



AMPED

AMPED 2017



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Program Purpose



Welcome to the University of South Carolina Academic Mentoring Program for Educational Development (USC-AMPED)!

Your mentoring experience is designed to do two things: (1) help a first or second year middle-school succeed in school, and (2) help you gain a deeper understanding of empirically supported strategies used to help students become motivated, academically equipped, and goal oriented. In addition, you will also gain professional, hands-on experience in a school environment and will develop a new appreciation for some of the needs of school students in Columbia. When approached with responsibility and integrity, the mentoring experience has direct benefits for mentors, protégés, and local schools. If you have any questions or concerns during your participation in this program please contact one of the following individuals:

USC Mentor Program Director

Samuel D. McQuillin, Ph.D.
462 Barnwell College
University of South Carolina
Columbia, South Carolina
mcquills@mailbox.sc.edu
803 777-6725

USC Mentor Program Coordinator

Heather Lasky McDaniel
330-717-5039 (cell)
laskyh@mailbox.sc.edu

About the Mentoring Program



Overview of the Program

The USC-AMPED consists of four steps. First, all potential volunteers must meet the prerequisite requirements. Second, potential volunteers must complete training sessions at the University of South Carolina and at Hand Middle School. Then, mentors will complete 10 sessions of mentoring at Hand Middle School. Finally, during the mentoring sessions, each mentor will have to take online refresher sessions.

1 PREREQUISITES

Screening
Background Check
Overview of the program
Participation Agreement

2 TRAINING

Training 1
(1HR)

Training 2
USC Group (2Hrs)

Training 3
Hand (40 min)

MENTORING SESSIONS

3 **Session 1 - Introduction**
Session 2 - Mentoring
Session 3 – Mentoring
Session 4 – Mentoring
Session 5 - 9 – Mentoring
Session 10 – End of Cycle

REFRESHER TRAINING SESSIONS

4 **Refresher 1 Online**
(20 Min)

Refresher 2 Online
(20 Min)

Refresher 3 Online
(20 min)

Before You Begin

Mentors must complete the following documents before you are assigned a protégé. These forms are located on the USC Mentoring webpage.

- USC Mentor Registration Form
- Background Check Authorization Form
- Pre-Match Mentor Survey

Requirements

Mentors are also required to complete online and in-class mentor training before being assigned to a protégé. Prior to working with a protégé, you will demonstrate that you have:

- Read the manual and are familiar with the session content.
- Have completed the online training and received a passing score on the quiz.
- Are able to demonstrate appropriate mentor behavior and conversational style in role plays during training.

Complete a “Dry-Run” to the service site (e.g. Hand Middle School). Located at 2600 Wheat St, Columbia, SC 29205.

After You Complete Training and are Assigned a Protégé

Upon arriving to your site for the first time you should ask for the school contact. Your school contact will show you around the school and introduce you to your protégé.

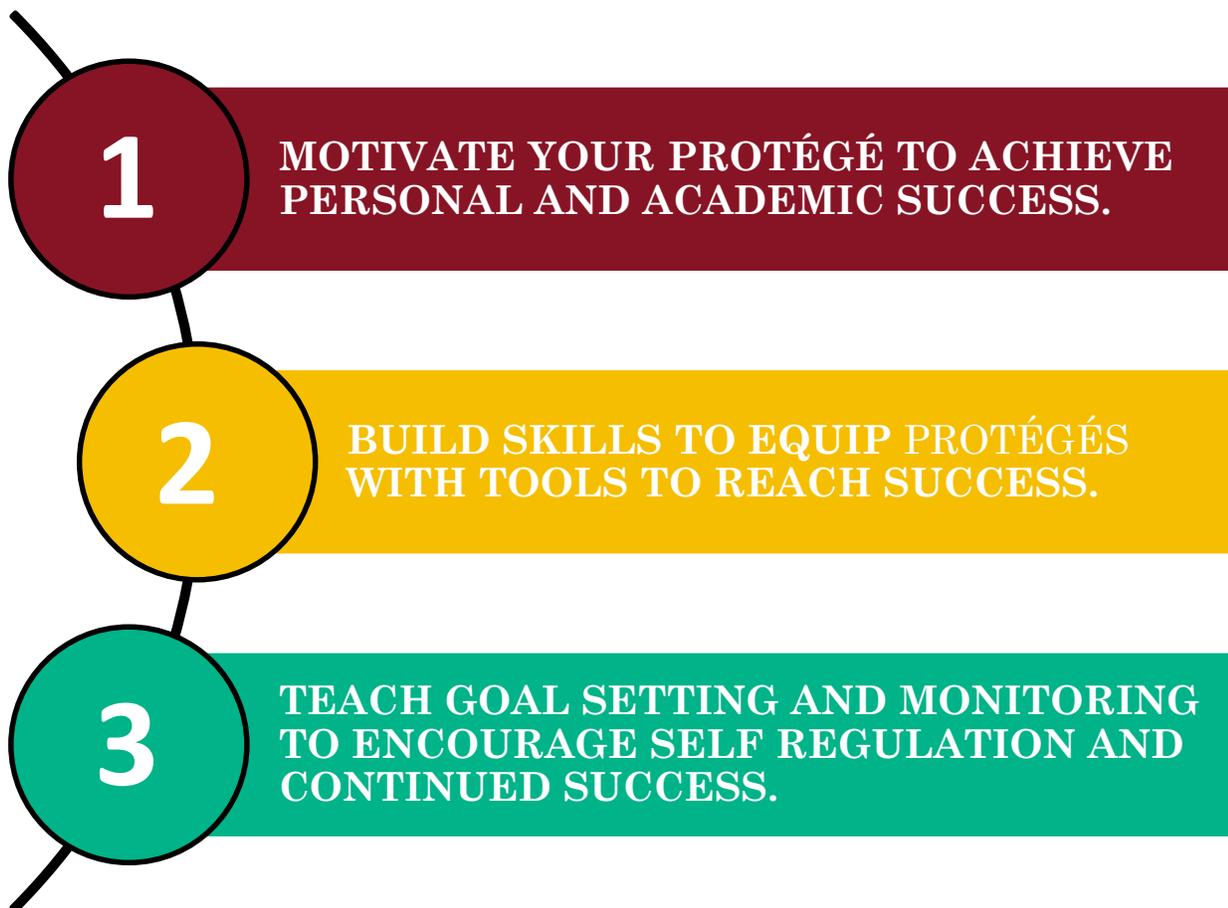
Each mentor will meet with their protégé at least once per week for the duration of the program. Each session should last about 45 minutes to an hour per meeting. Mentoring sessions in this program are **ONLY** to be held in the child’s school facility.

If you would like to continue mentoring after the program ends, we will work with you and the school to arrange this. Some mentors have continued to work with the same student throughout all of their college career. Mentors who choose to stay with their protégé for the long run have the greatest impact.

We encourage you to be innovative and individualize your mentoring experience. Each mentor has a unique personality, a variety of background experiences, and a distinct story of personal success that you will share with your protégé. All of these will help you become an excellent mentor.



In addition to the resources that you bring to the mentoring program, this manual and the training you receive detail a specific approach to mentoring that will help you directly benefit your protégé in important ways. Specifically, this mentoring program is designed to do 3 things:



To ensure that every mentor can accomplish these three goals, the USC-AMPED has arranged a set of procedures and curriculum that you will complete each day while working with your protégé. These procedures may take anywhere from 10 to 30 minutes of your mentoring time.

Program Regulation and Logistics

Mentor Supervision and Progress

Do not hesitate to contact your site contact or a USC-AMPED mentoring staff member if you wish to discuss the progress that you are making with your protégé or to talk about any concerns you may have. We are here as a resource for you! Additionally, your instructor may designate certain classes or class periods for you to reflect on your experience as a group. This time will allow each mentor the opportunity to learn from others, improve their own skills as a mentor, and to think of ways to strengthen their relationship with their protégé.

Mentor Expectations

Although you or your instructor may determine supplemental mentor expectations, there are some general principles all mentors should follow while serving through the USC mentoring program. These Volunteer Ethics and Etiquette expectations are attached to this manual in the appendix. You should be familiar with all guidelines before engaging in mentoring activities. Please pay particular attention to dress codes, which are important within school setting. All schools have dress codes by which volunteers are expected to adhere. While engaging in mentoring activities you are expected to follow all appropriate procedures.

Transportation

The USC – AMPED has made every effort to connect to schools that are within the USC vicinity. However, the program does not provide transportation. Program leaders will work with your individual class during the in-class training session to facilitate a car pool among you and your peers. This should be helpful if you do not have your own personal transportation. Every effort will be made to facilitate transportation for you if you do not have it.

School Calendars

Please keep in mind that Columbia area schools may not be on the same academic schedule as the University. You should review the school calendar for your assigned school once you receive your assignment and consult your personal calendar to make sure that you plan for missed sessions due to holidays or breaks.

