Mediation Works: An Action Research Study Evaluating the Peer Mediation Program

from the Eyes of Mediators and Faculty

Jacqueline Yvonne Cook and Susan R. Boes

The University of West Georgia

Author Note

Jacqueline Y. Cook, Ed. S. Candidate, Department of Clinical and Professional Studies, University of West Georgia; Susan Boes, Ph.D., Department of Clinical and Professional Studies, University of West Georgia.

Correspondence concerning this manuscript should be addressed to Susan R. Boes, Department of Clinical and Professional Studies, University of West Georgia, Carrollton, GA 30118.

E-mail: sboes@westga.edu

Completion Date: October 2013

Abstract

A literature review was conducted to understand how mediators and faculty view a Peer

Mediation Program (PMP). The review identified four subgroups: mediators, teachers,

administrators, and school counselors as well as their views on the success or lack of success of

PMPs. The research also reflects how to best engage stakeholders in the mediation process.

PMPs serve as avenues for students to take an active role in creating a better academic climate

for schools. Utilizing a mixed method analysis mediators and faculty were surveyed, using a 5-

point likert-scale developed by the researcher. Mediators further evaluated their impact by

taking the Self- Evaluation Inventory developed by Scrhrumpf, Crawford, and Usadel (1997). A

focus group with mediators was conducted to understand student perceptions of their impact.

This action research is limited to a high school in the south with the goal of making the program

more effective.

Mediation Works: An Action Research Study Evaluating the Peer Mediation Program from the

Eyes of Mediators and Faculty

Calhoun (2002) defines action research as "continual professional development- a direct route to improving teaching and learning" (p. 18). In short, action research (AR) provides the opportunity for growth and improvement in areas of the educator's program for the advancement of students. Within the school, AR is a tool for growth to address previous ideals educators have been hesitant to change. Making improvements in mediation within a school counseling program can address issues adolescents face as they learn to resolve conflict. Adolescents learn and relate to their peers in ways in which they may find difficult to do with adults (American School Counseling Association [ASCA], 2012; Bartholomew, 2006; Halpern-Fisher, Kropp, Boyer, Tschann, & Ellen 2004; Kemmet 2012). Proper development of a Peer Mediation Program (PMP) provides students with the ability to effectively resolve conflicts. This action research study (ARS) examined the current Peer Mediation program (PMP) from the eyes of those involved in the program in order to enhance the program, making it a more effective resource for all stakeholders.

In order to address issues involving small spats that could be viewed as disruptive by teachers and students, school counselors at a local Georgia High School implemented an intervention that would decrease the number of fights in school. Research by Teske (2011) found that an increase in out of school suspension resulted in a decrease of graduation rates. PMPs have been identified as an intervention to reduce suspension for fighting, unruliness, and truancy (Wilburn & Bates, 1997). Teachers, administrators, as well as school counselors can refer students involved in conflicts that are non-threatening and do not warrant fighting in school to the mediation team. ASCA is the governing body, which seeks to provide standards

that will unify school counselors across the country. According to ASCA (2011), it is the responsibility of school counselors to evaluate programs for effectiveness. The purpose of this ARS is to examine the effectiveness of the Peer Mediation Program at a local high school in the southeast as perceived by mediators and faculty, which includes teachers, administrators, and school counselors.

Conflict Resolution

Conflict can be defined as a disagreement between two or more parties. Ramani and Zhimin (2010) define conflict as two or more values, perspectives, and opinions contradicting in nature. They further suggest that conflict occurs when these values and perspectives are threatened; or discomfort arises from fear of the unknown. Conflict can vary in the school setting from making a decision about whom to sit next to on the bus to arguing over issues related to relationships. Brown (as cited in Staff and Kreager, 2008) suggests that adolescents place primary importance on peer status during the high school years. Many conflicts on the high school level involve situations where students are in disagreement over what he said or she said. Many conflicts involve students who do not wish to appear inferior to surrounding classmates. Conflicts are varying and can arise in many facets of life.

