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School-Based Mentoring: Drawing Strength From the Community to Help At-risk Students

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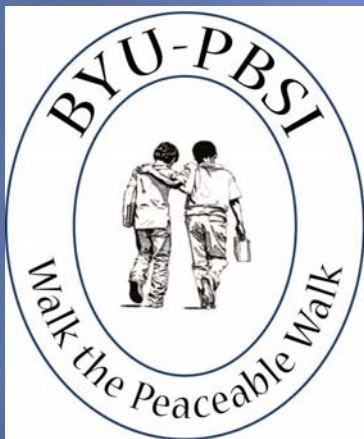
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SCHOOL-BASED MENTORING: *Drawing Strength From the Community to Help At-Risk Students*

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Overview

- Intro
- Methods
- Results
- Conclusion



Intro

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Risk Factors



- **Poverty**, parental unemployment, parental **criminality**, large family size, and poor parenting techniques (Howard & Dryden, 1999)
- **Strained family relationships**, family conflict, poor communication skills contribute to rates of depression among children (Merrell, 2001)

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Risk Factors

- 20% of children suffer from mental health problems (Power, 2003)
- Less than 50% of those children receive services (US Department of Health and Human Services, 1999)
- 5-6% of school age children are eligible for special education services under the classification of emotional disability. Only about 2% receive services (Kauffman, 2001).

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Risk Factors



- **Poor attachment** patterns between children and parents are linked with anxiety problems along with high rates of stress and exposure to highly stressful events

(Merrell, 2001)

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Foundations Of Mentoring

- Homers Odyssey
- Extended Families
- Heroic Legends
- Sports
- Business
- President Bush \$450 million



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Variations of **SCHOOL-BASED** Mentoring

- Older Student mentors Younger Student
- Informal Mentoring by Faculty & Staff
- Formal Mentoring by Faculty & Staff
- Partnership with a Business, Community Group, University, or Interested Individuals
- Specialized Mentor for a child who is both at-risk and gifted
- Team Mentoring

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Rationale

- Relationships with non-parental adults are vital assets for positive youth development (Scales, 2003)
- Studies of **resilience** among youth from at-risk backgrounds first alerted scholars to the protective functions that can be fulfilled by relationships with non-parental adults (Werner, 1995)

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What is a Mentor?

- Someone with greater wisdom or experience
- Someone who offers guidance or instruction intended to facilitate growth and development
- Guide, teacher, friend, tutor, advocate, motivator, role model, link to another generation



There is an emotional bond between mentor and mentee, a hallmark of which is a sense of **trust**

(Freedman 1992)

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Mentors Help By...

- *Enhancing* Social Skills and Emotional Wellbeing
- *Improving* Cognitive Skills through Listening & Dialogue
- *Serving* as a Role Model/Advocate
(Rhodes, 2002)
- *Advocating* Health and Safety
- *Promoting* Self Sufficiency *(Jekielek, 2002)*



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Contexts of Mentoring

Community

- Less Structure
- Less Supervision
- More Variety in Activities
- Selection by Parents and Community

School-Based

- More Structure
- More Supervision
- Academics
- Regular Scheduled Visits
- Selection by School

(DuBois & Karcher 2005)

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Benefits of School-Based Mentoring

- Less Costly
- Identify Children in School Context
- School Resources Staff Administration
- More Convenient for Volunteers
- Time Commitment
- Older Adult's Feel Safer
- Establish Community Support with in School

Dubois & Karcher (2005)



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Goal



The goal of true mentoring is the development of the youth--not necessarily the solution of specific problems

Intro

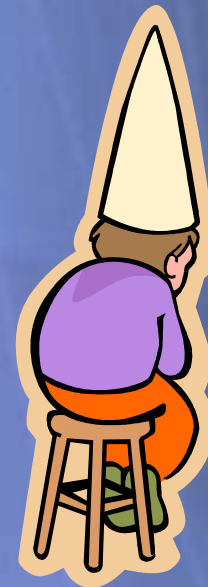
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Common Interventions

- Reactive
- Punishment
- School psychologists or counselors
- Suspension and Expulsion



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Positive Behavior Support



3- 5% Additional professional intervention is needed

7- 10% Additional intervention needed:

85- 90% of students respond to PBSI without additional intervention

All children receive School-Wide PBS

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Research Question



Is School-Based Mentoring an Effective Intervention for Students At-Risk for Emotional and Behavioral Disorders?

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Setting

- 1 Elementary School in Central Utah
 - 532 Students
 - Over 50% free or reduced lunch
- Student Support
 - Principal
 - Advocate
 - .25 Psychologist