Missing a Session

Part of your responsibility to your protégé includes showing up on time and prepared for scheduled sessions. You should make every effort to plan other obligations around your committed sessions as to not disappoint your protégé. If you do have to cancel a session, it is imperative that you give at least 24 hours notice to your school contact so that your protégé can be informed of the cancellation. If sessions are missed for any reason it will be necessary to make up the session the following week, or to reschedule the week you plan to miss. This can be done through the USC-AMPED school coordinator (Heather). It is NEVER acceptable to miss an appointment without notifying your school contact. Also, while your school contact will attempt to notify you if your protégé is absent on a day in which you have a scheduled session, please understand that this is not always possible. If you show up to the school and your protégé is not available, please be as understanding as possible. You can certainly offer to assist school personnel in other ways during your previously scheduled time period.

Mandatory Reporting Responsibility

While the majority of your conversations with your protégé will be focused on mentoring and your protégé's academic performance, a big part of engaging your protégé in the mentoring process will require that you talk about mutual interests, life experiences, and other topics that allow you to get to know your protégé better. Any personal information volunteered by your protégé should be considered confidential between you and your protégé. However, there are certain instances in which you must report information to program supervisors. Specifically, there are three important instances in which you **MUST** report information immediately to your supervisor:

- If you suspect that your protégé is the victim of sexual abuse, physical abuse, or neglect
 - If your protégé is suicidal or threatens to harm him or herself, or
 - If you think that your protégé is homicidal, or if your protégé threatens to harm others.
- In any of these situations, you need to notify one of the USC - AMPED contacts at the school as soon as possible. We will review the situation and report information to the appropriate authorities

Physical Contact

Some schools have strict rules about adult to student physical contact. You should familiarize yourself with this policy and follow it as a role model. In most cases hand-to-hand contact is permitted (e.g., handshakes and "high-fives."). If school policy permits, contact should be limited to giving a soft pat on the back, or the sharing of a hug in full view of other school officials. Remember that what you see as simple, friendly affection between the student and yourself may be viewed as something entirely different by someone else. Also, it is important to let the protégé initiate hugs, when allowed. If it makes you uncomfortable to hug a student, do not do it. It is best to coordinate your mentoring sessions in open, public spaces to prevent any problems. Mentoring sessions should never be conducted in a closed area containing only the mentor and the protégé (e.g., an empty classroom with a closed door).

Dress Code

Mentors are expected to follow the dress code at all times. The way you dress communicates your professionalism and maturity to both your protégé and the school you will be mentoring in. Please be familiar with the school's dress code and follow it completely. The following guidelines should also be followed at all times:

General appearance: Hair, skin, and clothes should be clean and neat.

Tops: Shirts or blouses should be appropriate in both content and coverage. Shirts should not advertise or advocate drug or alcohol use or contain any graphics or material inappropriate for children. Although it gets hot in Texas, tops should be professional and cover shoulders and cleavage (e.g. no muscle shirts, spaghetti straps, or tube tops).

Bottoms: Pants should be neat and not extremely ripped or torn. Skirts should be at least fingertip length.



Behavioral Expectations for Mentors

It is not unlikely that your protégé might develop a “crush” on you as an older, responsible, college student. “Crushes” are normal for middle school students and should not alarm you unless it becomes overt or uncomfortable. However, you should never encourage these “crushes”. Ensuring that your mentoring sessions occur in an open, public space (as discussed above) will help prevent these situations from escalating. If you feel as if your protégé has developed a “crush” and it makes you feel uncomfortable, you should not attempt to address the issue on your own. You should speak with your site supervisor or a USC - AMPED staff member about the relationship. This person will then be able to support you in addressing the issue appropriately.

Diversity and Cultural Sensitivity

You may work with students with different physical or academic ability levels, or with students who come from different backgrounds or cultures. Respecting differences and mutual appreciation will go a long way. Sensitivity and appreciation for these characteristics are critical. You may learn a lot about another culture, lifestyle, or age group – but you will never be from that group. Don’t over-identify with your student. Your student realizes you will never know exactly what she/he is feeling or experiencing. Your student may actually feel invalidated by your insistence that you “truly know” where she or he is coming from. Again, be empathic and understanding, but also be genuine.

Overview of Training

Training sessions are not optional. If you are unable to attend all trainings, you will not be able to mentor. There are three preliminary trainings.

1. The **introduction training** will introduce you to the program and to the specific mentoring approach used by the USC-AMPED. It will take approximately 1 hour. You will need to complete this training before attending the next training.

2. The **interactive training** will be approximately 2 hours and will be divided into 2 parts: Presentation and interactive practice. The goal is for you to feel prepared and comfortable discussing the topics of the program before entering the school. We will practice building rapport, responding to resistance and excuses, and other skills you will need to be an effective mentor.

3. A **brief on-site training** session will occur at Hand Middle School and will last approximately 30 minutes. You will learn about the school, take a tour, and will have the chance to ask questions.



MENTORING SESSIONS

There are ten mentoring sessions. During Session 1 you meet your protégé and find out what is important to him or her. Sessions 2-4 are focused on setting goals and using a motivational interviewing inspired approach to motivate your protégé for change. During Session 5-9 you will help your protégé learn new skills while continuing to refine and evaluate their goals. Finally, in Session 10, you will review your protégé's accomplishments and plan for future success.

1 MEET YOUR PROTÉGÉ, SCHOOL TOUR, DISCUSS THE MENTORING PROGRAM, VALUE CARD SORT, COMPLETE AGREEMENT FORM.

2 BIG 3, STRENGTHS, THINGS WE NEED TO WORK ON

3 START MENTORING, SET SMART GOALS

4 CHECK GOALS AND REVISE PLAN

5-9 REVIEW PROGRESS AND LEARN NEW SKILLS WITH MODULES

10 HIGHLIGHT ACCOMPLISHMENTS AND DISCUSS FUTURE PLANS

Note: While there is a set curriculum, your sessions will also evolve to suit the needs of your protégé.

Introduction to Mentoring

What does it mean to be a mentor and why is it important?

A mentor is someone who:

- is substantially older than the protégé
- a significant influence on the protégé
- the protégé can count on in times of need
- provides encouragement
- teaches and helps the protégé to build skills
- engages in appropriate “role-model” behavior



A mentor typically meets with a student on a regular basis to provide consistent support, accompaniment, and encouragement. The college student mentor should be an experienced role model who supports and encourages a younger partner in his/her academic and personal growth. **Although mentors are friendly, being a mentor is different than being a friend.** In friendship, the relationship is mutual with alternating focus and exchanged benefits. In a mentoring relationship, the focus should be on the protégé’s needs. Middle school students are in a particularly important time of transition where they are making decisions about how much, or how little, they can expect to achieve.

“BEING A MENTOR IS DIFFERENT THAN BEING A FRIEND.”

Training Information: How to Mentor

Mentoring programs that are not implemented in a consistent way do not work well, and can sometimes be harmful to protégés. In contrast, research shows that mentoring programs that consistently use evidence-based-practices can be up to 3 times as effective as programs which are poorly implemented.

The next section provides some general guidelines on how to mentor, and the remainder of the manual gives you the details on what you will do each time you meet with your protégé.

Characteristics of Effective Mentors

What are some characteristics of effective mentors?

When your mentoring commitment is taken seriously, significant benefits can result for both you and your protégé; however, the opposite is true as well! Failing to exhibit the characteristics of effective mentors can actually be harmful to the protégé.

An effective mentor tries to:

- Be fun, enthusiastic, positive, and sincere.
- Be punctual and dependable.
- Treat the protégé with respect, as someone who is inherently valuable and is destined to succeed.
- Respect the protégé's autonomy, or freedom to choose.
- Be consistent in using the manual and completing supplementary training.
- Have realistic expectations and celebrate steps toward goals.
- Have high expectations and help support students' confidence in their ability to succeed.
- Be sensitive and responsive to protégé preferences, concerns, and approaches to personal success.
- Affirm the student to let them know that 1) they are valued, and 2) you are glad to be meeting with them.

A mentor should never:

- Be sensitive and responsive to protégé preferences, concerns, and approaches to personal success.
- Affirm the student to let them know that 1) they are valued, and 2) you are glad to be meeting with them.
- Argue with their protégé.
- Condone or accidentally encourage (e.g. laughing) negative behavior
 - (e.g. cursing, reports of deviant behavior, teasing).
- Force the protégé into anything.
- Break confidentiality (except in cases of potential harm to the protégé or other people)
- Make negative comments about a students' ethnicity, culture, religious beliefs, gender, or sexual orientation.
- Model negative behavior like swearing, complaining, arguing, bullying, or teasing.



How to Talk with your Protégé

During the first meeting with your protégé, the main focus should be to begin developing a good relationship between you and your protégé. Similar interests, common likes or dislikes, and favorite hobbies are a great way to relate and begin creating rapport. Keep in mind that the protégé is the most important person in the relationship; therefore, the vast majority of the conversation should be centered on the protégé. Be approachable: use a relaxed and friendly interpersonal style, show interest in your protégé, and be engaging.

