with different levels of mediation experience working in teams complemented one another very well and that, through trial and error from mediating real cases, most students were able to gain expertise.

At after-school meetings with participants, staff developers observed that while students continued to struggle with the mediation process, they began to use the role play and exercise examples as a guide and to creatively develop their own approaches. An EARS staff developer found that students had particular difficulty mediating cases in which one of the disputants refused to talk in the mediation sessions. One such case became a meeting topic for students to brainstorm on how to resolve resistance through techniques such as role switching or speaking to silent disputants in session or privately.

Staff developers commented that while some students tended to forget some of the skills taught in the initial training, through the lessons in the skill-building sessions peer mediators were able to demonstrate competence in these skills later in the year. The skill-building sessions were credited as being critical for helping students achieve mastery of mediation skills. Staff developers from Project SMART offered OREA the following comments that they heard from student mediators about the value of peer mediation training and activities:

- "It was not easy to stay neutral and to paraphrase because that's not how I normally speak, but now I know how to do it."
- "These skills became very useful for me when I had disagreements with my family and friends."

- "I did not think that mediation would work in the streets but I tried it with my two friends who were arguing. I even did the opening statement and everything and it worked."

Implementation Issues

Staff developers were asked about obstacles to scheduling and coordination. The most frequently cited were: limited availability or time of on-site coordinators; school schedules interfering with staff coverage for the mediation room; difficulties in scheduling meetings with staff and parents; and--in schools where the number of case referrals was low and there were few mediations--difficulty in maintaining the enthusiasm of student mediators. Staff developers attempted to help resolve these problems through such techniques as helping coordinators set priorities and delegate tasks appropriately, assisting in developing schedules for each school, making arrangements for the necessary staff to be available to cover the mediation room each period, and occasionally holding "after-school" meetings during lunch.

OREA Implementation Assessment

All of the schools for which OREA received information about peer mediators' initial training met the program standard of three days. (Only schools D, E, and F provided these data). However, the number of students on roster at each of the OREA field study schools (see Table 15) ranged from 19 to 40.

As indicated in Table 16, Project SMART staff developers' site visit logs and EARS' Project STOP fiscal reports showed that not all schools met the program targets for school visits or for

Table 15

1991-92 Project STOP
Student Mediators on Roster
at OREA Field Study Schools[a]

School Code	Number of Students
A	22
B	27
C	25
D	40
E	19
F	[b]
G	[b]

[a] Based on attendance lists of peer mediators at on-going training and meetings.

[b] OREA did not receive student rosters from staff developers at these schools.

- School D had the largest number of peer mediators in the field study schools.

Table 16

1991-92 Project STOP
Summary of Mediation Component Staff
Development Sessions[a]

School Code	After-School Sessions	Sessions During School[c]	Total
A	2	11	13
B	2	9	11
C	4[b]	13[d]	17
D	4[b]	14[d]	18
E	4[b]	12	16
F	3	[e]	
G	2	[e]	

[a] The data for this table were obtained from SMART staff developers' site visit logs and EARS' Project STOP fiscal reports.

[b] Staff developers for these schools met the criterion of attending four after-school sessions.

[c] The maximum target was 13 days of service for each school.

[d] Staff developers for these schools met or surpassed the maximum target for this category.

[e] These data were omitted from the staff developers' submissions.

- Sixty percent of the staff developers providing complete data met the criterion for attending four after-school sessions, and 40 percent met or surpassed the maximum target of 13 days of service.

attending after-school sessions. OREA received complete data from staff developers for five of the seven sample schools. Among these five schools, staff developers provided an average of 11.8 days of service to each school. Only 60 percent (three) of the staff developers attended the mandatory four after-school sessions, and 40 percent met or surpassed the maximum target of providing up to 13 during-school staff developers' sessions.

FOCUS ON OREA FIELD STUDY SCHOOLS

OREA field researchers visited seven of the fifteen schools involved in Project STOP. The data obtained for each school on all the benchmarks are summarized in Table 18.

Curriculum component staff developers for Schools C, E, F, and G met all three criteria for implementation. Moreover, 86 percent of all the field study schools' R.C.C.P. staff developers met the criteria for visits to the schools, 100 percent met the criterion for working with up to four teachers, and 71 percent met the criterion for attending three after-school sessions.

Regarding the parent component, OREA received data for only one of three benchmarks (number of parent trainers supported by the staff developer) and data for only four schools among the seven in the sample. The staff developer for only one of these four schools met the upper target of supporting up to four parent trainers. With this limited data, it is difficult to be conclusive about staff developers' performance in this component.

For the mediation component, only the staff developer for school D met the three benchmarks for initial training, after-

Table 17

Project STOP 1991-92
Comparison of OREA Field Study Schools
for Program Benchmarks

Component/Benchmark	School Code A	B	C	D	E	F	G
Curriculum							
Staff development during school/5 days	5[a]	2	5[a]	5[a]	10[a]	5[a]	5[a]
After-school meetings/3	1	3[a]	3[a]	2	3[a]	3[a]	3[a]
Number of teachers met with/ up to 4	5[a]	4[a]	4[a]	8[a]	5[a]	5[a]	4[a]
Parent							
Staff development/2 days or twelve hours	[b]	[b]	[b]	[b]	[b]	[b]	[b]
Number of parent trainers/ up to 4	[b]	[b]	3	2	[b]	4[a]	2
Number of parent workshops/ up to 4	[b]	[b]	[b]	[b]	[b]	[b]	[b]
Mediation							
Staff development during school/up to 13 days	11	9	13[a]	14[a]	12	[b]	[b]
Number of teachers supported/ up to 4	[b]	[b]	[b]	[b]	[b]	[b]	[b]
Initial peer training/3 days	3[a]	[b]	3[a]	3[a]	[b]	4[a]	3[a]
After-school sessions/4	2	2	4[a]	4[a]	4[a]	3	2
Students on roster as peer mediators/up to 40	22[a]	27[a]	25[a]	40[a]	19[a]	[b]	[b]

[a] Staff developers for these schools met or surpassed the indicated benchmark.

[b] No data was provided for these criteria.

• Staff developers from all of the schools met at least 50 percent of the benchmarks for which they provided data.

school sessions, and supporting the optimal range of 30-40 student mediators, as well as providing 14 out of an upper target of 18 days at the school. All of the staff developers in the sample who provided information conducted the full three days of initial peer mediator training, and 43 percent attended the requisite number of after-school meetings. Incomplete information makes the determination of these staff developers' performance more difficult.

V. SCHOOL-BASED PARTICIPANTS' PERCEPTIONS OF PROGRAM ACTIVITIES

PRINCIPALS AND COORDINATORS' PERCEPTIONS

Dates of Project and Components' Inception

Project component dates of inception at each school ranged from September 1991 to March 1992. Of the five principals who responded to this question*, three (60 percent) indicated that the parent component was the last one implemented.

Administrative Support

When asked to characterize the kinds of administrative support provided for Project STOP in their schools, principals and coordinators described three broad categories: personnel (i.e., non-project administrative support etc.), technical (i.e., supplies, room, scheduling, etc.), and direct involvement by the schools' administrators. Table 18 summarizes the responses given by the seven principals and the seven coordinators. The most frequently cited support was in the adninistrative/personnel area.

Time Spent By Coordinators On Project STOP

Table 19 summarizes principals' and coordinators' estimates of the percentage of time coordinators spent on Project STOP.

The coordinators' responses were, on average, lower than the principals' estimates, with the largest discrepancy coming from School A. In addition, the School C and D coordinators, who spent the least amount of time (20 percent), said that this division of time had not been an effective nor successful method of administering the project.

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*Schools F and G principals did not know their schools' start-up date.

Table 18

Project STOP 1991-1992

Summary of Field Sample Principals' and Coordinators' Indication of Types of Administrative Support Provided for Project STOP

Type of Support	Principals' Perceptions	Coordinators' Perceptions	Total Sample N	%
Personnel:				
Teachers	D		1	14
Administrative	B, D	A, B[a], C, E	5	71
Coverage	A, B, C		3	43
Staff	F	A	2	28
Technical:				
Room/Space	E[a], F	A, B, E[a], G	4	57
Supplies		E, F, G	3	43
Coordination	C, E		2	28
Scheduling	B[a], E, F	A, B[a]	3	43
Direct Involvement:				
Principal	G[a]	C, G[a]	2	28
Assistant Principal	C, D[a]	Da	2	28

[a] These sites' principals and coordinators indicated the same types of support.

[b] Number and percent in this column are based on the seven sites in the sample, rather than the 14 respondents.

- The most frequently cited type of support was in the administrative/personnel area.