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Participants



- Students
- Mentors
- Parents
- Teachers
- Administration
- Research Team

Intro

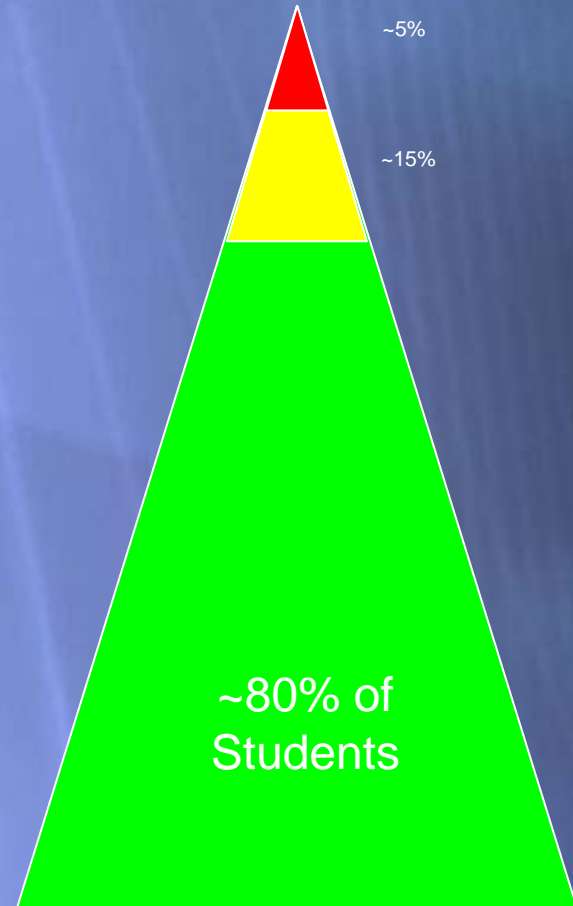
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Student Selection

- Systematic Screening For Behavior Disorders (SSBD) (Walker & Severson 1992)
- Screens All Students
- Identifies 2 Categories of Behavior
 - Internalizing
 - Externalizing
- Identifies Level of Need
 - Primary
 - Secondary
 - Tertiary



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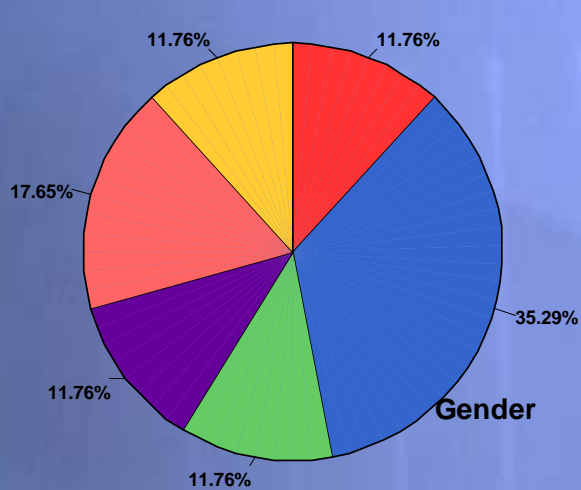
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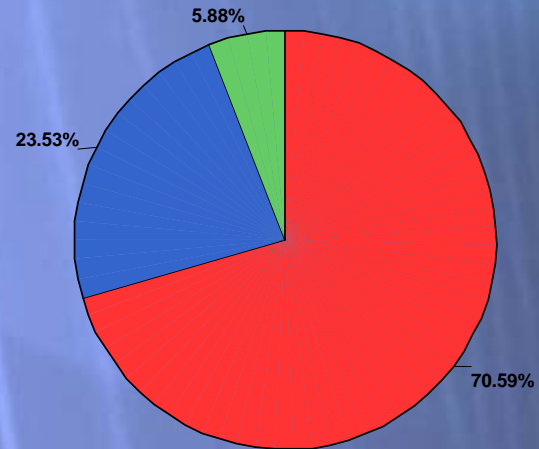
Student Sample

Grade



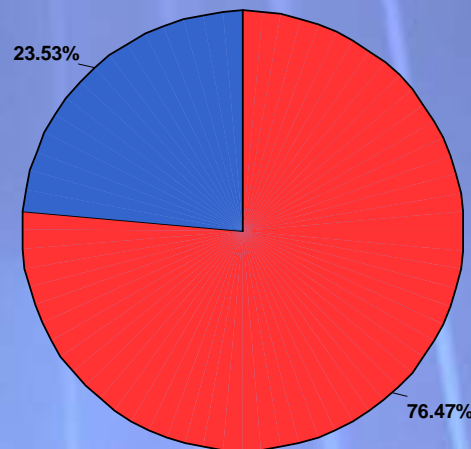
Pies show counts

Ethnicity



Pies show counts

Gender



Pies show counts

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Recruitment of Mentors

- Start with school contacts
 - *Principal and staff suggestions*
 - *PTA suggestions*
 - *School volunteers*
- Businesses connected with the school
- Community service groups
- Church out-reach programs
- Retirement Communities

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2006-2007

Profile of Mentors

| | | | | | |
|------------------|-------------------------|--------------------------|--------------------------|---------------------|---------------------|
| Age Range | 2 20-30 | 0 31-40 | 1 41-50 | 4 51-60 | 9 61-80 |
| Education | 1 High School | 5 Some College | 4 BA/BS Degree | 2 Masters | 3 PhD MD |
| Employed | 3 Unemployed | 1 Part-time | 1 Full-time | 9 Retired | 2 Student |

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Expectations

- Time commitment
- Reliability and Consistency
- Optimism
- Honesty
- Support Acceptance
- Don't preach or lecture
- Good example

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Mentor Training

- **COMMUNICATION**

- Clear and specific
- Recognize differences
- Supportive and accepting
- Maintain eye contact

- **Effective Praise**

- Specific
- Sincere
- Contingent
- Immediate

- *Listen* - 70% of the time
- *Listen*, then respond
- *Listen*, don't assume
- *Listen*, don't shut down

