

EFFECTS OF A PEER TRAINING AND MEDIATION PROGRAM
ON STUDENT MEDIATORS' EMOTIONAL INTELLIGENCE
AND GENERALIZATION OF CONFLICT RESOLUTION SKILLS

by

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(Under the Direction of Jolie Daigle)

ABSTRACT

According to the American School Counselor Association (ASCA, 2004), students need to learn conflict management skills and to develop abilities commensurate with Emotional Intelligence (EI). Peer mediation is an intervention inculcating conflict resolution education (CRE) and social emotional learning (SEL) principles (Jones, 2004). This dissertation explored the effectiveness and sustainability of conflict resolution training offered to high school students. The study examined if CRE could 1) enhance students' EI and 2) increase students' ability to generalize mediation skills. In a pretest/posttest, control group design, 37 peer mediators received a 2-day conflict resolution training at a state university; a control group of 37 Advanced Placement social studies students did not. Students were matched on the variables of age, gender, grade point average, ethnicity, and pretest scores on EI, as measured by the Assessing Emotions Scale (AES), and generalizing mediation skills, as measured by the Peer Mediator Generalizing Questionnaire (PMGQ). Posttests were administered after training and two and one half months later, after mediations were conducted. Repeated measures ANOVA was used to

determine if the peer mediators had significant increases from pretest to posttests, and ANCOVA was employed to determine any significant gains compared to the control group.

Results of the study indicated no significant differences were found in the peer mediators' EI or generalization of mediation skills from the pretest to either posttests. Nor were the treatment group's gains significantly different than gains in the control group. However, the peer mediators' scores indicated some increases in both EI scores and mediation skill generalization at both posttests, although not statistically significant. The peer mediators increased implementation of particular mediation skills with family/friends, and their overall skill usage with family/friends (in and out of school). The current research validated previous studies of peer mediation unable to find statistically significant differences in peer mediators after training. The implementation of peer mediation training, a combination of CRE and SEL principles, could not be determined to have a constructive effect on the trained student mediators. Explanations for the results, along with limitations and school counseling implications are provided. Future research suggestions are discussed.

INDEX WORDS: Peer Mediation, Emotional Intelligence, Conflict Resolution Education, Skill Generalization, Social Emotional Learning

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial

Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2012

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DEDICATION

In a beautiful song of praise to God for His mercy, the Psalmist proclaimed, “This was the LORD’s doing; It is marvelous in our eyes” (Psalm 118:23). I have been utterly amazed at how my Lord and Savior, Jesus, has supplied all the mercy and boat loads of grace to climb this doctorate mountain. In fact, the next verse declares, “This is the day the LORD has made; We will rejoice and be glad in it” (Psalm 118:24). Much rejoicing will occur at the completion of my Ph.D. studies. I can testify that I serve a God of second chances (and many more), and He is true to His promise: “Delight yourself also in the LORD, And He shall give you the desires of your heart” (Psalm 37:4). I’m honored to dedicate this dissertation to God’s glory; its very completion and final approval serve as an Old Testament-like monument of Christ’s ultimate workmanship in my life and profession. I truly believe, “For with God nothing will be impossible” (Luke 1:38).

Likewise, I have another relationship that has weathered many storms with me, and we have emerged strong and grateful for the travel. My wife of 12 years, Coralie, has believed in me, hoped in me, and consequently, sacrificed for me in the midst of this doctoral journey. I am eternally thankful to have such a supportive, encouraging, and loving wife – she has been my biggest fan. I dedicate this dissertation to you as well.

Lastly, my children have not been immune to the pangs of labor in my graduate endeavors. They have sacrificed much play time, pool time, and other moments of quality time while I attended classes or typed away on the computer in our study. I promise, this will all be worth the struggle! My last dedication is to my three children: Taylor, my sweet-spirited,

animal loving daughter, who is growing up to become an advocate for social justice in her own world; Matthew, my fun-natured, gentle son, who loves life and touches each life with whom he comes in contact; and Abigail Grace, “Abby”, my sweet girl born during my time in the program, I’m thrilled to experience you growing up – and having more free time to enjoy you with the family.

ACKNOWLEDGEMENTS

I am indebted to my parents, Gene and Jeneal Benton, for instilling in me the value of education. Your support and encouragement were springboards to my academic beginning. Friends along the way who were more like brothers have run alongside me as encouragers. I thank John W. Gunter, Jr., with whom God blessed me by having as a next-door neighbor and little brother, and Rev. Glenn M. Jakes, whose spiritual leadership like a big brother, moved and prompted me to my own growth in Christ. My sister, Christy Kramer, and her husband, Chris, have always cheered on my work, along with my lone niece, Kendall. My grandparents, Mama Engie, Mam Maw, and Daddy Dick, the latter two who have already passed, were great believers in me and what I could accomplish. I'll never forget my grandfather urging me to "get that doctorate!" because he knew the experience would change my life.

Professionally, Dr. Marion "Tim" Gaines affirmed my faith by suggesting I attend a Christian counseling program to integrate my faith with psychological principles. I loved the conceptual work of applying theory and counseling principles to promote healing, growth, and reconciliation in others. In college, I grew in my faith in Christ, and the idea of integrating the truth of biblical principles with discovered truth from the field of psychology excited me even more. Dr. J. Scott Andrews gave me a chance as a young therapist to learn and grow in a private practice. I also greatly appreciate my school counseling colleagues at Berkmar High School (Lilburn, GA) for their support and understanding, as well as the principal, Mr. Kendall Johnson, who was open to my research ideas. John Jameson, Kim Heglund, and Joni Prillamen and other AP social studies teachers were wonderful supporters with the control group.

I am a better teacher and researcher of conflict mediation thanks to Dr. Linda Johnston and Shauna Carmichael from Kennesaw State University's Center for Conflict Management. Both were selfless with their time by offering their expertise in the invaluable field of conflict management. I'm grateful to Shauna Carmichael for training our peer leaders again. My relationship with Kennesaw State has been a wonderful example of collaboration between high school and higher education.

Finally, my dissertation chair, Dr. Jolie Daigle, has been a patient and gracious guide to a successful ending. Your wisdom and support have empowered me to succeed. Committee members, Dr. Yvette Getch and Dr. Gwynn Powell, have been thoughtful with their time and encouragement as they joined me on this quest to develop quality, meaningful research. To all of you, I say, "thank you" – each one shares in this accomplishment.

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“Intelligence plus character – that is the goal of true education.” Martin Luther King, Jr.

CHAPTER ONE

INTRODUCTION

Influencing Background

The American School Counselor Association (ASCA, 2004) developed National Standards for Students to “identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program” (p. 3). ASCA distinguished the following three domains of student development: Academic, Career, and Personal/Social (Appendix A). The focus of this research involves a specific intervention addressing both the Career and Personal/Social needs of high school students – conflict resolution.

Within ASCA’s Career domain, the competency “apply skills to achieve career goals” proposes students “learn how to use conflict management skills with peers and adults” (C:C2:2). Moreover, students learning conflict resolution skills and applying those skills are also indicators under two standards within the Personal/Social domain. Under the standard “students will make decisions, set goals and take necessary action to achieve goals”, the competency is listed as “self-knowledge application”, and the indicator is “know how to apply conflict resolution skills” (PS:B1.6). Similarly, under the standard “students will understand safety and survival skills”, the competency is listed as “acquire personal safety skills”, with the indicator being “learn techniques for managing stress and conflict” (PS:C1:10). This identified need of learning how to effectively resolve conflict has been confirmed at the researcher’s high school as evidenced by the numerous referrals of students to the counseling department who are in need of conflict

resolution. Serendipitously, this researcher began to recognize how the school environment afforded the opportunity to create valuable, teachable moments with students in need of conflict resolution education.

With the support of administration, a peer leadership class was established at the high school, and a portion of the students' training involved conflict resolution skills. The goal was to train the peer leaders to also become peer mediators -- students who led conflict resolution sessions with other disputing students. Thus, for the last two years, the researcher's high school has averaged over 80 mediations per school year, and the majority of interventions were made possible by training high school students as peer mediators to conduct the interventions themselves. Considering each mediation may take roughly 30 minutes to one hour to complete, the counseling staff at the high school essentially gained one and a half to two weeks of time each year to conduct other duties while the peer mediators were helping their fellow students. While the potential for changing the school culture and its view of conflict and facilitating peaceful resolution with students in dispute might appear to be a strong rationale to study and support peer mediation, the researcher hypothesized a peer mediation program could have a more encompassing impact: enriching the lives of the student mediators.

In the following sections, the proposed research will be introduced: peer mediation training and subsequent mediation experience and its effect on student mediators' emotional intelligence and generalization of mediation skills. Global concepts related to the research will be reviewed and relevant research will be highlighted. A statement of the problem, the significance of the study, and the purpose of the study will be reviewed. Research questions will also be introduced, as well as the methodology used to answer those questions. The terms used

in this research will be defined. This chapter will conclude with a summary to increase the reader's understanding of the overall intent of this proposed research.

Peer helping.

The American School Counselor Association (ASCA) provides the following definition of peer helping:

A variety of interpersonal helping behaviors assumed by nonprofessionals who seek to assist others through such activities as one-to-one helping relationships, group leadership, discussion leadership, tutoring and other activities of an interpersonal helping nature. A peer helper is a person who assists persons of approximately the same age who share related values, experiences and lifestyles.

(p. 31)

Peer helpers are students in the school who are carefully selected from faculty and staff nominations. Carr (1984) asserted that peer helping programs in high school settings were effective because “when adolescents experience worries, frustrations or dilemmas, they are more likely to discuss them with their peers than with parents or other adults” (p. 33). Benson conducted research in 1995 in which he found that less than half of the youth in America do not perceive their parents or other adults as viable social resources - people with whom they have meaningful talks for advice or support. Therefore, as a result of this research, the need for peer-to-peer interventions was emphasized in order to help young people through difficult times. Benson (1999) further espoused that peer influence may be the most potent contributor to adolescent development, even more significant than a young person's family. Peer helping, then, can become a model of service delivery when considering personal/social interventions with youth.

The founder of peer counseling in the United States, Dr. Barbara B. Varenhorst, stated the “basic core of these [peer] programs which makes them unique is that help is provided formally and informally by ‘lay’ people who primarily are youth” (2004, p. 131). Peer helping programs have been successful in a variety of different interventions and prevention strategies. For example, some schools have found using students to tutor other students facilitated positive student learning (Johnson & Johnson, 1986; Maheady, Harper, & Sacca, 1988). In another study, students were trained in suicide and depression awareness, and in turn, assisted in interventions with fellow students identified with those symptoms (Stuart, Waalen, & Haelstromm, 2003). Peer helpers have also successfully taught social skills to their peers (Kellam, Brown, & Fleming, 1982). Perry (1989) compared teaching between adults and student peers in the prevention of alcohol use and abuse. The peer-led resistance skills for children and adolescents were highly effective across cultures and settings, more so than the skills taught by teachers. Peer helping has produced positive outcomes in many personal/social and academic areas, so a peer helping model could also be utilized to educate other students in conflict resolution.

Conflict resolution education.

In the 1960’s, Conflict Resolution Education (CRE), was introduced by individuals and communities seeking peaceful resolutions without going through the court or legal system; the principal goal was to assist others in resolving intrapersonal conflicts (Garrard & Lipsey, 2007). In 2002, the Association for Conflict Resolution declared that CRE “models and teaches, in culturally meaningful ways, a variety of processes, practices and skills that help address individual, interpersonal, and institutional conflicts, and create safe and welcoming communities” (p. 1). A “variety” of teaching components exist within the realm of CRE, and

four different program models exist in schools according to Bodine and Crawford (1998). They explained CRE could be implemented in the following manner: 1) the process curriculum model – students are taught CRE as a specific class, 2) the peaceable classroom model – entire classrooms learn CRE, 3) the peaceable school model – whole schools are educated in CRE principles as system-wide training occurs with students, faculty, and staff, and finally, 4) the mediation model – students in peer mediation programs receive CRE and mediate conflicts among the student body. This latter model is also referred to as the “cadre approach” where a handful of student mediators are taught peer mediation skills, among other concepts such as social justice concerns, communication skills, and diversity awareness (Jones, 2004). Then, throughout the school year, trained peer mediators are called upon to mediate disputes that arise between fellow students. Gerler (2006) explained, “the advantages of this approach include depth of training, ease of scheduling, and access to mediators” (p. 1). The researcher of the current study examined a peer mediation program based on a cadre model of students learning CRE.

Student/Peer mediation.

Using students to mediate conflict among fellow students is nothing new. In fact, it is the oldest and most commonly used intervention within the CRE field (Cohen, 2003). Around the late 1980’s, peer mediation programs began to emerge, and along with their development, definitions followed such as a “method of conflict resolution in which a third party helps disputants resolve a conflict through communication” (Bell, Coleman, Anderson, & Whelan, 2000, p. 505). Daunic, Smith, Robinson, Miller, and Landry defined peer mediation as a “structured process consisting of specific steps to help disputants define and solve a problem” (2000, p. 95). The cadre approach to peer mediation essentially involves training selected

students in the CRE mentioned above. A school counselor or teacher supervises the student mediators and arranges the referral process from faculty, administration, or students. Once the disputants are referred for mediation, the peer mediators utilize the skills learned from CRE to systematically address the conflict and assist the students in successfully resolving the conflict at hand.

Social and emotional learning.

Social and emotional learning (SEL) is a closely related field to CRE and warrants mention because many of the teaching concepts intersect with CRE and peer mediation training. The Collaborative for Academic, Social and Emotional Learning (CASEL) identified five core competencies (Appendix B) which CRE proponents fully embrace (Jones, 2004). One of CASEL's core competencies is "relationship skills" which include the skills of "preventing, managing, and resolving interpersonal conflict" (2002, p. 1). The primary goal of CRE and SEL is for students to learn emotional management and positive social interaction within three distinct domains established by Elias et al. (1997): emotional, cognitive, and behavioral. Learning in the emotional domain involves recognizing feelings, controlling and managing one's anger, and showing respect for the emotions of others. The cognitive domain within SEL inculcates problem solving, understanding someone else's view, and goal setting. Lastly, in the behavioral domain students learn to develop interpersonal skills, build positive relationships, negotiate conflicts, and value social expectations.

Learning techniques to peacefully resolve conflict may be a prime example of how CRE teachings intersect in a student's life using all three SEL domains. Consider the following example. Emotionally, students could learn to recognize their angry feelings and understand strategies to modulate their anger, in addition to detecting the emotions of others. From a

cognitive perspective, students can learn through SEL to problem solve when and how to utilize anger management techniques, as well as how to consciously avoid situations or people with high conflict potential. Thus, in this example, the emotional and cognitive domain are connected to the behavioral domain in SEL, as students' actions would then demonstrate skill acquisition of conflict resolution through CRE, translating into peaceful, non-violent behavior in the midst of a conflict. Regarding the integration of CRE and SEL principles, Jones (2004) concluded "the differences in CRE and SEL are becoming harder to identify as the fields truly integrate" (p. 237). With the incorporation of CRE and SEL, particularly in teaching/training a cadre of peer mediators, emotional intelligence and skill generalization appear to be important factors in examining how students personally implemented what they have been taught.

Emotional intelligence.

In 1995, Daniel Goleman's book, *Emotional Intelligence* (EI), disseminated information to the masses as people worldwide embraced this innovative look at a different type of intelligence. The researcher will refer to the concept of emotional intelligence with the initials "EI". The educational world responded with SEL programs, and Goleman celebrated that "in high school the SEL skills include listening and talking in ways that resolve conflicts instead of escalating them, and negotiating for win-win solutions" (1995, p. x). Although Goleman's name may be more widely associated with EI based on book sales, he personally acknowledged the seminal work of two psychologists in 1990, Salovey and Mayer, who initially coined the term "emotional intelligence".

In 1999, Mayer, Caruso, and Salovey offered the following revised definition of EI:

Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them.

Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. (p. 267)

The researcher believes EI is an important component in peer mediation training.

Peer mediation is one form of CRE, which overlaps with SEL curriculum. In reference to the above definition of EI, SEL and CRE curriculum principles appear to describe the manifestation of EI abilities. For example, another SEL competency introduced by CASEL (2002) suggested students need to learn “self-awareness”, and listed these objectives:

Children in the elementary grades should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people. (p. 2)

Likewise, the competency of “self-management” in SEL, involves “regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; [and] expressing emotions appropriately” (p. 2). In addition, “social awareness” is a fourth core competency that appears to operationalize EI as students learn to show empathy toward others and consider their perspective, and recognize the value of diversity.

Peer mediation, particularly the *cadre* model, affords the opportunity to give specialized training to a select group of students. Peer mediation training combines both CRE and SEL principles, which correspond well with the above definition of EI. The researcher asserts these

skills such as the ability to manage your own emotions, and the awareness of the emotions of others, are central to facilitating a peaceful resolution among peers. Therefore, EI was selected as one of the constructs to examine in this research as peer mediators are trained in CRE and SEL principles, then, in turn, model and teach EI-related skills to fellow students resolving conflict through peer mediation. The secondary construct was the generalization of mediation skills to others, and in other settings.

Summary of Relevant Research

Effectiveness of peer mediation.

Researchers in a variety of peer mediation studies have examined the programmatic effects on a variety of variables such as school climate (Hart & Gunty, 1997; White, 1996; Bortner, 2005), school discipline (Johnson & Johnson, 1996a), teacher and student perceptions (Kolan, 1999), student perspective taking (Lane-Garon, 2001; Mankopf, 2003), generalization of skills to school and home conflicts (Johnson, Johnson, Dudley, Ward, & Magnuson, 1995), and overall effectiveness with outcomes (Bell, Coleman, Anderson, & Whelan, 2000; Daunic, Smith, Robinson, Miller, & Landry, 2000; Botzer, 2003; Burrell, Zirbel, & Allen, 2003). As the literature is reviewed, the names of D. W. Johnson and R. T. Johnson are prevalent in the 1990s. One of their seminal works described details about how to teach students to be peacemakers (Johnson & Johnson, 1996a), and also identified a strong lack of evidence to support the effectiveness of peer mediation as a form of CRE and SEL.

Several years later, Burrell, Zirbel, and Allen (2003) conducted a meta-analysis of outcome studies on peer mediation in school settings. They reported overwhelming support of the effectiveness of peer mediation as students learned conflict resolution skills, successfully reached peaceful solutions, improved school climate, and even reduced anti-social behavior.

Likewise, in a thorough summary of conflict resolution education, one researcher focused on peer mediation success and distinguished between K-12 settings (elementary, middle, and high school) and peer mediation models (cadre, curriculum/class-linked, and mentoring). Jones (2004) summarized the following:

Peer mediation programs provide significant benefit in developing constructive social and conflict behavior in children at all educational levels [and] it is clear that exposure to peer mediation . . . has a significant and lasting impact on students' conflict attitudes and behaviors. (p. 250)

A further examination of peer mediation and its effectiveness involves the study of the training and experiential effects on the actual student mediator.

Effects of peer mediation training.

Only a handful of researchers throughout the years have sought to examine how the students who are trained as peer mediators benefit from the mediation experience. The hypotheses were student mediators would display cognitive, emotional, or behavior improvements in CRE and SEL constructs. Only a few researchers found any significant differences within the peer mediators after their training (treatment). The current review of relevant literature will be divided into the various constructs the studies measured in the peer mediators: social skills, conflict resolution skills, and intrapersonal skills (self-concept, perspective taking, and social cognitive development).

Social skills.

One study included high school students who trained elementary school students in peer mediation. Moral reasoning, ego development, and social skills acquisition were examined in both groups, but no significant differences between experimental and control groups were found.

Only the elementary school students displayed a significant increase in the social skills of self-control (Lupton-Smith, 1996). In another study, one in which the current research used as a design to replicate, Zucca-Brown (1997) studied the effects of mediation training and subsequent mediation experience on social skills, conflict skills, and attitudes about conflict among elementary school mediators. No significant differences between peer mediators and the control group were found. Likewise, Nelson (1997) examined the peer mediation training effects on the self-esteem and social skills of 51 randomly selected high school mediators and a control group, yet no statistically significant changes occurred. Overall, convincing evidence does not yet exist to support peer mediation training as an effective means to increase the social skills of student mediators. However, the majority of these studies included small sample sizes which may account for the lack of significant findings.

Conflict management skills.

The majority of researchers studying how peer mediators learn conflict resolution skills report statistically significant findings. Researchers investigating the peer mediators' ability to generalize their newly learned conflict resolution skills to the classroom and home environments found an increase in utilization of mediation skills (Johnson & Johnson, 1991; Magee, 1999; Johnson, Johnson, Dudley, and Acikgoz, 2001). In addition, another group of researchers showed initial evidence that mediators transferred conflicts skills from training to home, specifically with sibling conflicts (Gentry & Benenson, 1992). Along with skill acquisition and generalization, mediators were also found to have increased knowledge of resolution skills and strategies after training (Nance, 1995; Lane-Garon, 2000). These studies above displayed empirical support indicating peer mediators show statistically significant increases in conflict

resolution skills and knowledge after training, which appear to manifest in observable behavioral changes. Research exploring internal change will now be reviewed.

Intrapersonal skills.