Conflict is an essential and unavoidable human phenomenon; it is normal and can be a positive force for personal growth (Schrumpf, Crawford, & Usadel, 1997; Ghaffar, 2009). Ghaffar (2009) further postulates that conflict is often needed. It

1. Helps to raise and address problems.

2. Energizes work on the most appropriate issues.

3. Helps people "be real", for example, it motivates them to participate.

4. Helps people learn how to recognize and benefit from their differences.

When individuals are made aware of their issues, they can begin to take action and bring about change or a means of resolution. The goal of resolution is to come to a mutual agreement among all parties involved. This can mean that parties agree to disagree or parties understand the opposite party's point of view. Conflict management refers to an act and a process of resolving disputes between two or more parties with the view of coming to a resolution (Ramani & Zhimin, 2010). There are various means of resolving conflict, talking amongst themselves, arguing, and physical altercation or seeking an adult for assistance. There are various responses to conflict, avoidance, confrontation, and communication. Peer mediation is a means of facilitating individuals with managing conflict through communication (Schrumpf et al., 1997). When conflicts (arguments/disagreements) are not properly managed, they can become physical fights, which could lead to suspension.

Breunlin et al. (as cited in Yacco, 2010) report the practice of suspension has been questioned because it does not seem to deter students from fighting and it has negative consequences for students. PMPs provide an alternative to teach students how to manage conflicts therefore reducing the number of physical fights in school (Cantrell, Parks-Savage, & Rehfuss 2007; Johnson & Johnson, 2004; Wilburn & Bates, 1997). With this knowledge, the school counselors at one high school in a Georgia suburb implemented a Peer Mediation program. Many studies on conflict resolution report a decline in suspension due to issues regarding conflict after implementing conflict resolution programs (Smith, Daunic, Miller, & Robinson, 2002; Staff, & Kreager, 2008; Wilburn & Bates, 1997). A well-known study conducted by Stevahn, Johnson, Johnson, Laginski & O'Coin (1996) found that a conflict resolution and peer mediation program can be effective in teaching students how to manage conflicts constructively, providing an alternative to fighting. There are various types of Peer

Mediation Programs; some involve training the entire school, others train small groups or cadres to work with conflicts occurring in the entire school. School counselors have developed many means of resolving conflict, however for the purpose of the study the focus will be on the utilization of Peer Mediation Programs in the form of a cadre.

Review of Literature

Roles and Views of Mediators

Mediators are key participants in resolving conflict, which leads to the importance of their input when developing an effective PMP. Lindsey (1998) indicates that students are empowered through their ability to assist peers when resolving conflicts without the presence of an adult. Teachers interviewed by Lindsey (1998) suggest, "Students [when involved as a mediator] feel they are doing something worthwhile; they are part of the school process" (p. 93). Mediators not only feel they are making a difference with others; participation also has a direct impact on mediators. Many schools have discovered the average student mediator gains more confidence and self-esteem and a decrease in discipline issues throughout the school (Johnson, & Johnson 2004). Providing a means to address conflict in school has been proven to benefit the entire school, which includes minimalizing classroom disruptions.

Teachers' Views of Peer Mediation

In Lindsey's (1998) study teachers reported fewer fights in the classroom as well as having a constructive way of dealing with behaviors due to PMPs. Teachers in this study further suggest that PMPs assisted with the management of their classroom. Other studies (Longaretti & Wilson, 2006; Wilburn & Bates, 1997) discovered that teachers find PMP allows the class to function without disruptions for dealing with issues related to conflict. Although much research indicates that mediators and disputants involved in conflict resolution have the opportunity to

make an impact, Matloff & Smith (1999) suggest some faculty did not trust the idea that

students could resolve problems without adult involvement. Securing the support of all

stakeholders is important for the success of PMPs. Additionally, the majority of teachers

interviewed found lack of communication about the PMP, as well as not understanding how to

refer students for mediation as problems (Matloff & Smith, 1999). Even though there are

varying thoughts surrounding PMPs Boyd (2012) postulates that teachers are pleased with a

uniform means to address discipline issues by the administrative staff.