Table 19

Principals' and Coordinators' Estimates
of Percentage of Coordinators' Time Spent on Project

School Code	Principal	Coordinators
A	75%	35%
B	50	55
C	25	20
D	50	20
E	50	50
F	50	20
G	100	90

- Principals' estimates of the amount of time coordinators spent on the project were generally higher than the estimates of the coordinators.

Coverage of Coordinator Duties

Principals were asked what arrangements were made to cover the regular duties of the coordinator, whether they had encountered any difficulties making these arrangements, and what recommendations they had for resolving the difficulties, if any, they encountered.

Coverage. In general, the following responses were given:

- Other teachers or staff covered the coordinators' classes (three schools).
- The coordinators' regular duties allowed for time to meet Project STOP needs without any interruption of regular duties (two schools). (Note: one of these coordinators was a half-time librarian, and the other was a guidance counselor who did paperwork after school).
- Arrangements were made for compensatory time for the coordinator (one school).
- The coordinator was assigned full-time to Project STOP, so there was no need to make arrangements (one school).

Difficulties. Two principals cited specific difficulties in coverage strategies; one indicated that the coordinator needed more compensatory time, and the other stated that dealing with staff absences on the same day as Project STOP activities was problematic.

Overall Project Coordination

OREA asked the principals and coordinators about several aspects of the projects's coordination which are summarized in Table 20.

Principal's role. In general, principals spent from zero to ten percent of their time on project coordination and scheduling. Of the various coordination duties they specified, authorization/approval of coordinators' decisions was most frequently cited (four responses).

Table 20

Summary of Selected Aspects of Project Coordination

School Code	Principal's Role[a]	Coordinator's Role[a,b]	Agencies' Roles[a,b]	Space Conflicts[a,b]	Scheduling Impact[a,b]	Program Delivery Problems[a,b]
A	• Consulted with the Coordinator on coordinating	• Oversaw/Coordinated all aspects of the program	• Assisted in scheduling training meetings	• None	• Student mediators were scheduled during their lunch pers and the principal	• Poor articulation between staff develo-
	• Spent 10% of time on coordination and scheduling	• Planned and implemented the programs	• Assisted in coordinating site visits to schools		• Parent workshops were held in the evenings	
		• Handled staff developers on-site activities	• Organized and developed parent component		• No disruption to principal's, and teachers' normal schedule	
		• Supervised students during mediation				
		• Maintained documents and records				
		• Scheduled student mediators				
B	• Authorized/approved coordinator's decisions	• Acted as a liaison with agency people parents	• Staff developers were in touch with with satisfactory attendance	• None	• All required meetings were held,	• None
	• Provided administrative intervention, as needed	• Supervised students during mediations	• Assisted coordinator in general coordination		• No disruption to principal's and students' normal schedule	
	• Spent 5% of time on project coordination and scheduling	• Coordinated staff developers' on-site activities			• Teacher scheduling was problematic for the coordinator	

[a] These data were obtained from CREA field sample principal interviews.

[b] These data were obtained from CREA field sample coordinator interviews.

Continued

Table 20

School Code	Principal's Role[a]	Coordinator's Role[ab]	Agencies' Roles[ab]	Space Conflicts[ab]	Scheduling Impact[ab]	Program Delivery Problems[ab]
C	• Handled scheduling, publicity, and space for parent components	• Oversaw all activities/aspects of the program	• Assisted in scheduling training	• There was a general space shortage in the school	• Loss of teachers for project activities was disruptive to other teachers' normal schedules	• Staff developer was unreliable/lack of agency support (didn't specify for which component)
	• Assistant principal coordinated staff developers' on-site activities	• Liaison between agencies and school	• Gave advice	• Difficulty finding a mediation room	• Difficulties in scheduling mediators and teachers	
	• Spent 5% of time on coordination and scheduling	• Motivating force for the program				
D	• Authorized/approved coordinator's decisions	• Coordinated staff developers' on-site activities	• Intervened in union conflict to obtain extra time for teachers	• Conflict obtaining a free/spacious room for student training	• Mediators "didn't get as much business as they would have liked" --because referral system was not operating as well as it should	• Program needed more visibility within the school
	• Spent 0% of time on coordination and scheduling	• Arranged scheduling of all project activities			• No difficulties scheduling any of the components	
					• Used student lunch period for mediations	
					• Held parent workshops in evenings	

[a] These data were obtained from OREA field sample principal interviews.

[b] These data were obtained from OREA field sample coordinator interviews.

Continued

Table 20

School Code	Principal's Role[a]	Coordinator's Role[ab]	Agencies' Roles[ab]	Space Conflicts[ab]	Scheduling Impact[ab]	Program Delivery Problems[ab]
E	• Principal's assistant handle scheduling in conjunction with coordinator	• Oversaw all activities/aspects of the program	• Assisted in coordination of meetings and site visits	• There was a general space shortage in the school	• Teachers worked as a team and volunteered to work in the evenings	• None
	• Provided staff coverage	• Liaison between agencies and school			• General problems setting up schedule	
	• Acted as a "cheerleader" for program	• Motivating force for the program			• Insufficient time and space caused distruption to teachers' normal schedules	
	• Spend 5% of time on coordination and scheduling	• Arranged scheduling of all project activities				
		• Conducted program public relations				
		• Coordinated staff developers' on-site activities				
F	• Authorized/approved-Coordinator's decisions	• Oversaw all activities/aspects of the program	• Assisted in coordination of their on-site activities	• None	• Inception of program did not correspond with the school schedule	• To increase student and teacher belief in the peer mediation process
	• Spent 1% of time on coordination and scheduling	• Arranged scheduling of all project activities, including staff developers' on-site activities			• Curriculum teachers' normal schedules were disrupted	
					• No distruption to students' normal schedule	

[a] These data were obtained from OREA field sample principal interviews.

[b] These data were obtained from OREA field sample coordinator interviews.

Continued

Table 20

School Code	Principal's Role[a]	Coordinator's Role[ab]	Agencies' Roles[ab]	Space Conflicts[ab]	Scheduling Impact[ab]	Program Delivery Problems[ab]
G	• Authorized/approved coordinator's decisions	• Oversaw/coordinated all aspects of the program	• Assisted in coordination of meetings, training, and parent contacts	• None	• Parent component workshops were held after school	• None
		• Arranged scheduling of activities, meetings, and training			• Flexibility was displayed in fitting the curriculum into the schedule	
		• Conducted project public relations			• Scheduling for curriculum component was done on weekly basis	
		• Coordinated staff-developers on-site activities			• No disruption to principal's, teachers', and students' normal schedules	

[a] These data were obtained from OREA field sample principal interviews.

[b] These data were obtained from OREA field sample coordinator interviews.

- One hundred percent of the sites stated that the agencies--EARS, SMART, and E.S.R.--assisted them in project coordination.

Coordinator's role. Coordinator's duties were quite varied. The most frequently cited function was coordinating staff developers' on-site activities (five responses).

Agencies' role. All of the field study schools stated that the Project STOP agencies--EARS, SMART, and E.S.R.--assisted them in project coordination. While some schools received assistance in coordinating meetings (three responses), one school's staff developer intervened in an union issue to secure extra time for the teachers.

Space conflicts. Only three schools indicated that they had difficulties in this area. While one of these schools specified a general space shortage in the school, the other two related their space conflicts to the need for space for mediation sessions in addition to regular school activities.

Scheduling impact. Six schools indicated scheduling problems, with teachers' schedules being most frequently indicated as being disrupted (four responses). However, four of these schools also cited successful elements in scheduling, such as the fact that teachers worked as a team, all required meetings were held with satisfactory attendance, students' normal schedule was not disrupted, etc.

Program delivery problems. While three schools did not have any problems in this area, two schools indicated poor relationships/articulation with their staff developers, one school cited a need for greater student and teacher belief in the peer mediation process, and one school indicated that the program needed more visibility within the school.

MEDIATION TEACHERS

Eleven peer mediation teachers from the seven sample schools indicated that they spent either one or two hours (or periods) per week on peer mediation-related activities. In addition, two teachers stated that there was also additional time spent attending meetings.

Types of Disputes Mediated

The mediation teachers reported seven general types of disputes referred for mediation:

- Lies, innuendo, and rumors: seven teachers;
- Physical fighting: six teachers;
- Name-calling: four teachers;
- Boy/girl situations: three teachers;
- Thefts: two teachers;
- Racial problems: two teachers; and
- Teasing: one teacher.

Referral Sources of Peer-Mediated Disputes

Every teacher cited other teachers as a referral source. Some also cited the principal, coordinator, counselors, deans, students, and the disputants.