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Mentoring Skills

- QUESTIONING

- Open ended
- High quality questions

- PROBLEM SOLVING

- **S** Situation
- **O** Options
- **D** Disadvantages
- **A** Advantages
- **S** Solution

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Mentoring Skills

- **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:

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Experimental Design

- 1 Group
- Pre-Test Post-Test



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What We Measured



- Social Competence
- Anti-social Behavior
- Academics
- Attendance
- Perception

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School Social Behavior Scales (SSBS)

- Teacher Rated
- Social Competence
 - Cooperates with peers
 - Shows self control
 - Sensitive to others feelings
- Antisocial Behavior
 - Is physically aggressive
 - Is easily irritated
 - Gets into trouble

(Merrell, 2002)

School Social Behavior Scales **Second Edition**
To Be Completed By Teacher or Other School Personnel for Students in Grades K-12

Identifying Information

Name of student: _____
School: _____
Grade: _____ Age: years: _____ months: _____ Sex: Male Female
Name of person completing form: _____
Date form completed: _____
Relationship of rater to student: _____
List the settings in which you observe or interact with this student: _____

Directions

After you have completed the *Identifying Information* section, please rate this student's behavior using all of the items on pages 2 and 3 of this rating form. Ratings should be based on your observations of this student's behavior **during the past three months**. The rating points after each item are based on the following format:

Never If the student does not exhibit a particular behavior, or if you have not had an opportunity to observe a particular behavior, circle 1, which indicates *Never*.

Frequently If the student often exhibits a particular behavior, circle 5, which indicates *Frequently*.

Sometimes Circle the numbers 2, 3, or 4, (which indicate *Sometimes*) if the student exhibits the behavior somewhere in between the two extreme rating points, based on your judgment of how frequently it occurs. The rating points after each item appear in the following format:

| | | | | |
|-------|---|-----------|---|------------|
| NEVER | | SOMETIMES | | FREQUENTLY |
| 1 | 2 | 3 | 4 | 5 |

Please complete all items, and do not circle between numbers. If you have any additional comments about this student, write them in the space provided at the top of page 3.

Additional copies of this item may be purchased from Assessment - Intervention Resources
Phone 341.339.9739 Fax 341.226.8756
www.schoolsocialbehavior.com

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Home and Community Social Behavior Scales (HCSBS)

- Parent Rated
- Companion to the SSBS
- 64 Items

(Merrell & Caldarella, 2002)

Home & Community Social Behavior Scales
To Be Completed by Parent, Guardian, or Supervisor of Children or Adolescents Ages 5-18

Identifying Information

Name of child or adolescent: _____
School: _____
Grade: _____ Age: years: _____ months: _____ Sex: Male Female
Name of person completing form: _____
Date form completed: _____
Relationship of rater to child/adolescent: _____
List the settings in which you observe or interact with this child or adolescent: _____

Directions

After you have completed the *Identifying Information* section, please rate this child or adolescent's behavior using all of the items on pages 2 and 3 of this rating form. Ratings should be based on your observations of this child or adolescent's behavior **during the past three months**. The rating points after each item are based on the following format:

Never If the child or adolescent does not exhibit a particular behavior, or if you have not had an opportunity to observe a particular behavior, circle 1, which indicates *Never*.

Frequently If the child or adolescent often exhibits a particular behavior, circle 5, which indicates *Frequently*.

Sometimes Circle the numbers 2, 3, or 4, (which indicate *Sometimes*) if the child or adolescent exhibits the behavior somewhere in between the two extreme rating points, based on your judgment of how frequently it occurs. The rating points after each item appear in the following format:

NEVER SOMETIMES FREQUENTLY
1 2 3 4 5

Please complete all items, and do not circle between numbers. If you have any additional comments about this child or adolescent, write them in the space provided at the top of page 4.

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Qualitative Surveys



- End of Program
- All Participants
- Satisfaction
- Perceived Changes
- Suggestions

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Mentoring Activities

Categories

- 44.5% Academic
- 40.8% Social
- 14.7% Games, puzzles, etc.