Administration's Involvement in PMP

Administrators provide faculty and staff with guidance and protocol on how to effectively

operate as a cohesive unit within the school. Fleetwood's pivotal research (as cited in Ghaffar,

2009) found it is a necessity for administrators to be able to recognize conflict, to view its

constructive as well as destructive potential, to learn how to manage conflict, and to apply

conflict management strategies in a practical way. Administrators seek to develop

comprehensive programs that are aligned with the school's mission and vision, which include the

ability for students to function in the society in which the school resides. Peer Mediation

Programs go beyond influencing those individuals directly involved in the mediation process.

The PMP equips students with tools to utilize whenever decision-making is involved. Lindsey

(1998) found that administrators viewed PMPs as enhancements to school-wide discipline by

providing alternatives for dealing with conflicts. Wilburn & Bates (1997) report school

administrators and teachers found PMPs have a general positive impact on adolescents by

improving their attitudes, behavior, and even grades. Matloff and Smith (1999) discovered that

administrators find PMPs have preventive benefits rather than reactive benefits and agree that

PMPs encourage students to think more about their actions rather than just act out emotionally.

With the administration backing the program, school counselors have increasingly implemented PMPs as part of their comprehensive guidance programs.

School Counselors and PMPs

Developing programs that work are a part of what counselors do to ensure student success in schools. ASCA (2012) promotes that "peer-helping programs are implemented to enhance the effectiveness of school counseling programs by increasing outreach and the expansion of available services" (p.36). Although school counseling began to appear as guidance programs in schools in the 1950's the focus of counseling was on academic and career goals. More recently, counseling in schools began to shift, with the focus also being on servicing the personal and emotional needs of students. School counselors work within the educational system to support teachers, students, and families within the context of community (Rowley, 2000). When attempting to meet the emotional needs of students one of the school counselor's duties could include coordination and planning of a school PMP.

According to the ASCA's, position statement (2012) it is the duty of the school counselor to design, recruit, train, and select peer helpers. Any staff person within the school building can coordinate PMPs, however, Ghaffar (2009) states that conflict is not the problem – it is when conflict is poorly managed that the problem ensues. With the operation of a well-developed PMP, students can help advance the appropriate means of resolving and managing conflict. Lindsey (1998) suggests that a coordinator with adequate time is needed to supervise the PMP thoroughly, including recruitment and selection of mediators, training, follow-up, refresher training, and keeping the program visible and the whole school informed. Lindsey (1998) found school counselors felt a need for more counselors to assist with conflict in the schools; however, PMP students serve as the extra listening ear, which allows for more support for students

involved in conflicts. Hovland & Peterson (as cited in Yacco, 2010) suggest that school counselors play an important role in conflict resolution programs because of their specialized expertise. Although school counselors are seen as important to the PMP, more research is needed to understand the role and views of school counselors in the PMP. Of the 805 article searched in Galileo on PMPs in school 11 were relevant to this ARS suggesting the inclusion of views and roles of the school counselor be included in the development of PMPs.

Summary and Conclusion

Views of PMPs from mediators, teachers, administrators, and school counselors have proved to be an essential part of developing an effective program. PMPs serve as integral interventions for working with students and encouraging them to be effective leaders in society. Johnson & Johnson (2004) suggest children, adolescents, and young adults who become skilled in resolving conflicts constructively have a developmental advantage over those who never learned to do so. Individuals skilled in resolving conflicts tend to make and keep more friends, be more employable, be more successful in their careers, have a more fulfilling family life, and generally experience less stress and more happiness. More research is needed to understand the longitudinal effects of these programs and the effects on students. Further research should also include the views from school counselors. Although counselors in schools are a relatively new group to the research on mediation, it is important to include their roles and views when developing effective PMPs. This study examined the views from school counselors as well as other stakeholders. Through this ARS, roles of mediators and faculty, as well as views of PMPs were clarified in order to improve the PMP at a Georgia High School.

Method

According to Calhoun (2002), action research is continual disciplined inquiry conducted to inform and improve our practice as educators. The Principal Investigator (PI) examined the perception of the current Peer Mediation Program at a southeastern Georgia school by faculty as well as mediators. Research was conducted in an inner-city public high school, which educates over 1900 students, grade 9-12. This enrollment number allows the school the opportunity to have four school counselors and one at-risk counselor. The majority of the schools service population identify as African American. The PI not only seeks to understand the perspective of faculty and mediators, she seeks to determine a means to improve the current PMP. Additionally the PI assessed the impact mediators feel they have on students involved in conflict.

