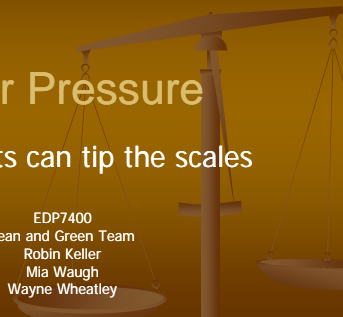


Peer Pressure

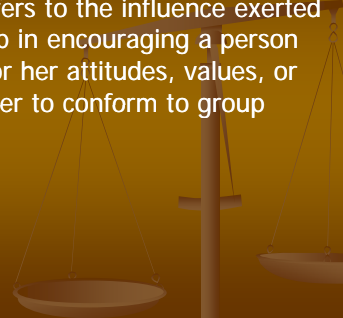
How adults can tip the scales

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Peer Pressure- What is it?

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.



Peer Pressure- How bad is it

- Motivated by the desire to belong to a group.
- Maslow lists this as a basic need, just after the need for safety and security.



The pyramid shows five levels of needs from bottom to top: 1. Physiological Needs (Air, Water, Food, Shelter, Sleep, Sex) with a house icon; 2. Safety and Security with an umbrella icon; 3. Love and Belongingness with a heart icon; 4. Self-Esteem with a blue ribbon icon; 5. Self-Actualization (Self-Actualization, Vitality, Creativity, Self-Sufficiency, Authenticity, Playfulness, Meaningfulness) with a sunburst icon. A blue circle with the number '1' is placed around the 'Love and Belongingness' level.

Peer Pressure- How bad is it

- Conformity for social knowledge is stronger than punishment/reward.
- Higher permanence because it is often, but not always, based on identification rather than reward/punishment.
- Permanence affected by life long friends

Peer Pressure Statistics

- Maryland Underage Drinking Coalition reports teenagers who try alcohol do so around the age of 13.
- Approximately 30% of young adults are given, offered, or sold drugs in high school and middle school, according to Adolescent Substance Abuse Knowledge Base.
- Approximately 50% of 12-17 year olds feel pressured into sex and relationships, according to The Kaiser Foundation.

But... is there a bright side to all of this?

- "Positive peer pressure" is also just as powerful an influence on young people.
- Peer pressure can be positive if it encourages:
 - Positive attitudes
 - Healthy values
 - Respect
 - Hard work
- How can adults use peer pressure as an agent of good, rather than evil?

Team Building

- Sports psychologists have identified different levels of groups:
 - Crowd: random gathering of people
 - Group: collection of people with a common purpose
 - Team: a group of people working together towards an agreed-upon goal

Traits of a Successful Team

People in the group:

- Talk freely
- Are interested in the welfare of the group as a whole
- Feel that their partners are helpful
- Try to help their partners
- Refer to the group as "we" and opponents as "them"
- Faithfully participate in activities
- Are not primarily interested in individual success
- Are concerned with activities of partners
- Do not see partners as rivals
- Are not often absent

How does this develop?

- Cohesion: the tendency of a group to come together in pursuit of its goals
 - Multidimensional
 - Dynamic
 - Purposeful
 - Affective
- Depends on healthy group orientation
 - Practicing of skills, reaching team goal
 - Rather than beating the opponent

Cohesion

- Not a necessary component of team success
- However, is positively influenced by success
- Does not necessarily lead to positive influences
 - Unless team goals emphasized fairness & mastery of skills

After Cohesion...

- Groups enter "norming" phase
- Team members view each other as members of a greater cause
- Respond to conflict maturely
- Strive to do what is best for the team
- Encourage each other to improve
- Positive peer pressure to "do the right thing"

How is Cohesion Achieved?

- The coach is the catalyst for team cohesion
- Dynamic nature of teams requires skilled leadership
 - Formal (adult coaches)
 - Informal (peer captains, student leaders)

How is Cohesion Achieved?

Four-step strategy for developing cohesion:

1. **Education:** reviewing of principles and skills, emphasizing teamwork and deemphasizing individual success
2. **Goal-development:** identifying individual goals that help the team as well as goals for the team as a whole
3. **Implementation:** recording team performance, comparing to previous results
4. **Renewal:** reconsidering goals or setting higher expectations

Transactional vs. Transformational Leadership

- Transactional leaders offer rewards for the desired behavior and punish inappropriate behavior
 - Often resort to threats and punishment to achieve cohesion
 - Team members "conditioned" to accept team goals
 - Cohesion is temporary, expires easily

Transactional vs. Transformational Leadership

- Transformational leaders seek to influence the values, needs, and goals of each member of the team
 - Encourage cohesion
 - Team members accept roles more readily, align personal goals with team goals

Peer Mentoring

Our newest Peer Mentoring expert: Mia
"What is peer mentoring?"