Top 3 Activities

- Goal setting at 18.4%
- Conversations at 15.6%
- Reading activities at 13.8%

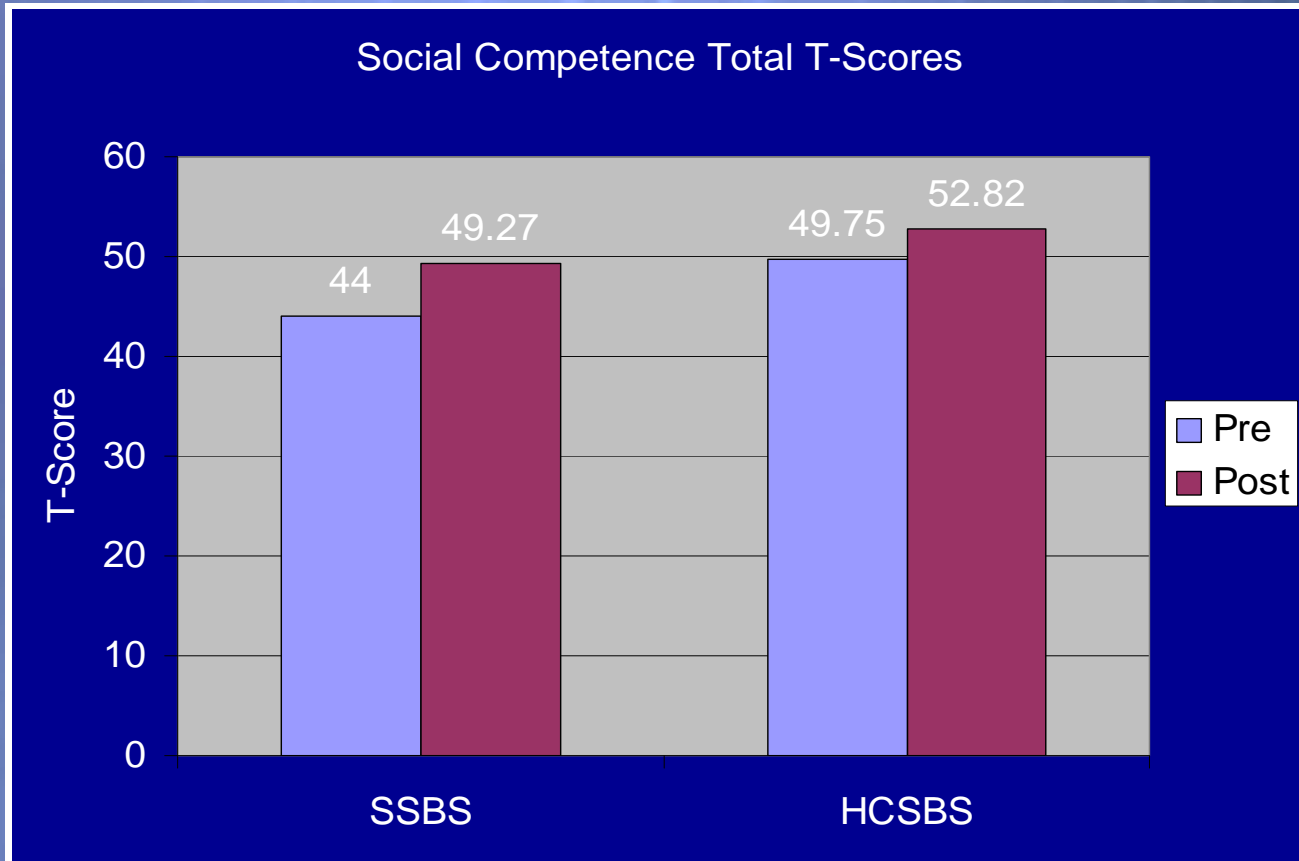
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Social Competence



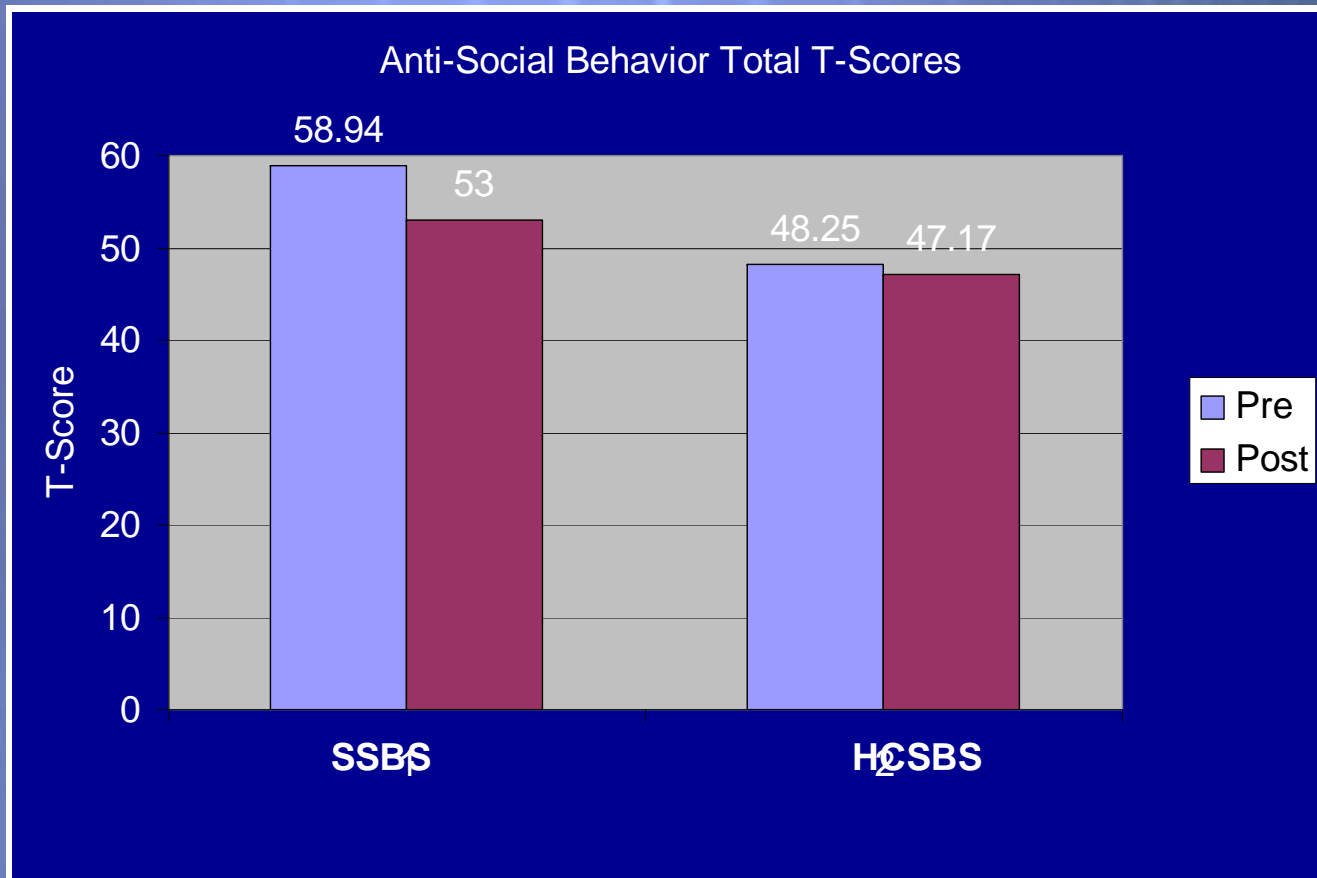
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Antisocial Behavior