Researchers exploring the post-training gains in SEL constructs among peer mediators have not found consistent results. Van Slyck & Stern (1991) measured the confidence levels and self-esteem and found an increase among student peer mediators. However, Lupton-Smith (1996) examined moral reasoning and ego development and found no significant differences in pre to posttest improvement. Similar results were found in Sweeney's (1996) research on high school students and the training effects on their cognitive development; no significant differences occurred between the mediators and comparison group. Likewise, Miller (1995) measured self-concept in both mediators and disputants and found no difference. Other researchers found no significant changes in peer mediators and their sociotropic levels, behavior defined by Karahan (2009) as "dependence and excessive need to please others" (p. 788), or the mediators' self-esteem, self-efficacy, or life satisfaction (Stein, 2010).

Contrary to most of the findings above, four studies by Lane-Garon showed promise in a positive treatment impact of conflict resolution training on intrapersonal skills. In a study of pre-adolescent cognitive and affective perspective taking, findings indicated the mediators scored significantly higher than the disputants (Lane-Garon, 1998). The same researcher conducted two similar studies and results revealed another increase in mediators' perspective taking (Lane-Garon, 2000) and in mediators' cognitive and affective perspective taking (Lane-Garon, 2003). In a final study, Lane-Geron, Ybarra-Merlo, Zajac, and Vierra (2005) reported mediators displayed statistically significant higher scores on social-cognitive development in comparison to non-mediators.

Research about how training impacts peer mediators' social skills, conflict management skills, and especially intrapersonal skills, needs more evidence of successful results to justify CRE and SEL training with students. Dr. Judy Tindall (2009), the president emeritus of the National Association of Peer Programs Professionals, strongly emphasized the need for peer helpers to develop empathy, identify emotions, and help others learn how to express them. She declared, "the ability to understand others' feelings is crucial to helper effectiveness" (p. 131). The current researcher endorses Dr. Tindall's charge for focused SEL training to develop and improve intrapersonal skills in peer mediators. Therefore, EI and the generalization of conflict resolution skills appeared to be the best dependent variables to examine for training effects. No studies to date have explored EI in adolescents after CRE/SEL training and mediation experience.

Statement of the Problem

Peer mediators are trained to be peer leaders - leaders in their social network who are modeling healthy emotional expression and interactions among their fellow students. They can also be influential role models to resolve conflicts peacefully. Within the ASCA National Standards for Students (2004), competencies and skills in two distinct domains (Career and Personal/Social Development) indicate the need for students to learn and demonstrate various behaviors consistent with conflict mediation training and EI. Some examples include "learn how to use conflict management skills with peers and adults" (C:C2:2), "know how to apply conflict resolution skills" (PS:B1:6), "learn techniques for managing stress and conflict" (PS:C1:10), "identify and express feelings" (PS:A1:5), and "understand the need for self-control and how to practice it" (PS:A1:8). The ability to manage emotions and assist others in the process, known as EI, is not only crucial to a peer helper's effectiveness, but also important for all students.

Since the ASCA model clearly indicates the need to teach conflict resolution skills, the existing problem is: How do we determine the effectiveness and sustainability of such teaching/training? School counselors and administrators are challenged to avoid a “teach and hope” perspective to ensure students successfully learn CRE and SEL components at school. Therefore, beginning with a cadre of peer mediators, a need existed to examine whether or not peer mediation training could 1) enhance the EI of students trained in peer mediation and 2) increase students’ ability to generalize newly learned skills. The current research filled a gap in the CRE, SEL and peer mediation literature by exploring the effects of peer mediation training and subsequent mediation experience on the emotional intelligence and skill generalization of peer mediators.

Significance of the Study

No study to date could be found that has examined EI in adolescent peer mediators using a pre/posttest, control group design for CRE training effects. In addition, a diverse population of students received training. The current research added another quantitative study to the limited data currently available on conflict mediation training and its impact on adolescent peer mediators. The researcher also examined what, if any, effect peer mediation training might have on its trained student mediators.

Purpose of the Study

The purpose of this study was to: (a) examine the effect of both peer mediation training and subsequent mediation experience on high school peer mediator’s emotional intelligence and generalization of mediation skills, and (b) evaluate whether or not the treatment group of peer mediators show statistically significant gains in emotional intelligence and/or and generalization of mediation skills compared to the gains of students in the control group.

Research Questions

- 1a) Does mediation training increase the peer mediator's emotional intelligence?
- 1b) Does mediation training and subsequent mediation experience increase the peer mediator's emotional intelligence?
- 2) Will the peer mediators in the treatment group display any statistically significant gains in emotional intelligence in comparison to any gains experienced by the control group?
- 3a) Does mediation training increase the peer mediator's generalization of mediation skills?
- 3b) Does mediation training and subsequent mediation experience increase the peer mediator's generalization of mediation skills?
- 4) Will the peer mediators in the treatment group display any statistically significant gains in generalized mediation skills in comparison to any gains experienced by the control group?
- 5) After training and subsequent mediation experience, did the peer mediators generalize their learned mediation skills outside of the school setting (family or friends)?
- 6) After training and subsequent mediation experience, did the peer mediators increase their usage of peer mediation skills to other settings?

Overview of Methodology

The following section discusses how the current research effort was implemented in a high school setting. The conflict resolution training was the treatment intervention the peer mediators received during the school year. The researcher used a pretest/posttest, control group design to examine any gains found in the peer mediators in contrast to the control group. Creswell (2009) described this type of experimental research as quantitative research that

examines whether or not a certain treatment produces an outcome. Using a pretest/posttest, control group design, the current researcher intended to assess the influence or impact of the peer mediation training on the peer mediators' emotional intelligence and generalization of mediation skills. Creswell further explained, "this impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome" (p.12). The next section will address the details on how the training/treatment effect in this study was measured.

Role of the researcher.

The researcher has worked for five years as a school counselor at the high school chosen for this research. The researcher has been the peer leadership director for the last four years, and is responsible for the teaching and training of the cadré group of students selected as peer leaders. Although the peer mediators met in class daily, the researcher did not teach CRE curriculum to the peer mediators before the scheduled training described in the current research. After the mediation training, the researcher coordinated the mediations during the school year by pulling the mediators and disputants out of class for the intervention in a private conference room and processing the intervention with peer mediators afterwards. Although the researcher is a counselor at the school, all of the students in the control group were served by a different counselor based on their grade level and last name.

Role of supportive others.

Other individuals played an important part in the current research. The CRE training of the peer mediators was scheduled before the beginning of school, and conducted by trained staff at a local state university. Whenever a student conflict emerged, a request for peer mediation could be made by either teachers, administrators, and self-referring students. Teachers emailed

the researcher, students stopped by the counseling office to make a request, and administrators would sometimes bring students to the researcher for mediation assistance. Teachers of students from the control group allowed the researcher to make classroom visits for recruitment. The next section outlines how subjects for the current study were chosen.

Participant selection.

In the spring of 2011, the 63 students who were nominated by faculty completed an application and participated in interviews with the incumbent peer leaders to determine the new peer leaders for the 2011-2012 school year. After the director and current peer leaders discussed the new applicants, 41 students were invited to participate in the peer leadership program for the upcoming year and the students' schedule was adjusted to include the peer leadership class. The selected cadre of peer leaders in the current research consisted of 41 students ranging from 16 – 18 years of age. The peer leaders became the treatment group who received a two-day CRE training to learn peer mediation skills. Once trained in conflict resolution, the students were considered “peer mediators” and thus, eligible to conduct mediation sessions between fellow students. A group of students from Advanced Placement (AP) social studies classes were invited to be the control group and these students did not receive any CRE training. The control group was matched with the treatment group in this experimental design on the following variables: gender, age, ethnicity, grade point average, and pretest scores. Matching the treatment and control group in this manner helped control for extraneous variables which might have impacted the outcome (Creswell, 2009), such as developmental level, cultural differences toward conflict, and academic abilities. Each participant was given a study specific code to be used for identification. These codes were used to maintain confidentiality of both group participants.

Data collection.

Data was collected from assessment measures the students completed by hand. The treatment group took their assessments in a classroom setting and the control group took their assessments outside of class in a quiet conference room. Both the control group and treatment group received the following pretests: the Assessing Emotions Scale (Schutte, Malouff, & Bhullar, 2009) was the measurement used to assess the dependent variable of EI (Appendix C) and the Peer Mediator Generalization Questionnaire (Smith, Miller & Daunic, 1999) was administered to examine any generalization of mediation skills (Appendix D). Absent control or treatment group members took the test the next day they attended school. The first posttest was given the next school day after the conflict resolution training. The second posttest was again administered to both the control and treatment group two and one half months later, after students in the treatment group had opportunities to conduct peer mediations.

Data analysis.

Once pretest and both posttests were completed, repeated measures, analysis of variance (ANOVA) was employed to determine if any significant differences occurred within the treatment group. This type of statistical procedure is best used when examining the difference in scores among a small sample of students who are tested more than once (Salkind, 2010). The researcher in this study was also interested in understanding the effect size, which is an indication of the how meaningful the difference was between the two groups. Finally, an analysis of covariance (ANCOVA) was utilized as a statistical technique to examine differences in the scores of both groups. The pretest scores were the covariate. Data analysis through ANCOVA ascertained whether or not any gains peer mediators achieved in EI and skill

generalization were statistically significant after the training (posttest #1) and subsequent peer mediation experience (posttest #2) when compared with any gains from the control group.

Definition of Terms

1. **Peer Mediator/Student Mediator:** a student selected as a peer leader who is trained to conduct peer mediation with fellow students.
2. **Disputant:** a student who has self-referred or been referred for peer mediation to address a current or potential conflict with another student.
3. **Peer Mediation/Conflict Resolution:** two peer mediators meet with two disputants to facilitate a peaceful solution to the current conflict. Disputants create and agree to their own resolution.
4. **Emotional Intelligence:** the ability to be aware of one's emotions and manage them effectively, as well as the ability to identify and respond productively to the emotions of others.
5. **Skill Generalization:** using a newly learned skill and applying that skill with different people and/or in different settings.

Conclusion

The purpose of this chapter was to provide the reader with an overview of the current quantitative research study. Research topics and the relevant literature were reviewed to underscore the significance and need of the current study. The current research is the first study to date that could be found which explored potential EI growth in peer mediators after training and mediation experience. In the following chapter, the proposed research study will be situated

within the larger body of literature on quantitative research about peer mediation and other pertinent topics.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The current study examined the impact on emotional intelligence and mediation skill generalization in high school students trained as peer mediators. The review of literature begins with school-based peer mediation, then research on the training effects of conflict resolution education (CRE) and Social and Emotional Development (SEL) on peer mediators is summarized. Literature on emotional intelligence (EI) is examined, and finally, the limited research linking peer mediation training to emotional intelligence is discussed.

School-Based Peer Mediation

Overview.

The concept of mediation dates back to the time of ancient civilization, when philosophers such as Confucius believed conflict could be resolved by mutual understanding and moral influence, instead of force (Folberg, 1983). Without question, mediation has a long history, and the intervention has developed into various forms such as family mediation (Westcott, 2004), community mediation (Duffy, Grosch, & Olczak, 1991; McGillis, 1986), legal mediation (Ostermeyer, 1991; Moore, 1986), and more recently, corporate mediation (Poon, 2011). However, a broad view of mediation goes beyond the scope of this literature review. Interested readers are encouraged to read Folberg's article, in addition to work by Zucca-Brown (1996) and Sweeney (1995). For the purposes of this research, emphasis will be placed on peer mediation in the school system.

Upon review of the research, the first usage of peer mediation in schools began in the 1970's in New York where the Children's Creative Response to Conflict (CRCC) program used non-violent principles from the Quaker Church to teach students the value of non-violence by showing concern for others, seeking justice, and developing integrity (Potts, 2001). In the early eighties, the Carter administration encouraged the development of programs such as Educators for Social Responsibility (ESR) in 1982, and the creation of the National Association for Mediation in Education (NAME) in 1984, which has now merged with the Association for Conflict Resolution (Maxwell, 1989). These programs were influential in advancing the knowledge and implementation of peer mediation to thousands of school programs since the 1970's (Sweeney, 1995). In the 1990's, the number of peer mediation programs boomed from an estimated 2,000 in 1992 to 8,000 in 1994 (Johnson & Johnson, 1996b). Roughly fifteen years later, the National Association of Peer Program Professionals proudly acknowledges there is at least one peer mediation programs in every school district in the United States (J. A. Tindall, personal communication, July 11, 2011).

Peer mediation as conflict resolution education (CRE).

Peer mediation is considered one of three delivery formats of CRE programs, with the other two involving direct instruction of skills to students, and classroom curriculum infused with CRE principles (Garrard & Lipsey, 2007). The mediation approach, or model, "includes the use of peer mediation programs, in which students receive training in mediation and mediate disputes among their peers" (Jones, 2007, p. 241). The peer mediation process typically involves two peer mediators who work with two fellow students engaged in conflict. The role of the mediator is to model respectful listening skills, encourage each party to tell their story, and facilitate a discussion of the proposed solutions to the conflict.

Unlike an arbitrator, the peer mediator does not make the final decision to resolve the issue (Zucca-Brown, 1996). “The primary goal of peer mediation programs is to improve the conflict management skills of both trained peer mediators and the students who have requested mediation (Winston, 1996, p. 10). Thus, as peer mediation enhances conflict management abilities, peer mediators are fulfilling the CRE program mission, described by Jones (2004), to “provide students with a basic understanding of the nature of conflict, the dynamics of power and influence that operate in conflict, and the role of culture in how we see and respond to conflict” (p. 234). In the following section, the different peer mediation models of training will be reviewed.

Curriculum or class-linked models of peer mediation.

Some peer mediation programs choose to train either a handful of students within their class, or the entire student body to be peer mediators (Jones, 2004). One Florida elementary school followed the classroom model and evaluated the curriculum, *Fighting Fair*. Teachers in three classes (83 students) taught CRE through workbooks and material from the Peace Education Foundation for seven weeks, and three classes served as the control group (88 students). The material included *The Rules for Fighting Fair*, which Powell, Muir-McClain, and Halasyamani (1995) described as the following: “a) identify the problem, b) focus on the problem, c) attack the problem, not the person, d) listen with an open mind, e) treat a person’s feelings with respect, and f) take responsibility for your actions” (p. 32). The teachers administered pre/post surveys that included multiple-choice questions about pretend conflicts in school. Students were evaluated by their answers to the questions. The researchers reported the students in the treatment group improved their conflict resolution skills and the project was helpful to the classes (Powell et al., 1995).

Johnson and Johnson (2004) from the University of Minnesota Cooperative Learning Center are the leading advocates for school-wide curriculum, and have developed a successful program entitled *Teaching Students to be Peacemakers (TSP)*. Their peer mediation program is one of two listed in the United States government's National Registry of Evidence-Based Programs and Practices. In this school-wide model, all students are trained in CRE and peer mediation principles, then provided the chance to facilitate peer mediations (Gerler, 2006). The TSP program is based on the premise that each student needs to be taught how to handle conflicts in a peaceful manner, and training will not only help them achieve this goal, but also assist them to help others (Johnson & Johnson, 2004). The training can last for several days or years, depending on the school's commitment, and consists of four distinct parts: 1) Understanding the nature of conflict, 2) Choosing an appropriate conflict strategy, 3) Negotiating to solve the problem, and 4) Mediating others' conflicts (Johnson & Johnson, 2004). Within part three of negotiating, students learn the following step to resolve conflicts: 1) Describing what you want, 2) Describing what you feel, 3) Describing the reasons for your wants and feelings, 4) Taking the other's perspective and summarizing your understanding of what the other person wants, how the other person feels, and the reasons underlying both, 5) Inventing three optional plans to resolve the conflict that maximize joint benefits, and 6) Choosing the wisest course of action and formalizing the agreement with a hand shake (Johnson & Johnson, 2004).

TSP is one peer mediation program that has been evaluated for treatment effectiveness. Johnson and Johnson (2004) reported several positive outcomes for students trained in peer mediation including increases in pro-social behavior, conflict knowledge, negotiation skills, and benefits to the classroom. A meta-analysis of 16 studies from 1988 to 2000 on TSP's effectiveness revealed students adequately remembered the negotiation steps up to a year after

training, generalized their mediation skills throughout the school, scored significantly higher on achievement tests, and displayed significantly lowered problems in the classroom (Johnson & Johnson, 2004).

In another meta-analysis of forty-three studies between 1985 and 2003, peer mediation programs (both curriculum and classroom-linked) were found to be effective in improving conflict resolution skills and knowledge in the students, as well as school climate, and decreasing classroom problems (Burrell, Zirbell, & Allen, 2003). Another meta-analysis reviewed research from controlled studies to evaluate the impact of CRE on anti-social behavior, spanning twenty-five years of research in K-12 settings. Seventeen of the thirty-six studies involved peer mediation, and the researchers suggested the students trained in mediation showed statistically significant improvements in problematic behaviors (Garrard & Lipsey, 2007). In over 4,900 students sampled in the study, a lack of diversity existed and Garrard and Lipsey (2007) further commented that the peer mediation field has limited knowledge on how CRE influences diverse students. Jones (2004) also assented to “the woeful lack of research on CRE and diverse and non-dominant populations” (p. 240). This limitation is one specific gap in research the proposed study intends to fill, primarily because the proposed treatment group of students varies in ethnicity. Finally, in concluding the review of peer mediation models, the next section will address literature on the *cadre* model of peer mediation, and specifically, how training impacts the student mediators.

Cadre model of peer mediation – combining CRE & SEL.

The model of peer mediation training for this study is the *cadre* approach - a select group of students within the school who are specifically trained in conflict resolution skills to conduct mediations throughout the school. Gerler (2006) explained, “this *cadre* approach works well in a

high school or magnet school where many electives are offered [and] advantages of this approach include depth of training, ease of scheduling, and access to mediators” (p. 1). A vital aspect in this depth of training is the CRE and SEL principles which can be inculcated among the student mediators. The *cadré* model training for peer mediation meets more frequently and relationships are developed among fellow peer mediators and the program director. This engaging training provides a rich opportunity for students to be cross-trained in CRE and SEL content which “focuses explicitly on the nature of conflict and options for responding to it, including strategies for constructive self-management (emotional, cognitive, and behavioral self-control), communication, social perspective-taking, cooperative interpersonal problem solving, and promoting respect for individual and group differences” (Garrard & Lipsey, 2007, p. 11). The next section will review literature that report findings on the influence of CRE and SEL training on peer mediators in the P-16 school setting.

Training (Treatment) impact on peer mediators.

Quantitative research on the effectiveness of peer mediation training is sparse, especially considering how long peer mediation has been used in schools (Johnson & Johnson, 1996b). In the studies that have been completed, the effects of mediation training on the actual peer mediators have not shown much promise, particularly in the high school setting (Jones, 2004). The following studies examined differences within the treatment group, and in some cases, differences between those who receive conflict resolution training and the control group. These studies will delineate between three categories based on the dependent variable that was assessed: social skills, conflict resolution skills, and intrapersonal skills (self-concept, perspective taking, and social cognitive development). This review also includes research that addressed multiple dependent variables.

Social skills.

Zucca-Brown (1996) evaluated mediation training for 44 elementary school students and assessed the influence of training and subsequent mediation experience on peer mediators' self-esteem, social skills, and beliefs about conflict. Identifying a problem in the literature with a lack of studies using a control group, the researcher used a pretest/posttest, control group design with randomly assigned groups. The assessment tools included the Piers-Harris Children's Self-Concept (Piers, 1984), the Social Skills Rating System (Gresham & Elliot, 1990), and School Mediation Questionnaire (Zucca-Brown, 1996). The peer mediator training consisted of a five day workshop focusing on listening and communication skills. Mediators had two months available to conduct mediations. No statistically significant differences were found in the social skills, self-esteem, or beliefs about conflict between peer mediators and control students. The researcher recommended replicating the study with "different regions . . . to estimate if any cultural differences effect the outcome of the research" (p. 90).

Young, Kristel, and Chambliss (1997) reported few published quantitative studies on the effectiveness of peer mediation training programs. They hypothesized that a weekend-long training would increase peer mediators' skill level to counsel others and their overall confidence level. The students ranged from eighth to eleventh grade, and came from mostly middle to upper-class families. However, no information about ethnicity was provided, or the actual number of participants, thus making the research difficult to replicate. Surveys were given to peer mediators before and after the training, and the results indicated significant findings in the students' perception of the program's effectiveness. The students completing the survey also reported an increase in confidence to handle conflict meditations at their school, as well as

enhanced closeness within the group. Peer mediation training was viewed by the trainees as confidence-building, bonding, and helpful.

One qualitative study of CRE assessed 19 students who received more than a year of training. Magee (1999) believed youth needed to learn conflict management skills and evaluated whether or not students used the communication skills, problem solving skills, and mediation skills in day-to-day interactions. Data was gathered from interviews with the trainees, and their parents, peers, and teachers. Based on these objective and subjective perceptions, the trained students appeared to have generalized skills associated with communication, problem solving, personal expression, and group facilitation to their daily life. The researchers asserted this training in CRE helped the student resolve conflicts and develop leadership skills. Empirical studies in the literature on the training effects on mediators' conflict resolution skills will now be discussed.

Conflict management skills.