Site and Sample Selection

Participants were selected based on their present role in the school. For the purpose of the study, faculty is defined as individuals employed at the high school, holding the title of teacher, counselor, and administrator. Faculty participants were recruited through email, provided informed consent for participation, and invited to complete the survey outside of normal work hours.

Mediators are defined as individuals chosen to facilitate the process of conflict resolution between disputants. The student mediators were recommended by teachers based on qualities such as, good judgment and respect for peers. After opting to participate as a mediator, mediators are trained utilizing Schrumpf et al. (1991) *Peer Mediation: Conflict Resolution in School Manual*. Only mediators with parental consent as well as signed child assent forms participated in the ARS. Mediation was conducted in the school's counseling room.

Data Collection Methods

The ARS utilized mixed methods to determine the effectiveness of the current PMP. Data was collected from a variety of sources intended to provide a holistic understanding of the perceptions of the PMP: survey developed by the researcher from a review of appropriate literature, focus group among mediators, informal field notes, as well as self-evaluations completed by mediators.

Survey. The online survey utilized was completed by faculty and mediators and was available using Qualtrics system. This survey is a 5-point likert-scale examining the effectiveness and perception of the program. The survey also asks open-ended questions regarding program effectiveness.

Focus group and field notes. Mediators further discussed the impact of their sessions during a focus group. The PI encouraged open dialogue among the group utilizing pre-determined questions to assess the impact mediators felt they had on students involved in conflict. The PI maintained written notes from the focus group as well as infomal notes from telephone conversations, emails amd informal conversations regarding mediation.

Self-evaluation. At the conclusion of the focus group, mediators were asked to complete a self-evaluation. Mediators utilized the training manual's accompanying self-evaluation instrument to evaluate performance. This instrument (Schrumpf et al., 1991) requires students to mark stages in which they felt successful and answer open-ended questions that examined their effectiveness in the session.

Analysis Description

Responses to surveys, transcripts of the focus group with mediators, plus informal discussions and transcription from discussions with faculty and mediators served as data for the study. All surveys were sufficiently checked for completeness. The PI maintained a logbook to

keep track of informal discussions. The PI read mediation focus group transcripts as well as informal discussion notes in their entirety to gain awareness of prominent issues and themes surrounding effectiveness of mediations. The PI further compared the independently identified themes and issues, selecting those that both researchers identified for further analysis and discussion. Finally, quotations were selected from the transcripts that represented themes and issues. Other descriptive statistics included frequency tallies, and their corresponding percentage scores (see Tables 1, 2, 3).

Results and Discussion

This section combines results and discussion, as the results are straightforward descriptive statistics with little need for lengthy discussion. Implications for further research and limitations are discussed in a final section of the paper. Tables 1, 2, and 3 contain the assigned value of Likert scale responses received for determining frequency, percentage and mean of results.

Demographics

There were 5 administrators, 85 teachers and 6 mediators invited to participate in   this AR intervention, however only 17 volunteered as respondents. Table 1 provides demographic characteristics of respondents. The majority of respondents (35%) were school counselors. Eighteen percent of respondents were mediators (identified on table 1 as students) with the remaining responses to the survey coming from teachers and administrators. Table 1 further provides information regarding race, the majority (88%) identified as black or African American. Table 1 also indicates the majority of respondents (76%) identified were female.

Faculty Perspective

Administrators. The findings suggest that administrators found the mediation referral process as well as the length of time from referral to mediation to be excellent. With a mean of

2.0 on a scale from 1 to 6, administrators did however suggest that the length of time for the mediations is very good. According to informal conversations with administrative staff, mediation sessions can often conflict with instructional time for students involved and could pose a potential conflict of interest as the students' academic success is concerned. The mean of administrators and the recidivism rate among students involved in mediation was a 6, this score would suggest that the question was N/A or not applicable to administration. This would suggest that the administration is not aware of the repetitiveness of students involved in mediation.