Number of Disputes Mediated

The mean number of mediated disputes reported by the eleven responding mediation teachers was approximately eight and one-half each, but the actual number of disputes the teachers played a role in ranged from none to 30, as displayed in Table 21.

When the nine teachers with mediation cases described their role in the mediation process, five of them indicated that they tried not to intervene but occasionally did so to keep sessions on track. One other teacher indicated monitoring the sessions in

Table 21

Summary of Selected Aspects of Disputes
that Mediation Teachers Played A Role In

School and Teacher Code	Number of Disputes		
	Teacher Played A Role In	Successfully Mediated	Reoccurrences
B_1	30	30	0
B_2	20	20	0
C_1	10	10	0
C_2	8	8	0
D_1	4	4	0
D_2	0	NA	NA
D_3	0	NA	NA
D_4	4	3	0
E_1	10	7	2
E_2	5	1	0
F	2	2	1

- Eighty-two percent of the teachers in the sample played a role in the mediation of the indicated number of disputes in their schools.
- Eighty-nine percent of the teachers who played a role in the mediation of disputes indicated that the majority, if not all, of the disputes were successfully ediated.
- Only two teachers dealt with cases that were reoccurrences.

case there was a problem. The remaining three teachers indicated that they monitored situations, but did not elaborate on what they did. One teacher added that he critiqued mediators at the end of the session.

Success of Sessions

The nine teachers who played a role in the mediations were also asked to indicate how many of the disputes in which they played a role were successfully mediated, and how many disputes were reoccurrences involving the same disputants on the same issues. As shown in Table 21, nine of these teachers (89 percent) indicated that the majority, if not all, of the disputes were successfully mediated. In addition, Table 21 shows that only two of these teachers (22 percent) dealt with cases that were reoccurrences.

Interactions With Other Project Persons

Interactions with staff developers. When asked to describe their interactions with their site's mediation staff developer, peer mediation teachers' responses were coded (in order of frequency) as:

- positive interactions (e.g., supportive, cheerful)--six respondents;
- met regularly--five respondents;
- infrequent interactions--four respondents;
- discussed issues--three respondents; and
- would like to see the staff developer more often--one respondent.

Interactions with coordinators. The teachers were asked about the nature of their interactions with their on-site project coordinators. Their responses were coded along various dimensions:

- contacts were frequent--four teachers;
- interactions involved discussing issues--three teachers;
- discussed specific mediation cases--two teachers;
- having a positive relationship with their coordinators--two teachers;
- acted as a substitute in the coordinator's absence--one teacher;
- interactions were the same as with the trainer--one teacher;
- the coordinator was informative--one teacher; and
- no response--one teacher.

Meetings. All of the teachers interviewed, with one exception, indicated attending after-school meetings for all Project STOP personnel. Out of these ten teachers, all but one indicated that these sessions were effective.

The nine teachers that found these sessions effective thought so for a different combination of reasons: five teachers described the opportunity for discussion of program progress and/or ideas for improvements; three teachers described the opportunity for team building; three teachers discussed the training opportunities; and two mentioned that these meetings were particularly effective for those participating in the curriculum component. One individual gave no reason for viewing these meetings as effective. The teacher who thought these meetings were not effective described them as repetitive of what was already known.

PEER MEDIATORS

Students were asked to indicate, from a list of four options, about how many times during the 1991-1992 school year they used their mediation skills in school. A complete breakdown

of all responses by school is provided in Table 22. The three most frequent responses to this question were: "1-5" times, given by 40.4 percent of the respondents; "5-10" times, given by 21.2 percent of the respondents; and "more than 25" times, given by 15.4 percent of the students. Six of the eight "more than 25" responses were from School G. In addition, the two students who responded "never" were both from School A.

Students also indicated where they used these skills. Twenty students (38.5 percent) responded "Home and school," 19 (36.5 percent) responded "At school only," and six (11.5 percent) responded "Outside of school (home, street, etc.)". In addition, seven students (13.5 percent), who most probably noticed that all response combinations provided by this forced-choice question were not accounted for, did not choose any of the given responses and indicated on their papers "everywhere". Six of the seven "everywhere" responses came from the students at School G. In addition, four of the six "outside of school" responses came from the students at School A.

Referral Sources

Student mediators indicated various referral sources for mediation, as detailed in Table 23. Students at every site indicated that teachers were a referral source. Disputants themselves were the second most common referral source, referring in five schools. Other students were also a major referral source, having referred in four of the seven sites. Two other referral sources that students included, which teachers did not, were hall guards and parents.

Table 22*

1991-1992 Project STOP
Number of Times Mediators Used Skills In School

School Code		Number of Times Used						
		0	1-5	5-10	10-15	15-20	20-25	More than 25
A		2	4	1	0	0	0	1
B		0	0	2	4	0	1	0
C		0	6	3	1	0	0	0
D		0	1	1	0	1	0	1
E		0	3	3	0	0	0	0
F		0	7	1	1	0	0	0
G		0	0	0	0	1	1	6
Total	N	2	21	11	6	2	2	8
	%	3.8	40.4	21.2	11.5	3.8	3.8	15.4

* These data were obtained from 52 field study mediators' responses to a forced-choice item on an OREA questionnaire.

  * The most frequent response to this question was "1-5", cited by 40.4 percent of the mediators.

Table 23[a]

Mediators' Indication of Referral Sources for Mediation

Referral Source	School Code A	B	C	D	E	F	G	Total N	Total %
Teachers	1	1	1	1	1	1	1	7	25.9
Disputants		1		1	1	1	1	5	18.5
Students		1		1	1		1	4	14.8
Principal			1	1	1			3	11.1
Coordinator	1					1		2	7.4
Desna		1		1				2	7.4
Mediators	1					1		2	7.4
Hall Guards	1							1	3.7
Parents		1						1	3.7
Total N	4	5	2	5	4	4	3	27	
%	14.8	18.5	7.4	18.5	14.8	14.8	11.1	99.9[b]	99.9[b]

[a] These data were obtained from mediators in focus group discussions at each OREA field study school. The categories were derived from the students responses.

[b] Percentages do not add up to 100 due to rounding error.

* Mediators at every site indicated that teachers were a referral source.

Types Of Disputes Referred

Student mediators described the different types of disputes that they mediated during the school year. These data are summarized in Table 24. The most commonly reported disputes were "girl/boy conflicts" (four schools), physical confrontations (four schools), and conflicts involving handling the property of other persons (three schools).

Mediation Process

When students were asked if they worked as a team member or by themselves when conducting mediations, five schools' mediators reported that they had worked in teams only. Students at the other two sites, reported that they worked both in teams and alone.

Students all the sites described the mediation teachers or coordinators as being involved in the mediation process. Three site students indicated that their teachers played an active role, for example, "Teachers would step in and help when needed." The other four schools indicated that the mediation teachers or coordinator played a more "passive" role. A typical comment from student mediators at these sites was "Teachers monitor hearings." In general, all schools' mediators reported some degree of involvement on the part of the mediation teachers, although the degree of involvement varied.

Mediation methods used. When asked what methods they used to resolve disputes, most mediators listed the eight methods taught to them in their training sessions. Specific methods used by the mediators during their sessions are detailed in Table 25. The most frequently cited method (21.1 percent) was listening.

Table 24[a]

Mediators' Indication of Types of Disputes They Mediated

Conflicts	School							Total	
	A	B	C	D	E	F	G	N	%
Girl/boy	1			1		1	1	4	21
Physical	1	1	1		1			4	21
Handling Property				1	1		1	3	15.8
Rumors			1	1				2	10.5
Name-calling		1		1				2	10.5
Friends			1				1	2	10.5
Teasing					1			1	5.0
Spit-ball	1							1	5.0
Total N	3	2	3	4	3	1	3	19	
%	15.8	10.5	15.8	21.0	15.8	5.0	15.8	99.7[b]	99.3[b]

[a] These data were obtained from mediators in focus group discussions at each OREA Field Study School. The categories were derived from the students responses.

[b] Percentages do not add to 100 due to rounding errors.

- Girl/boy and physical conflicts were most frequently mediated.

Table 25[a]

Mediators' Indication of Methods They Used To Resolve Disputes

Methods	School Code							Total	
	A	B	C	D	E	F	G	N	%
Listening	1			1	1		1	4	21.1
I-messages[b]	1			1		1		3	15.8
Paraphrasing		1		1		1		3	15.8
Asking open-ended questions		1		1	1			3	15.8
Remaining neutral			1	1				2	10.5
Stating ground rules		1		1				2	10.5
Persuading				1				1	5.3
Role switching				1				1	5.3
Total N	2	3	1	8	2	2	1	19	
%	10.5	15.8	5.3	42.1	10.5	10.5	5.3	100	100.1[c]

[a] These data were obtained from focus group discussions at each OREA field study site; the eight categories of methods were obtained from the mediation training manual.

