

Effective School Mediation Programs

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PEER MEDIATION TRAINING HANDBOOK

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SECTION ONE

WHAT IS CONFLICT?

DO YOU AGREE OR DISAGREE? WHY?

1. Conflict is part of life.
2. If you ignore conflict, it will go away.
3. All conflict is negative.
4. Conflict can help you understand people.
5. Conflict can help you grow.
6. Conflict is only when somebody hits somebody.
7. Conflict always turns into war.
8. Conflict can turn into war if it's not dealt with properly.
9. It is easy for people to explain why they are experiencing conflict.
10. When people explain their conflict, they don't always say what they really need.

DISCUSSION OF CONFLICT

1. Describe a conflict that you have had in your life.

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2. How did you feel when the conflict was going on?
3. What did you do about the problem?
4. Was the problem resolved? How?
5. How did you feel after the conflict was resolved?
6. Define conflict in your own words.
7. How do people act when they are experiencing conflicts? What do they do?
8. What are some typical conflicts on this campus?
9. What are some typical conflicts in families?
10. What are some typical conflicts in the community? In the world?

CONFLICTS AND EMOTIONS

DIAGLOGUE BETWEEN MOTHER AND SON:

Son: Mom, I need money so I can go to the movie.

Mom: Money! What am I . . . made out of gold? Why can't you get a job! I'm sick of shelling out money.

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Son: But mom, a job doing what?!!!

Mom: Stop bothering me about money! I don't have any!

Son: But mom. ...

Mom: Get out of here! I've got problems of my own.

1. Describe the conflict.
2. Why is mom angry?
3. Can you think of what might be really bothering her?
4. How does the son feel?
5. What might the son do? The mom?

What are some common emotions that often accompany conflict? (In other words, how do people feel when they are involved in a conflict?)

HOW PEOPLE DEAL WITH CONFLICT

CONFLICT	FEELING	WHAT I DO ABOUT IT
Example: My friend looks on my test and I get caught.	Angry, embarrassed	I never speak to my friend again.
Somebody goes through my things.	_____	_____
Somebody tries to talk me into doing something I don't want to do.	_____	_____
My friend call late and my mom yells at me.	_____	_____

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Somebody insults me to
my face.

The teacher will not
believe me when I’m
telling the truth.

Somebody tells lies
about me.

WHAT IS PEER MEDIATION

WHAT IS A PEER?

A peer is a fellow student who is close to your age.

WHAT IS PEER MEDIATION?

Peer mediation is a process of resolving student conflicts without the intervention of a principal or teacher. Rather, with the help of a trained peer mediator, the disputants are guided in resolving their own conflict.

WHAT ARE PEER MEDIATORS?

Peer mediators help resolve minor conflicts that arise numerous times each day in your school. Everything from name-calling to “he said, she said” situations can go to peer mediation. However, nothing involving an alleged criminal offense, such as possession of weapons or drugs, or a violent act, will be referred to peer mediation.

HOW DO I BECOME A PEER MEDIATOR?

First, you must be nominated by your peers and approved by your teachers. Second, you must fill out and return an application to be a peer mediator. This application must be signed by you, your parent/guardian, and a recommending teacher or administrator.

You then must participate in a special, required training session. This training session will teach you communication and problem-solving skills such as listening, analyzing, restating issues, creating trust, reducing tension, and generating solutions to conflicts.

THE GOAL OF PEER MEDIATION

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THE GOAL IS TO HAVE

WINNERS INSTEAD OF LOSERS.

REMEMBER, WE'RE NOT LOOKING FOR

WHO'S RIGHT OR WRONG.

WE'RE LOOKING FOR AN AGREEMENT!

STUDENT MEDIATOR CHARACTERISTICS

- A student mediator is a *neutral third party*.
- A student mediator *guides disputants in resolving their own conflict*.
- A student mediator *listens well*.
- A student mediator *is a good communicator*.
- A student mediator *does not police, judge, or give advice*.
- A student mediator *models positive conflict management skills*.
- A student mediator *mediates minor conflicts, no conflicts involving drugs or weapons*.

STUDENT MEDIATORS ARE NOT

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MEAN

BOSSY

ARROGANT

SILLY

STUDENT MEDIATORS ARE

CALM

PATIENT

HELPFUL

ASSERTIVE

____SECTION TWO

THE MEDIATION PROCESS

- INTRODUCTION/GROUND RULES
- UNINTERRUPTED TIME
- IDENTIFY THE PROBLEM
- BRAINSTORM SOLUTIONS
- SELECT THE BEST WIN-WIN SOLUTION
- CLOSE POSITIVELY

REMEMBER “SOCS”

S = Situation

Find out what is going on between the parties.