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Means and T-tests

SSBS and HCSBS Mean T Scores, Standard Deviations, and Paired Sample *t*-Test.

| | Pre Test | | Post Test | | <i>t</i> |
|----------------------|----------|-------|-----------|--------|----------|
| | Mean | SD | Mean | SD | |
| SSBS | | | | | |
| Social Comp Pre-Post | 44 | 6.429 | 49.75 | 7.398 | 3.858** |
| Anti-Social Pre-Post | 58.94 | 9.427 | 53 | 10.424 | 2.916* |
| HCSBS | | | | | |
| Social Comp Pre-Post | 49.27 | 8.344 | 52.82 | 7.414 | -2.003 |
| Anti-Social Pre-Post | 48.25 | 7.593 | 47.17 | 8.601 | 0.753 |

$p < .05$ ** $p < .01$ **

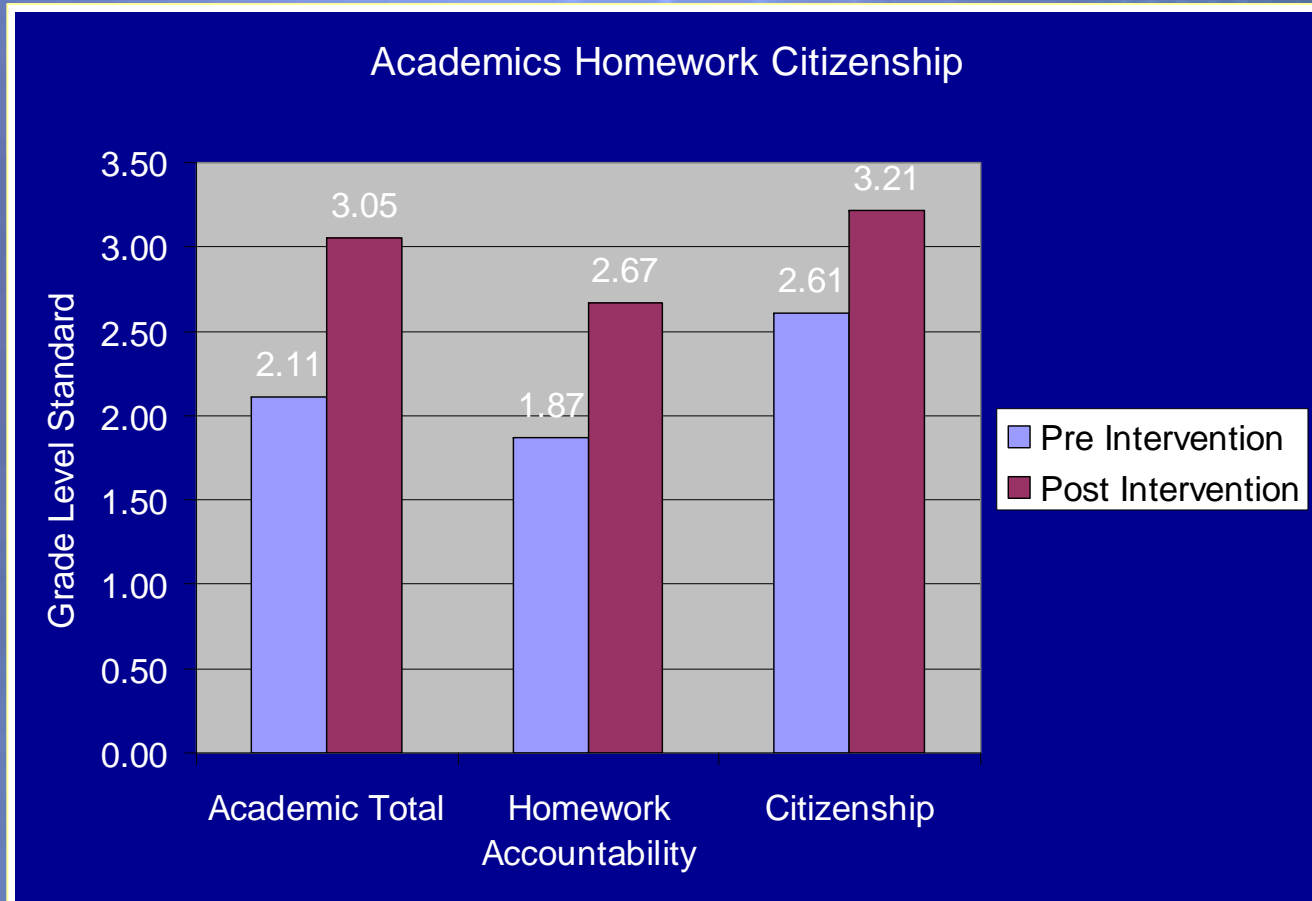
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Academics