[b] I-messages are statements that reflect the speaker's feelings or perspective; they are used to increase disputants' understanding of one another.

[c] Percentage is greater than 100 due to rounding error.

- Listening was the most frequently cited method by 21.1 percent of the mediators.
- Students from School D mentioned using all of the methods.
- Students from schools C and G only mentioned one technique each.

While students from School D mentioned using all eight methods, students from Schools C and G only mentioned one technique each.

Success of Sessions

Student mediators were also asked how much they agreed with the statement, "I think I was helpful in mediating disputes that could have become violent." In response to this forced-choice item, the most frequent reply was "Agree." Specifically, 20 students (38.5 percent) responded "Strongly Agree," 24 (46.2 percent) responded "Agree," and 8 (15.4 percent) responded "Not Sure." There were no responses of "Disagree" or "Strongly Disagree" to this statement. Table 26 provides a breakdown of responses by school.

CURRICULUM COMPONENT

Lesson Implementation

Curriculum teachers were asked what month they began implementing the curriculum with their students and how many conflict resolution lessons they provided their students with (for each section taught). Responses to these questions are provided in Table 27. As shown, the curriculum teachers indicated beginning implementation from the earliest date of October 1991 to the latest date of February 1992. The number of lessons they taught varied from one lesson to all lessons. Only five teachers (36 percent) indicated teaching at least half of the total number of curriculum lessons (the maximum number was 34) by the interview time of mid-June. Not surprisingly, there seems to be a trend relationship between the date of implementation and the number of lessons taught--the earlier the implementation, the more lessons taught.

Table 26

Field Study Mediators' Level of Agreement With the statement: "I was helpful in mediating disputes that could have become violent".

School Code		Level of Agreement SA	A	N	D	SD
A		3	5	0	0	0
B		0	7	0	0	0
C		1	4	5	0	0
D		3	1	0	0	0
E		2	2	2	0	0
F		5	4	0	0	0
G		6	1	1	0	0
Total	N	20	24	8	0	0
	%	38.5	46.2	15.4	0	0

- Over 84 percent of the student mediators either agreed or strongly agreed with the statement.

Table 27[a]

Curriculum Teachers' Indication of Month They Began Implementing Conflict Resolution Curriculum and The Number of Lessons Taught

Teacher	Date of Implementation	Number of Lessons Taught
A_1	12/91	8
A_2	2/92	8
B_1	10/91	10-22[b]
B_2	1/92	8
C_1	12/91	15
C_2	12/91	All
D_1	10/91	20
D_2	1/92	3-8[b]
E_1	1/92	15
E_2	11/91	18[c]
F_1	12/91	11-20[b]
F_2	2/92	1
G_1	1/92	5-17[b]
G_2	2/92	8

[a] These data were provided during mid-June, 1992.

[b] These teachers taught the curriculum to more than one section of students and each section did not receive the same number of lessons.

[c] This is an approximation based on the teacher indicating teaching approximately two to three lessons per month.

- The curriculum teachers indicated beginning implementation from the earliest date of October 1991 to the latest date of February 1992.
- Only 36 percent of the teachers indicated teaching at least half of the total number of curriculum lessons.

Ten of the 14 teachers (71 percent) indicated that their lessons were pretty evenly spread apart in time since their initial implementation of lessons. The four exceptions indicated giving most of the lessons near the beginning of their initial implementation.

Teachers were also asked to indicate how closely they followed the lessons provided in their teaching guide. Nine of the 14 teachers (64 percent) indicated "4" on a scale from "1" to "5", where "5" indicated following the format exactly.

Interactions With Other Project Persons

Interactions with staff developer. The curriculum teachers were asked to indicate the extent to which they agreed or disagreed with the following six statements regarding their R.C.C.P. staff developer:

1. helped me to plan conflict resolution lessons;
2. helped me to improve my teaching of the conflict resolution curriculum;
3. helped me to improve my teaching in general;
4. provided appropriate demonstration lessons;
5. established good rapport with my class; and
6. gave me useful feedback about teaching the conflict resolution curriculum.

The majority of the participants agreed or strongly agreed with all of the above statements. The exceptions were the two teachers interviewed from School C, both of whom strongly disagreed with statements 1 through 3 and statement 6. One of these two teachers also strongly disagreed with statements 4 and 5. With the exception of one teacher from School B who strongly disagreed with statement 3, the teachers from School C were the only ones to strongly disagree with any of these statements.

Curriculum teachers were also asked to describe the nature of their interactions with their staff developer. Teachers responded to this very "open" question on a number of different dimensions. Nine of the 14 teachers indicated that their staff developer discussed issues with them; seven indicated that their interactions were positive; four indicated that their interactions were infrequent, with one teacher adding that he/she would have liked to see the staff developer more often; and four indicated that they met with the staff developer regularly and/or that the staff developer was readily available. In addition, four of the teachers indicated that the staff developer observed classroom instruction, with one of these teachers adding that the developer was good at engaging the students.

Interactions with coordinator. When asked about the nature of their interactions with their on-site project coordinator, respondents provided many different dimensions of response. Nine of the 14 respondents described their interactions as positive; six described their interactions as frequent and/or said that the coordinators were readily available; five described the coordinator as informative on issues relevant to running the program--e.g., scheduling, coordination; and two described the coordinator as informative in content areas relevant to the project.

Meetings. With three exceptions, all the curriculum teachers indicated attending after-school meetings for all Project STOP personnel. The exceptions were two teachers who indicated they did not attend any meetings and one teacher who could not remember. Out of the 11 who attended the meetings, nine indicated that they were effective and two indicated that

they were not. The reasons teachers gave for the meetings' effectiveness, in order of frequency, were: discussed program progress/improvements (4 teachers), allowed for team building (two teachers, provided reinforcement/ motivation (two teachers), and allowed opportunity for training (one teacher). The two teachers who indicated that these meetings were not effective indicated this was due to administrative support being ineffective and not enough turnout, respectively.

VI. SCHOOL-BASED PARTICIPANTS' EVALUATION OF THE PROGRAM

ASSESSMENT OF PROGRAM SUCCESS

Mediation Component

Mediator perceptions. Peer mediators were asked to indicate how much they agreed or disagreed with the statement "I think having the mediation program at my school is a good idea" on an OREA questionnaire. The most frequent reply was strongly agree (69.2 percent respondents). There were no responses of disagree or strongly disagree. A complete breakdown of the responses, by school, is provided in Table 28 below.

Table 28

Field Study Mediators' Level of Agreement
With the statement "I think having the mediation program at my school is a good idea."

School Code		Level of Agreement[a]				
		SA	A	N	D	SD
A		5	3	0	0	0
B		3	4	0	0	0
C		5	5	0	0	0
D		3	1	0	0	0
E		3	2	1	0	0
F		9	0	0	0	0
G		8	0	0	0	0
Total	N	36	15	1	0	0
	%	69.2	28.8	1.9	0	0

[a] The agreement options were Strongly Agree, SA; Agree, A; Neutral, N; Disagree, D; and Strongly Disagree, SD.

- The majority of the peer mediators reported that they "strongly agree" or "agree" with the statement.

In a similar fashion, the mediators most frequently rated the overall success of Project STOP at their school as "4" on a scale from 1 (extremely unsuccessful) to 5 (extremely successful). A complete breakdown by school is provided in Table 29.

When mediators were asked to indicate the best parts of the peer mediation program, OREA coded each of their 143 distinct responses into one of the following seven categories:

- new skills/training (e.g., games that were educational, learning self-control);
- helping others;
- new relationships/friends (e.g., new friends, how we all got along);
- self-esteem (e.g., when others asked me for my opinion, getting to know you are needed);
- recreation (e.g., parties, getting out of classroom);
- mediations; and
- everything (e.g., everything was good).

Table 30 provices a complete breakdown of all categories by school.

The students most frequently indicated that new skills/ training (41.3 percent of responses), helping others (19.6 percent of responses), and new relationships (12.6 percent of responses) were the best parts of the peer mediation program. Only two mediators' responses indicated that the whole program was good, and that there were no "best parts"; both of these responses came from students at School G.

Table 29

1991 - 1992 Project STOP
Mediator Ratings of the Overall Success of the Project

School Code		Number of Respondents				
		Unsuccessful 1	2	3	4	Extremely Successful 5
A		0	0	2	4	2
B		0	0	4	3	0
C		0	0	3	7	0
D		0	0	0	4	0
E		0	0	1	3	2
F		0	0	1	4	4
G		0	0	0	1	7
Total	N	0	0	11	26	15
	%	0	0	21.2	50.0	28.8

- The majority (78.8 percent) of the peer mediator respondents rated Project STOP overall as successful or extremely sucessful.