What is their problem? Who is involved?

O = Options

Brainstorm! Get the parties to generate their own possible solutions.

C = Consequences

Test the options generated by the parties.

S = Solution

Pick the best win-win solution to be written into an agreement and signed by everyone.

STUDENT MEDIATOR CHECKLIST

1. Consider the set-up, eye contact, body language, listening, and first impressions.
2. INTRODUCTION
 - A. Introduce mediators and parties. Make them comfortable.
 - B. Explain the process and
 1. We will listen;
 2. I am “neutral;” do not take sides or judge;
 3. We want to help you come to an agreement.
 - C. Assure the parties that the meeting is private. Promise confidentiality.

“Everything said here will stay in this room – We agree not to tell others.”

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D. Get Agreement to the Ground Rules

1. No Putting Down – Show Respect
2. Listen Without Interrupting
3. Agree To Keep Everything Confidential
4. Make Your Best Effort to Resolve – Don’t Walk Out
5. Carry Out Your Agreement

3. ENCOURAGE THE STORY IN UNINTERRUPTED TIME

A. Look at the speaker as often as you can while taking all the notes you need.

B. Pay attention.

C. Demonstrate active listening – body language – Paraphrase – Positively

1. Do not judge.
2. Do not take sides.

D. LISTEN – LISTEN – LISTEN

4. IDENTIFY THE PROBLEM

A. Ask open questions.

1. What?
2. Why?
3. How?

B. Have the parties share feelings.

1. How do you feel?
2. How would you feel if that happened to you?

C. Enforce the ground rules as often as necessary. Remind the parties they agreed to the ground rules.

D. LISTEN – LISTEN – LISTEN

5. BRAINSTORMING SOLUTIONS

A. List all possible solutions.

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- B. Do not judge the proposed solutions.
 - C. Test the solutions after all are listed.
 - D. LISTEN – LISTEN – LISTEN
6. TRANSITION FORWARD: DON'T SLIP BACKWARD
7. ASSIST THE PARTIES IN SELECTING THE WIN/WIN SOLUTION
8. CLOSE THE HEARING
- A. Write out the terms of the agreement of disputants.
 - B. Congratulate the disputants.
 - C. Collect everyone's notes. Give to Mrs. Johnson.
 - D. Return the written agreement to your coordinator.

EVALUATE THE MEDIATOR

- **Did I** enforce the ground rules with the appearance of fairness?
- **Did I** break in **when** the disputants were talking? If so, was it necessary? Why?
- **Did I** listen, and give the appearance of listening fairly?
- **Did I** give **advice**?
- **Did I** ask open-**ended** questions?
- **Did I** take sides?
- **Did I** try to solve their problems for them or put down their ideas?
- **Did my** body language show that I was listening? Did my mind wander?

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- ***Did I help*** the parties to summarize, clarify, or re-state information?
- ***Did I*** respect the disputants as people?

___SECTION THREE

WHAT IS EFFECTIVE ACTIVE LISTENING

1. Physical cues: appearance of listening
 - a. eye contact
 - b. body movement, such as
 - nodding/smiling
 - leaning forward
 - “open” body positions
 - c. equal treatment of all parties
2. Verbal cues
 - a. no interruption/encourage talking with “Hmm.”
 - b. thoughtful neutral cues: choice of words is
 - c. repetition and rewording in positive, equal way.
3. Neutral/clarifying questions to demonstrate desire to understand

PRACTICE ACTIVE LISTENING

- EXERCISE: What happens when two people talk at each other at the same time?

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- Can you LISTEN for the main idea?
- Can you CLARIFY what the other person is talking about by asking questions.

Example: “Now, what happened after you said....?”

- Can you RESTATE what the speaker says in your own words.

Example: “So it sounds like....right?”

- Can you SUMMARIZE what you heard to assure the speaker that you understand what is being said.

Example: “So, you said..., and then he said...”

___SECTION FOUR

STEPS IN PROBLEM SOLVING

1. Determine: what is really the problem, and who is involved.
2. Brainstorm possible solutions to the problem.
3. Test solutions by looking at possible consequences of each; which is best?

OPEN QUESTIONS

Open questions allow the person to answer more than just “yes” or “no.” The person being asked an open question is encouraged to say how he/she feels and to give information. That person should not feel like he/she is being interrogated.

For Example:

“Can you tell us more about...?”

“How do you feel about what happened?”

“What do you think about what he/she said?”