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Academics

Academic Pre and Post Scores, Standard Deviations, and Paired Sample *t*-Test.

| | Pre-mean | SD | Post-mean | SD | <i>t</i> |
|-------------------------|----------|------|-----------|------|-----------|
| Reading Skills | 2.10 | 0.76 | 3.07 | 0.62 | -6.123*** |
| Reading Comprehension | 2.10 | 0.76 | 3.20 | 0.70 | -5.982*** |
| Writing Expression | 1.77 | 0.56 | 2.80 | 0.64 | -6.546*** |
| Spelling | 2.33 | 1.04 | 3.20 | 0.94 | -4.026** |
| Math | 2.27 | 0.79 | 3.00 | 0.65 | -3.556** |
| Academic Total | 2.11 | 0.69 | 3.05 | 0.62 | -7.620*** |
| Homework Accountability | 1.87 | 0.63 | 2.67 | 0.81 | -3.292** |
| Citizenship | 2.61 | 0.73 | 3.21 | 0.43 | -3.631** |

p* < .05 *p* < .01 ****p* < .001

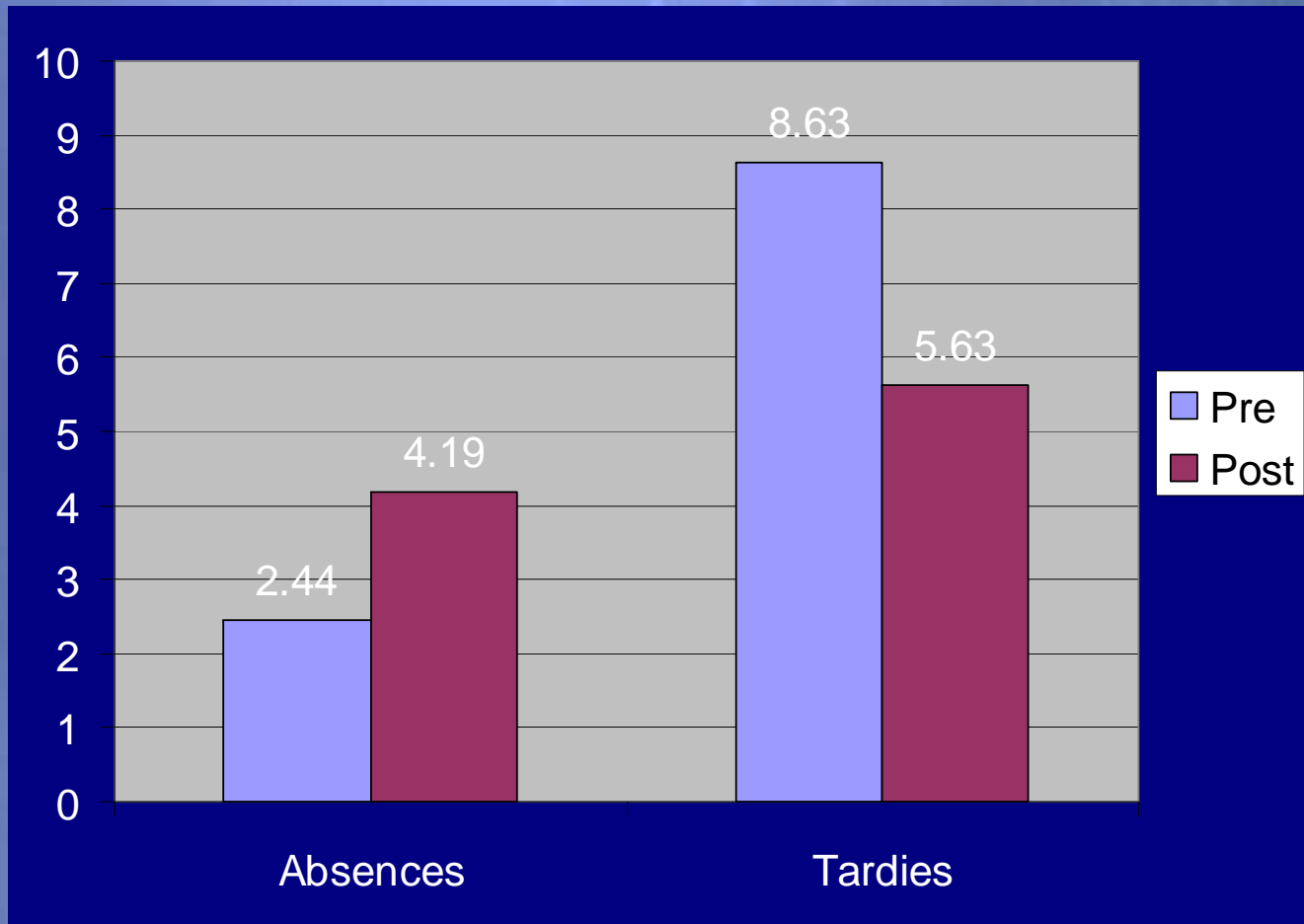
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Attendance