Table 30[a]

Mediator Perceptions[a] of Best Parts
of Peer Mediation Program

School Code		Best Parts[b] New Skills/ Training	Helping Others	New Relationships/ Friends	Self-Esteem	Recreation	Mediations	Everything	Totals N	Totals %
A		11	5	2	4	1	1	0	24	16.8
B		11	1	0	2	3	3	0	20	14.0
C		12	9	4	1	3	1	0	30	21.0
D		1	5	4	1	0	1	0	12	8.4
E		6	0	1	0	4	1	0	12	8.4
F		9	6	3	5	2	0	0	25	17.5
G		9	2	4	3	0	0	2	20	14.0
Total	N	59	28	18	16	13	7	2	143	
	%	41.3	19.6	12.6	11.2	9.1	4.9	1.4	100.1[c]	

[a] These data were provided by the 52 field study mediators who gave up to three responses to their open-ended OREA questionnaire item.

[b] There was a total of 143 distinct responses which OREA grouped under the seven indicated categories.

[c] Percentages do not total 100 due to rounding error.

- New skills/training was most frequently cited (41.3 percent of the responses) as one of the best parts of the peer mediation program.

Mediators were also asked to indicate up to three aspects they considered the worst parts of the peer mediation program. They provided 78 distinct responses which OREA coded as belonging to one of the following six categories:

- scheduling (e.g., staying all day, covering emergency situations, missing classes);
- lack of cooperation (e.g., kids act up and don't behave themselves, partner not cooperative);
- peer rejection (e.g., other kids were jealous, other kids called us nerds);
- training;
- lack of publicity; and
- no worst parts.

Table 31 provides a complete breakdown of all responses, by school.

The students most frequently cited scheduling problems (33.3 percent of responses) and a lack of cooperation from other students at the mediation sessions (32.1 percent of responses) as the worst parts of their component. About 14 percent of the respondents indicated that there were no worst parts (the third most frequent response).

CURRICULUM COMPONENT*

Best Aspects of Curriculum

Curriculum teachers rated the usefulness of the lessons in the "Resolving Conflict Creatively" guide. Lesson 2 was most

* The reader should bear in mind that the curriculum teachers conducted very few lessons, with many of them only implementing the lessons in the beginning of the guide.

Table 31[a]

Mediator Perceptions of Worst Parts
of Peer Mediation Program

School Code		Worst Parts[b] Sched. Probs.	Lack of Coop.	None	Rejection	Training	Publicity	Total N	Total %
A		7	6	0	0	1	0	14	17.9
B		2	2	4	0	0	0	8	10.3
C		5	2	1	6	2	3	19	24.4
D		6	5	0	0	0	0	11	14.1
E		2	4	1	0	0	0	7	9.0
F		2	4	2	2	2	0	12	15.4
G		2	2	3	0	0	0	7	9.0
Total	N	26	25	11	8	5	3	78	
	%	33.3	32.1	14.1	10.3	6.4	3.8	100.1[c]	

[a] These data were provided by the 52 field study mediators who could give up to three responses to this open-ended OREA questionnaire item.

[b] There were a total of 78 distinct responses which OREA grouped into the six indicated categories: "scheduling problems" (Sched. Probs.), "lack of cooperation" (Lack of Coop.), "no worst parts" (None), "peer rejection" (Rejection), Training, and "lack of publicity" (Publicity).

[c] Percentages do not total 100 due to rounding error.

- The mediators most frequently indicated that scheduling problems and lack of cooperation from other students (33.3 and 32.1 percent of responses, respectively) were among the worst parts of the peer mediation program.

frequently cited as the most useful (eight respondents), followed by Lessons 8 (six respondents) and 7 (four respondents).

Lesson 2 focused on peoples' need for support and the concepts of put downs versus put ups, Lesson 8 dealt with effective listening skills, and Lesson 7 covered the issue that because underlying needs are being expressed when people take a stand in a conflict there are ways to resolve conflicts so that all parties' needs are satisfied, i.e.--have a win-win solution. All of these lessons represent basic tenets of the Project STOP philosophy. In addition, they all were taught using highly interactive methods, i.e.--role plays, role reversals, and creating various scenarios.

The curriculum teachers were also asked what aspects of the project's curriculum lessons they believed the students liked the most. Of the 32 coded responses, the most frequently mentioned (21.9 percent) were the gatherings or warmups that were a part of every lesson. A complete breakdown of these responses by school is provided in Table 32.

Worst Aspects of Curriculum

The teachers gave varied responses when asked to indicate the lessons that they found to be least useful. Those most frequently cited were: none (five responses); Lesson 4: Defining Conflict and Violence (three responses); Lesson 12: Using I-Messages (three responses); and Lesson 15: Cooperation (two responses).

Table 32[a]

Summary of Curriculum Teachers Perceptions of Aspects of Lessons Students Liked Most

Lesson Aspects	School Codes A	B	C	D	E	F	G	Total N	%
Gatherings	2[a]	1	0	0	1	1	2	7	21.9
Sharing Experiences	0	1	2	1	1	0	0	5	15.6
Role-Playing	1	1	2	1	0	0	0	5	15.6
Problem-Solving Lessons	0	0	1	0	1	1	1	4	12.5
Working in small groups	1	0	1	1	0	1	0	4	12.5
Put-ups[b]	1	0	0	0	0	1	0	2	6.3
Other	0	0	0	1	1	0	0	2	6.3
Total N	1	0	0	0	1	1	0	3	9.4
%	6	3	6	4	5	5	3	32[c]	
	18.8	9.4	18.8	12.5	15.6	15.6	9.4	100.1[d]	

[a] These data were obtained from the 17 field study curriculum teachers OREA interviewed.

[b] Put-ups are statements that affirm another person, and are the opposite of "put-downs."

[c] Teachers could cite up to three aspects.

[d] Percentages do not total 100 due to rounding error.

• The gatherings were the aspect of the Resolving Conflict Creatively curriculum lessons that teachers felt their students liked most.

The three specific lessons that the teachers selected share the aspect of applying new thinking to familiar topics. Lesson 4's goal was to establish that conflict and violence are not the same thing, Lesson 12's goal was expressing your feelings and viewpoints (I-messages) without accusing or blaming others (You-messages), and Lesson 15's goal was demonstrating through small group activities how people cooperate. Each of these lessons challenged students' old habits and behaviors.

The curriculum teachers also indicated the aspects of the curriculum lessons that they felt the students liked the least. Of the responses, the most common were:

- the lecturing (three teachers);
- working in small groups (two teachers);
- the closings (two teachers)*;
- the evaluations (two teachers)**;
- wanting to participate but answers were already said by someone else (two teachers);
- agenda check (one teacher);
- having to write (one teacher);
- role-playing (one teacher);
- being honest (one teacher);
- when lesson broke down (one teacher);
- having to be quiet (one teacher);

*Session closings were exercise designed to conclude the lesson on a positive note and enhance group feelings.

**This aspect of the classes allowed students to assess the personal impact of each lesson.

- stopping verbal abuse (one teacher);
- the lessons on discrimination and stereotyping--"students [get] nuts" (one teacher); and
- none (one teacher).

COORDINATORS

Best and Worst Aspects of Project STOP

Coordinators' reponses to questions about the best and worst aspects of the program fell into two broad categories. All of the coordinators felt that the opportunity for skill development and student empowerment was invaluable. On the other hand, they cited scheduling difficulties and the resultant inability to include as many students and school personnel as could benefit in program activities as the main limitation of the program.

PROGRAM IMPACT ON PARTICIPANTS

Mediation Component

Mediation teachers' perceptions. With the exception of three teachers, the mediation teachers indicated that they had experienced personal attitudinal and/or behavioral changes since the inception of Project STOP. These teachers indicated that they:

- became more empathic/understanding--seven teachers;
- engaged in fewer confrontations--two teachers;
- now viewed children as individuals capable of reasoning and thinking--two teachers;
- practiced mediation skills in their personal lives--two teachers;
- were now more aware of alternatives--one teacher; and

- had increased self-esteem--one teacher.

Mediators' perceptions. Peer mediators were asked to indicate the extent to which they agreed or disagreed with the statement "Peer mediation was helpful to me in my own life". The majority of mediators (51.9 percent) agreed with this statement; no mediators strongly disagreed. A complete breakdown of these responses by school is provided in Table 33.

