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Peer Mediation Annotated Bibliography

1. Adukia, Anjali, et al. "From Retributive to Restorative: An Alternative Approach to Justice." *SSRN Electronic Journal*, 2023, bfi.uchicago.edu/wp-content/uploads/2023/09/BFI_WP_2023-117.pdf, <https://doi.org/10.2139/ssrn.4567681>. Accessed 23 Jan. 2024.

A study on 73 Chicago high schools who had restorative practices implemented. Before restorative practices were implemented, suspensions were frequent and even arrests. Racial aspects are often emphasized in this article. Latino and Black students were a focus. It was also found that although it is not uncommon for student performance to decline when such things are implemented, restorative practices had no such effect on students. Evidence within the study suggests that the school climate has overall improved. I want to be able to justify the need for this program and this study proves that it has the potential to better a school climate and even behavior outside of school; even in harsh environments. The study does focus mainly on predominantly black schools in Chicago but Chicago is similar to Philadelphia in the sense that their climates are described in the same way.

2. Augustine, Catherine H, et al. "Restorative Practices Help Reduce Student Suspensions": *Rand.org*, RAND Corporation, 2018, www.rand.org/pubs/research_briefs/RB10051.html. Accessed 23 Jan. 2024.

This study focused on Pittsburgh Elementary and High School students. They reported that suspensions tended to drop 2 times more than schools without restorative practices. There was also emphasis on how restorative practices often took time out of teaching and in turn may have hurt grades more than helped. But, my program should always take place during non-core subjects or during lunch. Furthermore, this should not be a problem in relation to my program. The report also stated that these practices were even more beneficial to minority students. I find this relevant because most of SLA suspensions are in the African American community.

3. Cohen, Richard. "Implementing a Peer Mediation Program." *Schoolmediation.com*.

This is a proposal for implementing a mediation program. Within the resource, they emphasize having administrative support, reliable coordinators, support from students, and following up. I will use this document when developing a rubric and even when introducing it to staff. This is more a resource to lean on when developing my program and can even be used by future leaders to introduce the program to future students. It

answers all the hard questions and is very clear and concise. It was also written by Richard Cohen who has extensive experience with mediation.

4. Cook, Jacqueline Yvonne, and Susan R. Boes. "Mediation Works: An Action Research Study Evaluating the Peer Mediation Program from the Eyes of Mediators and Faculty." *Eric.ed.gov*, ERIC (Education Resources Information Center), 1 Oct. 2013, eric.ed.gov/?id=ED547782. Accessed 24 Jan. 2024.

The view of a peer mediation program is represented through the eyes of faculty and peer mediators. The paper emphasizes how peer mediation can help to prevent conflict from escalating to physical fights and even suspension. Students also felt more comfortable mediating with just students within the room. Over 70 percent of the teachers say that they refer students for more than petty arguments (ie. social media conflicts). The study suggests that peer mediation happens to be more effective in conflicts in their earlier stages. I could use this resource to identify what worked and what didn't and use it to guide my program outline.

5. CRU Institute. "CRU Institute | Peer Mediation Works." *Www.cruinstitute.org*, www.cruinstitute.org/. Accessed 23 Jan. 2024.

This is a training resource. They emphasize conflict resolution regarding bullying especially. The CRU Institute has been alive for years and their executive director is Nancy Kaplan who I have had multiple meetings with. They also talk about "win-win"

solutions which is something I want to focus on bringing to the program. Conflicts often don't come to resolution because one person doesn't want to take all of the blame or one person feels the other isn't getting "punished for their part" but I want to eliminate that thinking which would make the two disputants understand each other a bit better.

6. Davidson, Theresa. "Evaluating the Effectiveness of a Peer Mediation Program in an Elementary School Setting." *Theses and Dissertations*, 31 May 2003, rdw.rowan.edu/etd/1284/?utm_source=rdw.rowan.edu%2Fetd%2F1284&utm_medium=PDF&utm_campaign=PDFCoverPages. Accessed 23 Jan. 2024.

The study says "Student mediators learn to listen effectively, summarize accurately, and think critically. Further, they develop skills on how to solve problems, to lead, to write, and to foster meaningful discussion among disputants. Since mediation seeks to solve a dispute and prevent its recurrence, student mediators learn to plan for the future. They learn about responsibilities as well as rights, about consequences as well as choices. Disputants involved in mediation also learn many of these same lessons". This supports claims that students learn lessons and carry with them these skills. When they surveyed the students, it is said that 100% felt that student mediators listened to them and understood the conflict, showed them respect, and helped them ways to solve conflicts.

7. Davies, Leah. "Solutions through Peer Mediation by Leah Davies, M.Ed."

*W*ww.kellybear.com, www.kellybear.com/teacherarticles/teachertip13.html. Accessed 23 Jan. 2024.

This was written by Leah Davies who has a masters degree in education. She talks about the planning that goes in peer mediation. Without the planning and staff support, peer mediation won't work. She also talks about the importance of picking responsible candidates. Candidates who have teacher approval and are popular with classmates. Also people responsible enough to keep up with work while taking on the responsibilities of a mediator. When talking to staff about the project I hope to emphasize the importance of their support like in the article. I also hope to present this to the advisors I'll be getting input from on who to include in the program.

8. Eisen, Paula , et al. "The FAQs of Peer Mediation New Jersey State Bar Foundation." New Jersey State Bar Foundation, 2018.

This lengthy guide actually comes from the New Jersey State Bar Foundation. It is literally a step by step guide to peer mediation programs. Whenever I get stuck I plan to reference this guide. It is rich with information about presenting and running the program. On page 30 it gives good and manageable ideas on how to keep mediators. I know that this will be a resource I will use throughout my mediation process.

9. Steinfeld, David . “What Makes a Good Mediator.” *DavidSteinfeld.com*, www.davidsteinfeld.com/what-makes-a-good-mediator.html#:~:text=A%20good%20mediator%20has%20enough. Accessed 23 Jan. 2024.

This resource explains how mediation can be used outside of lawsuits and the logistics of mediation. It does mainly refer to business meditations but the information is still applicable to mediations in general. It mentions how it is the job of the mediator to conduct a productive conversation and not to dictate the conversation. I used this resource to get a better understanding of mediating and what to look for in a mediator.

10. Turnuklu, Abbas, et al. “Does Peer-Mediation Really Work? Effects of Conflict Resolution and Peer-Mediation Training on High School Students’ Conflicts.” *Core.ac.uk*, 5 Jan. 2009, core.ac.uk/outputs/82303984. Accessed 23 Jan. 2024.

There are numbers and percentages about the successes of peer mediation. This represents a total of 253 mediations in a school. The most notable conclusions to the statistics provided are that female mediators were preferred, the majority of mediations were between boys. Verbal aggression was the leading cause for mediations. Relationship conflicts were also a cause for mediation. Almost 95% of mediations ended in agreement. This is a great resource that can be used to justify mediation and it’s benefits.