Relaxed & Engaging Body Language

- Establish and maintain eye contact.
- Facial expressions are pleasant and open.
- Show excitement (smile and raised eyebrows).
- Express curiosity in what the protégé says (e.g. *“Oooo, tell me more about that!”*)
- Reflect your protégé’s emotional experiences with your facial expressions.
- Avoid correcting the protégé or making evaluative judgments

It is more important to have your protégé share their interests, values, and goals with you than for you to tell them your values, goals, and interests. When you find something in common be sure to let the protégé talk the most on the topic. Try to let the protégé feel in charge, important, and the center of attention. Then restate the information in a way that communicates understanding and compassion. For example, use open body language, facial expressions that communicate curiosity, excitement, and care, and an accepting and caring tone of voice.



The USC - AMPED Conversational Style

We encourage a specific conversational style that will help you motivate your protégé to succeed. Two of the most important aspects of this conversational style are:

1. Ask questions, rather than give answers
2. Avoid argumentation at all costs

A couple things that you can do to ensure consistency with the conversational style of the program are to ask **open ended questions**, listen carefully to what the protégé says, try to understand how they think and what they are feeling, and then provide empathic statements about how you might think they feel. It's important that you think accurately about how they might feel, rather than what you want them to feel or think. Mentors should try to make three empathic statements to every one open-ended question.

An **empathic statement is not a question**, but a statement of your understanding of what the protégé is thinking or saying. *For example*, if a protégé says "I hate math this semester, I used to be good at math, and now I'm failing". Think for a minute on what it might feel like to be in this protégé's shoes (Stop reading and give it some thought!). **What might he/she be thinking/feeling?** An empathic statement is one that communicates an attempt to understand things from their perspective, as if you were walking in their shoes. A good empathic statement from this might be, "You're worried that you might not do as well this semester."

Notice the difference in tone that you would use if this were a question. In a question your tone would rise at the end of the sentence, and in an empathic statement, your tone is steady. Empathic statements produce feelings of understanding and support in the protégé. Over-questioning protégés may make them feel like they are being interrogated.

One simple way to think about using empathic statements is that you are continuing the conversation. The statements you use serve to communicate understanding and further the protégé's thinking. What the protégé says and what you say should mix easily, almost as if the protégé were thinking aloud.



Motivational Interviewing

What is MI?

Motivational interviewing (MI) is a special way to have conversations with young people about change. It is a way to talk and listen that encourages motivation to create goals and commitment to accomplish goals. In motivational interviewing, conversations about change have two phases: The first phase is building motivation to change through self-assessment, support, and feedback; the second phase is strengthening the individual's commitment to change.

In the AMPED program, you will use MI as a process to develop a positive partnership (i.e. relationship) with your protégé, help the protégé set specific goals, and then support the protégé as they pursue these goals in a positive and affirming manner. You will do this by encouraging the protégé to explore their own reasons for change, supporting and affirming these reasons, and providing guidance and support when the mentee needs help.

The backbone of MI are specific conversational skills called “OARS”, which is an acronym that stands for Open-ended questions, Affirmations, Reflections, and Summaries. OARS are used throughout a session to get the protégé to move through the different steps of motivational interviewing. OARS will be further discussed on the following pages.

A WARNING!

One problem that many mentors encounter in using motivational interviewing is asking too many questions. In this way, Motivational *Interviewing* can quickly become Motivational *Interrogation*. You want to monitor your use of questions, so that you are reflecting and summarizing at least twice for every question that you ask.

Motivational interviewing is a collaborative process that helps create self-motivation to change for the protégé. The protégé is able to take ownership of their own change and the outcomes of their actions. The mentor is there to provide support, increase motivation, and help focus the protégé on the area of change.



The Evidence

Motivational interviewing has shown to cause significant changes in various settings for youth.

- O’Leary-Tevyaw (2004): Decreases in late-adolescent drinking behavior
- Stein (2006): Decreases in DUI and being a passenger in a DUI car
- Bailey (2004): Decreased frequency in drinking, motivation to change

Dr. McQuillin has also conducted several studies specifically focusing on MI with School-Based Mentoring.

- Improvements were shown in Math, English, and Language Arts grades; reports of life satisfaction; and office referrals due to behavioral infractions
- After a single 45 minute session of MI after a 2 month follow-up, students improved in class participation, overall positive academic behavior, and Math grades
- After four MI 45 minute sessions, students improved in Math, Science, and History

Open-ended Questions

Open-ended questions are questions that cannot be answered with a limited response (e.g. yes, no, maybe, sure); limited response questions are called close-ended questions. Open-ended questions help the protégé to express their own thoughts and prevent mentors from giving or offering advice. Open-ended questions help with the flow of a conversation and encourages the protégé to do most of the talking. These types of questions can be seen as “door-openers” for conversations. Additionally, when people hear themselves talk, they tend to believe what they hear, and this can increase their motivation to change.

Examples:

Closed

What is your favorite subject?
Do you want to drop out?
How many brothers and sisters do you have?

Open

Tell me about what you like about school and what you don’t like.
Where do you see yourself next year?
Tell me about your family.

Helpful Open-ended Questions:

How can I help you with _____ ?

How would you like things to be different?

What have you tried before to make a change?

What do you want to do next?

What are the good things about _____ and what are the less good things about it?



Affirmations

Affirmations are statements that recognize a protégé's positive behaviors and strengths. Mentors can use compliments, statements of appreciation, and understanding. Affirmations help build rapport and reinforce open exploration that build self-efficacy in the protégé. Further, affirmations can show the protégé that the mentor recognizes the protégé's difficulties and supports the protégé's strengths. Affirmations show respect and support, and they need to be genuine and appropriate. The frequency and appropriateness of the affirmation will vary depending on the conversation.

Examples:

"I'm glad you're here today."

"You tried really hard this week."

"Your intention was good even though it didn't turn out as you would have liked."

"I appreciate how honest you are being with me."

"You must really care about your family."

Helpful Affirmations:

I appreciate that you were willing to do that with me.

I've really enjoyed this discussion today.

That's a good suggestion.

You've accomplished a lot in a short time.

You handled yourself really well in that situation.



Reflections

Reflections are comments where the mentor repeats (mirrors) parts of the statement the protégé just said. Reflections are used to show the protégé that the mentor understands what was said or what the mentor thinks was said. It is important that reflections are said as a statement, and not as a question (inflection is important).

Question versus Statement

You're feeling uncomfortable?

You're feeling uncomfortable.

You don't think this is a problem?

You don't think this is a problem.

You think I can't help you?

You think I can't help you.

Reflections can be either a repeat, rephrase, or paraphrase of the protégé's previous statements. A reflection that is repeated is a direct restatement of what the person said. A reflection that is rephrased is saying the same thing in slightly different words. A reflection that is a paraphrase is making a guess about the meaning of the statement, continuing a statement, or adding something that was not said directly by the protégé. Reflections can deepen the conversation by restating or adding clarification to the protégé's statements, which may lead to further insight or understanding of the protégé's own thoughts and feelings.

Example of Paraphrasing:

Student: "Sometimes I lose control, and when that happens, there isn't much I can do but fight. It's like I black out. It's like I could do anything and not feel bad."

Mentor: "There is a special type of frustration that you feel, and you are worried that you might do something you regret the next time you feel that way."

Reflection starters:

So you feel...

It sounds like you..

You're wondering if...

So, what I hear you saying is...

This is what I am hearing; please correct me if I am wrong...



Summarize

A summary is a statement that pulls everything that was stated together, allowing for the transition to another topic or an end of a session. A collective summary connects a series of interrelated items as they add up to help with momentum and add clarity and understanding of the mentor. A linking summary ties information that was just said to past information. A transitional summary is used to wrap-up a topic and move to the next topic. It is useful to add a “what else” question such as, “Did I miss anything?” Summaries help the protégé put together everything that was covered and what was learned. Summaries are similar to reflections, but they further help identify if anything was missed by the mentor.

Summary Statement Starters/Transitions:

Let me see if I understand this so far...

Here is what I’ve heard. Tell me if I’ve missed anything.

What you’ve said is important; let me review,,,

Did I hear you correctly?

We covered that well. Now let’s talk about it.

Cultivating Change Talk

People are more likely to change when they talk to someone about changing. As a mentor, you will elicit (i.e. bring forth, or ask for) “change talk”, which are protégé statements about change. In general, change talk is any statement that highlights Desire to change, Ability to change, Reasons for change, Need to change (DARN). As a mentor, you will elicit change talk by strategically using your OARS, and especially Open-ended questions.

The easiest way to help your protégé talk about change is to ask them open-ended questions related to the DARN acronym. For example:

“What would be some good things about getting fewer referrals?”