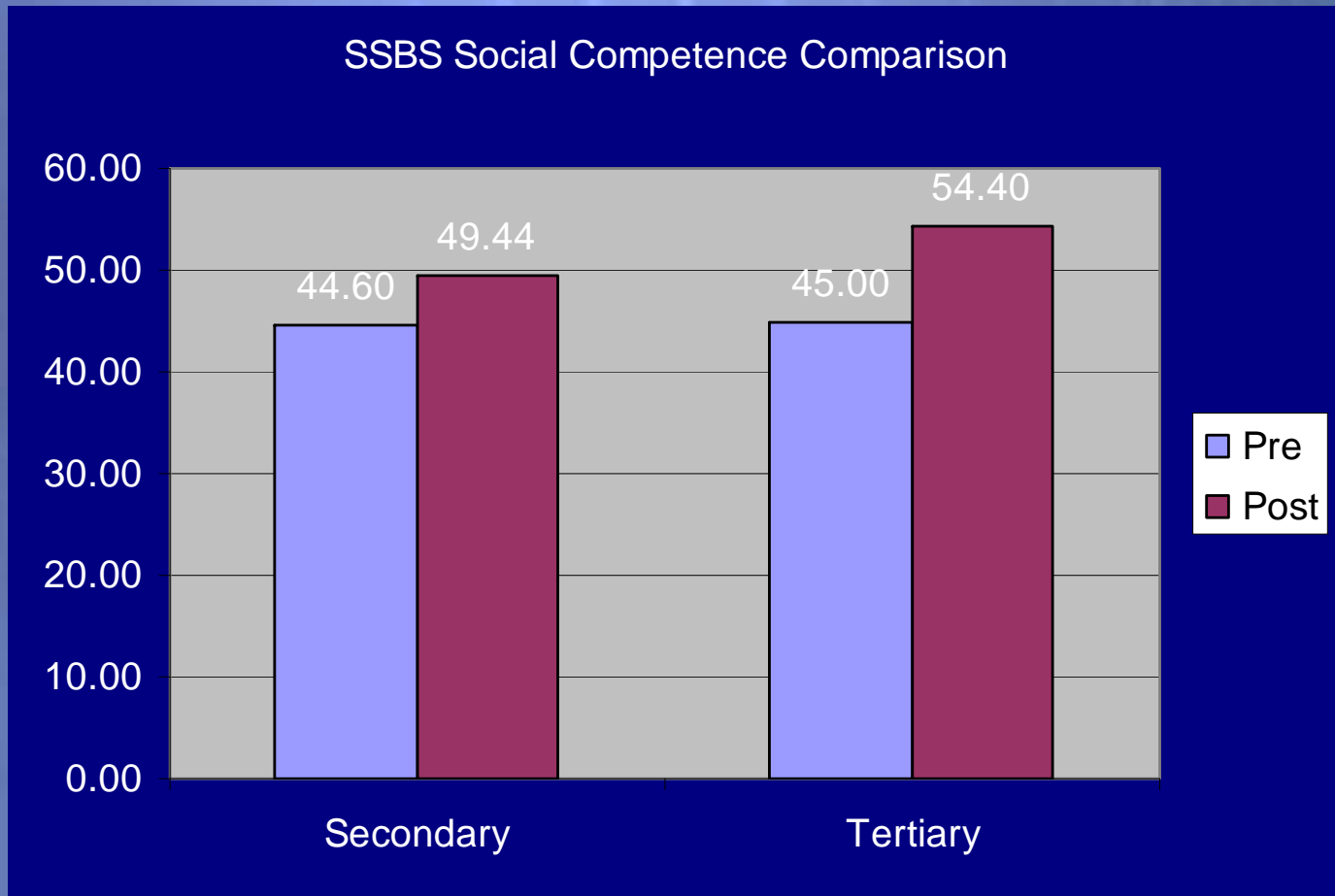
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Comparison: Secondary Tertiary