Teachers. Through informal observations, the PI noted many teachers became frustrated when students returned to class late after mediation sessions. Teachers further reported new conflicts often developed because of students involved in the mediation discussing mediation sessions during class time. However, Fifty percent of teachers found mediators had the ability to resolve conflict to be excellent. This would suggest that although teachers become frustrated they find the assistance of the peer mediators to benefit student when resolving conflicts. Teachers (42.86%) found they had no knowledge of the mediators' ability to be biased during mediation sessions. A majority of teachers (71.43%) found that they utilize the PMP for reasons other than rumors, social media issues, classroom arguments, race issues, or relationship issues. Teachers (28.58%) suggested the referral process was fair to good. This would suggest that teachers are unaware of the means for making a referral for students to receive mediation throughout the school day. This data further allows the PI to understand the importance of communicating all parts of mediation with all stakeholders in order to increase PMP effectiveness

Counselors. Table 2 presents that 50% of counselors found the referral process to be very good, which would suggest school counselors do find the referral procedures to be effective

when addressing student needs. The majority of the school counselors (33.33%) found the

length of time needed for mediation excellent. This could be related to the nurturing side of the

counseling profession, where the needs of the student's emotional well-being are key. Other

school counselors were observed as monitoring mediation sessions and often times conducted

follow up meetings. Table 2 displays 28.57% find that students do not return to mediation

sessions frequently while another 28.57% find that they are unaware of the frequency of visits.

Since both results are quite low, it would suggest that the school counselors do not report a

continued rate of the same student being referred for mediation.

       Mediators. The focus group with mediators provided information regarding the

perception of the mediation program as well as suggestions for improvement of the program.

Perceptions of the program varied. While several mediators found the program to be effective,

others found that it could be more effective depending upon the students' involved in conflict to

have a willingness to participate as well as a desire to create a positive environment by reducing

negative behaviors such as aggression in the session. Mediators found each stage of mediation

to be important; however, the most important phase of mediation appears to be gathering

information from participants. Results of the self-evaluation survey indicate that 50% of

mediators are confident in the first stage mediation process.

       Mediators noted that cases perceived as "difficult" take longer than the average session

time and they can sometimes feel rushed. Mediators further reported that students in the session

are at times uncooperative, embarrassed, and aggressive. The mediators found this to be

different then practice scenes utilized in trainings. Mediators found that the use of humor and

setting ground rules encouraged student participation. The mediators further noted that when

there is support from administrators, students are more motivated to participate. These results

appear to indicate more in depth training on building cooperation, sensitivity to embarrassment, and deflection of aggression may be needed. Perhaps practice scenarios need to better match real life incidents. The results further note that the training is inclusive of humor and the need to set ground rules.

The mean of mediators on the effectiveness of the referral process was 4.33. This would suggest that mediators are not clear on the referral process. This number is low and would suggest that students are unaware of their ability to take personal action in resolving conflicts. Approximately 66.67% of mediators agreed their understanding of conflict was good. Mediators equally rated their availability to be high at 33.33%. This would suggest the mediators are eager to participate in mediation; however, their availability is at the discretion of their teacher's willingness to allow mediators the ability to participate.

Utilization of PMP. Table 3 suggests PMP is utilized for issues pertaining to classroom disruptions as well as Relationship issues (21.43% each). The data further suggest that the PMP is least utilized (4.76%) in the local school for issues regarding race. This number is low and possibly could be due to the demographic (78% African American), of the school where the ARS was conducted. could result The vast majority of participants (58%) responded that they are not sure why they do not utilize the PMP more while 24% stated the problems are often too serious for mediators to assist with resolving. This data suggest that there is a need to increase visibility as well as encourage stakeholders to utilize the program where there is a need to adequately resolve conflict. This further would suggest that peer mediation is not frequently utilized as an option when providing discipline for students involved in conflicts. It further suggests that mediators have a need to get involved in earlier stages of conflict which could assist with issues being presumably too serious for mediators. This further suggests that student mediators should

receive increased training in referring issues to faculty members when conflict is beyond the control of mediators.