Curriculum Component Participants

Teacher perceptions. With the exception of one curriculum teacher, all curriculum teachers indicated that they had experienced personal attitudinal and or behavioral changes since the inception of Project STOP. The 21 responses indicating changes were coded as follows:

- becoming more empathic/understanding--ten teachers;
- took these skills into their personal lives--four teachers;
- worked things out before reacting--four teachers; and
- awareness of useful skills--three teachers.

Teachers' perception of impact on students. All curriculum teachers indicated noticing attitudinal and/or behavioral changes in their students since the inception of their conflict resolution lessons. A total of 26 responses indicating student change were coded as follows:

- students were more developed in skills/more aware of alternatives--eight teachers;
- students were more empathic/understanding--seven teachers;

Table 33*

1991 - 1992 Project STOP
Field Studies Mediators' Level of Agreement with the Statement:
"Peer mediation was helpful to me in my own life"

School Code		Level of Agreement SA	A	N	D	SD
A		1	7	0	0	0
B		2	3	1	1	0
C		1	7	1	1	0
D		2	0	2	0	0
E		1	4	1	0	0
F		3	4	1	1	0
G		6	2	0	0	0
Total	N	16	27	6	3	0
	%	30.8	51.9	11.5	5.8	0

* This table indicates the number of mediators who strongly agreed (SA), agreed (A), were not sure (N), disagreed (D), and strongly disagreed (SD) with the statement.

- The majority of the respondents agreed (51.9 percent or strongly agreed (30.8 percent) with the statement.

- students were more likely to try to work things out before fighting--seven teachers;
- the number of confrontations/fights decreased--three teachers; and
- students try to influence others outside of the program and use skills at home--one teacher.

Coordinator Perceptions

Participating teachers. Coordinators were asked to indicate if they noticed attitudinal changes in curriculum and/or mediation teachers in their schools. One coordinator indicated that no changes were noticed. The other coordinators noticed six teacher-participant changes, as follows:

- more empathy/understanding (three responses);
- more aware of what kids can do (two responses);
- aware of the positive effects of peer mediation (one response);
- work more as a team (one response);
- encourage students to use process (one response); and
- consider the process in community affairs (one response).

Participating students. Coordinators were asked if they witnessed attitudinal and/or behavioral changes in student peer mediators and curriculum students in their schools. One coordinator was not aware of any changes in curriculum students. However, the other coordinators noticed a total of five changes in their schools' curriculum students, as follows:

- development of skills/awareness of alternatives (six responses);
- more caring for each other (one response);

- encouraged others to participate (one response);
- did not offend people as often (one response); and
- empowerment (one response).

All coordinators noticed attitudinal and or behavioral changes in their schools' participating student mediators, citing eight changes, as follows:

- development of skills/awareness of alternatives (five responses);
- chose other options when solving conflicts (four responses);
- more empathic/understanding (four responses);
- fewer confrontations/fights (three responses);
- encouraged others to participate in the process (two responses);
- exhibited greater maturity/responsibility (two responses);
- increased self-esteem (two responses);
- students wore their peer mediation shirts (one response).

Principals' Perceptions*

When asked about changes in the attitudes and behaviors of student participants in their schools, all principals interviewed said that they had seen attitudinal and/or behavioral changes. The principals described their student participants as follows:

- more developed in skills/more aware of alternatives (four responses);

*Because the questionnaire was revised after the first --all responses for this sections are based on a total of six, rather than seven respondents.

- using mediation to resolve conflicts (two responses);
- showing greater maturity/responsibility (two responses);
- showing decreased incidence of confrontations/fights (two responses);
- showing more empathy/understanding (one response); and
- showing increased self-esteem (one resonse).

These principals all attributed these changes to the program.

PROGRAM IMPACT ON NON-PARTICIPANTS

Mediation Component

Mediation teachers' perceptions. The mediation teachers were asked to indicate attitudinal and or behavioral changes in their schools' student population since the inception of Project STOP. With the exception of teachers from School D, teachers indicated changes in these students. These nine teachers specified the following:

- a reduction in confrontations/fights (seven teachers);
- students tried to work things out without fighting (six teachers);
- students had more discussions among themselves (four teachers); and
- students had an awareness of alternatives (four teachers).

Curriculum Component

All the curriculum teachers, with the exception of one each from Schools D, F, and G noticed attitudinal and/or behavioral changes in their schools' student populations since the inception

of the Project. These 11 teachers' responses provided a total of 17 responses which were coded, as follows:

- decreased incidence of confrontations/fights (six teachers);
- students were more empathic/understanding (five teachers);
- students were more developed in skills/more aware of alternatives (three teachers);
- students were more likely to try to work things out before fighting (two teachers); and
- students showed greater maturity/responsibility (one teacher).

Coordinators' Perceptions

Coordinators indicated whether they noticed any attitudinal and/or behavioral changes in the total atmosphere of their school since the project started as follows:

- no changes (three responses);
- decreased confrontations/fights (three responses);
- students used STOP vocabulary (one reponses); and
- mediators gained better status among students (one responses).

Principals' Perceptions

Finally, principals were asked about changes in the behaviors and attitudes of the schools' student population. Six principals all saw attitudinal and or behavioral changes, giving 11 responses, as follows:

- students were engaged in fewer confrontations/fights (four respondents);
- students were more likely to use mediation to resolve conflicts (three respondents);

- students were more developed in skills/more aware of alternatives (two repondents);
- students showed greater maturity/responsibility (one respondent);
- mediators gained greater status among students (one respondent).

These principals all attributed these changes to the program, although one principal said he was unable to determine the full impact of the program.

PARTICIPANT RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Mediation Component

Mediation teachers' recommendations. All eleven of the peer mediation teachers interviewed recommended continuing peer mediation services. When asked if they would continue their own services next year if given the option, eight teachers said yes, two teachers said no, and one teacher gave no answer.

When asked what changes they would recommend for Project STOP, the peer mediation teachers gave 17 recommendations, which were grouped into categories where appropriate, as follows:

- more funds (three teachers);
- more parent involvement (two teachers);
- compensatory time should be given (two teacher);
- previously trained participants should train new participants (two teachers);
- students' emotional/behavioral level should be considered (two teachers);
- school should have more realistic expectations for these students (one teachers);
- the core group should remain intact (one teacher);

- lengthen the initial and in-school training (one teacher);
- student mediators and those who have been in the mediation process should show the rest of the school their progress (one teacher);
- deans need to be involved (one teacher); and
- project should extend beyond school (one teacher).

Mediators' recommendations. When asked for their recommendations for changes, mediators gave 61 distinct responses, which were coded into nine categories. Table 34 provides a complete breakdown of all categories by school. The students most frequently indicated that no changes should be made in the program for next year (13 responses--21.3 percent). The next two most frequently indicated student responses were requests for better training (12 responses--19.7 percent), and the suggestion that better publicity (ten responses--16.4 percent) should be conducted for next year's program. Seven of the ten publicity responses came from students at one school.

Curriculum Component Recommendations

All curriculum teachers interviewed recommended continuing conflict resolution lessons, and, except for one teacher, said they would be interested in continuing their services next year.

The curriculum teachers gave 22 recommendations for changes, which were grouped into categories where appropriate, as follows:

- curriculum lessons should be taught more as a course (four teachers);
- more staff development (three teachers);

Table 34*

Mediators' Recommendations For Changes

Changes	School Code A	B	C	D	E	F	G	Total N	%
No changes	0	3	0	1	3	4	2	13	21.3
Training	3	0	4	2	1	1	1	12	19.7
Publicity	2	0	7	0	0	0	1	10	16.4
Mediator selection	3	0	2	2	0	1	1	9	14.8
Entertainment	0	3	0	0	0	1	0	4	6.6
Mediation room	0	1	2	0	0	1	0	4	6.6
Mediation sessions	1	0	1	1	1	0	0	4	6.6
Own skills	1	0	0	1	0	0	0	2	3.3
Miscellaneous	0	1	0	1	0	1	0	3	4.9
Total	10	8	16	8	5	9	5	61	
%	16.4	13.1	26.2	13.1	8.2	14.8	8.2		

* Each of the 52 field study mediators could give any number of responses to this OREA questionnaire item. There were a total of 61 distinct responses, which OREA grouped into the indicated nine categories.

• Mediators most frequently recommended no changes.

- have realistic expectations for changes (three teachers);
- use previously trained mediators as leaders in training (two teachers);
- all students in all schools should be taught the program (two teachers);
- program should start earlier in the school year (two teachers);
- better organization (one teacher);
- funds (one teacher);
- more community/parent involvement (one teacher);
- award curriculum students with a certificate of achievement (one teacher);
- more integration of components (one teacher); and
- adults should take course (one teacher).

