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

Shauna Valentine
shauna_valentine@byu.edu

Paul Caldarella
Paul_Caldarella@byu.edu

See next page for additional authors

Follow this and additional works at: https://scholarsarchive.byu.edu/facpub

Part of the Teacher Education and Professional Development Commons

Original Publication Citation
Utah CCBD Conference, Salt Lake City, UT. (October 27)

BYU ScholarsArchive Citation
Valentine, Shauna; Caldarella, Paul; Fisher, Adam; James, Jennifer; Young, Janet; and Adams, Michael, "School-Based Mentoring: Drawing Strength From the Community to Help At-risk Students" (2007). All Faculty Publications. 1273. https://scholarsarchive.byu.edu/facpub/1273

This Presentation is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.
SCHOOL-BASED MENTORING: Drawing Strength From the Community to Help At-Risk Students

Michael B. Adams M.Ed.
Shauna B. Valentine B.S.
Paul Caldarella Ph.D.
Jennifer A. James B.S.
Adam K. Fisher M.I.S.M.
Janet Young B.S.
Overview

- Intro
- Methods
- Results
- Conclusion
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)
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).
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)
Foundations Of Mentoring

- Homers Odyssey
- Extended Families
- Heroic Legends
- Sports
- Business
- President Bush $450 million
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
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)
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)
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)*
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)
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 within School

Dubois & Karcher (2005)
The goal of true mentoring is the development of the youth—not necessarily the solution of specific problems.
Common Interventions

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

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

• 1 Elementary School in Central Utah
  • 532 Students
  • Over 50% free or reduced lunch

• Student Support
  • Principal
  • Advocate
  • .25 Psychologist
Participants

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

~80% of Students

~15%

~5%
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
## Profile of Mentors

### 2006-2007

<table>
<thead>
<tr>
<th>Age Range</th>
<th>20-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>61-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>High School</th>
<th>Some College</th>
<th>BA/BS Degree</th>
<th>Masters</th>
<th>PhD/MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employed</th>
<th>Unemployed</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Retired</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
Expectations

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

- **QUESTIONING**
  - Open ended
  - High quality questions

- **PROBLEM SOLVING**
  - **S** Situation
  - **O** Options
  - **D** Disadvantages
  - **A** Advantages
  - **S** Solution
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:
Experimental Design

- 1 Group
- Pre-Test Post-Test
What We Measured

- Social Competence
- Anti-social Behavior
- Academics
- Attendance
- Perception
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)
Home and Community Social Behavior Scales (HCSBS)

- Parent Rated
- Companion to the SSBS
- 64 Items

(Merrell & Caldarella, 2002)
Qualitative Surveys

- End of Program
- All Participants
- Satisfaction
- Perceived Changes
- Suggestions
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%
Social Competence

Social Competence Total T-Scores

<table>
<thead>
<tr>
<th></th>
<th>SSBS</th>
<th>HCSBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre T-Score</td>
<td>44</td>
<td>49.27</td>
</tr>
<tr>
<td>Post T-Score</td>
<td>49.75</td>
<td>52.82</td>
</tr>
</tbody>
</table>

SSBS: Social Skills Behavior Scale
HCSBS: High Quality Social Skills Behavior Scale
Antisocial Behavior

Antisocial Behavior Total T-Scores

<table>
<thead>
<tr>
<th></th>
<th>SSBS</th>
<th>HCSBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>58.94</td>
<td>48.25</td>
</tr>
<tr>
<td>Post</td>
<td>53</td>
<td>47.17</td>
</tr>
</tbody>
</table>

Results
Means and T-tests

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

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

*p < .05 **  *p < .01 **
Academics

![Academics Homework Citizenship Graph]

<table>
<thead>
<tr>
<th>Grade Level Standard</th>
<th>Academic Total</th>
<th>Homework Accountability</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Intervention</td>
<td>2.11</td>
<td>1.87</td>
<td>2.61</td>
</tr>
<tr>
<td>Post Intervention</td>
<td>3.05</td>
<td>2.67</td>
<td>3.21</td>
</tr>
</tbody>
</table>
# Academics

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

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

* $p < .05$  ** $p < .01$  *** $p < .001$
Attendance

<table>
<thead>
<tr>
<th>Absences</th>
<th>Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.44</td>
<td>8.63</td>
</tr>
<tr>
<td>4.19</td>
<td>5.63</td>
</tr>
</tbody>
</table>

Pre
Post
Comparison: Secondary Tertiary

SSBS Social Competence Comparison

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>44.60</td>
<td>45.00</td>
</tr>
<tr>
<td>Post</td>
<td>49.44</td>
<td>54.40</td>
</tr>
</tbody>
</table>
Comparison: Secondary Tertiary

SSBS Anti-Social T-Score by SSBD Level

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>56.90</td>
<td>58.80</td>
</tr>
<tr>
<td>Post</td>
<td>51.67</td>
<td>48.00</td>
</tr>
</tbody>
</table>
Recap of Quantitative Results

- Increased Social Competence
- Decreased Anti-social Behavior
- Improved Academics
- Tertiary vs Secondary Students
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”
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!!**”
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”
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”
Recap of Qualitative Data

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

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

Child receives

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