Implications and Recommendations for Future Research

Limitations

This study investigated the effectiveness of a PMP at one high school as perceived by faculty and mediators. The research examined the PMP referral process, length of time for mediation sessions, as well as recidivism rates. Although all of the teachers, counselors, administrators, and mediators in the school were requested to participate in the survey only 17 individuals volunteered as respondents. School counselors made up the largest response group with 80% of the counseling team responding. A limitation to the ARS involved the conflict of the study's timeline and the school calendar. The study took place during the week of a high stakes test-taking period, which could have had a direct influence on the number of participants volunteering to participate. Testing consumes much time, stress is often reflected, and educators may be reluctant to take on other activities at this time.

Another limitation was the length of time allotted to conduct the study. Because students were involved in the study an extensive approval process by the University's Institution Review Board as well as the school district's Research Review Board delayed the start of the AR several times. This time constraint limited the amount of exposure the PI needed to interest all of the stakeholders in the examination of the Peer Mediation Program. Further the student focus group relied on the mediators ability to return signed inform consent in a timely fashion as well as being in attendance at school and in the mediator meeting. Lastly, possible wording of questions in the survey could have been difficult to interpret by the respondents.

Recommendations

The data from the survey would suggest that it is increasingly important to communicate the purpose as well as the rules for referrals to all affected by the current PMP. Seventy five percent of respondents suggested the program would be more effective by simple exposure. One teacher stated, "Although the information exists about our peer mediation program; the teachers have no idea who the peer mediators are in order to help utilize them in certain situations." The PMP would benefit from better communication to all stakeholders regarding the selection process of mediators, the training received by mediators, and how the program works could assist with more stakeholders becoming involved and taking advantage of the program. Program flyers, bulletin board notices, invitations at faculty or other meetings, and pamphlets describing the PMP, which could be distributed to the stakeholders, could be simple yet helpful interventions to get more stakeholders involved.

Data collected in the mediator focus group suggested the need for administrative support. One student stated, "The program would be more effective if the student received some form of consequence for lack of participation and reward for participation". One school counselor further urges a push for administrative support in the program by stating, "In our schools particular situation it [PMP] is all incumbent upon a solid discipline follow-up. The process works well as long as disciplines follow-up is in place". Mediators collectively felt that if contractual agreements developed in session were monitored and regulated by administrators the program could be more effective within the school. Mediators further suggested a scheduled time for mediation or a class developed as an elective for mediation to occur in the school all day. A preset scheduled time might be possible however; it would need to be set so as not to conflict with the academic schedule of mediators. The suggestion by mediators of an elective course for credit would take stakeholder understanding of the PMP's purpose and administrative

and county approval. Although this suggestion would provide consistent training for mediators, it would further require funding to support the course for the added curriculum as well as a school counselor to oversee the program. After reviewing the data it is important to report this information to the school's current Counseling Advisory Board. With collaboration of all stakeholders, formal approval for changes to the current PMP curriculum can be discussed. Further, the roles of the administrators in the PMP can be identified.

References

American School Counselors Association (2011) *ASCA Position Statement*. Retrieved from

http://www.schoolcounselor.org/files/PositionStatements.pdf

Bartholomew, D. (2006, September 17). Troubled teens turn to peers for help: New valley

hotline helps nighttime callers cope with problems. *Daily News of Los Angeles (CA)*.

Retrieved from http://www.highbeam.com/doc/1P2-9104006.html

Boyd, L. (2012). 5 Myths about student discipline. *Educational Leadership,* 7(2), 62-66.

Calhoun, E. (2002). Action research for school improvement. *Educational Leadership 59*(6), 18-

24. Retrieved from

http://www.tacoma.k12.wa.us/sites/schools/Lincoln/staff/Documents/ActionResearch_Sc

hool_Improvment.pdf

Cantrell, R., Parks-Savage, A. Rehfuss, M. (2007). Reducing levels of elementary school

violence with peer mediation. *Professional School Counseling*, *10*, 475-481.

Ghaffar, A. (2009). Conflict in schools: Its causes & management strategies. *Journal of*

Managerial Sciences, *3*, 212-227.