Scaling is also a useful conversational tool for eliciting change talking. Scaling is where you ask your protégé to rate IMPORTANCE and CONFIDENCE in change on a scale from 1 to 10. This is an example:

“Let’s imagine that there is a scale between 1 and 10, and it measures how important getting fewer referrals is to you—where 10 is very important, and 1 is the very least important thing in the world—how important is it to you to get fewer referrals?”



Your protégé may say something like 3/10. Because of how low the number is, you might be tempted to ask them why not higher. **DON'T DO THIS!** Instead, you will want to ask them why a 3, and not a 2. This gets them to use **CHANGE TALK**, rather than **SUSTAIN TALK**. As an example, let's imagine what they would say with each of these...First how might they respond if you say, "Why a 3 and not a 5?"

They may say something like, "I've got a lot going on, it just isn't that important to me right now," and now they're talking about sustaining (i.e. not changing), rather than change, which is the opposite of what we want to do.

If you ask them why a 3 and not 1 or 2, they may say, "Well, it's annoying to get in trouble, and I'd really like to have a few afternoons **NOT** in lunch detention—so yeah, it's a little bit important to me," and that gives you some great **CHANGE TALK** material to reflect, reinforce, and affirm.

Partnership

Partnership is a word used to describe your relationship with a protégé. Strong partnerships are characterized by feelings of trust, warmth, and authenticity (sincerity/honesty). Partnership also communicates equality in the relationship, in terms of where you and the protégé go with conversation, goals, and interactions. In this way, you want to make sure that you and your protégé are heading in the same direction **TOGETHER**. A good way to encourage partnership is by affirming your protégé's autonomy, or their free-will in the relationship. You can do this by making statements like, "This is a decision that you will have to make and that I cannot make for you, though I am curious what you might do!" or, "More important than what I think is what **YOU** think; what do you think is the best solution to this problem?"

You can also communicate partnership by strategically framing your discussions to include statements that reflect cooperative problem solving (e.g. "How do you feel about me working with you to come up with a solution that seems right to you?"), teamwork (e.g., "I don't have all the answers for how you might get a better grade, but I bet if we worked together on a plan we would come up with something nice," or by affirming the protégé's ideas when they express autonomy: "I really like that you picked this out, and I think you have made a great choice—I knew that you could figure out how to approach this problem."



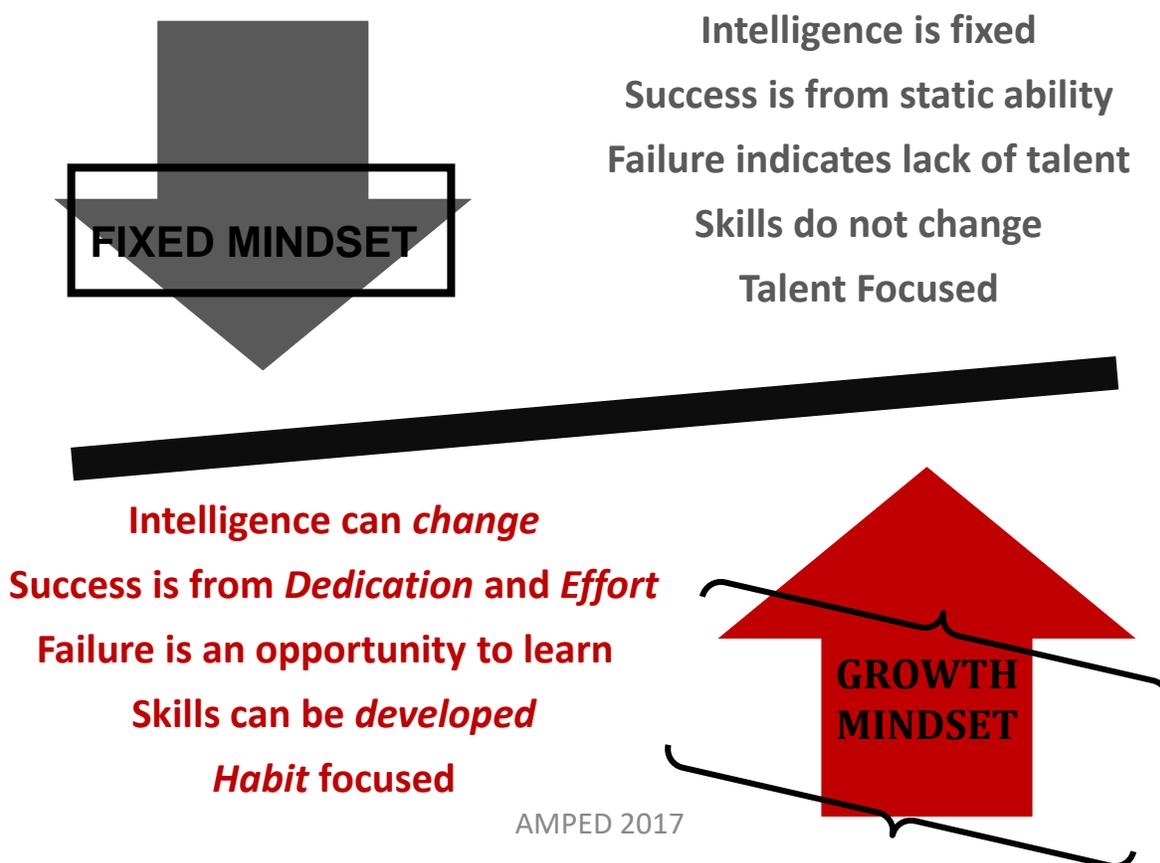
Finally, use the protégé’s values, goals, and desires to drive their motivation for change—rather than using your own desire, attempts at persuasion, or suggestions. In the first activity you will identify several values of the protégé. Be sure to discuss these values throughout the mentoring program. When the protégé identifies a value, sometimes it is helpful to ask questions about how their behavior reflects this value. For example, if a student sorts a value card for “Successful in school”, you may ask the student “*What are some things that make you successful in school?*”

Promoting a Growth Mindset in your Protégé

Mentors in the USC mentoring program should promote growth mindsets in their protégés. A growth mindset is one wherein hard work, sustained effort and persistence despite obstacles are the means to success, rather than fixed characteristics like intelligence, personality, or ability.

In the USC mentoring program, we foster this mindset by attributing personal success to student’s effort, persistence, and hard work. We encourage mentors to avoid labeling students as “smart” or “athletic”. **Praise and celebration should be centered on the process of achieving success (i.e. intermediate steps towards goals), rather than characteristics of students.**

For example, if a student has recently kept his agenda for 2 weeks and passed one of his quizzes, a growth mindset praise might look like “Wow, you have really been working hard with your agenda keeping and quiz studying, if you keep up this work, you might be the next Albert Einstein!”





Although we discourage the use of ability labels (i.e. “smart”), we **encourage** social persuasion that instills “success hope”. For example, if a student seems uncertain about their ability to accomplish some task, you may say something like “I’m certain that you can do this, even if you don’t get it right the first time. If you keep working hard like you are now, you will be successful.” You can also use personal disclosure to instill and encourage a growth mindset: “One of the ways I got better at math was practice, practice, practice, and now math is much easier for me, and I do alright in my college classes. I think you can do that too.”

Be Yourself!

Remember that you are the adult in the relationship, and that you have a significant amount of life experience and insight. Imagine what your student may be thinking and feeling. Many young people believe they are not respected by adults, and may worry about whether a mentor will like them or think they’re stupid. It is your responsibility to take the initiative and help the student feel more comfortable in the relationship.

Remember to be yourself. Sometimes mentors try to “relate” to young people by using their slang, style of dress, etc. Protégés can see through this and may find it difficult to trust people who are not true to themselves. Forced efforts at “coolness” or cheerfulness may undermine the relationship if the mentor is not viewed as genuine.

Preparing for Mentoring Sessions

Before starting to mentor, be familiar with each of the 10 sessions. Sessions are designed to take about 45 minutes each. Some sessions are highly structured, while others give you the chance to select activities you think would be helpful for your protégé. Each session plan is divided into 3 parts:

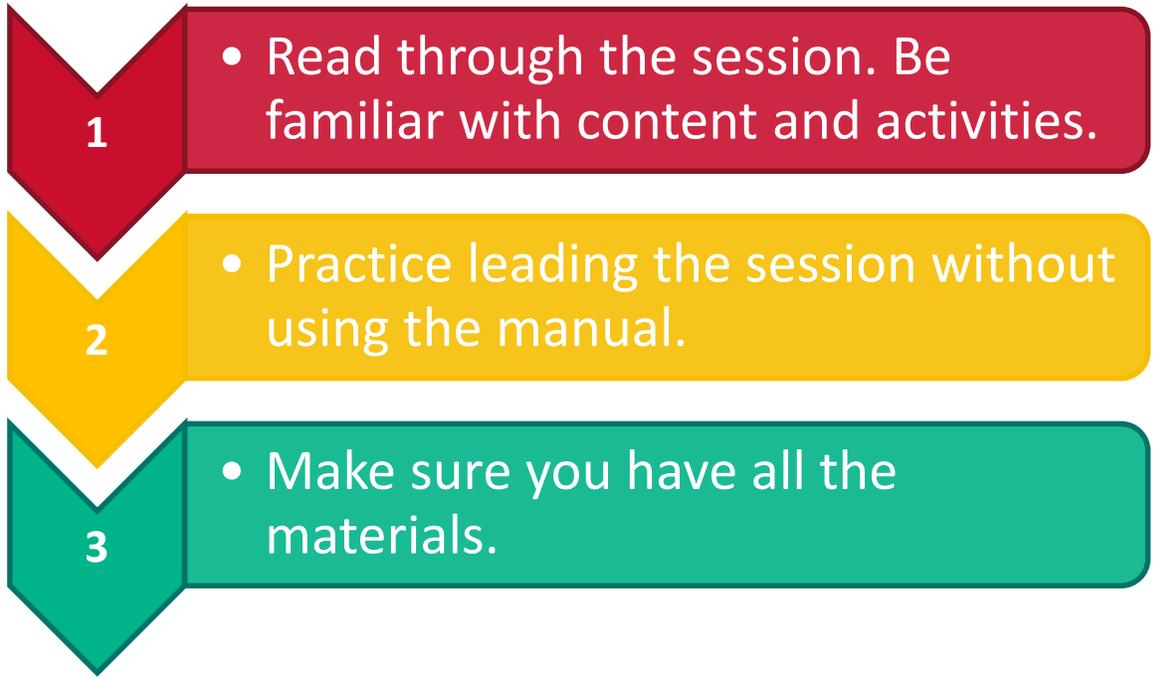
Session Outline: The Session Outline guides you through the session content and activities. It provides an overview of what you and your protégé will be doing, as well as any material requirements.

Sample Dialogue: The Sample Dialogue gives examples of dialogue for each part of the session, and demonstrates the conversational style best suited for mentoring.

Materials: This section includes forms, checklists, or other materials needed for use during the session.

Before Each Session

Before each session, make sure you have a) read through the session and are familiar with the content and activities you will be working on, b) are able to lead the session without referencing the manual, and c) have the required materials, copies, etc.



Sessions are designed to move in a relaxed, friendly, and organized way. **You should never conduct a session while reading from the manual.** It is okay to glance at the manual to make sure you are on track, but simply reading from the manual is not acceptable. Reading from the manual results in a boring, arduous experience for your protégé, communicates that you are unprepared, and indicates unwillingness to invest time in your protégé. A little preparation beforehand will make sessions proceed smoothly and result in a better experience for both you and your protégé.

Check-in Check-out

Before and after each session you will meet with the USC-AMPED coordinator. The Check-in procedure is to ensure that you are prepared for the session and that you know the objectives. The Check-in time is also an opportunity for you to ask any questions before you meet with your protégé. The Check-out procedure is designed to ensure you covered the objectives of the session. Check-out also gives you a chance to discuss with the coordinator any difficulties you may have come across during the session. Check-in/ Check-out is not a punishment or something you should dread. It is a procedure put into place to protect the integrity of the program, the mentors, and the protégés.

Mentoring Sessions

Session 1: Meet your Protégé, School Tour, Discuss the Mentoring Program

To start the mentoring process you should introduce yourself in a friendly way and explain who you are and what you will be doing.

Ex: Hi, I'm your new mentor, (name) . I am excited to meet you today.

1. Get to know your protégé. Introduce yourself and ask some questions about your protégé's interests, activities they enjoy, etc. Ask your protégé if he/she would like to take you on a "tour" of the school.

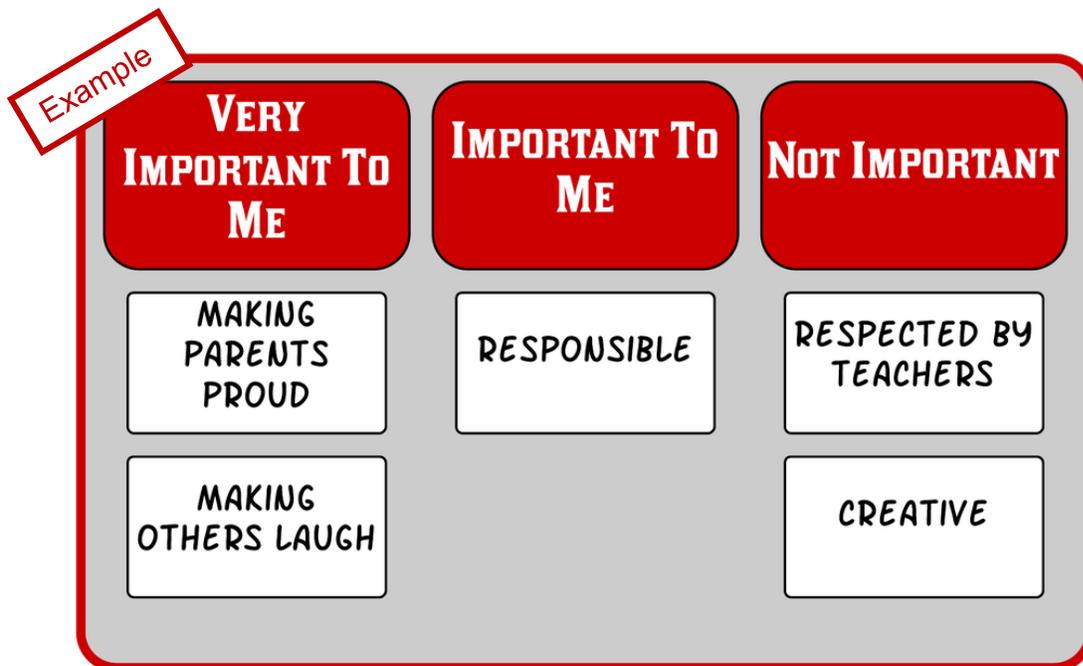
- a. During this tour, let the student be in charge and listen to them describe the school. Sometimes you might ask the student questions (e.g. "What is your favorite place in the school? Where is your favorite class?"), but avoid interrogating the student.
- b. Ask open-ended questions (i.e. questions that can't be answered with one word), prompt for elaboration (e.g. "This is a nice lunch room, where do you usually sit?; Where does the first class of the day take place?"), and comment on areas of mutual interest (e.g. "Science is also my favorite subject, I have liked it since middle school, like you."; "I like that sports team too, although I also like _____").

2. Discuss when session will occur. Tell your protégé that you will be meeting with him or her each week for 10 weeks for about 45 minutes. You should discuss when and where you will be meeting the student, and what the student should do if they are absent or cannot meet (covered at your in-class training session). You should discuss ground rules such as confidentiality, the need to meet only at school, the importance of making this time a priority, and what to expect (e.g. give an overview of the purpose of the program)

3. Complete the value card sort. Ask open ended questions about how the protégé's values are reflected in their behavior. Let your protégé talk about some of the things he or she is good at. After identifying strengths, ask your protégé to identify some areas he or she would like to improve. An example of this might be a prompt such as "What are some things you would like to do better this coming semester?"

Card Sort Instructions:

1. Place the “Very Important to Me” “Important to me” and “Not Important to Me” cards on the table in a row leaving enough room underneath for your protégé to sort the remaining cards.
2. Ask your protégé to sort the cards into one of the 3 columns.



3. Ask them to elaborate on each value under “Not Important.” then reflect, repeat process for “Important.” category.

Your main focus is on the “Very Important” Category

Ask them to elaborate on why each “Very Important” value is important to them.

Say: “What I’d like you to do now is take each of those & tell me whether you think what’s going on in your life and at school now is having a positive/negative/or neutral impact on that value. So is what you are doing now working for that value or against it? Does that make

sense? [elaborate if your protégé doesn’t understand].

4. Summarize everything you heard them say.

5. Prior to ending the meeting, complete a **Mentorship Agreement Form**.

End the session by first thanking your protégé for showing you around the school. Tell your protégé that you are very happy to be matched with them and you are looking forward to working with them.

<input type="checkbox"/> Introduction	Hi my name is _____ and I am going to be your mentor this semester. It is very nice to meet you, Mr. _____ told me good things about you!
<p style="text-align: center;">Tour</p> <input type="checkbox"/> Have protégé show you around their school <input type="checkbox"/> Thank you	<p>I'm new to your school. Would you be willing to give me a tour?</p> <p>Take me to your favorite class. Why is it your favorite?</p> <p>Where do you usually sit during lunch?</p> <p>Thank you for showing me around your school. You were a good tour guide!</p>
<p style="text-align: center;">Card Sort/Expectations</p> <input type="checkbox"/> Discuss strengths <input type="checkbox"/> Identify General Goals <input type="checkbox"/> Discuss when & where <input type="checkbox"/> Absent <input type="checkbox"/> Sign Form	<p>I notice that you sorted "Successful" as one of your values. What are some things you do now that make you successful?</p> <p>What are some things you would like to do better in? In what way would you like to be more successful?</p> <p>I'll be here every Wednesday at 11:15 to meet with you. You can meet me in this room.</p> <p>I plan on being here every time but if for some reason I can't I will call the school and they will send a note to you.</p> <p>Would you agree to do the same thing, and let the school know if you are going to be absent or cannot meet with me?</p> <p>Great! I'm glad I can count on you. I have an agreement that I would like us to go over and then we will both sign it and shake hands if we agree to it.</p>
<input type="checkbox"/> Make positive statements about the future mentoring sessions.	Great! I'm excited about what we are going to talk about next time.