- Peer mentoring refers to an older youth befriending and mentoring a younger peer in a structured setting.
- Typically, cross-age peer mentoring occurs when a high school student works with a student having a two year age difference or two grades between them.

Peer Mentoring

- "Peer mentoring is an interpersonal relationship between two youth of different ages that reflects a greater degree of hierarchical power imbalance than is typical of a friendship and in which the goal is for the older youth to promote one of more aspects of the younger youth's development" (Karcher, 2005)

Karcher, M.J. (2005). Mentoring adolescents. In D.L. DuBois and M.J. Karcher (Eds.), Handbook of youth mentoring (P. 267). Thousand Oaks, CA: Sage.

Program Models

- **Peer/Cross-Age Conflict Resolution/Mediation**
In this model, students assist peers in resolving conflicts that might lead to violence or disruption.
- **Peer/Cross-Age Counseling**
This model engages students to provide short-term help and support to other students as needed.
- **Peer/Cross-Age Tutoring**
Peer mentors provide academic help for students needing extra support, most often in a 1-to-1 friendship.
- **Peer Cross-Age Mentoring**
The purpose of this model is to establish a relationship between older students and younger students and provide support, guidance, and friendship.

CAMPs Characteristics

- Cross-Age Mentoring Programs (CAMPs) have grown in exponentially based on the programming of Big Brothers Big Sisters(BBBS) of America.
- Usually, high school mentors work with children at school, either in the classroom, after school, or during lunch.

Future Peer Mentors

There is a basic selection criteria:

- | | | |
|--------------------|-------------------|-----------------|
| Age | | Special Skills |
| School | "Social Interest" | Availability |
| School Performance | | Recommendations |

- It is most effective to have the criteria based on the purpose and goals of the mentoring program.

Identifying Mentees

- The selection process for mentees aids in the success of a peer match.
1. Establish a target population and develop a referral criteria based on who you want to serve.
 2. Select mentees you believe will benefit from having older peers, rather than adults, as mentors.
 3. Choose mentees who are reasonably social and would likely thrive on positive attention from an older peer.

Benefits of Peer Mentoring

Peer mentoring offers a broad intervention to achieving a range of developmental goals.

Peer mentoring benefits mentees' ...

- Connectedness to school and peers
- Feelings of competency and self-efficacy
- Grades and academic achievement
- Prosocial behavior and attitudes

Benefits of Peer Mentoring

Peer mentoring benefits mentors'...

- Connectedness to school
 - Self-Esteem
- Empathy and moral reasoning
- Intrapersonal communication and conflict resolution skills
- Relationships with parents.

Effective Peer Mentoring Programs

- Peer mentors/ mentees are matched with a developmental focus.
- School administration strongly supports the program.
- Roles and responsibility of all staff and partners are clearly defined.

Roles of Adults

Peer matches are more successful when mentors feel a sense of support from the adults facilitating the program and from school personnel.

- **Site Coordinators** assist in recruiting participants, training mentors, and supervising matches.
- **Teachers/Counselors/School Staff** refer mentors and mentees. They also provide access to resources, space or supplies.
- **Parents** are involved and support the match. Parental involvement is necessary for match success.

What every adult in the lives of children can do

- Provide supervised, planned peer activities
- Be an Adult that matters more than a peer
- Manage your own peer relationships

Planned supervised peer activities

- In group work, choose student leaders based on desirable traits not by popularity votes
- Use peer mentoring program tactics to enable student leaders: leader orientation, training and on going support, and adult supervision with particular focus on the developmental considerations of all the participants.
- Use cohesion strategies as structure steps in the activity: Education, Goal-development, Implementation, Renewal
- Talk about peer pressure when you see it in action. How did it feel when... Did you stay true to yourself when ... How do you feel about the outcome of....

Be an Adult that matters more than peers

Nature intended young to learn from adults.

Young people that do not feel attachment to adults are more influenced by their peers. (Kim, Kwak, and Yun 2010).

The biggest problem of peer pressure is that children are learning from children, who are most likely no more mature. Neufeld, Mate 2004)

This can be a struggle as "teachers receive very little or no preparation in building .. supportive and warm relations with students." (Hughes, Kwok 2007)

How to be an Adult that matters

Collect them. (Neufeld, Mate 2004)

- call them by name and engage them first
 - Be a compass point: structure and fairness
 - Like them and let others know that you like them
- "The association between students' social behavior and their peer acceptance was attenuated or channeled away by teacher liking. In other words, peer acceptance or rejection of a student represented both the student's own behavior or attribute and the extent to which the classroom teacher liked the student." (Chang, Lui, Wen, Fung, Wand, Xu 2004)
- Get to know them so that you can expand their strengths and support their weaknesses
 - Use discipline that does not undo your efforts to collect them and supports structure and fairness.

It's not easy being a grown-up

These suggestions take time and energy, but the pay off is high.

