The Effectiveness of Peer Mediation on Student to Student Conflict

Mary G. Mayorga, Ph.D., LPC-S, NCC, CCDS
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Students who do engage in aggressive behavior appear to have limited knowledge and limited social skills in resolving conflict in a constructive manner. (Sim Whiteside, Dittner, & Mellon, 2006)

Peer mediation programs are based on the foundation of applied conflict resolution and such programs have helped to empower students to share responsibility for creating a safe and secure school environment. (Stomfay-Stitz, 1994)

Conflict resolution programs that include peer mediation have made significant inroads on the number of student disputes brought to teachers’ and administrators’ attention. (Shepherd, 1994)

A review of the literature on the effectiveness of peer mediation programs reveals that these types of programs have effectiveness on student to student relationships and teacher to student relationships. (McHenry, 2000)

Through peer mediation, students learn that communication rather than some other type of behavior, or physical retaliation can be used to deal with their problems. (Smith-Sanders & Harter, 2007)

Extensive research on peer mediation programs has verified several aspects of these programs which include being successful in effectively resolving conflict between students, success in teaching peer mediation skills, reducing suspensions and discipline referrals in schools, and improving school climate. (Harris, 2005)

Specifically, peer mediation programs were effective in teaching students how to control anger, develop appropriate assertiveness skills, and learn problem solving skills, communication skills and other interpersonal skills. (Johnson & Johnson, 2005)

Peer mediation programs have also been noted to be effective in teaching students integrative negotiation and mediation skills, nonviolence empathy, trust, tolerance, respect, and fairness which in turn has resulted in constructive outcomes and reduction of student to student conflict. (Cardells & Van Slyck, 1999)