Halpern-Felsher, B. L., Kropp, R. Y., Boyer, C. B., Tschann, J. M., & Ellen, J. M. (2004).

Adolescents' self-efficacy to communicate about sex: Its role in condom attitudes,

commitment and use. *Adolescence*, *39*, 443-456.

Johnson, D. W., & Johnson, R. T. (2004). Implementing the "teaching students to be

peacemakers program". *Theory into Practice*, *43*(1), 68-79.

Kemmet, D. (2012, September 28). Who is more important to teens-parents or peers? *North*

Dakota State University Extension Services. Retrieved from http://www.ag.ndsu.edu/

Lindsay, P. (1998). Conflict resolution and peer mediation in public schools: What works?

Mediation Quarterly, 16(1), 85-99.

Longaretti, L., & Wilson, J. (2006). Impact of perceptions on conflict management. *Educational Research Quarterly,* 29(4), 3-15.

Matloff, G., & Smith, S. W. (1999). Responding to a schoolwide conflict resolution -- peer mediation program: Case study of a middle school faculty. *Mediation Quarterly*, 17, 125-141.

Ramani, K., & Zhimin, L. (2010). A survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi Province, Kenya. *Educational Research and Reviews* 5, 242-256.

Rowley, W. J. (2000). Expanding collaborative partnerships among school counselors and school psychologists. *Professional School Counseling*, 3, 224-229.

Schrumpf, F., Crawford, D., & Usadel, H. (1997) *Peer mediation: Conflict resolution in school program guide.* Champion, Il: Research Press.

Smith, S. W., Daunic, A. P., Miller, M., & Robinson, T. (2002). Conflict resolution and peer mediation in middle schools: Extending the process and outcome knowledge base. *Journal of Social Psychology*, 142, 567-586.

Staff, J., & Kreager, D. A. (2008). Too cool for school? Violence, peer status, and high school dropout. *Social Forces,* 587, 445-471.

Stevahn, L., Johnson, D. W., Johnson, R. T., Laginski, A., & O'Coin, I. (1996). Effects on high school students of integrating conflict resolution and peer mediation training into an academic unit. *Mediation Quarterly*, 14(1), 21-36.

Teske, S. (2011) A study of zero tolerance policies in schools: A multi-integrated systems approach to improve outcomes for adolescents. *Journal of Child and Adolescent Psychiatirc Nursing,* 24, 88-87.

Yacco, S. (2010, January 1). *Investigating school counselors' perceived role and self-efficacy in managing multiparty student conflict*. (Doctoral dissertation) Retrieved from *ProQuest LLC*. (ED522882)

Wilburn, K. O., & Bates, M. (1997). Conflict resolution in America's schools. *Dispute Resolution Journal.* 52(1), 67-71.

Table 1

Participant Demographics

	# Value	Answer	Response	%
Gender	1	Male	4	24%
	2	Female	13	76%
	Total	Total	17	100%
	# Value	**Answer**	**Response**	**%**
Race	White non-Hispanic	White non-Hispanic	1	6%
	Hispanic/Latino/Spanish	Hispanic/Latino/Spanish	0	0%
	Asian	Asian	0	0%
	Black or African American	Black or African American	15	88%
	Other/Mixed	Other/Mixed	1	6%
	Total	Total	17	100%
	# Value	**Answer**	**Response**	**%**
Position	1	Administrator	1	6%
	2	Teacher	7	41%
	3	Counselor	6	35%
	4	Student	3	18%
	Total	Total	17	100%
	# Value	**Answer**	**Response**	**%**
	1	1-5	3	20%
	2	5-10	2	13%
	3	10-15	7	47%
	4	15-20	3	20%
	5	20+	0	0%
Total	Total	Total	15	100%