Mentorship Agreement Form



Strengths – What are you good at? How do you know you are good at them?

What are some things you would like to work on for school? In what ways would you like to do better? Where would you like to improve?

I, _____ (protégé) and I, _____ (mentor) agree to work together each week (_____ at _____) for the next _ weeks. We commit to working hard to achieve academic goals and to reach _____'s full potential.

Protégé Signature _____ **Date:** _____

Mentor Signature _____ **Date:** _____



Session 2: Organize, Goal, and Skill

During this session you will work with your protégé to evaluate their current practices in agenda keeping and organization. You will also assist your protégé with any academic needs they may have.

The Big 3: Organize, Goal, and Skill

1. Organize. Ask your protégé about the benefits of good organizational skills. Offer your ideas after they say some.

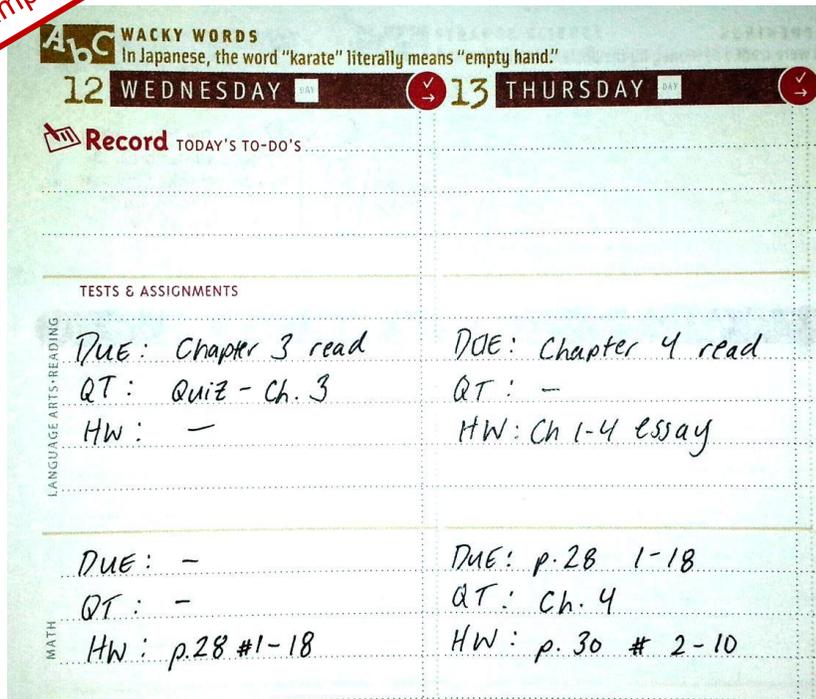
Agenda

Talk about the purpose of using an agenda, writing down assignments and due dates, etc. Look through your protégé’s **agenda** with him or her. Work together to evaluate any strengths and areas in need of improvement. For each day they should have written in the agenda for each class. For each class they should have:

- a. What is due that day (Due)
- b. Quizzes or Tests
- c. Homework Assigned (HW)

If there is nothing for one of the sections, the protégé should put a dash (--) like the example shows. The protégé should have Due, QT, and HW written for each subject.

Example



Binder

Go through your protégé's **binder** with him or her. The protégé's binder should be organized as follows:

- a. Agenda
- b. A homework folder (including forms to be signed by parents)
- c. A "Needs Filing" folder
 - a. For papers that have not been hole punched yet or have not been put behind the correct subject divider.
- d. Dividers for each academic subject (e.g., Science, English, etc.)
 - a. Behind each divider should be notes, in class work sheets and completed/graded homework for that subject. Everything should have the date at the top.
 - b. Behind each divider the student papers should be organizing chronologically with the most recent papers being right after the divider.
- e. No loose papers, doodles or drawings, or other non-academic materials

Backpack

Go through your protégé's **backpack** with him or her. The protégé's backpack should be organized as follows:

- a. Books needed for classes and/or homework
- b. No unnecessary/non-school related materials

*Go through skill-building form, located on pages 74=75

2. Goal. Starting in Session 3, every week your protégé will be making a goal and you will be checking in on the progress of that goal.

3. Skill. Each week your protégé will be acquiring new skills to help them become more successful in school. At the end of each session time should be spent reviewing and practicing their new skills. This can also be a time where you can assist them with studying or homework. Ask your protégé what upcoming tests, homework, or other assignment they would like to work on. Activities might involve quizzing your protégé, making flash cards, creating outlines for papers, helping your protégé research a subject, etc. **The purpose is to help your protégé learn, not to do your protégé's work for him/her.**

Learning Your A. B. C.'s

If you feel as though your protégé and you have built enough rapport to discuss an area of growth or goal, then proceed to "Module 1: Learning Your A. B. C.'s" on page 50 and collaborate with your protégé on this module. If you do not feel ready to complete this step, then focus on rapport for the rest of the session. You will have a change to complete "Learning A, B, C's" in the next session.



You should be familiar with each of the Big 3 activities. You will be doing each of the Big 3 every day with your protégé. Some protégés will have no problem complying with these procedures, while others may require the help of a USC - AMPED assistant. While the USC-AMPED will provide you materials and prompts for these, you should understand what you will be doing each day prior to arriving.

Session 2: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	<p>Hey! I'm glad you're here! or It's good to see you again!</p>
<input type="checkbox"/> Re-Introduce	<p>Do you remember my name? That's ok, I forget names all the time! Guess what? I saw that show you were talking about last time! It looks AWESOME!</p>
<input type="checkbox"/> Big 3	<p>We have a lot to do today, so I'm going to try and stay on topic and get through it all, because I really want to talk about that TV show some more.</p> <p>There are 3 areas that we know help students like you do well in school. They're actually 3 areas that a lot of students struggle with. Would you like to hear them?</p> <p>Your goals you came up with actually fit into these 3 categories. I call them "The Big 3":</p> <p>Organize - This means keeping track of your homework and tests in your agenda, and also planning ahead so you know when to work on assignments or study for tests .Organize also means keeping your backpack and folders organized so that you always know where things are and you don't have stuff that you don't need cluttering up your backpack</p> <p>Goal – Starting next time we meet you are going to make a goal and we are going to come up with a plan for you to reach that goal. Each time we meet we will be checking on the progress of that goal. When you reach your goal you will make another one to work towards.</p> <p>Skill – This means each week you are going to be learning new skills that are going to help you be successful in school. It also means practicing the skills we talk about. And I'm here to help you use those skills. I can help you make flashcards for your next quiz, or assist you with your homework.</p> <p>[repeat a couple of times] What are the big 3? What do they mean?</p>

<input type="checkbox"/> Agenda	<p>How do you keep track of your assignments? Let's go through your agenda together. [praise strengths, let protégé identify areas of improvement]</p> <p>One of the things I'll do as your mentor is to help you keep track of when homework is due and when you are having tests.</p> <p>What do you think you could do to keep track of your assignments—like when things are due, or when your tests are?</p> <p>Every week we'll check your planner together to see if your assignments are written down.</p>
<input type="checkbox"/> Organize-Binder	<p>Another area some students struggle with is in organization. [personal example] Having a well-organized binder can be really helpful. Why do you think having a well-organized binder is helpful? What are some things you already do to help your organization? What might be hard to keep your binder organized?</p> <p>Would you be willing to try organizing your binder in a new way?</p> <p>Great! We are going to take your binder and divide it into three sections so you can keep your assignments organized. First will be your agenda. Second will be your homework folder. Third will be your "Needs Filing" folder. Fourth will be dividers for each subject, followed by your notes for each subject. [Explain 4 sections and show the student with their binder]</p> <p>This is the form we will use to check your binder each time we meet. [review and explain Binder checklist]</p>
<input type="checkbox"/> Organize-Backpack	<p>Let's take a look at your backpack. What do you think are some benefits to a well-organized backpack? What might be hard not good about having a well-organized backpack?</p> <p>Would you be willing to try organizing your backpack in a new way?</p> <p>Great! Organizing a backpack is pretty simple. In my opinion it's easier than organizing a binder.</p> <p>First make sure you have all your books, assignments, and other materials needed for the day. Second make sure you don't have any loose papers or assignments. Third make sure you only have what you need for school. This includes taking out trash, extra clothes, and other non-school stuff.</p> <p>This is the form we will use to check your backpack each time we meet. [review and explain Backpack checklist]</p>



<input type="checkbox"/> Review goals from last session	<p>Phew! That was a lot of organizing.</p> <p>Last time we talked about some things you are good at and some things you wanted to improve. Can you think of anything you would like to add the things you do well? What about things you might be able to improve on, is there anything else you would like to improve on?</p> <p>Tell me some ways you think what we've talked about today will help you?</p>
<input type="checkbox"/> Affirm	<p>Thank you for participating today. It's cool that I got to find out that you already have some great habits like writing down your assignments in your planner.</p>
<input type="checkbox"/> Make positive statements about the future mentoring sessions you will have.	<p>I'm looking forward to seeing how great you are going to do next time when we do the planning and organization checks.</p>

Session 3: Setting Goals

Setting Goals

Session 3 will involve reviewing the Big 3 and then setting goals with your protégé. Remember that you are not there to criticize or offer immediate solutions, but instead to listen and offer perspective and support. Most of this session will revolve around defining a need, coming up with goals, and creating a tracking procedure, but if you have time you can engage in some socialization activities as well. It is very important to be attentive to the concerns of your protégé. Try to see things from his or her perspective, and offer genuine reflective listening throughout this process.