Several researchers developed studies to examine whether or not peer mediators generalized mediation skills after training. A study with 42 middle school students trained students in a conflict management program that emphasized dispute management, calling the trainees, "conflict managers" (Ikram, 1992, p. 7). The purpose was to examine the training effect on self-esteem, attitude, knowledge of conflict management skills, and behavior of peer mediators versus untrained students. The researcher acknowledged the study was in response to the problem of a "lack of pertinent research-based literature . . . to evaluate the effectiveness of such peer-based mediation programs and to determine the extent to which these programs are justified in schools" (p. 6). Students took the Piers-Harris Children's Self-Concept (Piers, 1984) and the Benenson's Survey Questionnaire (Benenson, 1988), and the faculty completed the

Brown & Hamill Teacher Rating Scale (Brown & Hamill, 1990). The peer mediators increased their knowledge of conflict management skills and improved in their self-esteem. However, the training was not found to have any statistically significant effect in lowering problematic behavior of the peer mediators, suggesting the peer mediators lacked the ability to generalize the conflict management skills to school interactions.

Nance (1995) studied the difference between peer mediators who participated in New Mexico's Center for Dispute Resolution Mediation in the School program. The researcher sought to examine the coping skills and knowledge of conflict resolution and mediation skills in 89 pairs of fourth, fifth, and sixth grade students who were matched by school, gender, grade, and their pretest score on the Conflict Resolution Achievement Test with Coping Questionnaire (Nance, 1995). The results from pretest and posttests of the pairs (peer mediator and non-peer mediator) indicated only the peer mediators displayed statistically significant increases in their knowledge of conflict resolution and mediation after a five month period compared to the non-peer mediators, who showed no increase. However, no difference was found between the peer mediators and non-peer mediators in the coping skills scores which assessed problem solving, accepting responsibility, seeking social support, self-controlling, and confrontive coping. The researcher concluded that the mediation training, coupled with mediation experience, increased the peer mediators' knowledge of conflict resolution and mediation.

In another study on students learning conflict resolution skills, Winston (1996) noted a problem in school systems with regards to discipline and administrative responses to disruptive students. The researcher believed this problem could be resolved through peer mediation for the following reason:

Such skill acquisition serves to empower students by teaching them to cooperate, communicate, problem solve, and accept individual differences. Armed with this new repertoire of skills, students may be more likely to choose nonviolent strategies to resolve conflicts and thereby reduce their reliance on adults. (p. 7)

The researcher also noted the need for research to demonstrate how skills learned through peer mediation training can be generalized to other settings. The results suggested the mediation training was indeed effective and the peer mediators were able to use conflict management skills with other scenarios outside of school (Winston, 1996). This study successfully replicated Gentry and Benenson's (1992) findings that peer mediators used what they learned from training in other relationship beyond the school setting – siblings at home.

One study evaluated the effects of CRE training from the Conflict Resolution Unlimited manual on 30 sixth through eighth graders (Bell, Coleman, Anderson, Whelan, & Wilder, 2000). These researchers maintained, “the lack of outcome studies contributes to the literature’s current inability to support fully the effectiveness of peer mediation” (p. 506). Working with mostly rural, low-socioeconomic status students serving as mediators, the researchers evaluated whether or not student mediators increased in their knowledge of conflict resolution and mediation skills after receiving peer mediation training. In addition, the researchers questioned whether the trained peer mediators would display improved behavior when compared to the rest of the school. The demographics were more diverse than most studies; 14 African Americans and 16 Caucasians were selected by students and then voted on by faculty to be peer mediators. They were then taught CRE curriculum four consecutive weeks in three hourly sessions which focused on “listening, reading body language, perspective taking, and using ‘I feel’ statements” (p. 509).

A two hour follow up session occurred, and two booster sessions at the two and six week mark were provided.

Using a posttest design, the peer mediators completed the Mediation Skills Retention Test (Bell et al., 2000) after training, and then six weeks afterwards. This test involved mock conflicts in a school setting, and the newly trained mediators wrote written responses as to how they would attempt to resolve the conflict. These responses were then rated for mediation skills such as rules of mediation, discussing the problem, and negotiation of solutions. In addition, the discipline records for the peer mediators were monitored and compared to a matched group for grade, gender, and race. The findings suggested the peer mediation training was a success, and the student were able to learn and document responses consistent with appropriate conflict resolution steps. Likewise, the peer mediators had significantly lower discipline referrals during that time period than the control group of students. The findings suggested rural students who come from low income families are capable of learning and implementing peer mediation techniques obtained from training. The generalization of mediation/conflict resolution skills is one of the variables measured in this current study. While the above researchers examined observable, behavioral increases in students, such as generalizing mediation skills, several researchers conducted studies of mediation training that explored internal changes in the student mediator. Therefore, it is important to also examine any impact training peer mediation may have on peer mediators' intrapersonal skills.

Intrapersonal skills.

Van Slyck and Stern (1991) evaluated the self-esteem and confidence in a group of peer mediators after receiving peer mediation training. When compared to the control group of students, peer mediators showed a statistically significant increase in both variables assessed.

However, other studies have not been able to duplicate their findings. Lupton-Smith (1995) identified a need in the literature to not only prove effectiveness of peer mediation programs, but also examine the trained mediators' cognitive development. In this study, high school students were taught CRE curriculum. The high school students then trained elementary school students the same curriculum. A separate control group of high school students did not receive training or administer training. Pre and posttests were administered to both groups. The high school groups completed the Defining Issues Test (Rest, 1973) to measure moral reasoning, and the Washington Sentence Completion Test (Loevinger & Wessler, 1970) to assess ego development. None of the high school students (treatment and control) displayed any significant differences between groups on moral and ego development. The elementary school students who received the training took the Social Skills Rating System (Gresham & Elliot, 1990). Only one score for social skills, self-control, was statistically significant for the elementary school students. The researcher attempted to link CRE and cognitive developmental theory, which was a study intersecting both CRE and SEL principles.

Sweeney (1995) also recognized a need for more empirically-based research and studied peer mediation training and its effects on mediators' moral reasoning, conceptual development, interpersonal behavior, and self-esteem. Students were randomly selected from a high school physical education class; 14 were in the treatment group and 14 in the control group. The treatment intervention consisted of 16 contact hours of training. The researcher described the following goals of the training, "teaching students in mediation procedures and practices, promoting psychological growth in the areas of moral/ethical and conceptual reasoning, interpersonal behavior and self-esteem" (p. 21). Using a pretest/posttest format, students completed the Defining Issues Test (Rest, 1979) for moral reasoning, Paragraph Completion Test

(Harvey, Hunt, & Schroder, 1961) for conceptual development, Fundamental Interpersonal Relations Orientation-Behavior Scale (Schultz, 1989), and Rosenberg Self-Esteem Scale (Rosenberg, 1965). In the final analysis, no significant differences were found between the treatment group and the control group.

In 1997, Nelson designed research to examine the impact of peer mediation training on peer mediators' self-esteem and social skills. He recognized a significant gap in the literature supporting positive training results on self-esteem for peer mediation programs. In this study, 51 volunteer students (ninth, tenth, and eleventh graders) were randomly selected from a vocational high school to participate. Students were given peer mediation training, and the Piers-Harris Children's Self-Concept Scale (Piers, 1984) and Social Skills Rating System (Gresham & Elliot, 1990) were administered as pretest and posttest assessments. The results indicated the peer mediators displayed no statistically significant differences in their self-esteem scores or their social skills rating.

Mankopf (2002) reported literature on peer mediation and conflict resolution programs lacked solid research methodology and connections between peer mediation implementation and the personal growth of the peer mediator. He hypothesized in his research proposal that peer mediators would show an increase in perspective taking (seeing someone else's viewpoint), negotiation abilities, and views on fighting, compared to control groups. In this research, the peer mediators had already received the training. The final conclusion from this study demonstrated no significant changes in the peer mediators as compared to the control group.

A study conducted in Turkey examined the impact of CRE on peer mediators' sociotropy levels, which was defined as "a personality trait associated with high levels of dependence and excessive need to please others with the need to establish secure and positive

interpersonal communication with other people” (Karahan, 2009, p. 788). According to the researcher, people with high levels of sociotrophy allow others’ negativity to personally affect them, and they regularly seek approval from others. The purpose of the study was to examine the impact of ten CRE training sessions with 32 university students, while the control group received no training. Material in the sessions covered topics about expressing feelings, defending oneself against criticism, and sharing past conflicts. Sociotrophic levels were measured by pretests and posttests with the Sociotropy-Autonomy Scale (Beck, Epstein, Harrison, & Emery, 1983). Results from the study indicated the training did have a positive impact on the sociotrophy levels of the trainees, however, no statistically significant difference occurred between the two groups.

Summary

Several studies have been conducted on the effectiveness of peer mediation training. However, research on the effects of peer mediation training, many of which have combined CRE and SEL skills, have been plagued with mixed results on peer mediators, particularly at the high school level. In regards to training, Jones (2004) emphasized “CRE encompasses a number of programs and practices [and] [t]he substantive and developmental foundation of CRE is enhanced social and emotional competencies through SEL, with particular emphasis on emotional awareness, empathy and perspective taking, strategic expression, and cultural sensitivity” (p. 237). Lupton-Smith (1995) concurred, “these cognitive skills/behaviors such as empathy, improved perspective taking, improved decision making ability, pro-social behavior, and self-awareness are those needed to handle conflict peacefully and constructively (p. 8). Thus, if some researchers within the field of CRE and SEL agree the intersection of these training principles can instill a new generation of peacemakers – a cadre of peer mediators – why

has emotional intelligence (EI) yet to be linked to training students to help others resolve conflict? The current study was developed to investigate the impact of peer mediation training on the peer mediators and add to the empirical literature. In addition to generalizing mediation skills, EI was one of the dependent variables in the current research. EI will now be discussed as a SEL construct in the next portion of the review.

Emotional Intelligence (EI)

This section will facilitate a clear understanding of EI by including a definition, rationales for its importance, and reviewing the literature to examine whether or not EI can be taught to students. Mayer and Salovey, who first coined the term in 1990, joined another researcher, Caruso, in 2008 and stated, “we agree with many of our colleagues who have noted that the term *emotional intelligence* is now employed to cover too many things--too many different traits, too many different concepts” (p. 503). The researchers proposed that EI be considered as another form of intelligence. In reference to the work of E. L. Thorndike, the researchers reported, “in essence, Thorndike defined social intelligence as the ability to perceive one’s own and others’ internal states, motives, and behaviors, and to act toward them optimally on the basis of that information” (Salovey & Mayer, 1990, p. 187). Building on this viewpoint, their own version was crafted to encompass social intelligence and social competence, and EI was introduced. The next section will review their explanation of a different kind of intelligence.

Understanding emotional intelligence (EI).

The literature on EI reveals various different definitions. Daniel Goleman (2005) acknowledged EI has three different models, all of which have diverging perspectives and variations. The models differ in their interpretation of how EI is manifested in one’s life. Goleman (2005) described his model of EI involves work performance and organizational leadership, while the “work of Reuven Bar-On is based on his research on well-being” (p. xiii).

For the purposes of this study, the original model of EI will be used to facilitate better understanding of this type of intelligence. In 1999, Mayer, Caruso, and Salovey offered the following revised definition of EI:

Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them.

Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. (p. 267)

Since the definition revolved around emotions, their meaning, and skills to use them effectively in relationships and decisions, it seemed appropriate to also include their definition of the term emotion.

In 2004, Salovey and Mayer proposed emotions can be understood as:

Organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems.

Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for the individual. Emotions can be distinguished from the closely related concept of mood in that emotions are shorter and generally more intense. (pp. 2-3)

Finally, McPhail (2004) offered a helpful visual explanation of EI and how a person might develop through its stages in the hierarchical diagram below.

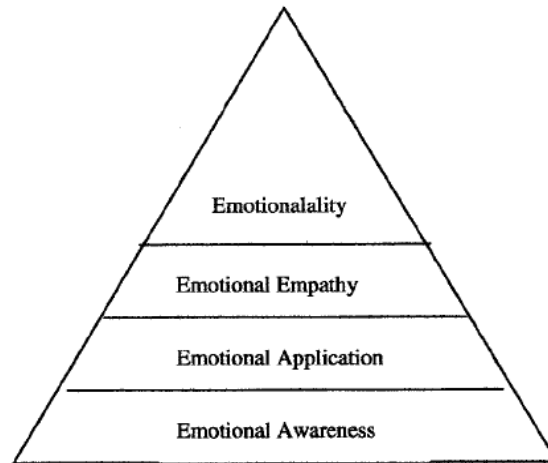


Figure 1. Stages of Emotional Development. Adapted from “An Emotional Response to the State of Accounting Education: Developing Accounting Students’ Emotional Intelligence,” by K. McPhail, 2004, *Critical Perspectives on Accounting*, 15, 637.

The top of the pyramid represents the highest level of EI, and the stages were explained as follows:

1. Emotional awareness – awareness of one’s own emotion and capability of correctly labeling them. This stage also involves the ability to correctly identify emotions in others.
2. Emotional application – skill to understand which emotions are apt in certain situations.
3. Emotional empathy – capability of understanding and joining another person in their feelings.
4. Emotionality – using emotional awareness in a cognizant manner to assist in solving problems and making decisions.

Understanding the definition of EI, which will be used in this research, will hopefully allow the reader to understand how EI and SEL correspond to each other. In fact, Goleman (2005) remarked, “[what has been] most gratifying for me has been how ardently the concept [of EI] has been embraced by educators, in the form of programs in ‘social and emotional learning,’ or SEL” (p. x). Emphasizing the importance of EI will be next in the literature review.

The importance of EI in adolescence.

Benson (2006) reviewed data from a national survey that polled 148,189 sixth through twelfth grade students. Only 29% - 45% self-reported that they possessed social competencies such as empathy, conflict resolution skills, and decision making skills. Twenty-nine percent of those students reported their schools were warm and supportive learning environments. Benson believed these findings indicated a need for SEL to promote EI growth in the school system. Data from Eaton et al. (2008) revealed 30% of high school students participate in high risk behaviors such as drinking, drug use, and sexual activity. The combined data from both studies seem to suggest some adolescent students not only engaged in maladaptive behaviors, but they also acknowledged a lack of skill sets to create positive change. A peer mediation training which already merges principles from SEL and CRE may have the potential to teach students a variety of skills that structure success through the adolescent years. In fact, Jones (2004) acknowledged the inherent value of teaching CRE and SEL to young people when she wrote, “at the heart all CRE is the hope of helping children to develop as better people---to be more socially and emotionally competent so that they can lead happier lives and contribute more positively to society” (p. 235).

According to some researchers in the field of education and psychology, the years of adolescence is an ideal time to inculcate EI. Vygotsky (1987) believed adolescents possessed the

challenging task of learning to manage their own will, to learn decision-making skills, and to behave in a manner consistent to completing that task. He suggested that the adolescence time period was a prime opportunity to learn EI to prepare them for a richer life as an adult. Aguilar, Bedau, and Anthony (2009) concurred that many teenagers are not prepared to manage their emotions, and even less skilled in monitoring others' emotions. The researchers believed the lack of EI teaching in schools was disturbing because adolescents need to understand and manage their emotions as an important part of growing up. Perhaps an equally important question would be whether or not adolescents, in particular, peer mediators, can be taught to increase their EI. However, Aguilar, Bedau, and Anthony (2009) shared the following concern:

There has yet to emerge any serious movement to incorporate those values and principles [of EI] into the core curriculum in public schools or in other settings where youth development is a focus. Youth in all settings are most commonly left to their own devices and personal histories for cues in their emotional development.” (p. 5)

In the next portion of this review, teaching EI in the school system will be further examined.

Teaching EI in the schools.

Goleman (1995) argued that EI is most certainly being taught in various ways through the curriculum in SEL programs, and the results appear to be positive. He emphasized that SEL was an important aspect of a child's learning. Goleman (1995) believed if students learn to increase their self-awareness and self-esteem, to modulate feelings and impulses, and to enhance empathic responses to others, the students' would improve socially and academically. Some researchers in the field of EI believe the construct is a changeable skill, which can be improved and developed by training and counseling (Bar-On, 2002; Cooper, 1997). There are also a

growing number of school systems which endorse EI through SEL programs in their school. In a critical review of EI teaching in educational settings internationally, Zeidner, Roberts, and Matthews (2002) highlighted The Collaborative for Social and Emotional Learning (CASEL) at the University of Illinois, who reported that within the United States, thousands of schools “implement over 150 emotional literacy programs . . . such as life-skills training, self-science, education for care, social awareness, social problem-solving, social competency, and resolving conflicts creatively” (p. 222).

Humphrey, Curran, Morris, Farrell, and Woods (2007) supported the Promoting Alternative THinking Skills (PATHS) curriculum for not only teaching EI principles, but also utilizing EI outcome measures to evaluate for their program’s success. Kushe (2002) explained the main components of PATHS are learning about emotions, developing social abilities, decreasing problematic behaviors and risk factors, enhancing the classroom environment, and improving relationships between students and teachers. PATHS has been linked to several positive research-based studies on teaching EI. For example, Kam et al. (2003) conducted a study of children who received special educational services. After a two-year follow up, the PATHS curriculum had helped reduce problematic classroom behaviors and even depressive symptomatology in those students.

In a recent meta-analysis, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) reviewed findings of 213 SEL programs involving over 270,034 students from P-12 school setting. Their findings suggested SEL programs do have a favorable impact on the social-emotional competencies and beliefs about self, others, and school. The researchers also added that SEL programs, “enhanced students’ behavioral adjustment in the form of increased pro-social behaviors and reduced conduct and internalizing problems, and improved academic

performance on achievement test and grades” (p. 417). They concluded with a concern for future research that “there is a wide gap between research and practice in school-based prevention and promotion just as there is with many clinical interventions for children and adolescents” (p. 420).

Finally, in testament to the international appeal of EI, a researcher from Nigeria examined training programs and its effect on the EI of adolescents (Ogunyemi, 2008). Using a pretest and posttest, control group design, 270 high school students participated in eight weeks of training on creative thinking and emotional mastery, which was described as “gaining an understanding of how our emotions affect us and how we can use them to improve the quality of our lives” (p. 286). After randomly assigning the groups into two treatments and one control, the Assessing Emotions Scale (Schutte, Malouff, & Bullar, 2009) was given before and after the treatment. The findings indicated statistically significant differences were present between the treatment and control groups in regard to EI levels. The experimental group had significantly higher scores on the EI scale than the control group.

However, some researchers argued that successful EI inclusion in school setting is not conclusive. Ziedner, Roberts, and Matthews (2002) remarked, “The school setting is arguably one of the most important contexts for learning emotional skills and competencies [as] the individual develops the aptitudes, skills, attitudes, and values necessary to acquire emotional competence (p. 221). In their critical review, they found successful learning of EI in the educational setting has yet to be proven. Humphrey, Curran, Morris, Farrell, and Woods (2007) agreed that actual EI teachings have great disparity within programs, and the validity of any outcome measures were not sound. The researchers added, “very few have actually used EI measures, with the majority preferring to examine outcomes thought to be influenced by

improved EI” (p. 247). Humphrey et al. (2007) also warned that many of the benefits claimed from EI teachings may be premature. Essentially, more controlled studies, using clear definitions of EI, and valid measurements of EI will be necessary for future research. Leimbaugh and Maringka (2010) expressed similar views when they stated, “we see great potential for learning-transfer activities in promoting EI development, both in how the initial training is designed, as well as in the post-training interventions that are incorporated. Further EI development studies should examine . . . how EI can be developed” (p. 144).

Overall, research on EI teaching in the school setting has received a mixed review. Some researchers believe EI growth can be demonstrated in the classroom, while others caution that some findings may be premature. What is clear is the recommendation for a valid measure to accurately assess EI development. In addition, studies which explore how EI is developed in students are needed. The current research proposal is implementing both suggestions by using peer mediation training as a treatment that may enhance EI development, and by administering a valid EI measure – the Assessing Emotions Scale.

Peer Mediation and Closely Related EI Constructs

No studies currently could be found which examine peer mediation training and its effects on the peer mediators’ emotional intelligence. Since no studies have combined peer mediation training as the independent variable and EI as the dependent variable, this last section will review a few studies that have been similar to using the same variables this current research will propose. CRE and SEL corroborate well with EI teachings, and peer mediation training has the potential to represent all those three constructs when teaching students how to help others negotiate conflict. Bodine and Crawford (1998) stressed the value of teaching EI in the school setting as “the key means by which many children may be provided with emotional

understanding, intergenerational skills in communication, and conflict resolution” (p. 7). Thus, the studies that follow have not evaluated emotional intelligence in its true definition, or used any instruments to measure EI, but the dependent variables assessed are closely related to the emotional management skills espoused by EI proponents.

Jones, Rhine, and Bratton (2002) trained thirty-two high school students in filial therapy. The researchers hoped to solve the problem of large caseloads for school counselors by training high school students to facilitate play therapy with elementary school students exhibiting school adjustment problems. In the year-long training, the researchers included, “didactic lecture, discussion groups, experiential activities such as role-playing, and direct supervision through observation and viewing videos of the play sessions” (p. 51). A pretest-posttest control group design measured levels of empathy in the high school students with the Measurement of Empathy in Adult-Child Interactions (Stover, Guerney, & O’Connell, 1971).

