SCHOOL-BASED MENTORING

Shauna Valentine & Janet Young

David O. McKay School of Education

Brigham Young University
The Need for MENTORING
Young people face issues and problems they are not mature enough to handle

- McKay School of Education Mentoring Program aims to change-
  - Attitudes
  - Behaviors
  - And build-
  - Competencies
  - Skills
“The GOAL of true mentoring is the development of the youth--not necessarily the solution of specific problems”
Variations of **SCHOOL-BASED** Mentoring

1. Older Student mentors Younger Student
2. Informal Mentoring by Faculty & Staff
3. Formal Mentoring by Faculty & Staff
4. Partnership with a Business, Community Group, University, or Interested Individuals
5. Specialized Mentor for a child who is both at-risk and gifted
6. Team Mentoring
Peaceable Schools Program

3-5 %
Additional professional intervention is needed

7-10 %
Additional intervention needed:
MENTORING

85-90% of students respond to the Peaceable Schools Program without additional interventions

All children receive the Basic Peaceable Schools Program
Basic Program of the McKay School of Education Mentoring Program

- One mentor to one child
- Meet once a week during school hours
- Visits last 45 to 60 minutes
- Commitment for at least one year
- Mentor keeps records
Setting Up a Mentoring Program

• Organization
• Support and commitment
• Recruitment of mentors
• Screening/Checks
• Training and Orientation
• Extended Support
Selection of Students for Mentoring Program

- School-wide screening
- Identification of children at-risk
- Priority list
- Selection of children for mentoring
- Matches
Assessments
used by McKay School of Education

School Social Behavior Skills
(SSBS)
Pre-tests and post tests
64 Items
Scales include:
• Social Competence
• Antisocial Behavior
• Teacher Comments
Likert-type scoring:
1=never, 5=frequently

Home and Community Social Behavior Scales
(HCSBS)
Pre-test and post test
64 items
Scales include:
• Social Competence
• Antisocial Behavior
• Parent Comments
Likert-type scoring:
1=never, 5=frequently
Tests are designed for... 

- Students in Kindergarten to 12th grade 
- Screening students who might benefit from prevention or intervention 
- Assessing social skill deficiencies and antisocial behaviors 
- Measuring change during intervention 
- Researching characteristics and patterns of students
Mentors

- Guide
- Teacher
- Friend
- Tutor
- Advocate
- Motivator
- Role model
- Link to another generation
Mentor Training

Mentoring Skills

• COMMUNICATION
  Be Positive
  Be clear and specific
  Recognize differences
  Be honest
  Be supportive and accepting
  Don’t preach or lecture
  Maintain eye contact
  Set a good example

  – Listen - 70% of the time
  – Listen, then respond
  – Listen, don’t assume
  – Listen, don’t shut down
Mentoring Skills

• QUESTIONING
  – Open ended
  – High quality questions

• PROBLEM SOLVING
  • S  Situation
  • O  Options
  • D  Disadvantages
  • A  Advantages
  • S  Solution
Mentoring Skills

- **HONEST PRAISE**

- **SOCIAL SKILLS**
  - Listening
  - Showing gratitude
  - Following instructions
  - Respectfully resolving differences
  - Accepting responsibility for actions
  - Making good choices
  - Getting teacher’s attention
  - Apologizing
  - Dealing with anger
  - Asking to join in a group

- **GOAL SETTING**

  - My Goal

  - I will do the following to achieve my goal:

  - I will know I have achieved my goal when:
Benefits to Youth in Mentoring Program

Positive Reinforcement
Guidance
Accountability

***

Academic Help
Emotional Support
Career Exploration
Social Experience
**Evaluation**

- Pretests and posttests of behaviors using SSBS and HCSBS
- Program surveys completed by parents, mentors, teachers, and children
- Weekly behavior surveys

```
<table>
<thead>
<tr>
<th></th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1. Is assertive in an appropriate way when she needs to be</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2. Blames others for his or her problems</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3. Participates effectively in group discussions and activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4. Invites other students to participate in activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5. Enters appropriately into ongoing activities with peers</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6. Has good leadership skills</td>
<td></td>
</tr>
</tbody>
</table>
```
Mentoring Works

**Characteristics of a high quality program**

- Structure, planning, training
- Consideration of interests of mentor/youth in matching process
- Length of relationship
- Variety of activities