Administrators' Recommendations

Principals' recommendations. Principals provided a number of recommendations for program changes, as indicated by the following list:

- train more teachers in order to reach more students (two respondents);
- take fewer teachers at a time for training (one respondent);
- provide more staff development (one respondent);
- start staff training before respondent year begins or earlier in the school year (one respondent);
- make training ongoing (one respondent);
- explore the use of videotapes in training (one respondent);
- incorporate a "post-graduate" course for experienced peer mediators and staff (one respondent);

- develop an "on call" system for students, rather than making them wait around for mediation "business" (one respondent);
- make provision to conduct activities after school or on weekends (one respondent);
- review problems with people involved in the program and come up with solutions (one respondent);
- provide more time for coordination (one respondent);
- make conflict resolution a fixed subject so that teachers do not have to leave their regular classes (one respondent);
- develop a conflict resolution program for teacher to teacher conflict (one respondent);
- create a NYC Public Schools coordinator position at the junior high school level (one respondent);
- have more teachers in the peer mediation component (one respondent);
- put the program in all schools as an integral part of the curriculum and a fixed program for all students (one respondent);
- help teachers understand the value of the program (one respondent);
- provide support money for coordinators (one respondent); and
- provide better promotion of the program through media coverage and assemblies coordinated by the agencies (one respondent).

Coordinators' recommendations. All coordinators indicated that if Project STOP were to be implemented in their school next year they would participate.

Although the coordinators were asked to provide recommendations for project improvement in three areas--(1) program delivery, (2) off-site activity coordination, and (3) on-

site activity coordination--their responses are presented in the following comprehensive list.*

- Provide more funds for:
  - promotional activities (one respondent);
  - coordinator support (one respondent);
  - extra time needed for teachers (one respondent);
  - off-site training locations (one respondent);
- Schedule more:
  - off-site visits to meet other schools' mediators (one respondent);
  - ongoing skills enhancement (one respondent);
  - time with agency people for parent recruitment (one respondent);
  - advance notice to help principals secure staff coverage (one respondent);
  - Saturdays for large group meetings (one respondent);
  - high-profile promotional campaigns through media coverage and assemblies coordinated by the agencies (one respondent);
- train more teachers in peer mediation (one respondent);
- free the Coordinator for STOP duties (one respondent);
- have the people in the different components leave school at different times so that fewer people are away from the school at the same time (two respondents);
- help teachers understand the value of the program (one respondent);
- structure the project so teachers do not lose prep periods (one respondent);

*The Coordinator from School E did not provide any recommendations.

- use an "on-call" system for mediators, rather than having a fixed schedule (one respondent);
- teach coordinators to upgrade their skills in recordkeeping and evaluation (one respondent).

VII. CONCLUSIONS AND RECOMMENDATIONS

This report has presented the results of the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the implementation of the first year (1991-92) of Project STOP. The majority of the data presented was compiled by on-site interviews with school-based project participants in seven of the 15 STOP schools. Additional data were submitted by staff developers from the three agencies responsible for implementing the project components, and from OREA-developed questionnaires completed by school-based participants during the last day of project orientation training.

DISCUSSION

Program Impact

Although the evaluation focused on program implementation, data were also collected on the impact Project STOP had on participants and nonparticipants. Most of the mediation teacher and curriculum teacher participants indicated personally experiencing attitudinal and/or behavioral changes since the inception of the project. The majority of the student mediators agreed with the statement that peer mediation had been helpful in their own lives. The principals and coordinators most frequently noticed that participating students were more empathic and aware of alternative attitudes and behavior, and curriculum teachers most frequently noticed this change in their curriculum students. The most frequent category of change reported by mediation and

curriculum teachers as well as by coordinators and principals was the decreased incidence of confrontations and fighting among non-participating students. These findings indicate that the project was highly successful in its goal of decreasing violence and providing alternative options for conflict resolution.

Training

A large amount of staff and student training is required in order for this program to be successfully implemented. The three agencies' personnel providing orientation and staff development training were favorably rated by their trainees. It is not surprising that many project participants recommended additional training for the next school year.

Agencies' Implementation Findings

A review of the original assessments of the seven field study schools' levels of program implementation in comparison to the OREA agency staff developers' data analysis revealed slight discrepancies. School A, which was previously rated as being on a low level of program implementation, remained on a low level, and was joined by School B. Both of these schools' staff developers met no more than 57 percent of the benchmarks for which they provided data. Two of the remaining schools' implementation levels changed, with School G going from high- to mid-level and School D going from mid- to high-level. However, these data are not systematically linked with the level of enthusiasm or appreciation shown for the program in these schools. Therefore, although agency benchmarks are informative

for assessing the amount of work done by the sponsoring agencies, they cannot be viewed as the sole indicator of program implementation.

Time Allocated To Project

One of the pervasive findings for this program was the impact of time. With very few exceptions, scheduling problems prevented the smooth operation of all of the components. The program structure required a tremendous amount of scheduling flexibility, particularly for the curriculum and mediation components. In addition, the slow start-up in the parent component can almost certainly be attributed to work and home conflicts. Again, these barriers to successful program implementation have their root in the traditional school schedule, and were exacerbated by the program's starting after the beginning of school year.

Two of the three coordinators spending the least amount of time on the project, which was approximately 20% of their work time, said that this division of time had not been neither an effective nor successful method of administering the project. In addition, the majority of the coordinators felt that the amount of work they had to do was the worst aspect of the project. This is an interesting finding, given the fact that the coordinators were the school-based participant group with the most prior related experience. It would appear that their reaction had more to do with the amount of time they had to devote to the project

and perhaps their level of administrative expertise, rather than their understanding of the program.

CONCLUSIONS

It is clear that, in many ways, the first year of Project STOP was successful. It is also apparent that the level of implementation was more successful at some schools than at others. In one school, where the coordinator was able to devote most of her time to her school's project, the student peer mediators indicated that Project STOP worked well for them and for their school. At other schools, although relevant benchmarks for the number of persons involved were met, scheduling/ coordination and project visibility were problematic.

Project STOP is an important alternative to the traditional methods schools have used in dealing with conflict situations. It provides a comprehensive approach to conflict resolution, and helps participants resolve problems constructively rather than destructively. It encourages school ownership of the program, empowering individual students and parents to become competent problem-solvers with the ability to choose peaceful alternatives to violence. As such, Project STOP is a self-esteem builder (see Uhlenberg, 1989 as cited in Lawhon, 1990).

RECOMMENDATIONS

Based on these findings, OREA makes the following recommendations:

- School principals need to encourage/mandate that project participants attend all project-related training and meetings.

- School principals need to make it possible for coordinators to devote at least 50 percent of their time to STOP.

- Project administrators should develop a coordinator training component to increase their assurance in and enhance their capacities to execute their administrative tasks.

- Project administrators should endeavor to start the program as early as possible in the school year to facilitate scheduling of all school-based participants.

- Agency benchmarks for the number of people supported should specify a minimum and a maximum level as determined by the needs of each school.

- The Fund should encourage and facilitate better scheduling between schools and agencies to enhance project implementation.

- Retain the comprehensive scope of the project--integration of the three program components makes for an effective and fully realized conflict resolution and mediation program.

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1991-1992 PROJECT STOP

EVALUATION REPORT ADDENDUM:

SUMMARY AND ANALYSIS OF FIELD
STUDY SAMPLE
MEDIATION CASES

OVERVIEW

During the fall 1992 term, the Office of Research, Evaluation, and Assessment's Project STOP evaluators collected mediation case data from the seven field study schools. Only five of the seven (71 percent) sample schools maintained individual case data. These data are summarized in Table 1.

FINDINGS

- There were a total of 271 cases mediated at the five sample schools.
- Programs were most frequently implemented from March to June.
- The number of cases mediated ranged from ten to 194, with the highest number of cases being mediated by the school that implemented the program longest (from September 1991 to April 1992).
- Eighty percent of the schools resolved 90 percent or more of their cases. The remaining school resolved 88 percent of its cases. As such these data are consistent with the field study participants' perceptions of the outcomes of the mediation cases.
- Teachers most frequently referred cases for mediation.
- Rumors were most frequently (80 percent of the sample) included in the "three most frequent types of disputes" category, and represented 21 percent of the total number of cases.
- For each school that submitted data, the month with the greatest number of disputes was the second month of implementation.
- The total number of disputants ranged from 27 to 406. These numbers represent an unduplicated count of the students who were involved in disputes at each school, regardless of how many mediation sessions it took to resolve a dispute. The total number of disputants, overall was 556;

this does not include a group of disputants at one school whose number was unspecified.