The results showed that the treatment group of adolescents engaging in play therapy sessions displayed significantly higher empathic behavior ratings than the control group. The treatment group also demonstrated the ability to communicate acceptance of the younger child, much more so than the control group. The importance of this study lies in the ability to increase in EI objectives such as empathy and acceptance. In peer mediation, these skills in relating to others have long been established as necessary for peer mediators to successfully resolve a conflict (Johnson & Johnson, 1996a). Lupton-Smith (1995) confirmed, “these cognitive skills/behaviors such as empathy, improved perspective taking, improved decision making ability, pro-social behavior, and self-awareness are those needed to handle conflict peacefully and constructively” (p. 8). Based on this research, adolescents can be taught EI-related characteristics and potentially enhance their EI abilities.

One group of researchers examined the effects of a two-day training program called, Mediator Mentors. Lane-Garon, Ybarra-Merlo, Zajac, and Vierra (2005) sought to assess any pre to posttest gains in middle school mediators on socio-cognitive development. The researchers described the components of the conflict resolution process as follows: 1) Facilitate comfort with the process – select appropriate language, 2) Generate agreement to the ground rules, 3) Facilitate disputants’ statements of the problem along with associated feelings, 4) Active listening – including restatements and checking for feelings, 5) Elicit expressions of wants and willings, 6) Facilitate brainstorming for possible solutions, 7) Generate evaluations of options, and 8) Conclude with cooperative formation of solutions and agreement to use mediation in the future. Thirty-eight mediators participated in the training while the control group did not. The researchers used the Davis Scales of the Interpersonal Reactivity Scale (Davis, 1983) to assess the mediators’ level of empathy and perspective taking before training and approximately one year afterward. Lane-Garon et al. (2005) explained, “in the Mediator Mentors program, the tendency to consider the thought and feelings of others is socialized through the selection of mediator student cadres and training relying heavily on role-play” (p. 186). In addition, mentors are used from a local university to assist and model conflict resolution with the mediators. Results from the research indicated the mediators displayed significantly higher scores on measures of socio-cognitive development in comparison to the control group. The research study above measured aspects of socio-cognitive development which also match well with EI objectives, and served as another example of how peer mediation training can positively impact mediators to display more EI-related behaviors. Jones (2004) claimed “the research on peer mediation, especially at elementary levels, confirms that mediators gain social and emotional competency from this experience . . . Those impacts are much less evident with

peer mediation in middle and high schools” (p. 257). The current researcher intended to examine whether or not EI enhancement could occur after peer mediation training in high school students, which has yet to be accomplished within the knowledge base of CRE and SEL.

After a review of the literature on peer mediation training and EI, there are several gaps in the field which warrant review. A need is recognized to assess the effects of peer mediation training on diverse, ethnic groups of students. Likewise, few studies have successfully shown a statistically significant difference in the personal growth or emotional development of the peer mediators after training. While research has shown the peer mediators are able to learn and put into practice conflict resolution techniques (consistent with CRE), there are no studies to date to address the emotional intelligence growth (consistent with SEL). EI and peer mediation can potentially be a collaborative learning experience for middle school and high school students, but researchers have yet to consistently demonstrate its benefit to the trained students. It is noteworthy to acknowledge that the majority of studies which had larger sample sizes had statistically significant findings, while the smaller studies did not. Therefore, it may be that the impact of mediation training is present in the student mediators, but the effect size is not enough to be detected in studies with a small sample of participants. The researcher of the current endeavored to fill many of the gaps in literature previously discussed. As discussed in the next chapter, a very diverse group of peer mediators participated in CRE training by qualified CRE trainers. In addition, this current research defined EI appropriately and used an EI measurement tool based on that very definition.

In conclusion, questions still remain about how peer mediation training effects the peer mediators’ emotional development, personal growth, essential socio-emotional functioning, and ability to generalize mediation skills. This review attests to the importance placed on students

learning from CRE and SEL programs such as peer mediation. Researchers in the field have voiced their beliefs about the future of peer mediation in the schools. For example, after Burrell, Zirbel, and Allen (2003) completed their meta-analysis to evaluate peer mediation outcome in educational setting, they concluded:

Educators are charged with helping students develop their academic skills, but facilitating students' emotional intelligence is equally essential to their success in the world. Clearly, our goal as scholars and researchers is to persuade school policy makers and decision makers that conflict resolution education is in everyone's best interest through well-framed empirical research and curriculum development. (p. 22)

Johnson and Johnson (2004) championed the cause of peer mediation when they expressed the following:

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. Teaching students to be peacemakers may be one of the most valuable competencies that can be given to students, benefiting them throughout their lives. (pp. 77-78)

The above endorsements of peer mediation for all students serve as an important precedent to examine conflict resolution training in order to determine its effectiveness in impacting the lives of those trained to mediate. In the next chapter, the details of this study will be discussed.

CHAPTER THREE

METHODOLOGY

Introduction

While several studies have been developed to examine the training and mediation effects of peer mediators, no study to date could be found that has examined effects on emotional intelligence. The researcher chose quantitative methodology because very little empirical evidence has been found to support training and/or mediation effects on student mediators. Regarding quantitative research, Creswell (2009) wrote, “an experimental design is used in which attitudes are assessed both before and after an experimental treatment. The data are collected on an instrument that measures attitudes, and the information is analyzed using statistical procedures and hypothesis testing” (p. 16).

The null hypothesis #1a in this study was no statistically significant change in EI would occur within the treatment group of students who received peer mediation training. Null hypothesis #1b was no statistically significant change in EI would occur within the treatment group of students who received peer mediation training and subsequent mediation experience. Null hypothesis #2 indicated that no significant gains would be achieved in EI by the treatment group, when compared to gains in the control group. The null hypothesis #3a stated that no significant difference would occur in skill generalization for the trained peer mediators. The null hypothesis #3b stated that no significant difference would occur in skill generalization for the students who received peer mediation training and subsequent mediation experience. Additionally, null hypothesis #4 suggested no statistical significant gains would be displayed in

generalization of mediation skills by the treatment group, compared to the gains of the control. Quantitative methods were the best means of analyzing any potential change in the first four hypotheses, and percentages were tallied for the remaining two hypotheses. Hypothesis #5 suggested that no increase in the treatment group's mediation skills would be generalized to family and friends, while hypothesis # 6 indicated the peer mediators would show no increase in usage of mediation skills with family and friends. This section describes the participants, and the instruments chosen to measure the dependent variables of EI and the generalization of mediation skills. The procedures and study design will be explained as well as how the study was executed. Data analysis plan will close the methodology section.

Participants

The 2011-2012 group of peer mediators attending the researcher's high school were the participants in treatment group. The treatment group consisted of students enrolled in the peer leadership class from August 8th, 2011 to May 2012. Four peer mediators were not included in this sample. Two had completed previous training in conflict resolution as returning peer leaders, and the other two students were unable to attend both days of conflict resolution training. This sample of 37 students exemplified the cadré approach to conflict resolution training. These peer leaders represented approximately 1.275% of the student body (2900), and had the following breakdown of ethnicity: 13 African-Americans; 5 Caucasians; 13 Hispanics; 4 Asian-Americans; and 2 Others (one Middle Eastern & one Eastern European). There were 9 males and 28 females, and the ages ranged from 16 to 19 years old. Training in conflict resolution was a regular portion of the class curriculum, so each student received the "treatment", yet all students in the treatment group had the choice to participate in the assessment component of this study. Assent and consent forms, along with parent permission forms for student

participation were distributed and returned. Peer leaders/mediators were also given the choice to opt out of the assessment portion with assurance that their grade would not be negatively affected.

The control group consisted of 37 students who were recruited from the Advanced Placement (AP) social studies classes held at the school. The researcher entered the class with a recruitment script to join the study, and assent forms, consent forms, and parent permission forms for student participation were disseminated. The students who completed and returned the forms were matched as closely as possible with the treatment group by the following variables: gender, age, ethnicity, and grade point average, and pretest scores. Since the researcher knew the student peer mediators, coding was used to maintain their confidentiality (e.g. T1, T2,) once the pretests were administered. A study specific code was also used to maintain confidentiality for the students invited to continue as the control group (e.g. C1, C2).

Setting

This research was conducted in an urban school district in the Southeast, geographically located approximately 20 miles from a large metropolitan city. There were approximately 2900 students attending the high school chosen for this research. The school was the most ethnically diverse high school in the county. Within the student body, 46% of the students were Hispanic, 33% were African-American, 11% were Asian-Pacific Islander, 6% were Caucasian, and 3% were Multi-Racial. Approximately, 50% of the student population was female. In other demographic information, 11% of the students received ESOL (English as a Second Language) services, 13% received special education services, and 8% were on the gifted student tract. Eighty-five percent of students in this high school qualified for a free or reduced lunch.

Instrumentation

Assessing emotions scale.

The Assessing Emotions Scale is a measure developed to assess EI through traits or characteristics (Appendix C). In some literature, it is also called the Schutte Self-Report Emotional Intelligence Scale (SSREI), or simply the Emotional Intelligence Scale (Schutte, Malouff, & Bhullar, 2009). The theoretical foundation of this assessment tool rests on Salovey and Mayer's pioneering work with EI (mentioned above) and their proposal that EI "consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems" (Schutte, et al., 2009, p. 119). The four subscales within the scale include: Perception of Emotion, Managing Own Emotions, Managing Others' Emotions, and Utilization of Emotion.

The self-report inventory contains 33 questions, to which respondents rate themselves on a five-point scale ranging from 1 = *strong disagree* to 5 = *strongly agree* (Schutte et al., 2009). A higher score signifies more characteristic EI. Administration takes five minutes on average to complete. The scale is relatively easy to administer and score, and the reading level was assessed by the Flesch-Kincaid reading level formula to be typical of fifth grade students (Schutte et al., 2009).

Since the measure was administered to adolescents, it was selected for a variety of other reasons. For example, the scale's ease of administration and reading level were positive attributes of the measure. In addition, since the high school setting where the research was conducted is ethnically diverse, this scale was chosen because it has been utilized with an international population of young people in seven countries. Research studies using the Assessing Emotions Scale have been conducted with adolescents and college students in

Australia (Ciarrochi, Chan, & Bajar, 2001; Newcombe & Ashkanasy, 2002; Scott, Ciarrochi, & Deane, 2004; Riley & Schutte, 2003; Bastian, Burns, & Nettelbeck, 2005; Brown & Schutte, 2006), Canada (Austin, Saklofske, Huang, & McKenney, 2004; Depage, Hakin-Larson, Voelker, Page, & Jackson, 2006; Saklofske, Austin, Galloway, & Davidson, 2007), India (Thingujam & Ram, 2000), Malaysia (Liau, Liau, Teoh, & Liah, 2003), Sweden (Sjöberg, 2001), Turkey (Yurtsever, 2003), and the United States (Schutt et al., 1998; Schutt et al., 2001; Schutt, Malouff, Simunek, McKenley, & Hollander, 2002; Schutte & Malouff, 2002; Brackett & Mayer, 2003; Guastello & Guastello, 2003; Pau & Croucher, 2003; Van Rooy, Alonso, & Viswesvaran, 2005).

The constructs that were measured by this scale seemed to best fit this study, as Schutte et al. (2009) explained the following:

The Assessing Emotions Scale is based on the definition put forth in the original Salovey and Mayer model. Other measures, such as the EQi [an assessment by Bar-On (2000)], are based on broader definitions of EI that include adaptive outcomes as well as adaptive emotional functioning. (p. 129)

While several other EI measurement tools exist in the field, this research is based on the foundation definition from Mayer, Caruso, and Salovey (1999) who purported EI as the “ability to recognize the meaning of emotions and their relationships, and to reason and problem-solve on the basis of them” (p. 267). Therefore, the Assessing Emotions Scale, as a trait or ability measure of EI, “may be best used for research purposes and to assist individuals who are motivated to reflect on aspects of their emotional functioning” (Schutte et al., 2009, p. 131).

The Assessing Emotions Scale also has more than adequate psychometric properties that lead to strong rationales for its use in research. Schutte et al. (1998) reported internal consistency of the scale is found in diverse samples employing Cronbach’s alpha, and the mean

alpha for all the samples is .87. In addition, the test-retest reliability is .78. In a recent study reporting on the scale's validity, Kim, Wang, and Ng (2010) provided the following:

The convergent validity of the SSREI [Assessing Emotions Scale] was .63, .52, and .68, respectively, when correlated with the three subscales of the Trait Meta Mood Scale (i.e., Attention to Feelings, Clarity of Feelings, and Mood Repair). predictive validity was .32 with respect to college students' official cumulative grade point averages. (p. 488)

Likewise, Schutte et al. (2009) indicated convergent validity with the Assessing Emotions Scale and the EQ-I; a substantial relationship between the two at $r = .43$. Another researcher found scores on the Assessing Emotions Scale correlated with the EQ-I, as well as the MSCEIT, a performance test of EI (Brackett & Mayer, 2003). In conclusion, along with the scale's strength of reliability and validity, the fact that it exists in the public domain and can be used inexpensively is a very valuable feature (Schutte et al., 2009). EI was measured by the AES, and the next section addresses how the generalized skills for peer mediation were assessed in the study.

Peer mediator generalizing questionnaire.

The Peer Mediator Generalization Questionnaire (PMGQ) is a self-report assessment with three sections developed by the Special Education department of the University of Florida (Smith, Miller & Daunic, 1999). The first section assesses the students' generalization and knowledge of peer mediation skills with seven questions rated on a Likert scale of 1 to 5 (1 = strong agreement, 5 = strong disagreement). A lower score indicated a greater skill acquisition and understanding of the peer mediation process. The second section (items 8 – 14) addresses the implementation of mediation strategies with friends and family members. Respondents

choose between almost always, sometimes, or never, and the values are calculated as a frequency. The last section also involves a frequency for the responses related to use of mediation strategies with friends and family members. The student has three questions to respond to in four different ways (zero, 1-2, 3-4, or 5 or more). All three sections of the questionnaire were utilized in the study in comparison of both treatment and control groups. However, since section one provided a numerical value, only that score was used to test for significant differences between the treatment and control groups.

The PMGQ was selected in this study because its originally designed objective was to examine the effects of peer mediation program in a middle school setting (Smith, Miller & Daunic, 1999). In addition, the reading level was comparable to the Assessing Emotions Scale, and it was easy to administer and inexpensive to produce in mass quantities. The PMGQ has no reliability data available. Since no validity data existed on the measure, the researcher followed Johnson and Christensen's (2008) suggestion to use content-related evidence, which is "validity evidence based on a judgment of the degree to which the items, tasks, or questions on a test adequately represent the construct domain of interest" (p. 152). The researcher queried several peer mediation directors in the school district to review the content of the PMGQ and to share their opinions as to whether or not the assessment tool sufficiently represented the content area of peer mediation. Each peer mediation director affirmed the PMGQ's content validity in their judgment of the test content. With the appropriate tool in place to measure EI and generalization of mediation skills, the next section addresses how the study will be implemented.

Procedure

The design of this quantitative research followed a pretest-posttest control group format using the Assessing Emotions Scale and the Peer Mediator Generalizing Questionnaire as the

repeated measures. Creswell (2009) explained this form of quantitative study is “experimental research [which] seeks to determine if a specific treatment influences an outcome” (p. 12). The dependent variables were scores on emotional intelligence and mediation skill generalization, and the specialized training and mediation experience were the independent variables. Affirming the strength of this research design, Johnson and Christenson (2008) stated:

The pretest-posttest control group design is an excellent experimental design because it does an excellent job of controlling for rival hypotheses that would threaten the internal validity of the experiment. History and maturation are controlled because any history event or maturation effect that occurred in the experimental group would also occur in the control group. (p. 313)

The experimental group (treatment group) were peer leaders who begin the 2011-2012 academic year in the peer leadership class at the high school mentioned above. These students received the conflict resolution training (independent variable) in order to then become peer mediators. The peer leadership class met one period, every day from the beginning of school until the first of October. The academic standards (Appendix E) covered during the class time ranged from cultural awareness, listening/communication skills, problem solving, diversity, anger management, and other helping skills suggested by the National Association of Peer Program Professionals (NAPPP, 2010). After daily class time for roughly two months, the peer leaders are placed in their leadership assignment within the high school or surrounding cluster schools (elementary & middle) in lieu of meeting for the regularly scheduled peer leadership class. The group met together every Monday for supervision, team building, and further training each week.

After both treatment and control groups of students returned written assent forms, consent forms, and parent permission forms to participate in the study, the students were given the Assessing Emotions Scale and the Peer Mediation Generalizing Questionnaire discussed above as the pretests. In the control group, students from AP social studies classes were matched with the treatment group by the researcher on the following variables: gender, age, ethnicity, grade point average, and pretest scores. Since random assignment was not feasible, matching was implemented to control for any initial differences between the peer mediators and control group. After the pretests were administered, study specific codes, such as C1 for control #1 and T1 for Treatment member #1 were used to ensure confidentiality of both treatment and control groups. Essentially, one treatment group member was matched with control group member based on the variables above. Thirty-seven control students were matched with the treatment group and asked to continue in the study. The remaining 19 students who volunteered to participate in the control group but were not matched with a treatment group member, were not contacted further to continue in the study.

Students in the treatment group, the peer leaders, attended a two day training in conflict management, due in part to a collaborative effort between the high school and a conflict management program at a nearby state university. This program offers graduate degrees in conflict management and performs local and global work to further peaceful resolutions to conflict. In 2010, this researcher contacted this program to schedule specific training in conflict resolution for the peer leadership program. This collaboration modeled the P-16 approach to education, which endeavors to intersect domains across educational settings and facilitate a smooth transition into the next academic level. The university was excited to teach young people, and the students were exposed to a post-secondary school as a by-product of the training

experience. Many of the peer mediators who received mediation training had never visited a college. Essentially, the first day involved specific skill training as a peer mediator. The second day of training occurred nine days later at the high school and focused on wider issues of conflict within social issues such as racism and discrimination (see appendix F). Students in the control group did not receive any mediation training and went to their regular classes. Once the peer mediators received the training, both treatment and control groups completed the AES and PMGQ as the first posttests.

The peer mediators were also taught the specific high school mediation protocol in a one day class session at their high school. The following steps (Schmidt, 2007) were used in each peer mediation session (see Appendix G):

1. Introductions & Ground Rules (be willing to resolve, be truthful, no name calling or interrupting, showing respect, and follow the agreement).
2. Telling the story (each disputant shares their perspective of the conflict).
3. Brainstorming for solutions (disputants verbalize options to resolve the conflict without judgment).
4. Choosing the best solutions (best options are agreed upon for resolution).

Once trained in conflict resolution skills, the peer leaders were considered peer mediators; students who can facilitate peer mediations throughout the school. Peer mediation occurred in a variety of ways, and was initiated by either a teacher or administrator's referral of two or more students in conflict, typically via email to a counselor. The conflict could be either verbal or physical, and direct or indirect such as computer social networks or hearsay. Students could also self-refer to participate in mediation at the school by either speaking to a teacher or asking the counselor personally. Peer mediators also completed a peer mediation form to document the

conflict resolved between the disputants with each intervention (Appendix H). After the posttest #1, while the peer mediators conducted mediations in the school, the control group received no training and went to their regular classes.

Every effort was made to ensure each peer mediator had the same number of opportunities to implement their newly learned peer mediation skills. After two and a half months of opportunities to conduct mediations at the school, the peer mediators were again administered the Assessing Emotions Scale and Peer Mediator Generalizing Questionnaire as the second posttests. That same week the control group of AP social studies students also took their second posttest assessments. Once the assessment portion of the research was completed, descriptive statistics were employed to determine whether or not any treatment gains in EI or mediation skills generalization existed in the peer mediators' scores. In addition, the peer mediators' scores were compared to those from the control group for statistically significant gains in EI and mediation skill generalization. With other data, frequencies were tallied to determine whether or not the peer mediators generalized their new skills to family/friends, and increased their usage of skills with family and friends.

Data Analysis

The computer software, Statistical Package for the Social Sciences (SPSS) was utilized to analyze statistical significance between scores. Scores from the Accessing Emotions Scale (AES) and Peer Mediator Generalizing Questionnaire (PMGQ), which were the dependent variables, provided the data to investigate the research questions. The specialized training and mediation experience were the independent variables. In research question 1a, *Does mediation training increase the peer mediator's emotional intelligence?*, the pretest and posttest #1 scores of the peer mediators were analyzed by a repeated measures analysis of variance (ANOVA).

ANOVA and tests of sphericity were employed to avoid an increase in the error rate because the sample size was small. Data was analyzed at the .05 confidence level. The null hypothesis was the peer mediators' posttest #1 scores on the AES would equal the pretest scores. Conversely, the research hypothesis was the peer mediators' posttest #1 scores on the AES would be significantly higher than their pretest scores. In research question 1b, *Does mediation training and subsequent mediation experience increase the peer mediator's emotional intelligence?*, the pretest and posttest #2 scores of the peer mediators were also analyzed by a repeated measures ANOVA and tests of sphericity.

The second question in the research study, *Will the treatment group of peer mediators display any statistically significant gains in emotional intelligence over any gains experienced by the control group?*, was examined using analysis of covariance (ANCOVA). With the pretest/posttest control group design, the pretest scores on the Assessing Emotions Scale were considered to be the covariant measures. The posttest scores provided the criterion values. ANCOVA was the best statistical technique to remove the error variance in the experiment. Salkind (2009) suggested ANCOVA is useful as it "allows [researchers] to equalize initial differences between groups" (p. 323). The null hypothesis in the research suggested the posttest mean scores between the peer mediators and the control group would be equal. The research hypothesis was the posttest mean scores of the treatment group were statistically significantly higher than the posttest scores of the control group.

