

**G.R.I.P. Counselor:** Shari Attebery, MA,NCC  
(Goals, Results, Impact, Program Implication)

**School:** Twin Peaks Elementary

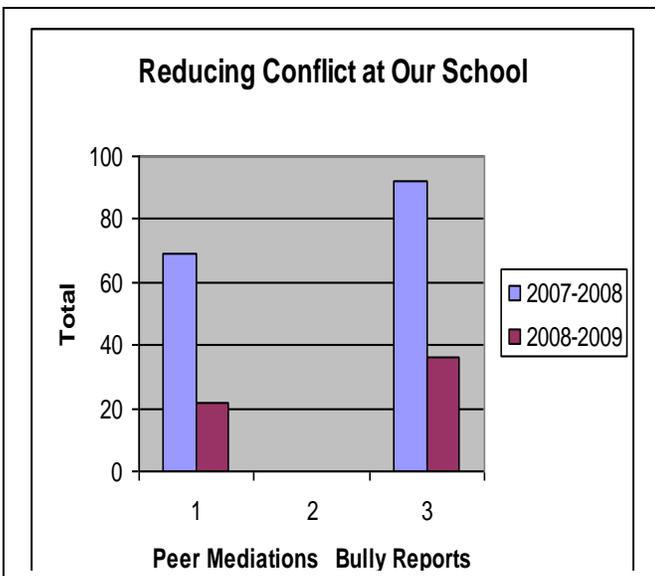
**Activity:** Conflict Resolution through Peer Mediation & the implementation of the Peaceful Playground

**Grade:** Kindergarten through 6<sup>th</sup>

**Date:** September 2008-May 2009

**Goal:** To reduce the number of student conflicts and bullying reports at Twin Peaks Elementary School through the assistance of trained Peer Mediators, and to implement the Peaceful Playground Program in an effort to reduce bullying and promote positive student relationships.

American School Counselor Association National Standards: PS: C1 "Differentiate between situations requiring peer support and situations requiring adult professional help." PS: C1.7 "Apply effective problem-solving and decision-making skills to make safe and healthy choices."



## Results:

**Peer Mediations:** During the first semester of the 2008-2009 school year, 14 Peer Mediations took place. Once the Peaceful Playground started for the second semester, only 8 Peer Mediations took place, for a total of 22 mediations for the 2008-2009 school year.

**Bullying Reports:** During the first semester of the 2008-2009 school year, 24 bully reports were received. After implementing the Peaceful Playground for the second semester, only 12 bullying reports were received. (9 of the total reports were considered actual "bullying" and given to the principal for further action.) A total of 36 bully reports were filed for the 2008-2009 school year.

## Impact Statement:

32% *less* peer mediations took place during the 2008-2009 school year compared to the 2007-2008 school year.

39% *less* bullying reports were filed during the 2008-2009 school year compared to the 2007-2008 school year.

**Program Implications:** The program conducted revealed that providing students with opportunities to learn conflict resolution skills and constant reinforcement of such skills gives students the tools they need to make better choices. It was important to have total staff and student buy-in of our new playground. The Peaceful Playground Program gave our students concrete problem solving strategies such as "Walk, Talk, Rock" and consistent rules on our playground, helping reduce conflict among students and leaving our Peer Mediators with fewer problems to solve. After conducting this program, it appears beneficial to provide all students with training at the beginning of the year to reinforce our new school playground rules and the difference between an adult and kid sized problem. It may also be beneficial to add additional duties to the Peer Mediators, since they have fewer problems to work on, such as equipment managers.