Creating a Specific Goal

- 1. Review Goals:** Get out the Mentorship agreement and review the goals the protégé identified. Ask if these are still goals the protégé would still like to work towards.
- 2. Discuss SMART Goals**
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timely

Try this one with your protégé:

- Read this regular goal: *Do better on Math quizzes.*
- Ask your protégé to identify what is missing from this goal.
 - Ask them to change this example to a SMART Goal.
- SMART Goal: *Get a grade of 80% on my Math quiz next Friday.*

- 3. Specify Long and Short-term Goals.** Have your protégé talk about some of his/her long term and short-term goals.
- 4. Weekly Goal Sheet.** Present the Weekly Goal Sheet to your protégé. Explain that in order to reach a long term goal, it might be helpful to specify a weekly, short term goal.
- 5. Identify current aids.** Ask the student to identify what they are currently doing that could help them to reach their goal.
- 6. Make a Plan.** Ask the student how they plan to reach their goal. This plan should include specific steps the protégé will take this week.
- 7. Obstacles.** Ask your protégé what could come up that might get in the way.
- 8. Keeping Track.** Discuss how you will know if your protégé's plan worked at your next meeting.
- 9. Have your protégé write down their goal in their agenda.** You should also write it down in your session notes to follow up on next time.

Learning Your A. B. C.'s

If you did not complete "Module 1: Learning Your A. B. C.'s" in Session 2, turn to page 50 and collaborate with your protégé on this module.

Session 3: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here!
<input type="checkbox"/> Review Goals from Mentorship Agreement	You said you wanted to do better in math. Is that still something you would like to work on?
<input type="checkbox"/> Teach SMART Goals	What are some characteristics you can think of that make a goal a good goal?
<input type="checkbox"/> Specify Short-term Goals	<p>You want to do better in math. What does that mean? How would you know you are doing better?</p> <p>So you would know you were doing better if you made better grades.</p> <p>Great! What is the next grade you have coming up in Math?</p> <p>So if you make a B on your Math quiz next Friday you will know you are doing better. That is short term goal.</p>
<input type="checkbox"/> Identify Current Aids	What are some things you are doing right now that you think will help you reach your goal? (e.g., studying consistently, doing homework, paying attention in class, getting help from friends, parents, or teachers when needed, etc.)
<input type="checkbox"/> Make a plan <input type="checkbox"/> Identify Possible Obstacles	<p>So what steps do you need to take to make a B on your quiz? What are some specific things you can do this week that will help you accomplish that?</p> <p>What are some things that could get in the way of you accomplishing your goal? What could stop you from meeting your goal?</p>
<input type="checkbox"/> Keeping Track	How are we going to know if your plan worked?
<input type="checkbox"/> Write Goal in Agenda	
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<input type="checkbox"/> Affirm	Thank you for participating today. It's cool that I got to find out that you already have some great habits like writing down your assignments in your planner.
<input type="checkbox"/> Make positive statements about the future mentoring sessions you will have	I'm looking forward to seeing how great you are going to do next time when we do the planning and organization checks.



Responding to Failures, Excuses & Successes

When meeting with the student, you should expect some instances of failure to meet the expectations. You will also experience some excuses as to why he/she was unable to keep the targeted area(s) organized, such as: “The bell rang, so I just threw it in my binder to get to my next class on time,” “Another kid dropped my binder on the floor,” or “I need that (unnecessary article) in my backpack for class.”

Responding to excuses/ setbacks: Always attribute **failure to the environment**, and **success to working hard**.

Example Failure: Your protégé does not have a properly organized backpack or binder.

<p>DO THIS- Attribute failure to <u>environment</u></p>	<p>Oh man, it must have been a crazy week. Don't worry, we'll get it next week. Let's see if we can come up with a plan for keeping things organized even when there is a lot going on and it's just one of those crazy weeks.</p>
<p>DO NOT DO THIS- Attribute failure to the individual</p>	<p>Don't worry, you'll get it next week. You are just going to have to do better about being organized. Let's see if we can come up with a plan to help you stay on top of your organization all week.</p>

Example Excuse: “Another kid came by and knocked my binder on the floor.”

<p>DO THIS- Attribute failure to environment</p>	<p>Oh it so frustrating when something like that happens! Let's see if we can come up with a plan to keep that from happening again. We can also think about a good way to quickly organize it after it gets knocked on the floor.</p>
<p>DO NOT DO THIS- Attribute failure to the individual</p>	<p>Did a kid really knock your binder on the floor or did you just have a hard time keeping it organized this week. You can be honest with me. You know I wouldn't judge you.</p>



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
rest of the semester. I will start following my academic plan on _____,
(print name) (day)
_____ 2015.
(month) (date)

Student Signature _____

Witness Signature _____

Session 4: Check Goals and Revise Plans

Check Goals and Revise Plans

At the start of the session, review progress toward the goals established during the last session. The protégé's progress should always be met with positive compliments about the protégé's movement toward their goals. Any decrease in performance should be attributed to uncontrollable circumstances that are external and unlikely to occur again. Success should be attributed to hard work and progress towards goals. Protégés should be encouraged to find ways to prevent performance decreases from occurring again if appropriate. Employ the four-step process of giving effective student-centered feedback below:

- 1) Let protégé self-evaluate their own performance**
- 2) Make emphatic statements that communicates understanding**
- 3) Review the facts and circumstances**
- 4) Make a plan for the future**

Progress should always be attributed to events that are under the protégé's control and characteristics that are internal, stable, and specific. Constant feedback on your protégé's successful accomplishments and progress is the best way to increase his or her confidence in their ability to succeed.



Session 4: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Make a plan for the future	Would you like to continue focusing on last week's goal, or would you like to make a new goal? [If a new goal, complete a new Weekly Goal Sheet]
<input type="checkbox"/> Check for understanding	



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
rest of the semester. I will start following my academic plan on _____,
_____ 2015.
(month) (date) (day)

Student Signature _____

Witness Signature _____

Session 5-9: Review Progress and Learn New Skills

Review Progress, Reinforce Skills

The primary goal of sessions 5-9 is to review and reinforce the skills learned in the previous sessions. You should continue to evaluate your protégé's progress toward their goals, as well as their agenda-keeping and organizational skills.

Learn New Skills

A secondary goal of Sessions 5-9 is to assist your protégé in learning new skills that will help them across a wide range of internalizing, externalizing, and academic areas. The skills are listed below and grouped by "internalizing," "externalizing," and "academic" themes. The internalizing group should be used to address issues such as stress and self-esteem. The externalizing group should be used to address behavior problems, and the academic group should be used to address school-related skills.

Internalizing	Externalizing	Academic
<ul style="list-style-type: none">• Changing your G.P.A.• Relaxation• Planning for the Future	<ul style="list-style-type: none">• Motivation• Feedback• Planning for the Future	<ul style="list-style-type: none">• Expository Reading• Feedback• Changing your G.P.A.• Planning for the Future

Internalizing: These are skills that will help you with concerns about your emotions and thoughts

Externalizing: These are skills that will help you with your behavioral concerns

Sessions 5-9 are organized in the following way:

1. **Greet your protégé** and spend a few minutes talking with them about their week, shared interests, etc.
2. **Review the Big 3:**
 - Check their agenda
 - Check binder and backpack organization
 - Praise your protégé for any improvements or successes. If your protégé notes any problems in these areas, ask to give assistance.
3. **Review progress toward the specific goal from the past week.** Ask your protégé what areas they are doing well in and what they have been doing to succeed. Address any problems or areas in need of improvement.
4. It is likely that your protégé could benefit from learning some of the different skills listed above. In the following pages you will find modules explaining various skills. Pick a group of skills (e.g. internalizing, externalizing, or academic) that your protégé could use. Work with your protégé to learn the skills. Include opportunities to practice and role-play.

Repeat the procedures for the feedback cycle, selecting new topics, and engaging in social activities. Revise plans or add new topics as appropriate.