In research question 3a, *Does mediation training increase the peer mediator's generalization of mediation skills?*, the pretest and posttest #1 scores of the peer mediators were analyzed by a repeated measures ANOVA and tests of sphericity. Both sets of data were analyzed at the .05 confidence level. The null hypothesis was the peer mediators' posttest scores

on the PMGQ would equal the pretest scores. The research hypothesis was the peer mediators' posttest #1 scores on the PMGQ would be significantly higher than their pretest scores. In research question 3b, *Does mediation training and subsequent mediation experience increase the peer mediator's generalization of mediation skills?*, the pretest and posttest #2 scores of the peer mediators were also analyzed by a repeated measures ANOVA and tests of sphericity.

The fourth research question, *Will the treatment group of peer mediators display any statistically significant gains in generalization of mediation skills over any gains experienced by the control group?*, also employed ANCOVA. The null hypothesis was the posttest mean scores on both the PMGQ would remain equal between the peer mediators and the control group. The research hypothesis was the posttest mean scores of the treatment group on PMGQ would be statistically significantly higher than the posttest scores of the control group.

In the fifth research question, *After training and subsequent mediation experience, did the peer mediators generalize their learned mediation skills outside of the school setting (family or friends)?*, percentages will be calculated from the frequency of responses to each question. The research hypothesis was the peer mediators would increase their generalization of mediation skills to family and friends. Finally, in the sixth research question, *After training and subsequent mediation experience, did the peer mediators increase their usage of peer mediation skills to other settings?*, percentages will be calculated from the frequency of responses. The research hypothesis proposed was that peer mediators would report a monthly increase in their use of mediation skills with family and friends.

Ethical Considerations

The researcher fulfilled two roles in this study, both as data collector for the study and program director for the peer leaders. The ASCA Ethical Standards for School Counselors (ASCA, 2010) states the following, "If a dual relationship is unavoidable, the school counselor is

responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation” (Standard A.4.a.). Additional ASCA standards involved choosing the appropriate assessment tool for the research, using an assessment for which the researcher is qualified to administer, and ensuring the confidentiality of the test taker (ASCA, 2010).

Confidentiality was a significant issue with this study because the researcher is also the teacher of the peer leadership class. To alleviate this ethical concern, coding (C1 = control #1, T1 = treatment #1) was means of identifying the students on both pretest and posttest measures. Scores were not revealed to the students, so which test scores belonging to which peer mediator was never known.

Researcher Bias

As a result of being the director of the peer leadership program at the high school where this study is being conducted, the researcher possessed an obvious bias on the merits and importance of peer mediation training and its programmatic benefits. The researcher developed a passion for psychology and counseling in college, and loved the conceptual work of applying theory and counseling principles to promote healing, growth, and reconciliation in others. In college, the researcher developed a strong sense of his own spirituality grounded in biblical principles and when combined with his newfound and growing knowledge in the field of psychology, his passion and excitement increased. After more than 23 years in the counseling field, there are a many things that are deeply satisfying as a counselor, and from the researcher’s perspective, one of the most meaningful is facilitating reconciliation between two previously conflicting or estranged individuals.

Within the researcher’s current position as a high school counselor, a plethora of opportunities to teach and implement conflict resolution skills have emerged. The researcher

frequently shares with his students that high school not only offers great academic learning, but also wonderful life lessons in the social realm. Additionally, the researcher has also maintained a bias on the importance of EI principles for healthy relationships and a fulfilling emotional life. Essentially, the fact the researcher embraced EI as part of his professional and personal lifestyle, may have skewed his perspective in this study. Similarly, the researcher has worked in the counseling field to enhance skill generalization as a valuable component of the learning and habit-forming experience. The researcher bias in this study is important to consider in light of the next section, where the analysis and results of the current research will be discussed.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

The purpose of this study was to examine the peer mediation training effects on high school peer mediators' emotional intelligence and their generalization of conflict resolution skills. The study followed a pretest/posttest design using two groups of high school students for a control and treatment group. The treatment in this study was two days of conflict resolution training. After the training, the first posttest was administered to both groups. The peer mediators then had the opportunity to utilize their new skills within the high school setting in an already established peer mediation program. The second posttest was administered again to both groups after peer mediators had opportunities to conduct peer mediations at school. This chapter provides an overview of the research including information about 1) samples and recruitment, 2) procedural aspects of the study, 3) assessments given, 4) statistical analysis, and 5) results of the study.

Sample

Treatment group.

Recruitment of the treatment group began in January 2010 when the 2011-2012 peer leaders were selected from a faculty-nominated pool of 75 students. Forty-one students from 10th -12th grades were chosen for the peer leadership program after review of their application and interviews. Peer leadership is a class held during the regular school day. The peer mediation program is embedded into the program as a service provided to the school once the

peer mediators are adequately trained. Since all peer leaders receive the peer mediation training, all students in the peer leadership program were given the option to participate in the study.

Two students elected to continue a second year in the peer leadership program. These two students were not included in the treatment group because they had already received the training last year and had previously conducted mediations. Two other students missed one day of the peer mediation training, so the final total of treatment group members was thirty-seven. The ethnicity and gender of the student treatment group is as follows: 13 African-Americans (35%); 5 Caucasians (14%); 13 Hispanics (35%); 4 Asian-Americans (11%); and 2 others (one Middle Eastern & one Eastern European – 5%). The treatment group consisted of 9 males and 28 females.

Control group.

Recruitment of the control group students began in October 2011 within the Advance Placement (AP) social studies classes at the aforementioned high school. These classes were offered as a regular portion of the social studies curriculum for 10th, 11th, and 12th grade students. The researcher entered 20 classrooms and read a brief recruitment invitation to the students. Those who expressed interest in joining the study were given packets with two copies of consent, assent, and parent permission forms to return home. Students were asked to return the packets to a box in the classroom with one set of the signed forms. Initially, 225 packets were distributed to students in the AP social studies classes, and 56 were returned with completed signatures to join the study. This was a 25% response rate.

The students interested in testing for the control group were pulled out of class one week later to take both pretests. Students in the AP social studies classes were matched in a two-step process with the treatment group of peer mediators. First, those students were matched by their

pretest scores, self-reported age, and gender obtained from the Assessing Emotions Scale and the Peer Mediator Generalization Questionnaire. Based on those matches, this group was further filtered with the other matching factors of ethnicity and grade point average based on a review of school records.

The control group equaled the number of students in the treatment group based on the best possible match of the five variables above. Out of 56 potential control group participants, these students were matched with the 37 treatment group students. The researcher pulled the 37 matched students out of class to invite them to continue the assessments in the study. The 19 other potential control group students who initially tested were not called out of class again because at the time of recruitment, the researcher explained only the matched students would receive follow up notification to continue testing in the study.

The ethnicity and gender of the student control group is as follows: 14 African-Americans (38%); 3 Caucasians (8%); 13 Hispanics (35%); 5 Asian-Americans (14%); and 2 others (one Middle Eastern & one Asian-American/Hispanic mixed – 5%). The control group consisted of 9 males and 28 females. Table 1 shows the further demographic breakdown of the treatment and control groups.

Table 1

Participant Characteristics

Measure	<u>Treatment group</u>		<u>Control Group</u>	
	M (SD)	Variance	M (SD)	Variance
Age	17.1 (0.91)	0.24	16.9 (0.88)	0.84
Grade Point Average	3.30 (0.49)	0.77	3.42 (0.42)	0.18

Procedure

Pre and initial posttest.

The treatment group was administered both pretests in a classroom setting one week before the scheduled first day of conflict resolution training by a local university. The second day of training occurred 10 days later and the first round of posttests for the treatment group was also administered in a classroom setting the next school day. The first posttest was given to the peer mediators to determine what difference the two-day training may have had on their EI and generalization of mediation skills. Since the researcher knew the student peer mediators, coding was used to maintain their confidentiality (e.g. T1, T2,) once the posttests were administered.

A code was also used to maintain confidentiality for the 37 students invited to continue as the control group (e.g. C1, C2). The researcher sent passes for those students to invite them to test further as a participant of the control group. They were given both posttests approximately two and one half months apart in a quiet conference room. All control members completed the posttests within the same one-week time frame because students were given the option to miss the class time that was best suitable for them. Both treatment and control group were advised to not speak to other students about the research study to avoid issues of treatment diffusion.

Peer mediation.

The treatment group did not conduct any mediations prior to the conflict resolution training. After their 2nd day of training, the peer leadership instructor/researcher reviewed the steps of mediation (Schmidt, 2007) and how to document the peer mediation intervention. Peer mediations were then scheduled as the referrals were made by administration, teachers, and students. Typically, when two disputants are identified as needing peer mediation, the peer mediation director pulled two peer mediators out of class to apprise them of the particular

conflict. Care was taken to match ethnicity and gender of the peer mediators to the disputants whenever possible. The peer mediators would then separately take a pass to the disputants' classroom and escort them to the counseling office.

The disputants were reminded by the peer mediation director that the peer mediation was a voluntary opportunity to resolve the conflict with the other identified disputant. Once both disputants agreed to participate in peer mediation, the director left them with the two peer mediators in a closed conference room in the counseling office. At the time of the second and final posttest, 34 peer mediations had been completed within a two and one half month period of offering the service to the high school. These interventions allowed for every peer mediator in the treatment group to conduct at least one peer mediation, and some students were able to conduct more. On average, 1.83 peer mediations were completed per mediator during the study.

Final posttest.

In the same manner of pre and posttest before, the treatment group was administered the final posttest in a classroom setting. This final posttest was given to assess any impact the implementation of peer mediation skills may have had on their EI and generalization of peer mediation skills. The student members of the control group were given passes out of class to come to the same conference room to take the final posttests. The treatment group and control group were tested within the same week.

During the pretest and both posttest administrations of the AES and PMGQ, the integrity of the test was preserved by offering no assistance in answering the questions. Students were reminded to "give the response that best describes you" per the AES directions (Schutte et al., 2009), and "circle the number that best matches how much you agree or disagree" from the PMGQ instructions (Smith et al., 1999). Students were provided ample time to answer the

questions on both tests and the assessments were reviewed to ensure they were answered completely. In the following section, the design of the study will be reviewed as well as what statistical methods were employed to answer the hypotheses.

Statistical Analysis

A raw score was computed for the AES by summing the total numerical responses (1 – 5) on the 33-item test. Scores could range from 33 – 165, with the larger number indicative of higher emotional intelligence. The four subscales were calculated by adding the total value of those items representing the factors. The range of scores for the subscales is as follows: Perception of Emotion (10 – 50), Managing Own Emotions (9 – 45), Managing Others' Emotions (8 – 40), and Utilization of Emotion (6 – 30).

A raw score on the PMGQ was computed by totaling the numerical responses (1 – 5) in the first, 7-item section. Total scores ranged from 1 to 35, with the lower score representing stronger agreement in utilization of peer mediation skills. The second (items 8 – 14) and third sections (items 15 – 17) of the PMGQ offered data in percentages, based on the frequency of each response.

Results

The researcher of the current study used a pretest/posttest, control group design to examine the treatment effects of a peer mediation training, and subsequent mediation experience, on the emotional intelligence and generalization of mediation skills in high school peer mediators. Students were matched on their pretest scores as measured by the AES and PMGQ, as well as their age, grade point average, ethnicity, and gender. The treatment group was carefully matched with a control group of students who did not receive any training, or conduct

any peer mediations. In the next sections, the experimental findings for each question introduced in Chapter 1 will be reported. All sets of data were analyzed at the .05 confidence level.

Question 1a. Does mediation training increase the peer mediator's emotional intelligence?

The Assessing Emotions Scale was administered as the first posttest measure to determine the emotional intelligence of the peer mediators after receiving the CRE training. A higher score signified more characteristic EI. Repeated measures ANOVA was employed for the treatment group's pretest scores and posttest #1 mean scores. Tests of sphericity (Greenhouse-Geisser & Huynh-Feldt) were also utilized to decrease the error rate because the sample size was small. As summarized in Table 2, the peer mediators' mean tests scores at posttest #1 did not indicate a statistically significant difference ($p = .187$) from their pretest mean score on the AES.

Question 1b. Does mediation training and subsequent mediation experience increase the peer mediator's emotional intelligence?

The AES was administered as the posttest #2 measure to the treatment group two and one half months later, after the peer mediators had opportunities to conduct mediations. Repeated measures ANOVA was used to analyze the results, and tests were implemented to examine sphericity (Greenhouse-Geisser & Huynh-Feldt). The treatment group's mean tests scores at posttest #2 were not statistically difference ($p = .973$) from their pretest mean score on the AES, as seen in Table 2.

Table 2

Pretest and Posttest #1/Posttest #2 Means

	Treatment group (n = 37)		Control Group (n = 37)	
	M	(SD)	M	(SD)
Assessing Emotions Scale				
Pretest	130.68	(16.41)	132.46	(13.85)
Posttest #1	136.38	(10.70)	132.68	(18.71)
Posttest #2	134.35	(18.17)	136.24	(11.81)

* $p > .05$

Question 2. Will the treatment group of peer mediators display any statistically significant gains in emotional intelligence over any gains experienced by the control group?

The AES was used to determine gains in EI. ANCOVA was used for the pre and posttest mean scores, and the covariate was the pretest score. The comparison was not statistically significant ($p = .210$) at posttest #1. Likewise, the peer mediators did not show any statistically significant gains ($p = .777$) in EI over the control group at the posttest #2. In fact, the peer mediators' mean score dropped.

Question 3a. Does mediation training increase the peer mediator's generalization of mediation skills?

The first section (questions 1 – 7) of the PMGQ was utilized to evaluate the peer mediators' understanding and generalization of peer mediation skills. A lower score indicated a greater skill acquisition and understanding of the peer mediation process. The posttest #1 was administered after the training. Repeated measures ANOVA was used to analyze the results, and tests were utilized to examine sphericity (Greenhouse-Geisser & Huynh-Feldt). The peer

mediators' means score on the posttest #1 did not indicate a statistically significant difference ($p = .197$) from their pretest mean score on the PMGQ, as shown in Table 3.

Question 3b. Does mediation training and subsequent mediation experience increase the peer mediator's generalization of mediation skills?

After implementing these skills by conducting mediations throughout the school, posttest #2 was administered. Using repeated measures ANOVA and a tests for sphericity (Greenhouse-Geisser & Huynh-Feldt), the peer mediators' means score on the posttest #2 did not indicate a statistically significant difference ($p = .243$) from their pretest mean score on the PMGQ, as shown in Table 3.

Table 3

Pretest and Posttest #1 and Posttest #2 Means

	Treatment group ($n = 37$)		Control Group ($n = 37$)	
	M	(SD)	M	(SD)
Peer Mediator Generalization Questionnaire				
Pretest	16.08	(7.26)	16.16	(6.28)
Posttest #1	13.68	(7.67)	16.70	(7.45)
Posttest #2	11.62	(5.36)	13.73	(5.68)

* $p > .05$

Question 4. Will the treatment group of peer mediators display any statistically significant gains in generalization of mediation skills over any gains experienced by the control group?

Using the PMGQ to assess the peer mediators' skill generalization and understanding, the peer mediators did not display statistically significant gains in generalization of mediation skills

over the control group gains at both posttest #1 ($p = .090$) and posttest #2 ($p = .097$). ANCOVA was used for the pre and posttest mean scores, and the pretest score was the covariate.

Question 5. After training and subsequent mediation experience, did the peer mediators generalize their learned mediation skills outside of the school setting (family or friends)?

The second section of the PMGQ was used to measure how students responded to how often they engaged in mediation activities with either family and/or friends. As shown in Table 4, several percentage increases were noted in the treatment group's responses to generalized mediation skills with both family and friends from pretest to posttest #1 and #2. However, these increases were not statistically significant.

Table 4

Self-Report of Using Mediation Skills with Family and/or Friends

			<u>Pretest</u>		<u>Posttest #1</u>		<u>Posttest #2</u>	
			<u>Family</u>	<u>Friends</u>	<u>Family</u>	<u>Friends</u>	<u>Family</u>	<u>Friends</u>
Q8.	When others are arguing, I take sides with someone I think is right.	Almost Always	3 (8%)	15 (43%)	2 (5%)	8 (23%)	0 (0%)	8 (22%)
		Sometimes	23 (66%)	14 (40%)	17 (49%)	18 (51%)	22 (59%)	13 (35%)
		Never	9 (26%)	6 (17%)	16 (46%)	9 (26%)	15 (41%)	16 (43%)
Q9.	I listen to both sides.	Almost Always	32 (92%)	26 (79%)	31 (89%)	27 (77%)	34 (92%)	31 (84%)
		Sometimes	3 (8%)	7 (21%)	4 (11%)	7 (20%)	3 (8%)	6 (16%)
		Never	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Q10.	I have them use calming exercises (such as counting to 10).	Almost Always	3 (9%)	3 (9%)	6 (18%)	6 (18%)	6 (16%)	5 (15%)
		Sometimes	15 (43%)	10 (30%)	18 (53%)	11 (32%)	18 (49%)	13 (38%)
		Never	17 (48%)	20 (61%)	10 (29%)	17 (50%)	13 (35%)	16 (47%)
Q11.	I have them brainstorm more than one solution to a conflict.	Almost Always	15 (44%)	9 (26%)	21 (60%)	13 (37%)	24 (65%)	20 (54%)
		Sometimes	15 (44%)	11 (51%)	11 (31%)	16 (46%)	13 (35%)	16 (43%)
		Never	4 (12%)	8 (23%)	3 (9%)	6 (17%)	0 (0%)	1 (3%)

Table 4 (continued)

Self-Report of Using Mediation Skills with Family and/or Friends

		<u>Pretest</u>		<u>Posttest #1</u>		<u>Posttest #2</u>	
		<u>Family</u>	<u>Friends</u>	<u>Family</u>	<u>Friends</u>	<u>Family</u>	<u>Friends</u>
Q12. When others are involved in a conflict, I help others to see both sides.	Almost Always	23 (64%)	21 (62%)	28 (80%)	25 (71%)	28 (76%)	21 (57%)
	Sometimes	13 (36%)	9 (26%)	7 (20%)	7 (20%)	9 (24%)	16 (43%)
	Never	0 (0%)	4 (12%)	0 (0%)	3 (9%)	0 (0%)	0 (0%)
Q13. I keep what is said confidential.	Almost Always	30 (86%)	26 (72%)	32 (91%)	25 (71%)	35 (95%)	30 (81%)
	Sometimes	5 (14%)	10 (28%)	3 (9%)	9 (26%)	2 (5%)	7 (19%)
	Never	0 (0%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)
Q14. I ask someone to help	Almost Always	8 (23%)	10 (29%)	7 (20%)	9 (26%)	6 (16%)	6 (16%)
	Sometimes	25 (71%)	19 (54%)	24 (69%)	20 (57%)	27 (73%)	24 (65%)
	Never	2 (6%)	6 (17%)	4 (11%)	6 (17%)	4 (11%)	7 (19%)

Question 6. After training and subsequent mediation experience, did the peer mediators increase their usage of peer mediation skills to other settings?

In the last section of the PMGQ, students answered how many times per month they used peer mediation strategies with family members, other students at school, and/or other students when away from the school environment. As seen in Table 5, percentage increases in use of mediation skills also occurred for the peer mediators after the training (posttest #1) and after the mediation experience (posttest #2) as skills were generalized to areas beyond the structured peer mediation interventions at school. However, these increases were not statistically significant.

Table 5

Self-Report on Frequency of Strategy Usage with Family, Students, and Outside Friends

		<u>Pretest</u>	<u>Posttest #1</u>	<u>Posttest #2</u>
Q15. How many times per month do you use what you have learned as a peer mediator with your family?	Zero	10 (28%)	9 (26%)	8 (22%)
	1-2	15 (42%)	16 (46%)	16 (43%)
	3-4	8 (22%)	7 (20%)	9 (24%)
	5+	3 (8%)	3 (8%)	4 (11%)
Q16. How many times per month do you use what you have learned as a peer mediator with other kids when you are at school?	Zero	7 (21%)	7 (20%)	2 (5%)
	1-2	9 (26%)	9 (26%)	10 (27%)
	3-4	11 (32%)	15 (43%)	18 (49%)
	5+	7 (21%)	4 (11%)	7 (19%)
Q17 How many times per month do you use what you have learned as a peer mediator with other kids when not at school (ex., with friends at the mall, sporting events, etc.)?	Zero	8 (23%)	8 (23%)	5 (14%)
	1-2	14 (40%)	14 (40%)	20 (54%)
	3-4	7 (20%)	9 (26%)	8 (21%)
	5+	6 (17%)	4 (11%)	4 (11%)

In closing, this chapter introduced and summarized the data obtained from a pretest and two posttests in a pretest/posttest, control group design. The current study included high school peer leaders trained as peer mediators, and a control group of high school AP social studies students who were not trained and received no further intervention. Both groups were administered a pretest to measure EI and generalization of mediation skills. Then the peer mediators received a “treatment” in the form of a conflict resolution training before the peer mediations began at their school. The first posttest was administered to both groups after the training. After two and a half months of peer mediation opportunities, the second posttest was given to both groups again. The null hypothesis could not be rejected because there was no statistically significant evidence that the treatment raised the emotional intelligence or enhanced the skill generalization abilities of the peer mediators.

