

The following quotations by teachers are taken directly from Dr. McIntosh's Dissertation. Teachers in grades pre-K through 3 are identified only by alphabetical letters for privacy reasons. Italics are to distinguish Dr. McIntosh's conclusions from the proof of the teachers' experiences.

The Peace Rug handled the problems or conflicts which arose.

"...It's nice to have something, a tool, because it is frustrating when the children come up and they are arguing and saying, 'this person did this and this person did this' and you know... it's so nice to say, 'do you think maybe we need to talk about it?' And then they automatically know, 'We need to go to The Peace Rug.' And it's nice to have a tool. It's not really us as teachers solving the problem; they are solving the problem... It's teaching them to communicate with each other and solve issues in a respectful way that you go about it and the care and respect that you have for another person's feelings. I love it. I think it's a wonderful invention. I try to use it for my own two children at home. They are still learning how to do it. Again, it is showing them how to respect each other when there is a problem. I think it's wonderful. They can use it in all parts of their lives, with parents or other adults in their life." **Teacher A**

"...I can't remember a time when something resolved on The Peace Rug didn't get resolved... The Glasser system was in place before The Peace Rug was but The Peace Rug gave it a reality spot. It gave it a place and made it visible. It made it an active something that was on a higher scale than just words. The fact that it is called a Peace Rug gives it the expectation that when you work something out you are at peace." **Teacher P**

...students resolved their own conflicts and became friends. Peace replaced problems, producing smiling faces. Teachers like being able to have more time to teach and not having to be involved in or be mediator for every conflict. The students completely assumed the responsibility of trying to solve their own problems instead of the teacher.

"...It has given me the power to say, 'You need to go work that out on The Peace Rug.' I don't have to be the moderator. They have to work it out themselves and that is the way life is. You have to work things out yourselves...I would say more than anything, it makes sense, doesn't it? Starting The Peace Rug with children and working things out, that's what we have to do as adults. It's teaching them about life at an early age and giving them the skills they need. It's a great idea, successful. It's life skills." **Teacher B**

"...It helps me as a teacher to be able to teach instead of having to deal ...having to take two children aside to resolve conflicts and taking away time that I need for teaching and working with the whole class on something. It gives me more time to be with my class as a whole instead of putting them on hold. I think the change is the way they have learned to work it out..." **Teacher D**

“We use The Peace Rug process in different situations. The children are learning to talk. I really think they are learning to talk about things...It is just so amazing to see two kids just so upset and you send them to talk about it and they come back and they are both smiling. They’ve worked it out. Most of the time I will say, ‘Do I need to get into this?’ and they will say no. Everybody usually ends up happy...” **Teacher I**

“...It gives the students power to solve their problems that they didn’t have before and then with the model, they know what to do when they get there and then they know when it’s finished. They know what to do and how to resolve their problem and then go on with their day. This way it doesn’t go on and on. Without The Peace Rug you don’t resolve it and so it goes on and on throughout the day and causes little problems all day. With this tool, they can move on and get back to what they need to do...” **Teacher L**

Teachers expressed a {positive} change in their classrooms’ climate and revealed that the students have become more helpful, cooperative, and encouraging with each other since the use of The Peace Rug; and are going out of their way to be friends

“...The kids go to The Peace Rug and they generally talk about what made them mad and they usually solve the problem within two or three minutes and then they go back and sit down and start doing their work again. It is an effective way to nip the problem in the bud. Very easy to learn. I think it was a very positive experience. It taught them that hitting, kicking, and biting are not acceptable and that you can resolve things using words and quickly and effectively just by talking out the situation...And I think that is a very important part of education in general. It really does teach them how to resolve conflict and it is problem solving and the kids learn from it. It’s problem solving. It’s teaching you how to deal with real life situations in general and how to work through things in a peaceful manner and not overreact and pitch a fit or throw a tantrum. It is teaching them day to day what they are going to go through and the best way to approach the situation...” **Teacher N**

One hundred percent (100%) of the teachers (n=26) indicated that The Peace Rug taught life skills. A very strong theme was that The Peace Rug taught personal responsibility; taught the students to talk things out and to express themselves instead of fighting; and it taught diplomacy, empathy, and respect for others. Teachers reported that The Peace Rug taught students to communicate well with other students and also adults, as well as teaching them to learn to listen. As a result of using The Peace Rug, students learned problem-solving skills to use for the rest of their lives. Teachers said these life skills can be used with family, friends, children, or adults, both at school and in their homes.

Teacher O: I think it is a wonderful technique and a wonderful use of material. I think it gives the children something concrete to begin their thought process. I think it helps children and adults to have a place for thinking and working things out. I think that is one of the wonderful things about young students is that they learn procedures easily and they want structure in their lives. I don't remember particular situations that would have precipitated me needing to go to The Peace Rug but it was always interesting to me how they would explain to someone else that they needed to go to The Peace Rug and work things out. We never really needed to tell them to go. I loved it. That is what thrilled me is when they started to assume that responsibility. I think it brought about changes. It was a game at first in that they wanted to go to The Peace Rug so we would create situations. As we used it more and I became more adept at using the proper terminology we learned that it could be a healing thing and not just a game. It was a way to get themselves under control. It was sort of a step forward for the children later on to go to somebody and just find a place and not need the rug anymore which is what it was supposed to do.

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