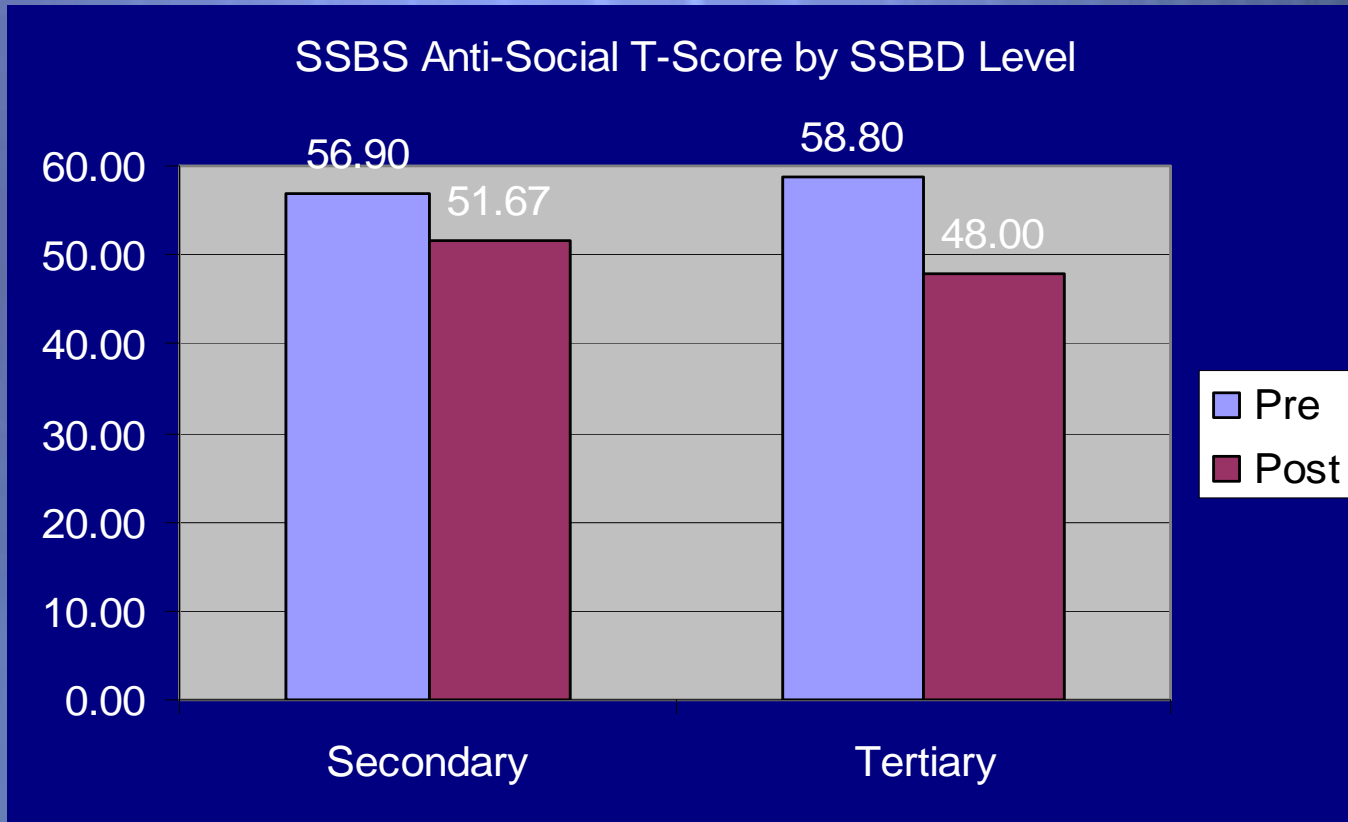
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Comparison: Secondary Tertiary



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Recap of Quantitative Results



- Increased Social Competence
- Decreased Anti-social Behavior
- Improved Academics
- Tertiary vs Secondary Students

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Student Survey



- **100%** responded that they would like to be in the mentoring program again
- **71%** help with academics the most important part of having a mentor

What did you like about having a mentor ?

- "A friend"
- "She's nice, knows about me and cares"
- "Someone to trust"
- "We talk, she listens"

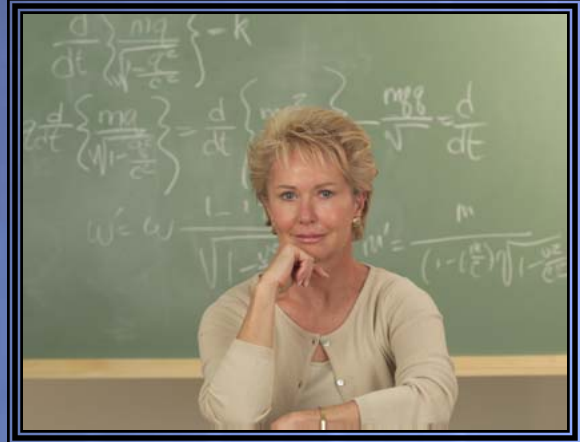
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Teacher Survey



- **100%** saw positive changes for those who were mentored.

- **Comments included:**

"I wish more of my students could benefit from it"

"self-confidence has dramatically increased this school year"

"I love that Martin truly looked forward to this time, as was shown by the big smile on his face each time she appeared at our door. **This is worth more than completing 100 assignments on time!!** "

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Mentor Survey

- **69%** would like to participate in the program again.
- **40%** would like more information on student needs
- **36%** wanted more contact with the teacher

- "They have touched my life for good"
- "I like feeling that I can make a difference in a child's life"
- "It is very rewarding to help a child set goals and achieve them"
- "I like seeing them become more self confident"



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Parent Survey

- **83%** said they would like their child to participate in the mentoring program again
- "He appears to feel better about himself"
- "It helps them cope with problems and be better students!"
- "We love the program!"
- "Boost in self-confidence"



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Recap of Qualitative Data



- Universal satisfaction
- Most would participate again
- All groups saw benefit

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Limitations

- Control Group
- Number
- Length of Intervention
- Measure of Relationship Strength

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Child receives



- Positive Reinforcement
- Guidance
- Accountability
- Support
 - Academic
 - Emotional
 - Social
- Career Exploration
- A New Friend

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Resources

- Handbook of Youth Mentoring
Dubois and Karcher, Sage
Publishing (2005)
- www.beamentor.org
- www.mentoring.org
- www.ppv.org Look at Mentoring and Publications

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