Teachers' ability to have children attach to them rather than peers is supported by past teacher relations and will effect all future teacher relationships. (O'Connor, McCartney 2006)

"It is also no accident that the explosion in the number of diagnosed cases of ADD has paralleled the evolution of peer orientation in our society." (Neufeld, Mate 2004, page 65)

Manage your peer relationships

Children model behaviors they see in adults. The traditional school setting offers little modeling of adult peer behavior

- Seek opportunities for adult peer behaviors to be in the school setting:
co-teaching, special speakers
- Arrange field trips to see adult peer behaviors:
court/jury duty, city council meetings
- Manage parent/school personnel relationships

Parent/ School personnel relationship- Why is it important?

A major source of job dissatisfaction for veteran teachers is problems with parents. Parents' lack of confidence in schools is tied to feeling excluded. This conflict effects the child. (Victor, Kathleen 1995)

"Although teachers are unlikely to receive training in building home-school connections, those that did were much more likely to use all types of strategies to promote a successful transition to school." (Hughes, Kwok 2007)

Parent/ School personnel relationship- What are your beliefs and expectations?

"It is only when teachers become aware of their own fears, concerns, and negative feelings that they are able to rationally eliminate them and develop more effective strategies." (Baum, McMurray-Schwarz 2004)

In interviewing students in the education field, many expect conflict and criticism in their relationships with parents. They expressed that they must try to education children in spite of the parents. (Baum, McMurray-Schwarz 2004)

Many teachers blame lack of achievement on the parents not caring. (Souto-Manning, Swick 2006)

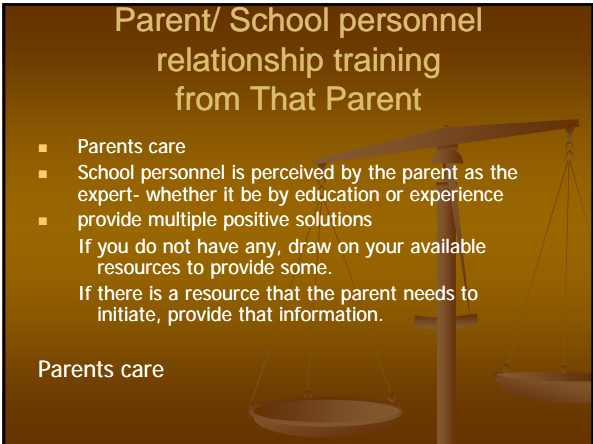
Parent/ School personnel relationship training from That Parent

- Parents care
- School personnel is perceived by the parent as the expert- whether it be by education or experience
- provide multiple positive solutions

If you do not have any, draw on your available resources to provide some.

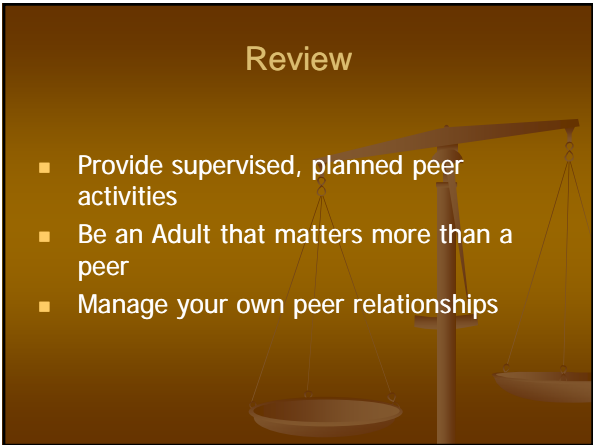
If there is a resource that the parent needs to initiate, provide that information.

Parents care



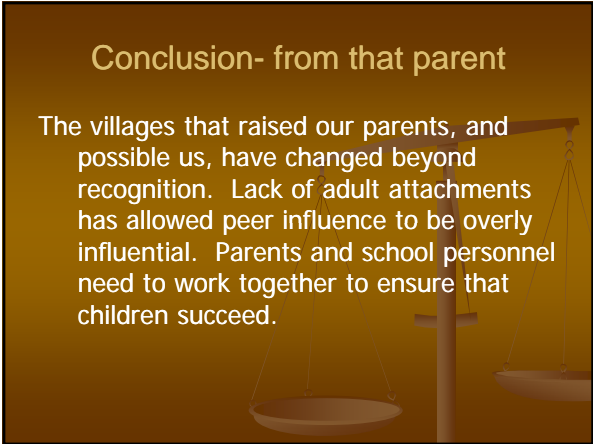
Review

- Provide supervised, planned peer activities
- Be an Adult that matters more than a peer
- Manage your own peer relationships



Conclusion- from that parent

The villages that raised our parents, and possible us, have changed beyond recognition. Lack of adult attachments has allowed peer influence to be overly influential. Parents and school personnel need to work together to ensure that children succeed.



Conclusion- from that parent

My future



Questions for:

Our Peer Mentor expert

Our Coach

That Parent

No? Thank you for your time