- Female disputants represented 51 percent of the sample, slightly out-numbering males. Most of the schools that had disputants' grade level data had disputants from all of their schools' grades.

CONCLUSIONS

The data provided on the field study sample's individual mediation case forms were compatible with the school-based participants' perceptions of mediation component activities and outcomes. However, omissions in data, i.e.--no individual case data, grade level, disputants' gender, etc., precluded getting a total picture of the implementation and outcomes of this component. Therefore OREA recommends that the mediation agencies (EARS and SMART) should develop a uniform reporting form so that all schools can retain individual case data and provide complete information on the outcomes of their mediations.

TABLE 1: SUMMARY OF FIELD STUDY SAMPLE'S[a] MEDIATION CASES

School Code	Program Period	Total Number of Cases	Total % of Cases Resolved	Referral Sources			Three Most Frequent Types of Disputes			Month with Greatest Number of Disputes	Total[c] Number of Disputants	Gender of Disputants			Grade Level of Disputants		
				Referral Source	N	%[b]	Type	N	%			M/F	N	%	Gr.	N	%[d]
C	3/92 to 6/92	25	100	[e]			Relationship	13	52	April N=12	50	M	23	46	6	2	33
							Fight	7	28			F	27	54	8	4	66
							Rumor	3	12								
D	3/92 to 6/92	21	95	Teacher	13	62	Fight	11	26	April N=21	41[f]	M	19	44	7	7	58
				Student	5	24	Argue	10	23								
				Dean	1	5	Names	2	5			F	22	51	8	4	33
				Admin.	1	5											
															9	1	8

[a] Two field study schools, A and B, did not maintain individual mediation records and therefore are omitted from this table.

[b] Percentages in this column are based on the number of cases where referral sources were specified and may not total 100 due to rounding error.

[c] This number is an unduplicated count of the students who were involved in disputes at each school, regardless of how many mediation sessions it took to resolve a case.

[d] The percentages in this column are based on the number of cases where grade levels were specified and may not total 100 due to rounding error.

[e] Referral sources were not indicated in this school's reports.

[f] There was one dispute which involved several female students of an unspecified number which, therefore, could not be included in the total number of disputants.

(Continued)

TABLE 1 (CONTINUED)

School Code	Program Period	Total Number of Cases	Total % of Cases Resolved	Referral Sources Source	N	%[b]	Three Most Frequent Types of Disputes Type	N	%	Month with Greatest Number of Disputes	Total[c] Number of Disputants	Gender of Disputants M/F	N	%	Grade Level of Disputants Gr.	N	%[d]
E	2/92 to 6/92	21	91	Teacher	18	86	Argue	12	57	March N=8	32	M	20	63	[e]		
				Student	2	9	Fight	7	33	April N=8		F	12	38			
				Counsl'r	1	5	Rumor	2	9								
F	3/92 to 6/92	10	88	Teacher	6	60	Argue	3	30	[f]	27	M	11	41	6	1	14
				Dean	2	20	Rumor	3	30								
				Stop			Gossip	2	20			F	16	59	7	4	57
				Coor-dination	2	20									8	2	29

[a] Two field study schools, A and B, did not maintain individual mediation records and therefore are omitted from this table.

[b] Percentages in this column are based on the number of cases where referral sources were specified and may not total 100 due to rounding error.

[c] This number is an unduplicated count of the students who were involved in disputes at each school, regardless of how many mediation sessions it took to resolve a case.

[d] The percentages in this column are based on the number of cases where grade levels were specified and may not total 100 due to rounding error.

[e] There was no grade level information provided for this school.

[f] This school mediated the same number of cases each month.

(Continued)

TABLE 1 (CONTINUED)

School Code	Program Period	Total Number of Cases	Total % of Cases Resolved	Referral Sources			Three Most Frequent Types of Disputes			Month with Greatest Number of Disputes	Total[c] Number of Disputants	Gender of Disputants			Grade Level of Disputants		
				Referral Source	N	%[b]	Type	N	%			M/F	N	%	Gr.	N	%[d]
G	9/91 to 4/92	194	98	Teacher Involved	64	37	Rumor	49	25.3	October N=42	406	M	198	49	6	94	50
				Student	58	34	Tease	49	25.3			F	208	51	7	54	29
				Student/ Friend	24	14	Fight	36	18.5						8	41	22
				Principal/ AP	12	7											
				Dean	9	5											
				Security	6	4											

[a] Two field study schools, A and B, did not maintain individual mediation records and therefore are omitted from this table.

[b] Percentages in this column are based on the number of cases where referral sources were specified and may not total 100 due to rounding error.

[c] This number is an unduplicated count of the students who were involved in disputes at each school, regardless of how many mediation sessions it took to resolve a case.

[d] The percentages in this column are based on the number of cases where grade levels were specified and may not total 100 due to rounding error.

- Eighty percent of the schools providing data resolved 90 percent or more of their mediation cases. As such these data are consistant with the field study participants' perceptions of the outcomes of the mediation cases.
- Rumors were most frequently ranked in the top three types of disputes in the sample schools (80 percent of the respondents/schools).

M E M O R A N D U M

November 18, 1993

TO: JAN ROSEMBLUM

FROM: Carolle Charles CC.

Subject: Parent Involvement Program

Enclosed is a request form for data analysis of the Parent Involvement Program. If you need more information, please call me at ext. 5242.

c: M. Payne

DATA ANALYSIS REQUEST FORM

Date: 11/18/93

Manager/Unit: Mabel Payne/ Research Unit of OREA

Project Name: Parent Involvement Program

Project Director: Carolle Charles
Extension: 5242

Type of Data Analysis Needed:

Frequency distribution; average, mode, and standard deviation; correlation, multiple regression; creation of new variables; recode of variables; cross-tabulation; factor analysis; and chi square.

Special Instructions/Requests for Data Analyst:

Data.file Names= ACTSYS
PROGSYS
BUDGSYS
PIP.PARENT.Y923
PIP.COORSURV.Y923

1. Average, mode, and standard deviation of questions Q4, Q5, Q6, and Q9 of ACTSYS.

2. Frequency distribution of Q6.B by Q1 of ACTSYS in 2 columns. Then, give average, mode and standard deviation.

3. Frequency distributions of Q6(6.1-6.7); Q7 (all); Q8 (all); Q9 (all); Q10 (all) Q11 (all) of PROGSYS.

4. Regress Q6B and Q9B of ACTSYS on Q6-Q11 of PROGSYS. Give also Zero Order Correlation.

5. Regress Q6B and Q9B of ACTSYS on Q3A of BUDGSYS

6. Recode IQ5 of PIP.PARENT.Y923 where 1+2+3=1
   4=2
   Recode IIQ10 of PIP.PARENT.Y923 where 1+2=1
   3=2
   Then compare and give distribution by school and overall

7A Create new variable in PIP.COORSURV.Y923 = Level of Principal Support =IIQ4 = Sum of A+B+...+Q where 0 = no
   1 = yes
   Then Regress Q6B and Q9B of ACTSYS on new variable

7B Sum of IIQ4O=IIQ4P, then Regress Q6B and Q9B of ACTSYS on sum.

Project: Parent Involvement
Carolle Charles

Special Instructions/Requests for Data Analyst: (continued)

Data.file Names= ACTSYS
PROGSYS
BUDGSYS
PIP.PARENT.Y923
PIP.COORSURV.Y923

8. Create new variable in PIP.COORSURV.Y923 = Level of School Staff=IIQ5=Sum of A+B+...+R where 0 = no
1 = yes
Then Regress Q6B and Q9B of ACTSYS on new variable

9. Create new variable in PIP.COORSURV.Y923 = Level of Parent Support=IIQ6=Sum of A+B+...+R where 0 = no
1 = yes
Then Regress Q6B and Q9B of ACTSYS on new variable

10. Create new variable in PIP.COORSURV.Y923 = Level of Success =IIQ12=Sum of A+B+...+U where 0 = no
1 = yes
Then Regress Q6B and Q9B of ACTSYS on new variable

11. Create new variable in PIP.COORSURV.Y923 = Level of Obstacles=IIQ13=Sum of A+B+...+W where 0 = no
1 = yes
Then Regress Q6B and Q9B of ACTSYS on new variable

12. Compare distribution of Q6 (in all) of PROGSYS and distribution of IQ5 (in all) of PIP.COORSURV.Y923 and give Chi Square for each comparison.

NB. If possible, I would also like to see in Addendum a Principal components for questions IIQ4, IIQ5, IIQ6, IIQ12, IIQ13 of PIP.COORSURV.Y923