In the final chapter, the results of the study will be further examined and discussed. Limitations of the study will also be addressed, as well as implications for school counselors and administrators. In addition, conclusions from this research will be provided. Several recommendations will be shared for future research to avoid the limitations encountered in this study and to encourage continual study of peer mediation training.

CHAPTER FIVE

DISCUSSION, LIMITATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

The purpose of this study was to examine the effects of peer mediation training on high school mediators' emotional intelligence and generalization of mediation skills. No study to date could be found that examined EI in adolescent peer mediators in a pre/posttest, control group design for training effects of conflict resolution training. An additional purpose was to add a quantitative study to the limited research currently available on conflict mediation training and its impact on adolescent peer mediators. The literature review indicated mixed results from quantitative studies on the effects of peer mediation training on the trained students. This chapter contains an examination and discussion of the results/data of the current study. The importance of this study in light of current research will also be reviewed. Limitations of this research will also be discussed, and this chapter will conclude with recommendations for future research and implications for school counselors and administrators.

Discussion

The results of this current study provide important information about the impact of peer mediation training on high school students. Conflict Resolution Education (CRE) and Social Emotional Learning (SEL) have gradually become integrated as both strive to teach lessons designed to enhance the personal, emotional, and social growth of students in the P-12 setting (Jones, 2004). Peer mediation training combines these two fields and affords the opportunity to fulfill numerous ASCA competencies regarding students learning to manage conflict. In a

review of current literature, suggestions for future research on peer mediation programs were given to a) evaluate the impact of training on diverse students (Burrell et al., 2003; Jones, 2004; & Garrard & Lipsey, 2007); b) implement quantitative studies with control groups (Zucca-Brown, 1996; Johnson & Johnson, 1996b; Humphrey et al., 2007); c) examine after-training effects of socio-emotional and socio-cognitive development in the peer mediators (Lane-Garon et al., 2005; Lupton-Smith, 1996); d) study the development of EI in students mediators (Leimbaugh and Maringka, 2010), and finally, e) utilize lucid definitions and valid measures of EI (Humphrey et al., 2007). The current study responded to an observable and documented gap in the literature of peer mediation training and its effects on the students who were trained.

The results of the current study were similar with previous research, as several studies of peer mediation training were unable to display significant differences in EI-related constructs. Researchers who examined the training impact on high school students' moral reasoning and ego development, (Lupton-Smith, 1996) and moral reasoning and conceptual development (Sweeney, 1996) found no statistically significant changes after training in peer mediators. The current study was also comparable to other research unable to find statistically significant differences after training in high school peer mediators' self-esteem (Nelson, 1997), elementary school students' self-esteem (Zucca-Brown, 1996; Stein, 2010), or elementary school students' coping skills (Nance, 1995). One noteworthy similarity of all the aforementioned studies, including the current research, was the small sample size. Even if treatment in these studies had an effect on the mediators, the effect size may have been too small to emerge in the final analysis. Likewise, these studies mentioned above utilized a self-report measure to assess the dependent variable.

The treatment group displayed no statistically significant gains in generalizing mediation skills, which was in contrast to previous researchers who found peer mediators displayed

statistically significant increases in implementing their skills in different settings such as the home environment and outside of school (Johnson & Johnson, 2004; Gentry and Benenson, 1992; Magee, 1999). Other past studies have shown statistically significant increases in peer mediators' knowledge of resolving conflict (Nance, 1995) and use of conflict skills (Bell et al., 2000), but the current study was unable to duplicate this effect. All the researchers who found statistically significant results in skill generalization used an assessment completed by a family member or teacher, not a self-report, and many of the studies included larger sample sizes.

One interesting finding in the current study was the mean score improvement from the pretest to posttest #2 by the control group on generalizing mediation skills. Although none of the control group members participated in peer mediation as a disputant, the high school's collective perspective on conflict may have contributed to the positive movement in the control group. For example, for the last two years, school-wide advisement lessons introducing peer mediation and anti-bullying interventions has been offered to all students. The school also uses a rolling announcement which explains how to request mediations, and under what circumstances. Signs promoting peer mediation are also dispersed in the hallways throughout the school. These variables may have impacted the scores of the control group.

It is also possible that control group members developed positive associations about peer mediations because they knew a friend who benefitted from mediation services. If a friend of a control group member had experienced a successful mediation, then diffusion may have impacted the results of the control group. A final example of the control group's positive associations related to peer mediation involves the desired status of being selected as a peer mediator at the high school. Many nominations are accepted each year, but less than half of the students become peer mediators because the class size is capped around 40. Most members of

the control group know peer mediators or have known past peer mediators. If that relationship was deemed positive by the control group member, then peer mediation as a whole could be viewed as beneficial and worthwhile.

Although the treatment group had no statistically significant differences in EI, or gains in EI when compared to the control group, the treatment group did have increases in their mean scores at the posttest #1 of the AES. However, the treatment group was unable to maintain the increase after mediations were conducted at the school (posttest #2). In regards to the generalization of mediation skills, increases were observed in the peer mediators at both posttest #1 and posttest #2 of the PMGQ, but those gains were not statistically significant. Other increases were observed in the PMGQ in reference to utilizing the learned mediation skills with family and friends, and increases in usage of skills per month with both family and friends. The increases suggest that training and subsequent mediations did enhance the peer mediators' ability to generalize their learned skills, just not at a level of statistical significance.

Based on the frequency of responses (Almost Always, Sometimes, or Never), the treatment group displayed several percentage increases in using mediation skills with their family and friends, as seen in Table 4. For example, on question #8, (When others are arguing, I take sides with someone I think is right.), only 26% reported "Never" with family and only 17% with friends at the pretest. Yet, after treatment and mediation experience, the peer mediators showed discretion in taking sides with family members by endorsing "Never" (41%) and with friends (43%), a 15% and 26% increase, respectively, at posttest #2. In addition, based on question #10, the peer mediators also increased their use of "calming exercises" during conflict with family (14% difference) and friends (14% difference) at the second posttest.

Although not statistically significant, the largest increase reported by the peer mediators involved generalizing mediation skills with family and friends. In question #11 of the PMGQ, the use of the mediation technique to “brainstorm more than one solution to a conflict” was assessed. The treatment group showed a 21% difference toward positive responses with family (Almost Always, Sometimes) and a 28% difference with friends (Almost Always, Sometimes) at posttest #2. Likewise, the peer mediators’ responses to question #12 (When others are involved in a conflict, I help others to see both sides) demonstrated an increase in this mediation skill with family (Almost Always - 12% increase) at posttest #1, and also with friends (Sometimes – 17% increase) at posttest #2. With question #13, the treatment group gained a 9% increase at posttest #2 (Almost Always) on understanding the value of maintaining confidentiality after a conflict with both family and friends. As shown in their responses to question #14, peer mediators were more likely to ask family for help (89%) than their friends (81%), but the response “Almost Always” was endorsed less at the posttest. This may have been the result of peer mediators learning new mediation skills and thus, feeling more comfortable with handling conflict by themselves. It is important to emphasize that because the sample size was small, a percentage increase could easily be facilitated by two or more students changing their responses at the posttests.

By identifying an increase in usage of mediation skills, the last section of the PMGQ afforded the opportunity to determine whether or not the trained peer mediators interacted more often with family and/or friends while using their newly acquired abilities of conflict resolution. In this self-report section, students could endorse either “none”, “1-2”, “3-4” or “5+” for times per month. In question 16, the treatment group of students appeared to increase their use of mediation skills with other youth as they responded to using skills “with other kids when you are

at school” and showed an 18% increase (1-2 and 3-4) at posttest #2. Question #17 also involved mediation skill usage with friends, but outside of school, and at posttest #2, the treatment group reported a 15% increase in using these skills compared to their pretest responses.

In summary, the treatment group of peer mediators self-reported some increases in utilization of mediation skills with both family and friends (in and out of school) after their training and subsequent mediation opportunities, however these findings were not statistically significant. When compared to the control group of AP social studies students, the trained group of peer mediators did not display any significant differences in EI as measured by the AES, nor were significant differences present in the treatment groups’ generalization of mediation skills as measured by the PMGQ. Therefore, the first four null hypotheses could not be rejected. The results of the current study suggested the training and subsequent mediation experience did not have a positive, beneficial impact for the trained peer mediators. Some increases were observed in their scores, but no statistically significant differences or gains were found. Thus, this researcher cannot suggest that the implementation of peer mediation training, a combination of CRE and SEL principles, had a promising, constructive effect on the trained student mediators. In the next section, limitations of this study will be reviewed.

Limitations

When research is attempted in a public school setting, various practical limitations arise. For example, the chosen peer mediation program trained a cadre of 37 students, and consequently, the convenient sample was also a small sample in this school setting. Thus, given the demographics and small size, the findings may only be generalized to a similar population or school. The small sample size may have also impacted the effect of the treatment with the peer mediators, as there was an increase in scores, but the difference was not significant. In addition,

many of the students knew each other, so between the peer mediators and the control group, some treatment diffusion may have occurred despite the researcher's request to not speak to others about the study in which they were participating. Essentially, the seventy-four subjects in this study could not be monitored to ensure they did not converse with each other about the research.

Another limitation involved using these two assessments together because the numbers represented opposite responses. In the EI measure, for example, the AES responses were as follows: 1 = Strongly Disagree and 5 = Strongly Agree. However, in the PMGQ, which measured skill generalization, the response choices were flipped (1 = Strongly Agree and 5 = Strongly Disagree). The researcher could have administered them separately, once one was finished, the other would be disseminated, and also warned the students of the potentially confusing shift in meaning for the numbers between the tests. Or, the researcher could have asked permission to change the scale on one of the measures.

Other limitations to consider is the lack of follow up training provided or lack of any booster sessions offered to the treatment group. In addition, the two-day training was completed within 10 days rather than being spread out. By spreading out the training, the peer mediators might have had more time to synthesize and better understand the material, ask for clarification, and process their own reactions to mediating conflicts. Although 34 mediations during the research period allowed for each member of the treatment group to conduct at least one, this limited number and a shortened time span was also a limitation of this study. Peer mediation may not have been the intervention of choice for the trained students. For example, mediation for some students may have facilitated anxiety in dealing with conflict directly. Thus, the peer mediators may not have bought into the potential benefit of the training and/or the intervention.

A final limitation was the use of self-report assessments, which rely on the responder's ability to endorse items truthfully and accurately. The recommendations in the next section are provided so future researchers can avoid the limitations encountered in the current study.

Recommendations

In order to further the continual study of CRE and SEL's training and its impact on students, the following suggestions for future research are offered. This study could be replicated using a much larger sample. Perhaps school districts which have multiple peer mediation programs could combine research efforts to include more trained students. Another option would be to replicate the study with a curriculum-based CRE program in several classes (for example, all 5th graders), or a school-wide training, which would offer a larger sample size. Future researchers could conduct a longitudinal study of EI development and skill generalization after treatment members have participated in a peer mediation program for a full year. This would afford multiple opportunities for the mediators to implement their skills in and outside the school.

Conflict is perceived differently among ethnic groups. Consequently, replicating this study with a less diverse population of students may provide interesting results. The sample treatment group in the current study represented a diverse group of students. Therefore, any culturally-bound perspectives on conflict, or how conflict is handled, may have gone undetected. Replicating this study with a more homogenous group of mediators might yield further information about how students from particular ethnic groups may respond to CRE training and implement the skills with others. Future researchers could also utilize a different EI or skill generalization measure that uses self-report in addition to other assessments from family members, friends, or teachers. By gathering data from other people in the student mediator's

life, the researcher could create an all-encompassing perspective on the dependent variable being examined.

It is recommended that researchers study the impact of the mediation experience on the disputants, including their potential EI improvement and skill generalization, as well as any decreases in relational conflicts or discipline referrals. By doing this, researchers could explore the full wrap-around service of a peer mediation program's effectiveness. The current study could also be replicated, but instead of using a control group from the same school, the control group could be recruited from a neighboring high school with no peer mediation program. Therefore, any threat of treatment diffusion, or influence from the school culture regarding conflict, could be decreased. Finally, it is suggested a follow up study be conducted with peer mediators after training and implementation of skills to address qualitative research questions exploring the peer mediators' potential increase in skill usage or manifestation of improved EI. For example, giving voice to what portion of training was most meaningful, what the student mediator learned from conducting mediations, or how the mediator used the new skills at home might produce valuable data. Despite the aforementioned limitations, information in this research can add to the limited knowledge base on conflict resolution skill training with adolescents. In the following section, implications from this research will be shared.

Implications for School Counselors and Administrators

The current research displayed one method of studying Conflict Resolution Education (CRE) and Social Emotional Learning (SEL) as evidence-based learning directly related to the ASCA National Standards for Students (2004). The researcher examined the effectiveness of how the ASCA model can be taught and retained in peer mediators received CRE training. Peer mediators self-reported higher usage of the following skills: "learn how to use conflict

management skills with peers and adults” (C:C2:2), “know how to apply conflict resolution skills” (PS:B1:6), and “learn techniques for managing stress and conflict” (PS:C1:10). School counselors and administrators can use these findings as an example to develop their own study to confirm the work their school is performing in alignment with the ASCA model. Policy makers and school district personnel can also view this study as an invitation to explore the need to develop mediation programs in every school, especially in light of stronger bullying laws in many states.

Finally, the researcher benefitted greatly from a P-16 collaborative relationship with a local state university as their staff conducted conflict resolution training to the high school students. By exposing adolescents to college level training, the students can begin to consider their post-graduate plans. Similar to one objective of a dual enrollment, where a high school student takes one or more college credits at a local university, receiving training from a college serves to reinforce the students’ readiness for post-secondary education, as well as demystifying the college experience for future applicants. A strong connection to a local university can also motivate the high school students to enroll in the school because it is familiar and viewed with positive associations. School counselors and administrators should consider the multiple advantages of developing a similar relationship where a local post-secondary school can provide specific CRE and SEL training with emphasis on peer mediation. A scheduled training specifically designed to develop the high school students’ abilities in conflict resolution could be an anticipated, yearly experience.

Conclusion

The researcher explored the components of the ASCA model for teaching students conflict resolution skills. No statistically significant differences were found in this study to

reveal any positive treatment effects on students' EI or mediation skill generalization. However, school systems exploring the option of training a cadre of peer mediators to institute such a program can use the ASCA model as a foundational reason to inculcate CRE and SEL principles to a select group of students, who in turn, will utilize these new skills with their peers.

This research study added to the current body of literature on peer mediation training and adolescent development of EI by measuring the training effects on high school students, using a diverse group of students, and administering a valid EI measure based on a clear definition of EI. In addition, this research was the first study to date that could be found on examining the EI growth in peer mediators after their training and subsequent mediation experience. Since previous studies have found mixed results on how peer mediation training benefits student mediators, more thoughtful research is needed to overcome these varied outcomes in the CRE field. Nevertheless, some researchers continue to champion the potential benefits of teaching mediation skills in school. Johnson and Johnson (2004) aptly summarized, "classrooms can be places where destructive conflicts are prevented and constructive conflicts are structured, encouraged, and utilized to improve the quality of instruction and classroom life" (p. 68). Thus through one CRE intervention, a peer mediation program, a school can fundamentally provide the opportunity to develop a social community within the school, and even at home, which embraces conflict as a process of growth - to resolve in a peaceful, unifying manner.

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APPENDIX A

ASCA National Standards for Students

ASCA National Standards for Students

(COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A,
Competency 1 and Indicator 1

Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life

goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in workbased learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

APPENDIX B

CASEL Five Core Competencies

Skills & Competencies

Social & Emotional Learning Core Competencies



CASEL has identified five core groups of social and emotional competencies:

- **Self-awareness**—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- **Self-management**—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

APPENDIX C

Assessing Emotions Scale

Student ID: _____

The Assessing Emotions Scale

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.

- 1 = strongly disagree
- 2 = somewhat disagree
- 3 = neither agree nor disagree
- 4 = somewhat agree
- 5 = strongly agree

- | | |
|--|-----------|
| 1. I know when to speak about my personal problems to others. | 1 2 3 4 5 |
| 2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them. | 1 2 3 4 5 |
| 3. I expect that I will do well on most things I try. | 1 2 3 4 5 |
| 4. Other people find it easy to confide in me. | 1 2 3 4 5 |
| 5. I find it hard to understand the non-verbal messages of other people. | 1 2 3 4 5 |
| 6. Some of the major events of my life have led me to re-evaluate what is important and not important. | 1 2 3 4 5 |
| 7. When my mood changes, I see new possibilities. | 1 2 3 4 5 |
| 8. Emotions are one of the things that make my life worth living. | 1 2 3 4 5 |
| 9. I am aware of my emotions as I experience them. | 1 2 3 4 5 |
| 10. I expect good things to happen. | 1 2 3 4 5 |

11. I like to share my emotions with others. 1 2 3 4 5
12. When I experience a positive emotion, I know how to make it last. 1 2 3 4 5
13. I arrange events others enjoy. 1 2 3 4 5
14. I seek out activities that make me happy. 1 2 3 4 5
15. I am aware of the non-verbal messages I send to others. 1 2 3 4 5
16. I present myself in a way that makes a good impression on others. 1 2 3 4 5
17. When I am in a positive mood, solving problems is easy for me. 1 2 3 4 5
18. By looking at their facial expressions, I recognize the emotions people are experiencing. 1 2 3 4 5
19. I know why my emotions change. 1 2 3 4 5
20. When I am in a positive mood, I am able to come up with new ideas. 1 2 3 4 5
21. I have control over my emotions. 1 2 3 4 5
22. I easily recognize my emotions as I experience them. 1 2 3 4 5
23. I motivate myself by imagining a good outcome to tasks I take on. 1 2 3 4 5
24. I compliment others when they have done something well. 1 2 3 4 5
25. I am aware of the non-verbal messages other people send. 1 2 3 4 5
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself. 1 2 3 4 5
27. When I feel a change in emotions, I tend to come up with new ideas. 1 2 3 4 5
28. When I am faced with a challenge, I give up because I believe I will fail. 1 2 3 4 5
29. I know what other people are feeling just by looking at them. 1 2 3 4 5

30. I help other people feel better when they are down. 1 2 3 4 5
31. I use good moods to help myself keep trying in the face of obstacles. 1 2 3 4 5
32. I can tell how people are feeling by listening to the tone of their voice. 1 2 3 4 5
33. It is difficult for me to understand why people feel the way they do. 1 2 3 4 5

APPENDIX D

Peer Mediator Generalization Questionnaire

Peer Mediator Generalization Questionnaire

Student ID _____ Age _____
 _____ Grade _____ Circle One: Male/Female
 Age of siblings at home: Brothers _____ Sisters _____
 Number of peer mediations completed at school _____

Directions: Please answer these questions about peer mediation. Circle the number that *best* matches how much you agree or disagree with each item.

Example:

	Strongly Agree		Agree		
Strongly Disagree					
I like to study science.	1	2	3	4	5

	Strongly Agree		Agree		
Strongly Disagree					
1. Peer mediation has helped me to handle conflicts.	1	2	3	4	5
2. Peer mediation is good to use when others are in conflict.	1	2	3	4	5
3. I am able to help others understand their feelings.	1	2	3	4	5

4. There is more than one way to resolve an argument.	1	2	3	4	5
5. Before talking about something that makes people angry, it is best to let them cool down first.	1	2	3	4	5
6. Conflicts always end up having a winner and a loser.	1	2	3	4	5
7. I like peer mediation.	1	2	3	4	5

Directions: For each activity, use column 1 to circle how often you do that activity with friends (either Almost Always, Sometimes, or Never.) Then use column 2 to circle how often you perform the activity with your family.

Activity	Column 1	Column 2
	With Friends	With Family Members
8. When others are arguing, I take sides with someone I think is right.	Almost Always Sometimes Never	Almost Always Sometimes Never
9. I listen to both sides.	Almost Always Sometimes Never	Almost Always Sometimes Never
10. I have them use calming exercises (such as counting to 10.)	Almost Always Sometimes Never	Almost Always Sometimes Never
11. I have them brainstorm more than one solution to a conflict.	Almost Always Sometimes Never	Almost Always Sometimes Never

12. When others are involved in a conflict, I help others to see both sides of the conflict.	Almost AlwaysSometimesNever	Almost AlwaysSometimesNever
13. I keep what is said confidential.	Almost AlwaysSometimesNever	Almost AlwaysSometimesNever
14. I ask someone to help.	Almost AlwaysSometimesNever	Almost AlwaysSometimesNever

Directions: Think about the strategies you learned as a peer mediator. When you are spending time with your friends or family estimate how often you use the strategies in each of the following situations. Circle the best answer.

How many times per month do you use what you have learned as a peer mediator with **your family**?

- Zero
- 1-2
- 3-4
- 5 or more

How many times per month do you use what you have learned as a peer mediator **with other kids when you are at school**?

- Zero
- 1-2
- 3-4
- 5 or more

How often do you use what you have learned as a peer mediator **with other kids when not at school** (ex., with friends at the mall, sporting events, etc.)?