Table 2

Faculty and Mediator Perception

	#	Value		Administrators	Teachers	Counselor	Mediators
Please rate the current Peer Mediation Program using the following scale - Mediation Referral Process	1	Excellent		100%	14.29%	33.33%	33.33%
	2	Very Good		0%	28.57%	50%	0
	3	Good		0%	14.29%	16.67%	0
	4	Fair		0%	14.29%	0	0
	5	Poor		0%	14.29%	0	0
	6	N/A		0%	0	0	66.67
Please rate the current Peer Mediation Program using the following scale - Length of Time from Referral to Mediation	1	Excellent		100%	14.29%	33.33%	33.33%
	2	Very Good		0%	14.29%	33.33%	33.33%
	3	Good		0%	14.29%	16.67%	33.33%
	4	Fair		0%	28.57	16.67%	0%
	5	Poor		0%	0	0%	0%
	6	N/A		0%	28.57	0%	0%
Please rate the current Peer Mediation Program using the following scale - Length of Mediation Session	1	Excellent		0%	14.29%	33.33%	33.33%
	2	Very Good		100%	14.29%	33.33%	0%
	3	Good		0%	14.29%	16.67%	33.33%
	4	Fair		0%	28.57%	0%	0
	5	Poor		0%	0%	16.67%	0
	6	N/A		0%	28.57%	0%	33.33%
Please rate the current Peer Mediation Program using the following scale - Conflict Resolution	1	Excellent		0%	14.29%	50%	0%
	2	Very Good		100%	28.57%	0%	66.67%
	3	Good		0%	28.57%	33.33%	33.33%
	4	Fair		0%	14.29%	16.67%	0%
	5	Poor		0%	0%	0%	0%
	6	N/A		0%	14.29%	0%	0%
Please rate the current Peer Mediation Program using the following scale - Recidivisms of Problem (Does the problem continue to occur with the student)	1	Excellent		0%	14.29%	0%	0%
	2	Very Good		0%	14.29%	66.67%	33.33%
	3	Good		0%	28.57%	33.33%	33.33%
	4	Fair		0%	14.29%	0%	0%
	5	Poor		0%	0%	0%	0%
	6	N/A		100%	28.57	0%	33.33%
Please rate the current Peer Mediation Program using the following scale - Availability of Mediation Team	1	Excellent		0%	14.29%	33.33%	33.33%
	2	Very Good		100%	28.57%	33.33%	33.33%
	3	Good		0%	14.29%	33.33%	33.33%
	4	Fair		0%	28.57%	0%	0
	5	Poor		0%	0%	0%	0
	6	N/A		0%	14.29%	0%	0
Please rate the current Peer Mediation Program using the following scale - Confidentiality of Mediation Team	1	Excellent		0	0%	50%	33.33%
	2	Very Good		100%	28.57%	16.67%	0%
	3	Good		0	28.57%	33.33%	66.67%
	4	Fair		0	14.29%	0%	0%
	5	Poor		0	0	0%	0%
	6	N/A		0	28.57%	0%	0%
Please rate the current Peer Mediation Program using the following scale - Mediators understanding of conflict	1	Excellent		0%	0%	33.33%	33.33%
	2	Very Good		100%	28.57%	50%	0%
	3	Good		0%	28.57%	16.67%	33.33%
	4	Fair		0%	14.29%	0%	0%
	5	Poor		0%	0%	0%	0%
	6	N/A		0%	28.57%	0%	33.33%
Please rate the current Peer Mediation Program using the following scale - Mediators ability to be bias during resolution	1	Excellent		0%	0%	50%	33.33%
	2	Very Good		100%	14.29%	0%	0%
	3	Good		0%	14.29%	16.67%	0%
	4	Fair		0%	28.57%	33.33%	0%
	5	Poor		0%	0%	0%	0%
	6	N/A		0%	42.86%	0%	66.67%
Please rate the current Peer Mediation Program using the following scale - Mediators ability to resolve conflict	1	Excellent		0%	14.29%	50%	33.33%
	2	Very Good		100%	14.29%	16.67%	33.33%
	3	Good		0%	14.29%	16.67%	33.33%
	4	Fair		0%	28.57%	16.67%	0%
	5	Poor		0%	0%	0%	0%
	6	N/A		0%	28.57%	0%	0%

Table 3

Reason to use PMP

Rumors	8	19.05%
Social Media Conflicts	6	14.29%
Classroom Arguments	9	21.43%
Racial Issues	2	4.76%
Relationship Issue	9	21.43%
Other	8	19.05%