BRAINSTORMING SOLUTIONS

1. Offer no criticisms or bias: encourage openness and free flow of ideas.
2. Dictate no mandates, but offer questions. Which is better: being told what to do or being asked for input?
3. Be a good scribe: list the ideas in logical, neutral form.
(Optional)

THE GOAL: CREATE A “WIN-WIN SOLUTION”

DEFINITIONS:

- “Lose-lose” situation – where both sides fail to get what they want and need.
- “Lose-win” situation – where one side wins and one side loses.
- “Win-win” situation – where both sides get what they want and need.

CONFLICTS:

- Gossip
- Borrowed property, then lost or destroyed
- boy/girl conflict

QUESTIONS:

1. What are some win-lose solutions to the conflict?
2. What are some lose-lose solutions to the conflict?
3. What are some win-win solutions to the conflict?

SOLUTIONS

(Party #1) What do you need to make this situation better? (REPEAT)

(Party #2) What do you do....?

or

(Party #1) What could you do t keep this from happening again? (REPEAT)

(Party #2) What could you....?

AGREEMENT

- Summarize the proposed solutions and get a verbal agreement from both sides.
- Write the solutions on the agreement form.
- Have the disputants sign the agreement.
- Congratulate the disputants.

Remember: You can go over the process with the parties as many times as needed. Be sure to ask “***What if?***” questions.

REPEAT! REPEAT! REPEAT

LISTEN! LISTEN! LISTEN!

SCENARIOS

Jay brought his CD player to school and everyone wanted to play their CDs. Jay got mad because all of his friends were arguing over who got to play their CD first, and he was afraid somebody was going to break his CD player.

WHAT IS THE PROBLEM:

WHO IS INVOLVED:

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POSSIBLE SOLUTIONS:

TEST SOLUTIONS:

BEST WIN-WIN SOLUTIONS:

--

The other day Sarah told Cynthia she liked Jon and made Cynthia promise not to tell anyone. During a class change, Cynthia told Jon that Sarah liked him and Jon's friend, Andrew, heard her. So, Andrew goes off and asks Sarah if it's true that she really likes Jon because Cynthia said that she did. Sarah got really mad at Cynthia and threatened to slap her.

WHAT IS THE PROBLEM:

WHO IS INVOLVED:

POSSIBLE SOLUTIONS:

TEST SOLUTIONS:

BEST WIN-WIN SOLUTIONS:

SCENARIOS

You are a girl. A guy behind you keeps kicking your desk on purpose.

1. Problem:
2. Who is involved:
3. Possible solutions:
4. Test solutions:
5. Best solutions:

Your friends make fun of you to your face because of something you just said.

1. Problem:
2. Who is involved:

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3. Possible solutions:
4. Test solutions:
5. Best solutions:

Some “cool” people want you to skip school with them.

1. Problem:
2. Who is involved:
3. Possible solutions:
4. Test solutions:
5. Best solutions:

IMPASSE

How can we encourage more problem solving?

1. Remain neutral;
2. Rephrase positively; and
3. Discuss the alternative to a negotiated agreement.

____SECTION FIVE

EFFECTIVE COMMUNICATION

1. Primary/Recency

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2. Ethos/Pathos/Logos
3. Rule of Three

___SECTION SIX

MEDIATOR “CHEAT-SHEET”

INTRODUCTION

Hello. This is _____ and my name is _____. We are your co-mediators. During the mediation you will both be given a chance to talk. We are not here to judge you or to take sides. When we finish you will come up with an agreement and everything is confidential.

GROUND RULES

You will both need to agree to some rules before we begin the mediation.

1. No Putting Down – Show Respect
2. Listen Without Interrupting
3. Agree To Keep Everything Confidential
4. Make Your Best Effort To Resolve – Don’t Walk Out
5. Carry Out Your Agreement Once We Get A Solution

DO YOU PROMISE TO AGREE WITH THESE GROUND RULES

LISTENING/REPEAT

(Party #1) What happened and how do you feel about it? (REPEAT)

(Party #2) What happened....?

SHARING FEELINGS

(Party #1) Please tell me how _____ said he/she felt. (REPEAT)

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(Party #2) Please tell me....?

BRAIN STORM

What can you do to help solve the problem?

MEDIATION AGREEMENT FORM

Date: _____

Student Mediators:

Disputants:

AGREEMENT

_____ agrees to the following:
(Disputant's Name)

Signed:

DISPUTANT

DISPUTANT

MEDIATOR

MEDIATOR

FOLLOW UP

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Date: _____

Person Doing Follow Up: _____

Results: _____

Comments: _____