- Zero
- 1-2
- 3-4
- 5 or more

APPENDIX E

NAPPP Programmatic Standards

PROGRAMMATIC STANDARDS National Association of Peer Program Professionals

The National Association of Peer Program Professionals believes the following standards are essential for any quality peer program:

I. PROGRAM START-UP

1. PLANNING

Prior to program implementation, careful planning should be conducted to address such issues as the followings:

- a. **Rationale:** There is a clear and compelling rationale for the development of the program; frequently, this is accomplished through conducting a formal or informal needs assessment in the setting in which the program is to be implemented.
- b. **Purpose:** The purpose of the program derives logically from its rationale, and is typically summarized in a formal mission statement.
- c. **Goals and Objectives:** Programmatic goals and objectives are (a) reflective of the rationale and purpose of the program; and (b) clear, realistic, and achievable.
- d. **Procedures:** The procedures and activities through which programmatic goals are to be accomplished are laid out in clear and systematic fashion.
- e. **Compliance:** The program is planned and implemented in a manner consistent with local, state, and national guidelines for programmatic standards and ethics (see NAPPP Code of Ethics for Peer Helpers and Peer Helping Professionals).

2. COMMITMENT

The program should enjoy not simply the permission, but the active commitment and involvement of those to solicit and maintain its services. Such commitment is reflected particularly in the following areas:

- a. Tangible evidence of a high level of administrative, staff, and community support; in many cases, this includes the formation of a program advisory committee. Committee members may or may not be directly involved in program implementation, but they provide valuable input to program staff, and help to maximize a sense of program ownership.

- b. Sufficient financial and logistical support for effective program implementation; such support includes the provision of necessary curricular and training resources.

3. STAFFING

Program staff should possess appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective manner. Among professional staff who works directly with peer helpers, the following skills are essential:

- a. Strong positive rapport with the population from which the peer helpers are selected.
- b. Educational and practical experience that is relevant to the nature of goals of the program.
- c. Understanding of, and commitment to, fundamental principles of peer helping; this includes a readiness to maximize the level of programmatic ownership and involvement on the part of the peer helpers themselves.
- d. Close familiarity with the setting in which the program is to be implemented.
- e. Clear grasp of program needs and goals and ability to articulate effectively the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community.
- f. Recognition of the importance of serving as a positive role model, both personally and professionally.
- g. Familiarity with different learning styles and teaching strategies, including both experiential and didactic approaches.
- h. Ability to work effectively with groups.
- i. Mastery of concepts and skills necessary for effective training and supervision of peer helpers.
- j. Time management skills in order to be able to carry out programmatic responsibilities.

4. ORGANIZATIONAL STRUCTURE

The program should be organized and structured in a logical and consistent manner that provides clear lines of authority, responsibility, and communication; and is reflective of the nature and purpose of the program.

II. PROGRAM IMPLEMENTATION

5. SCREENING AND SELECTION

The program should employ a clear, systematic, and careful procedure for the screening and selection of peer helpers. Typically, this procedure includes the following:

- a. Establishing appropriate criteria as to the characteristics being sought among prospective peer helpers. Among those characteristics are

- helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model.
- b. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics.
 - c. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with program staff.

Programs may differ as to whether final selection of peer helpers should occur prior to or after peer helping training. But in either case, the selection process should be guided by the following criteria:

- 1) Demonstration of appropriate helping characteristics and skills.
- 2) Evidence of emotional security.
- 3) Understanding of the type(s) of services to be provided.
- 4) Commitment to and availability for the provision of those services.
- 5) Ability to be reflective of and sensitive to the characteristics of the population to be served.
- 6) Manageability of the size of the group selected, in order to ensure quality training and supervision.

6. TRAINING

Once peer helpers have been selected, they should be provided with quality training in the knowledge and skills they will need to be effective in the peer-helping role. The training program that is implemented should be reflective of the nature and goals of the program; should take into account the age, needs and characteristics of the population to be served; should utilize appropriate curricular resources and training strategies; and should be consistent with local, state, and national guidelines on ethics and standards. Trainees should commit to participate in all aspects of training, and to maximize opportunities for both skill development and personal growth. Finally, training should be viewed as an ongoing process, one which is never truly completed.

While specific features of training may vary somewhat from program to program, the following elements are characteristic of effective peer helping training models:

- a. Role of the Peer Helper

Training in the peer helping role includes, but may not be limited to, the following:

 - 1) Program orientation.
 - 2) Characteristics of the helper (caring, acceptance, genuineness, understanding, trustworthiness).
 - 3) Self-awareness.

- 4) Positive role modeling; maintaining a healthy lifestyle.
- 5) Avoidance of temptation to offer advice, propose solutions, or impose values.
- 6) Positive listening skills.
- 7) Recognition of limitations.
- 8) Developing of individual and group trust.
- 9) Creation of a support system of peer helpers for each other, as well as for helpees.
- 10) Development of code of ethics and standards of behavior.
- 11) Coaching

Confidentiality/Liability Issues

While communications between peer helpers and helpees are typically confidential, there are two important exceptions to this general rule:

- 1) Potential threats to the personal safety or well-being of the peer helper, helpee, or others;
- 2) Situations or problems beyond the personal experience level or expertise of the peer helper.

It is an essential component of any peer helping training program that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate referral resources.

b. Communication Skills

- 1) Basic principles of verbal and nonverbal communication.
- 2) Active listening skills (attending, empathizing, etc.)
- 3) Facilitative responding (questioning, clarifying, summarizing, etc.).

c. Problem-Solving/Decision-Making Strategies

Steps in principled decision-making (identifying the problem; brainstorming alternatives; predicting consequences; carrying out action plan; evaluating results).

d. Additional Issues and Topics

Depending upon the nature and goals of particular programs, additional specialized training may be provided in areas such as the following:

- 1) Basic concepts of human behavior. While not expected to function as amateur therapists, peer helpers should have some degree of familiarity with concepts such as the following:
 - a) The role of motivational and reinforcement factors in behavior.
 - b) Sociocultural influences and differences.
 - c) Individual and group dynamics
- 2) Group facilitation techniques.

- 3) Peer tutoring strategies.
- 4) Crisis management.
- 5) Conflict resolution.
- 6) Special needs populations.
- 7) Telephone "hotline" management.
- 8) Specific problem areas (substance abuse, dropouts, depression and suicide, teen pregnancy, child abuse, sexually transmitted diseases, gangs and cults, family relations, etc.)
- 9) Knowledge of referral resources, services, and programs.

7. SERVICE DELIVERY

Subsequent to training, peer helpers should be provided with structured opportunities to engage in a variety of meaningful, productive helping roles within the program setting. The peer helping services which are provided should:

- a. Be consistent with and reflective of program goals.
- b. Enable peer helpers to apply the knowledge and skills they have acquired during training.
- c. Enhance the personal growth and positive development of peer helpers and helpees alike.
- d. Recognize and accommodate the need for ongoing opportunities for continued learning and training.
- e. Establish safeguards to protect peer helpers from burnout, role confusion, inappropriate assignments, or manipulation.

8. SUPERVISION

Once peer helpers have begun to provide services, it is imperative that they receive regular, ongoing supervision from program staff. In addition to regularly scheduled sessions, staff should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

- a. Enable program staff to monitor program-related activities and services.
- b. Enhance the effectiveness and personal growth of peer helpers.
- c. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles.

III. PROGRAM MAINTENANCE

Once the program has been established, program staff should take steps to ensure its continued survival, improvement, and success. These steps include the following:

9. EVALUATION

Evaluation is conducted to document program-related activities and services. It is done to assess the process, impact, outcome, and cost benefits of the program with reference to its mission, goals, and objectives. The program should develop and

implement a formal evaluation plan. Evaluation data should be utilized to examine program effectiveness and to determine whether and how the program needs to be revised. The evaluation plan may include four components:

1. Process Evaluation

Process evaluation provides a picture of what happened in connection with the program and its consistency with NAPPP Programmatic Standards. It determines the degree to which the program has been successful in achieving its goals and objectives aligned with the mission. Process evaluation data includes information in such areas as the number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.

2. Impact Evaluation

Impact evaluation typically assesses the program's effect upon both peer helpers and those who have received program services within a set period of time. Such assessment can be qualitative (open-ended questionnaires, opinion surveys, etc.) and/or can employ quantitative indices of program impact. In a school-based program, for example, impact evaluation might assess effectiveness in such areas as student knowledge, attitudes, beliefs, and skills or behaviors (e.g., grade point average, absenteeism and dropout rates, or incidence of disciplinary referrals).

3. Outcomes

Outcome evaluation assesses long-term changes to the peer helper, those they serve, and the community. Examples of societal benefits are fewer alcohol-related crashes and deaths, employment, improved leadership skills, and lower health risk parameters.

4. Cost Benefit

Costs benefits are the monetary savings related to the effectiveness of the program (e.g., the cost of the program in providing services to at-risk students, thus reducing dropout rates which will increase A.D.A. funds to the school.)

10. PUBLIC RELATIONS

Program staff should make a concerted, ongoing effort to keep those in the program setting, as well as interested individuals and organizations in the broader community, well-informed about the program, and supportive of its goals. Techniques for strengthening programmatic public relations might include production of a program or newsletter; maintenance of media contacts; involvement of community representatives in training or program services; and community outreach projects.

11. LONG-RANGE PLANNING

Program staff should engage in long-range planning to ensure that in the future, the program does not die, but rather becomes stronger and more

firmly integrated within the program setting as time goes by. Key factors to consider include the following:

- a. **Staffing:** It is important that the success of the program not be dependent upon the particular person, or personality, who happens to be coordinating it at any given time. In this regard, a sense of program ownership should be maximized through such strategies as the formation of a program advisory committee, and there should always be at least one individual within the program setting who is prepared to assume coordination responsibilities in the event of staffing changes.
- b. **Funding:** The program should (a) have a secure and consistent funding base, and/or (b) have contingency plans to provide for continued operation in the event of reduced or nonexistent funding.
- c. **Peer Ownership:** The program should strive to maximize the level of ownership and involvement on the part of the peer helpers themselves; if peers feel directly responsible for the success and survival of the program, they are unlikely to allow it to perish.

APPENDIX F

Conflict Resolution Training Agenda

Conflict Resolution Training – Day 1

I. Introduction and “Safety” Contract

- a. Discussed conflict and participation in exercises and role-plays of conflicts. For example, conflict can be uncomfortable and scary, but in order to learn to manage it we have to first talk about it.
- b. Students were asked to participate fully and honestly. The more they put into the training, the more they would get out of it. They were reminded that facing ourselves, thinking and talking about how we feel and how we act, is both empowering and challenging.
- c. Because they might talk about some sensitive issues we needed a safety contract.
 - i. Any feelings that were shared during this session were private and only for this group.
 - ii. Each student was in charge of their own participation. If they needed to stop, do so. If they were working with a partner and they asked to stop, do so. No questions asked.

- iii. If they were uncomfortable, they were told to speak to one of the instructors so that activities could be modified. The training was to be a safe and supportive environment for everyone.

II. Self-Awareness and Conflict Management

- a. Students were asked what they thought of the word “conflict”.
- b. What did they think of the word “conflict management”?
 - i. Conflict is a perceived divergence of interests or a belief that the parties’ goals cannot be achieved simultaneously. ~ Social Conflict: Escalation, Stalemate, and Settlement (Pruitt, Rubin, & Kim, 1994).
 - ii. The following was explained: “Conflict is neutral. It reminds us of the weather—like rain. It isn’t good or bad. It simply is. What changes is our reaction to it. If there has been a drought, we look forward to the rain with anticipation and are glad when it arrives. If it has been wet and cloudy for days, we wish for it to go away”.
 - iii. “Just like with conflict, we each give the rain meaning and we may or may not agree. If I am holding my club’s annual picnic and Coralie has just planted her garden, our wishes for the rain

are at odds. I want it to be dry, while Coralie wants it to be wet. Rain will ruin my event but help her garden”.

iv. “In the case of rain, there isn’t much either of us can do about it, but with conflict we do have choices and can influence the outcome”.

c. Conflict management was explained as first managing ourselves and then helping others. If we aren’t balanced, we can’t help someone else.

i. For example, students were asked: “Who here has ever worked as a lifeguard or around a pool? What was the first thing you learned to do if someone fell in?”

ii. Other examples were provided to highlight how lessons can be repeated so many times (or learned the hard way) that it felt natural now and they have forgotten that it is a learned reaction.

iii. Conflict management was presented as working the same way. It might feel awkward at first and we have to keep reminding ourselves of the steps but eventually it becomes natural.

III. Activity #1 - Belly Breathing & Tissue Attack

a. Students were taught and given the opportunity to practice the relaxation technique of breathing with their hand on their stomach (Linden, 2006).

- b. Tissues Attack – Students were paired-up and used the breathing technique while their partner threw tissues at them. They were asked to focus in on their body and feeling awareness, and use relaxation in potential conflict (Linden, 2006).

IV. Nonverbal Communication – Students were encouraged to consider how their nonverbal messages (facial expression, posture, dress, tone, pitch, or volume) could either confuse or strengthen the meaning of what they wish to say.

V. Active Listening: Hearing vs. Listening

- a. Paraphrasing – Summarizing what the speaker has said in your own words.
- b. Reframing – Responding to a speaker in a way that validate her experience.
- c. Open-Ended Questions – Cannot be answered “yes” or “no”; questions that are probing, clarifying, consequential, justifying, and focusing.
- d. Empathy – The ability to recognize, acknowledge, and comprehend the emotions of another person.

VI. LEGOS – Different pairs of students worked together with Legos. Back to back, one member created an object out of LEGOS, then verbally described the creation. The other partner listened to draw what was heard. Then partners switched roles with a different LEGO structure. Time was taken to process the

LEGOS activity to discuss how the communication worked or hindered the drawing.

VII. The Mediation Process Explained

a. Intake

- i. Students learned an intake begins when a person requests information about mediation and schedules a mediation appointment. There are many different ways to process mediation requests and every school will be different. However, one of the most common is to use a form. Then, when a student wants mediation they submit the form.
- ii. Intake also included an “interview” stage before scheduling, when the mediation process is first explained to the participant and the person conducting the intake gets an idea of what the participant wants to discuss.
- iii. Since an intake laid the groundwork for the mediation session, clearly defining the process and setting the participants’ expectation were very important.

b. Opening Statement

- i. Students learned how the Opening Statement is the mediator’s opportunity to introduce themselves and the mediation process.

At this point the mediator would explain how mediation works, answer participants' questions, and get the participants' approval to move forward.

- ii. Because this was often the participants' first experience with mediation, students were reminded it is especially important to make a good first impression. They needed to clearly define their role as mediator, establish ground rules for participation (such as that mediation is a private discussion and the parties should not talk about the mediation outside of the session), and help the participants' feel comfortable with the process.

c. Uninterrupted Time

- i. Students were told, "In the United States, the competitive, win-lose legal process is often the first thing people think of when trying to solve a conflict. Even if you make the best opening statement ever, participants often still believe that the person with the best argument wins and that the mediator (or some other authority figure) will be making the decisions."
- ii. The mediator's job during the Uninterrupted Time is to:
 - 1. Elicit information.
 - 2. Listen for clues about what caused the conflict.
 - 3. Identify the participants' positions, needs, and goals.

4. Make sure the speaker feels like they have been “heard”.

d. The Discussion

i. Participants are to talk directly to each other and acknowledge emotions. Mediators practice active listening for key issues, positions, interests, feelings, and areas of agreement.

ii. Mediators do not push for solutions. They only clarify and delineate issues.

e. Agenda Setting & Problem Solving

i. Mediators assist participants with identifying which issues need to be resolved and the order that they will discuss them in. Rank importance of issues and set agenda.

ii. Mediators distinguish between position and interests, brainstorm for solutions, and establish criteria for evaluating potential solutions.

f. Agreement

i. Mediators evaluate potential solutions and determine which ones to move forward with. Mediators ask questions to help disputants evaluate their options (reality check) and summarize the progress.

- ii. Mediators further evaluate potential solutions, clarify specifics, discuss implementation of agreement, and draft the agreement.

VIII. Wrap Up & Take Aways – Students were asked what was the salient information learned in the training.

Conflict Resolution Training – Day 2

IX. Conflict Dynamics

- a. Satisfaction Triangle – Students learned how to discuss a conflict

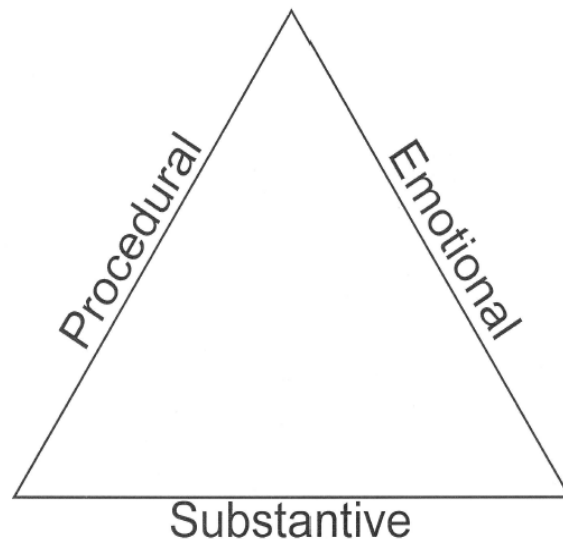


Figure 2. Satisfaction triangle related to control dynamics in a conflict. Adapted from “The Satisfaction Triangle: A Simple Measure for Negotiations and Decision Making,” by the Native Title Research Unit, 2004, Australian Institute of Aboriginal and Torres Strait Islander Studies: Canberra.

- i. Procedural – This is the forum used to discuss the dispute. Procedural elements include the amount of time allotted for discussion, the medium used for discussion, who is allowed to participate, and the location of the discussion.

- ii. Substantive – the concrete aspects of the dispute. These include facts, event and behaviors, the number of issues, the nature of the issues, and the history of the dispute.
- iii. Emotional – the feelings both parties have about the issues being discussed and the forum of discussion. These emotional needs influence their perception of fairness. Elements include: respect for the parties and other stakeholders, the history of the relationship between the parties, previous attempts to resolve the issues, and the honesty and transparency of the parties and the process.

b. Cookie Negotiation Exercise

- i. Students were divided into groups and asked to write a description of their ideal cookie.
- ii. Each group was then given a package containing a different variety of chocolate chip cookie.
- iii. The groups were given five minutes to negotiate with each other and exchange cookies.

c. Conflict Dynamics

- i. Students learned conflicts sometimes take on a life of their own. Conflicts are characterized by a set of common behaviors and patterns such as: Decreased Communication – as the conflict increases, so do misunderstandings, and communication decreases; Triangle – parties in a conflict talk

about each other, not to each other; and Decreased Trust – parties become increasingly suspicious of each other.

- ii. The following behaviors may not be present in every conflict, but become increasingly prevalent as the conflict progresses:
Polarization – broadening the gap between positions; and
Proliferation – increasing the number and variety of disputed issues; Escalation and Retaliation – reacting to the actions of the other party, thereby increasing the severity of the conflict; and Antagonism and Hostility – broadening the dispute from disagreement to a generalized dislike for the opposing party.

X. Conflict Management Styles – Five main types of conflict management styles were introduced to the student mediators

- a. Problem Solving (Dolphin) – favorably working collaboratively with others.
- b. Competing (Lion) – pursuing their own interests before anyone else's interests.
- c. Compromising (Zebra) – satisfying some personal interests, but willing to give things up for a mutually acceptable decision.
- d. Avoiding (Turtle) – choosing not to get involved in conflicts; lets others make decisions about the conflict situation.
- e. Accommodating (Chameleon) – putting the interests and desires of others in front of their own.

XI. Dispute Resolution Processes

- a. Continuum - ranges in processes of self-determination from Prevention: training, system design to reduce conflict.
- b. Negotiation – bargaining process between individuals in a dispute.
- c. Mediation – problem solving where disputants discuss issues and work toward mutually satisfactory resolution.
- d. Facilitation – meeting or group moderated by a third party
- e. Arbitration – neutral person or panel review evidence from each disputant then renders binding or non-binding decision.
- f. Litigation – similar to arbitration, but the decision is binding.
- g. Legislation – laws developed to address issues.

XII. Dialogue vs. Debate

- a. Types of conversation we engage in on a daily basis, such as formal and informal, or public and private. Debate is a conversation structured as a competition.
- b. Some examples include Competitive vs. Cooperative; Rigid Belief vs. Perspective-Takings; My Solution vs. Our Solution, and Closed vs. Open-Minded.

XIII. Case Study

- a. In small groups, students read a brief article about a community conflict. They were asked to identify the stakeholders and their positions, needs, and conflict styles.
- b. Each group was asked to describe the procedural, substantive, and emotional needs of one of the stakeholders in the article.
- c. Each group was asked to identify two things they could do as mediators or Peace Café facilitators to satisfy the procedural or emotional needs of the stakeholders.

XIV. Peace Café

- a. A Peace Café teaches a broader focus on mediation as topics were addressed and students were encouraged to share their personal opinions, including how they feel about the issue, and what they would like to see happen.
- b. Once ideas and themes were captured in the small groups, information was reported to the larger group.

XV. Social Justice Movie – The students watched the movie *Banished* (2006), about racial cleansing in American after the Civil War.

XVI. Implementation of Peace Café

- a. Sitting around at different tables throughout the room, groups of students discussed significant aspects of the conflict in the movie.
- b. Small group ideas and themes were shared in a larger group context.

