PBIS/ADULT MENTORS



Wayne RESA 2023-24

Chris McEvoy mcevoyc@resa.net

Kayrl Reynoso reynosk@resa.net

MENTORING AS A TIER 2 PBIS INTERVENTION

- Any school staff person can be a mentor
- Should be voluntary
- Match one student per staff person
- Mentors agree to spend at least 15-30 minutes per week with the student
- Mentoring is not the same as Check In Check Out

THE NEED/SCREENING

- Student is not responding to Tier One interventions alone
 - Office Discipline Referrals
 - Classroom data system
 - Teacher or other Staff nomination
 - Parent nomination

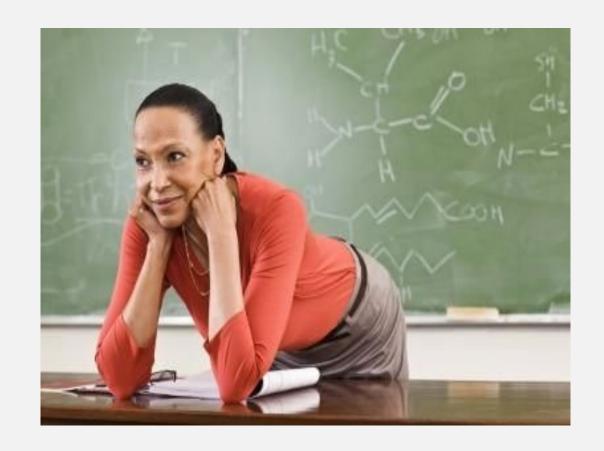
WHAT ABOUT THE STUDENT MAY SUGGEST THE NEED FOR A SCHOOL-BASED MENTOR?

- Rewards and consequences appear ineffective
- Student lacks motivation
- Student appears to lack self-esteem or self-confidence
- Student lacks positive adult role models
- Student appears to not like school



TIPS FOR SUCCESSFUL "TEACHER AS MENTOR" PROGRAMS - CFES

- Listen spend two thirds of mentoring time listening; give your full attention to the student
- Try locations other than the classroom – send the message that this is our time
- Enjoy it! Don't feel you have to "save" the student – just try to make a connection



TIPS CONT.

- Do something you both enjoy. Connect to the student's interests.
- Be a "guide" don't try to "fix" the student's problems
 - Ask questions
 - Help the student set goals
 - Make suggestions



THINGS TO DO AS A SCHOOL-BASED MENTOR

- Each lunch together
- Stop in at beginning or end of day
- Play a game (cards, checkers, etc.)
- Shoot baskets
- Sit and talk
- Get a snack
- Knit/sew
- Take a walk



TIM LEWIS, U. OF MISSOURI ON MENTORING

- Focus on "connections"
 - Not a work monitor
 - Not a "nag" regarding behavior
- No administrators
- Match student to the volunteer



Emphasize the importance of being ready to meet with the student on a consistent basis. Become a positive adult role model who expresses sincere and genuine care for the student.

WHAT MENTORING FOSTERS LIVONIA PUBLIC SCHOOLS INFORMATION ON MENTORING

- Student may have learned from negative role models.
 - The relationship fosters a new way of relating to people.
- Student may cover up feelings and set up barriers.
 - The relationship fosters how to express emotions appropriately.
- Student may have a distrust of adults.
 - The relationship fosters trust of caring adults.

ESSENTIALS

- Inform Parents and get consent.
- Respect the student's confidentiality.
- Let administrator know of any concern regarding the student.

DATA-BASED

- Continue progress monitoring
- Data sources
 - Office referrals
 - Classroom behavior reports
 - Grades
 - Attendance and tardies
- Tier 2 team should include the Mentor in reviews and decision-making process.
- Conduct a Functional Behavior Assessment, if necessary.

REFERENCES

- DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. Psychological Science in the Public Interest, 12(2), 57-91
- Keller, T. E., & Pryce, J. M. (2012). Different roles and different results: how activity orientations correspond to relationship quality and student outcomes in school-based mentoring. The Journal of Primary Prevention. 33.1, 47.
- https://www.mentoring.org/wp-content/uploads/2019/11/Snapshot-on-Mentoring-2016.pdf
- Mentor Michigan
 http://www.michigan.gov/mentormichigan