XVII. Closing and Take Aways – Students were asked what was the salient information learned in the training?

XVIII. Concluding Points and Future Use of Conflict Mediation Skills

- a. Students were given the chance to ask clarifying questions, make final comments made about the training experience, and share what they have learned.
- b. Students discussed and set goals on how they wish to utilize new found skills in their lives.

APPENDIX G

Peer Mediation Steps

Simplified mediation

THE FOLLOWING SCRIPT will help you run your mediation session in a professional manner. While mediating, use this script to help you remember the steps.



STEP 1 INTRODUCTIONS & GROUND RULES



MEDIATOR 1 Our names are _____, and we are student mediators. What are your names?

We are not judges, and we are not here to punish you or tell you what to do. We are here to help you listen to each other, and to work together to find a fair resolution to your conflict. We will not take sides.

Everything you say here is confidential, except if it involves drugs, weapons, or abuse. If it does we'll have to stop the mediation and report it to our advisor.

MEDIATOR 2 There are five ground rules which you must agree to. They are:

1. Be willing to solve the conflict.
2. Tell the truth.
3. Listen without interrupting.
4. Show respect. No fouls.
5. Carry out your agreement.

Do you agree to these rules?

STEP 2 TELLING THE STORY

MEDIATOR 1 _____, tell us what happened.

You said, "_____."

How do you feel about what happened and why?

You feel _____

because _____

(Mediator 2 repeats the process with Disputant 2 and identifies the conflict.)





STEP 4 CHOOSING THE BEST SOLUTION

MEDIATOR 2 Which suggestion do you both like?
(Get responses from both disputants.)

_____ you have agreed to _____

_____ you have agreed to _____

(Be sure the solution is realistic and doable.)

Is this conflict resolved? (If they both say "yes," have them fill out their section of the Mediator Report Form.)

STEP 3 BRAINSTORMING FOR SOLUTIONS

MEDIATOR 1 How do you think you can solve the conflict? I'll write down all your ideas. Later, you will pick the idea or ideas you both like best.



STEP 5 IN THE FUTURE

MEDIATOR 1 What do you think you could do differently to prevent this from happening again?



STEP 6 CLOSING

MEDIATOR 2 Congratulations on resolving your conflict. Thank you for coming to mediation. If we can be of help to you again, please come back.



APPENDIX H

Peer Mediation Report Form

PEER MEDIATION REPORT FORM

School:
Date:

Disputant A

Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Age:
Grade:
Race:
<input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/> Asian
<input type="checkbox"/> Hispanic <input type="checkbox"/> Other

Disputant B

Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Age:
Grade:
Race:
<input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/> Asian
<input type="checkbox"/> Hispanic <input type="checkbox"/> Other

Who brought the conflict to mediation? Disputant A or B (Check one)

Referred by (check one)
<input type="checkbox"/> Student(s) <input type="checkbox"/> Administrator
<input type="checkbox"/> Teacher <input type="checkbox"/> Self
<input type="checkbox"/> Other

What kind of conflict?

Rumor <input type="checkbox"/> Threat <input type="checkbox"/> Name Calling <input type="checkbox"/> Fighting or Hitting <input type="checkbox"/>
Argument <input type="checkbox"/> Harrassment <input type="checkbox"/> Property Loss or Damage <input type="checkbox"/>
Student/Teacher <input type="checkbox"/> Boyfriend/Girlfriend <input type="checkbox"/> Other <input type="checkbox"/>
Briefly describe the conflict:

Was the conflict resolved? YES NO

Disputant A agrees to:	Disputant B agrees to:

Signed _____
Peer Mediators' Signatures _____ / _____

DISPUTANTS' CONSENT TO MEDIATE

I am voluntarily participating in this student mediation session. I have not been forced by anyone to participate.

I understand that the peer mediators will not decide what the outcome of this dispute should be or take sides with either party. I also understand that only the disputing parties involved will decide the outcome.

I agree to:

- Try to solve the problem.
- Tell the truth.
- Show respect—no putdowns, name calling, or fighting.
- Listen to each other without interrupting.
- Carry out my part of the agreement.
- Keep everything said here confidential.
- Begin by speaking directly to the mediators.

I understand that everything said in the mediation session is completely confidential. However, there are five issues that will be reported to our advisor.

They are:

- Any issues regarding child abuse
- Any information regarding suicide
- Any information regarding alcohol or other drugs on school property
- Any information regarding weapons on school property
- Any information regarding personal safety issues

Signature of Disputant #1 _____

Signature of Disputant #2 _____

Date _____

APPENDIX I

Consent Form (Peer Mediator)

I, _____, agree to participate in a research study titled "THE EFFECTS OF A PEER MEDIATION PROGRAM ON STUDENT MEDIATORS' EMOTIONAL INTELLIGENCE AND GENERALIZATION OF CONFLICT RESOLUTION SKILLS" conducted by Boone L. Benton from the Department of Counseling and Human Development Services at the University of Georgia (706-542-4335) under the direction of Dr. Jolie Daigle, Department of Counseling and Human Development Services, University of Georgia (706- 542-4106). I understand that my participation is voluntary. I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information that can be identified as mine returned to me, removed from the research records, or destroyed.

The reason for this study is to examine peer mediation training effects and mediation experience to find out if peer mediators develop emotional intelligence and/or learn to use conflict management skills other places. If I volunteer to take part in this study, I will be asked to do the following things over the next three to four months:

- 1) Take a pretest on emotional intelligence called the Assessing Emotions Scale (1st testing session: 5 minutes in class).
- 2) Take a pretest on skill generalization called the Peer Mediator Generalization Questionnaire (1st testing session: 5 minutes in class).
- 3) Take the Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire as a posttest again (2nd testing session: 10 minutes in class).
- 4) Take the Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire as a posttest again (3rd testing session: 10 minutes in class).

The benefits for me are that I will receive free training from college-level faculty to learn how to be a peer mediator. I will learn better conflict resolution skills and enhance my social-emotional learning. As a future leader I will be further affirmed in how to demonstrate peace making skills in society. In addition, my social network could possibly be strengthened toward peaceful resolutions of conflict.

No risk is expected but if I feel discomfort or stress while participating in the study, I can choose to remove myself from the study at any time without concern of penalty or retaliation. My grade and class standing will not be affected by my decision to participate or not participate.

No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission, unless required by law. My student number will be used only to help the research review school records to obtain my gender, ethnicity, and grade point average. After this, a study specific code will be used to help keep my scores confidential. However, I do understand, since Mr. Benton is the director of the Peer Mediation program, he may know my testing scores. I understand the master list of codes will be destroyed in April 2012.

The investigator will answer any further questions about the research, now or during the course of the project.

I give my permission for the researchers to administer the pretest and posttest, and to include me in the peer mediation training.

Name of Researcher

Signature

Date

Telephone: _____

Email: _____

Name of Participant

Signature

Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX J

Consent Form (Student)

I, _____, agree to participate in a research study titled "THE EFFECTS OF A PEER MEDIATION PROGRAM ON STUDENT MEDIATORS' EMOTIONAL INTELLIGENCE AND GENERALIZATION OF CONFLICT RESOLUTION SKILLS " conducted by Boone L. Benton from the Department of Counseling and Human Development Services at the University of Georgia (706-542-4335) under the direction of Dr. Jolie Daigle, Department of Counseling and Human Development Services, University of Georgia (706- 542-4106). I understand that my participation is voluntary. I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information that can be identified as mine returned to me, removed from the research records, or destroyed.

The reason for this study is to examine peer mediation training effects and mediation experience to find out if peer mediators develop emotional intelligence and/or learn to use conflict management skills other places. If I volunteer to take part in this study, I will be asked to do the following things over the next over the next three to four months:

1. Take a pretest on emotional intelligence called the Assessing Emotions Scale (1st testing session: 5 minutes in class).
2. Take a pretest on skill generalization called the Peer Mediator Generalization Questionnaire (1st testing session: 5 minutes in class). After this testing session, I may be finished.
3. If I am selected to test further, I will participate in two more sessions. I will take the Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire as a posttest (2nd testing session: 10 minutes in class).
4. I will take the Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire as a posttest again (3rd testing session: 10 minutes in class).

The benefits for me are that I will assist the school in helping determine whether or not the peer mediation training has positive impacts on the peer mediators. The leaders of tomorrow will be further affirmed in how to demonstrate peace making skills in society. In addition, Berkmar High's social network could possibly be strengthened toward peaceful resolutions of conflict.

No risk is expected but I if I feel discomfort or stress while participating in the study, I can choose to remove myself from the study at any time without concern of penalty or retaliation. My grade and class standing will not be affected by my decision to participate or not participate.

No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission, unless required by law. My student number will be used only to help the research review school records to obtain my gender, ethnicity, and grade point average. This will be done to create a group to take further tests. After this, if I am a participant in this "control" group, a study specific code will be used to help keep my scores confidential. However, I do understand, since Mr. Benton is a counselor at Berkmar High, he may know my testing scores. I understand the master list of codes will be destroyed in April 2012.

The investigator will answer any further questions about the research, now or during the course of the project.

I give my permission for the researchers to administer the pretest and posttest to me.

Name of Researcher

Signature

Date

Telephone: _____
Email: _____

Name of Participant

Signature

Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX K

Minor Assent Form (Peer Mediator)

DATE

Dear Participant,

You are invited to participate in my research project titled, “The Effects of a Peer Mediation Program on Student Mediators Emotional Intelligence and Generalization of Conflict Resolution Skills.” Through this project I am learning about how high school peer mediators 1) develop and enhance the ability to manage their emotions and help other do the same – emotional intelligence, and 2) understand conflict resolution skills so they can use them in other places and with other people.

If you decide to be part of this, you will allow me to give you pretests called the Assessing Emotions Scale and the Peer Mediator Generalization Questionnaire, which will take approximately ten minutes to complete during class. Finally, you will allow me to administer the posttests of the Assessing Emotions Scale and the Peer Mediator Generalization Questionnaire (ten minutes during class). After a few months, you will allow me to administer the posttests of the Assessing Emotions Scale and the Peer Mediator Generalization Questionnaire once again (another ten minutes during class). Your participation in this project will not affect your grades in school or the peer leadership class. I will not use your name on any papers that I write about this project. However, because of your participation you may improve your emotional intelligence and your usage of conflict resolution skills. I hope you learn how peer mediation training can be offered to increase emotional intelligence and use of conflict resolution skills of peer mediators.

If you want to stop participating in this project, you are free to do so at any time. You can also choose not to answer questions that you don't want to answer.

If you have any questions or concerns you can always ask me or call my teacher, Dr. Jolie Daigle at the following number: (706) 542-4106.

Sincerely,

Boone L. Benton, MS, MA
Department of Counseling and Human Development
The University of Georgia
benton12@uga.edu or boone_benton@gwinnett.k12.ga.us
(770) 806-8921

I understand the project described above. My questions have been answered and I agree to participate in this project. I have received a copy of this form.

Signature of the Participant/Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

APPENDIX L

Minor Assent Form (Student)

DATE

Dear Participant,

You are invited to participate in my research project titled, “The Effects of a Peer Mediation Program on Student Mediators’ Emotional Intelligence and Generalization of Conflict Resolution Skills.” Through this project I am learning about how high school peer mediators 1) develop and enhance the ability to manage their emotions and help other do the same – emotional intelligence, and 2) understand conflict resolution skills so they can use them in other places and with other people.

If you decide to be part of this, you will allow me to give you pretests called the Assessing Emotions Scale and Peer Mediator Generalization Questionnaire, which will take approximately ten minutes to complete during class. Then, if you are asked to continue in the study as a control group member, a few weeks later, you will allow me to administer the posttests of the Assessing Emotions Scale and Peer Mediator Generalization Questionnaire again (ten minutes during class). Another posttest of the Assessing Emotions Scale and Peer Mediator Generalization Questionnaire will occur approximately 3 months later (another ten minutes during class). Your participation in this project will not affect your grades in school. I will not use your name on any papers that I write about this project. However, because of your participation you may help the school understand how peer mediation training can be offered to increase emotional intelligence and usage of conflict resolution skills of peer mediators.

If you want to stop participating in this project, you are free to do so at any time. You can also choose not to answer questions that you don't want to answer.

If you have any questions or concerns you can always ask me or call my teacher, Dr. Jolie Daigle at the following number: (706) 542-4106.

Sincerely,

Boone L. Benton, MS, MA
Department of Counseling and Human Development
The University of Georgia
benton12@uga.edu or boone_benton@gwinnett.k12.ga.us
(770) 806-8921

I understand the project described above. My questions have been answered and I agree to participate in this project. I have received a copy of this form.

Signature of the Participant/Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu

APPENDIX M

Parental Permission Form (Peer Mediator)

I agree to allow my child, _____, to take part in a research study titled, “The Effects of a Peer Mediation Program on Student Mediators’ Emotional Intelligence and Generalization of Conflict Resolution Skills” which is being conducted by Mr. Boone L. Benton, from the Counseling and Human Development Services Department at the University of Georgia under the direction of Dr. Jolie Daigle. My child’s participation is voluntary which means I do not have to allow my child to be in this study if I do not want to. My child can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which she/he is otherwise entitled. I can ask to have the information that can be identified as my child’s returned to me, removed from the research records, or destroyed.

- The reason for the study is to find out if peer mediation training helps adolescent peer mediators: 1) learn to manage their emotions, and help others do the same, and 2) learn to use conflict resolution skills in other settings and with other people.
- Students who take part may improve their emotional intelligence and increase their use of learned conflict resolution skills. The researcher also hopes to learn something that may help other students learn to improve their emotional intelligence and their ability to resolve conflicts in a peaceful way in the future.
- If I allow my child to take part, my child will be asked to take the same test (Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire) three times, once as a pretest and twice as a posttest. All testing procedures will take 10 minutes each time. This activity will take place during free study time and will not interfere with academic lessons. If I do not want my child to take part then she/he will be allowed to study as usual.
- The research is not expected to cause any harm or discomfort. No risks are expected. My child can quit at any time. My child’s grade will not be affected if my child decides not to participate or to stop taking part.
- Any individually-identifiable information collected about my child will be kept confidential unless otherwise required by law. My child’s school records will be reviewed to identify gender, ethnicity and grade point average. After this, each student will receive a special code the remainder of the study to maintain their confidentiality. However, since Mr. Benton is the peer mediator director, some student scores may be known. The codes and all data will be kept in a secured location, then destroyed in April 2012.

- The researcher will answer any questions about the research now, or during the course of the project, and can be reached by telephone at (770) 806-8921 or email at benton12@uga.edu. I may also contact the professor supervising the research, Dr. Jolie Daigle, at (706) 542-4106 or jdaigle@uga.edu.
- I understand the study procedures described above. My questions have been answered to my satisfaction, and I agree to allow my child to take part in this study. I have been given a copy of this form to keep.

_____	_____	_____
Name of Researcher	Signature	Date
_____	_____	_____
Name of Parent	Signature	Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your child's rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail irb@uga.edu.

APPENDIX N

Parental Permission Form (Student)

I agree to allow my child, _____, to take part in a research study titled, “The Effects of a Peer Mediation Program on Student Mediators’ Emotional Intelligence and Generalization of Conflict Resolution Skills” which is being conducted by Mr. Boone L. Benton, from the Counseling and Human Development Services Department at the University of Georgia under the direction of Dr. Jolie Daigle. My child’s participation is voluntary which means I do not have to allow my child to be in this study if I do not want to. My child can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which she/he is otherwise entitled. I can ask to have the information that can be identified as my child’s returned to me, removed from the research records, or destroyed.

- The reason for the study is to find out if peer mediation training helps adolescent peer mediators: 1) learn to manage their emotions, and help others do the same, and 2) learn to use conflict resolution skills in other settings and with other people.
- Students who take part may learn about emotional intelligence and conflict resolution skills. The researcher also hopes to learn something that may help other students learn to improve their emotional intelligence and their ability to resolve conflicts in a peaceful way in the future.
- If I allow my child to take part, my child will be asked to take the tests (Assessing Emotions Scale & the Peer Mediator Generalization Questionnaire). If my child is asked to be in the control group, those same tests will be given again as a posttest on two different occasions. All testing procedures will take 10 minutes each time. This activity will take place during free study time and will not interfere with academic lessons. If I do not want my child to take part then she/he will be allowed to study as usual.
- The research is not expected to cause any harm or discomfort. No risks are expected. My child can quit at any time. My child’s grade will not be affected if my child decides not to participate or to stop taking part.
- Any individually-identifiable information collected about my child will be kept confidential unless otherwise required by law. My child’s school records will be reviewed to identify gender, ethnicity and grade point average to match subjects and create a control group. If selected to be in this group, each student will receive a special code the remainder of the study to maintain their confidentiality. However, since Mr. Benton is a counselor at Berkmar High, some student scores may be

known. The codes and all data will be kept in a secured location, then destroyed in April 2012.

- The researcher will answer any questions about the research now, or during the course of the project, and can be reached by telephone at (770) 806-8921 or email at benton12@uga.edu. I may also contact the professor supervising the research, Dr. Jolie Daigle, at (706) 542-4106 or jdaigle@uga.edu.
- I understand the study procedures described above. My questions have been answered to my satisfaction, and I agree to allow my child to take part in this study. I have been given a copy of this form to keep.

_____	_____	_____
Name of Researcher	Signature	Date
_____	_____	_____
Name of Parent	Signature	Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your child's rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail irb@uga.edu.

APPENDIX O

Recruitment Script (AP Social Studies Classes)

“Good morning everyone! I’m Mr. Benton, one of the school counselors here at Berkmar. I am also a doctoral candidate at the University of Georgia, and when anyone tries to obtain a PhD, usually a big research project must be done. I really wanted to do my research here at Berkmar, so I spoke with Mr. Johnson, our principal, and talked with Mr. Jameson, the head of AP classes, and I have their approval. I’d love for you to be a part of it!”

“My study is about conflict resolution training, and how this affects peer mediators’ emotional intelligence and ability to use mediation skills with others. Emotional intelligence has been defined as the ability to manage one’s emotions, and learn to deal with others by detecting and working around their emotions. I plan to give brief assessments to the participants and then compare the results between two groups. One group is the peer leaders here at Berkmar. They are the treatment group who will be trained in conflict resolution. I’d like for the other group to be some of YOU! Some of you would make up a control group, where you would take the brief assessments and essentially do everything the peer leaders do except the training and peer mediation.”

“Here’s how it will work. If you are interested, you and your parents need to complete the consent, assent, and permission forms I’ll pass out today and return to your teacher within one week. If you agree to be a participant, you’ll initially take two assessments as pretests in class. Then, a control group will be created, and we’ll match your age, gender, and pretest score with peer leaders. For those of you who match up well, I’ll review your school records to see how you match up further with the treatment group on grade point average and ethnicity. Some of you won’t be asked to test further, but if you’re a fit for the control group, you’ll test two more times. Each testing time will take roughly ten minutes.”

“Your participation in this study will not impact your grade or standing in this class, and you can drop out anytime you like without be penalized. Your involvement can help us examine the value of conflict resolution training for high school peer mediators and assist the school in helping determine whether or not the peer mediation training has positive impacts on the peer mediators. The leaders of tomorrow will be further affirmed in how to demonstrate peace making skills in society. In addition, Berkmar High’s social network could possibly be strengthened toward peaceful resolutions of conflict.”

“Please consider participating in this study and take this paperwork home to obtain your parent’s permission. Can I answer any questions? Thank you for your time.”

APPENDIX P

Recruitment Script (Peer Mediators)

“Hello everyone! You all know who I am, but I wanted to also let you know I am also a doctoral candidate at the University of Georgia. When anyone tries to obtain a PhD, usually a big research project must be done. I really wanted to do my research here at Berkmar, so I spoke with Mr. Johnson, and talked with others, and I have their approval. I’d love for you to be a part of it!”

“My study is about conflict resolution training, and how this affects peer mediators’ emotional intelligence and ability to use mediation skills with others. Emotional intelligence has been defined as the ability to manage one’s emotions, and learn to deal with others by detecting and working around their emotions. I plan to give brief assessments to the participants and then compare the results between two groups. One group is the peer leaders. You will be the treatment group who will be trained in conflict resolution at Kennesaw State University, then conduct peer mediations at Berkmar. The other group is a control group of Berkmar students from AP social studies classes who will be matched with you on factors like grade, gender, age, pretest score, and ethnicity. Now, whether you agree to participate in this study or not, everyone will be invited to the training at Kennesaw State, and everyone will be conducting peer mediation.”

“Here’s how it will work. If you are interested, you and your parents need to complete the consent, assent, and permission forms I’ll pass out today and return to me within one week. If you agree to be a participant, you’ll initially take two assessments as pretests in class. Then, after your training, we’ll match your age, gender, and pretest score with some of the AP students. In order to match others with you even more closely, I’ll need to review your school records to see your grade point average and ethnicity. You will test two more times after that, and conduct peer mediations when needed. Each testing time will take roughly ten minutes.”

“Now this is very important - your participation in this study will not impact your grade or standing in this class, and you can drop out anytime you like without be penalized. Your involvement can help us examine the value of conflict resolution training for high school peer mediators and assist the school in helping determine whether or not the peer mediation training has positive impacts on the peer mediators. The leaders of tomorrow will be further affirmed in how to demonstrate peace making skills in society. In addition, Berkmar High’s social network could possibly be strengthened toward peaceful resolutions of conflict.”

“Please consider participating in this study and take this paperwork home to obtain your parent’s permission. Any questions?”