Session 5: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Teach a Success Skill	You said you wanted to get fewer behavior marks in class. What would you think about learning how to ask your teacher for feedback about how to get fewer behavior marks?
<input type="checkbox"/> Check for understanding	Great! Here's a way to ask your teacher for feedback...
<input type="checkbox"/> Practice/Role-play	
<input type="checkbox"/> Make a plan for the future	Would you like to continue focusing on last week's goal, or would you like to make a new goal? [If a new goal, complete a new Weekly Goal Sheet]
<input type="checkbox"/> Check for understanding	



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda

Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
(print name)
rest of the semester. I will start following my academic plan on _____,
(day)
_____ 2015.
(month) (date)

Student Signature _____

Witness Signature _____



Session 6: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Teach a Success Skill <input type="checkbox"/> Check for understanding <input type="checkbox"/> Practice/Role-play	<p>You said you wanted to get fewer behavior marks in class. What would you think about learning how to ask your teacher for feedback about how to get fewer behavior marks?</p> <p>Great! Here's a way to ask your teacher for feedback...</p>
<input type="checkbox"/> Make a plan for the future <input type="checkbox"/> Check for understanding	<p>Would you like to continue focusing on last week's goal, or would you like to make a new goal? <i>[If a new goal, complete a new Weekly Goal Sheet]</i></p>



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
(print name)
rest of the semester. I will start following my academic plan on _____,
(day)
_____ 2015.
(month) (date)

Student Signature _____

Witness Signature _____



Session 7: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Teach a Success Skill	You said you wanted to get fewer behavior marks in class. What would you think about learning how to ask your teacher for feedback about how to get fewer behavior marks?
<input type="checkbox"/> Check for understanding	Great! Here's a way to ask your teacher for feedback...
<input type="checkbox"/> Practice/Role-play	
<input type="checkbox"/> Make a plan for the future	Would you like to continue focusing on last week's goal, or would you like to make a new goal? <i>[If a new goal, complete a new Weekly Goal Sheet]</i>
<input type="checkbox"/> Check for understanding	



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda

Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
rest of the semester. I will start following my academic plan on _____,
(print name) (day)
_____ 2016.
(month) (date)

Student Signature _____

Witness Signature _____



Session 8: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Teach a Success Skill	You said you wanted to get fewer behavior marks in class. What would you think about learning how to ask your teacher for feedback about how to get fewer behavior marks?
<input type="checkbox"/> Check for understanding	Great! Here's a way to ask your teacher for feedback...
<input type="checkbox"/> Practice/Role-play	
<input type="checkbox"/> Make a plan for the future	Would you like to continue focusing on last week's goal, or would you like to make a new goal? <i>[If a new goal, complete a new Weekly Goal Sheet]</i>
<input type="checkbox"/> Check for understanding	



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda

Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
(print name)
 rest of the semester. I will start following my academic plan on _____,
(day)
 _____ 2016.
(month) (date)

Student Signature _____

Witness Signature _____



Session 9: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skill-building checklist for today. Refer to page 75-76.	
<p>Review progress toward goals</p> <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> In what areas could they improve?	<p>Last week you set a goal to do _____. How has that been going? What progress have you made?</p> <p>What things have you done in the past week to achieve your goal? That's great, it sounds like you have been working hard!</p> <p>Often people run into walls when working toward a new goal. For example, they might be doing well in class but have a hard time finding time to study at home. Have you noticed any difficulties in reaching your goal this week? If so, what are they?</p>
<input type="checkbox"/> Teach a Success Skill	You said you wanted to get fewer behavior marks in class. What would you think about learning how to ask your teacher for feedback about how to get fewer behavior marks?
<input type="checkbox"/> Check for understanding	Great! Here's a way to ask your teacher for feedback...
<input type="checkbox"/> Practice/Role play	
<input type="checkbox"/> Make a plan for the future	Would you like to continue focusing on last week's goal, or would you like to make a new goal? [If a new goal, complete a new Weekly Goal Sheet]
<input type="checkbox"/> Check for understanding	



My Goal is to... _____

Things I am already doing that will help me reach my goal:

My plan to help me reach my goal:

Obstacles & Solutions:

- 1) Obstacle: _____ Solution: _____
- 2) Obstacle: _____ Solution: _____
- 3) Obstacle: _____ Solution: _____
- 4) Obstacle: _____ Solution: _____

How will I know if my plan is working?

Write in agenda Complete Check-in Form & Skill Building Form (p. 75-76)

I _____ agree to follow my academic goals plan for the
rest of the semester. I will start following my academic plan on _____,
(print name) (day)
_____ 2016.
(month) (date)

Student Signature _____

Witness Signature _____



Skills Modules

For sessions 5-9 you and your protégé will choose one of the seven skills modules. Each session (5-9) you will pick a different module. Modules should not be used more than once.

Module 1: Learning your A. B. C.'s

Module 2: Expository Reading

Module 3: Changing your G.P.A.

Module 4: Motivation

Module 5: Planning for the Future

Module 6: Feedback

Module 7: Relaxation

Module 1: Learning your A, B, C's

Have you ever had negative feelings (sadness, anger, frustration), but you didn't know why you felt that way? "Learning your A, B, C's" can help you understand why you are having those feelings, and it can help you change those feelings. Here is what A, B, and C stand for:

Learning your A, B, C's

Activating Event: What caused us to feel this way

Belief: What thoughts we have when we are feeling a certain way

Consequence: What happens because we are feeling a certain way

Example:

John and Tanya are working on math homework. John feels happy; however, Tanya feels sad. They realize that working on math homework is making them feel this way.

In this example:

Activating Event: Working on homework.

Consequence: John is happy; Tanya is sad.

You might ask: If Tanya and John have the same activating event, why do they have different consequences? The answer is that John and Tanya have different **B**eliefs. To figure out what beliefs led to the consequences, we must ask: What thoughts were John and Tanya having? In this example, John thought, "Doing math homework gives me more practice so I can do well on my test next week." In comparison, Tanya thought, "Doing math homework prevents me from hanging out with my friends."

How to Change Beliefs

Changing our beliefs is one step towards changing how we feel. In the case of Tanya, if she changed her belief, she could change how she felt. How can she change her beliefs, though?

1. Notice negative thoughts, and ask if the thoughts are reasonable

Does math homework really keep Tanya from hanging out with her friends?
When she finishes her math homework, she can hang out with her friends.

2. Think of a positive thought that you could have instead

"When I finish my math homework, I will have time to hang out with my friends."

Learning your A, B, C's Worksheet



Directions: First think of an activating event, and record it in the table in the “Activating Event” column. Then, think of a negative consequence of that event, and record it in the “Negative Consequence” column. Think about what belief caused that consequence to occur, and record it in the “Negative Belief” column.

Now, think about a positive thought that you could have instead. Record that in the “Positive Belief” column. How does that change the consequence? Write your new consequence in the “Positive Consequence” column. Refer to the example if you have questions.

Activating Event	Belief	Consequence
I hear my friends Tanya and John talking about how they want to hang out after school.	Negative: Tanya and John must not like me because they did not ask me to hang out with them.	Negative: I am sad, and I feel left out.
	Positive: Tanya and John wanting to hang out does not mean that they do not like me. We can hang out another time!	Positive: I am looking forward to inviting them to hang out another time!
	Negative:	Negative:
	Positive:	Positive:
	Negative:	Negative:
	Positive:	Positive:
	Negative:	Negative:
	Positive:	Positive:

Module 2: Expository Reading

Material List

- Notebook Paper
- Pencils
- Reading Materials (text books copies, pages w/ headers and bold terms)

Reading is one of the most common and most important skills needed for success in school. However, simply being able to read is not enough; understanding and remembering what you read are just as important. Explain to your protégé that remembering requires practicing both repetition and recall. A great method for understanding and recalling readings is the SCROL method:

SCROL

Survey the headings:

Read each heading and subheading first, then ask yourself
What do I already know about this topic?
What information might the writer present?

Connect:

Ask yourself how the headings relate to one another.
Write down key words from the headings that might be connected.

Read the text:

Look for words or phrases which express important information about the headings.
Write down important facts on your paper.
Pause to make sure you understand the major ideas and supporting details.
Don't understand something? Reread it!

Outline: details in the

back at the

Using indentions to reflect structure, outline the major ideas and supporting heading segment.
Write the heading and then try to outline each heading segment without looking text.

Look back: wrote

Look back at the text and check the accuracy of the major ideas and details you wrote
Correct any inaccurate information in your outline.

SCROL Worksheet

The best way for your protégé to learn the SCROL method is by practicing it, first with you and then alone. Introduce and explain the terms on the previous page to your protégé. Then, for each term, complete the following 3 steps:

1. Model the term. For example if “Read” is the term under instruction then the mentor will read aloud an expository text passage while audibly noting the steps (e.g. noting that the text describing what an amphibian was might be important information, or stopping and rereading a passage that may have been confusing).

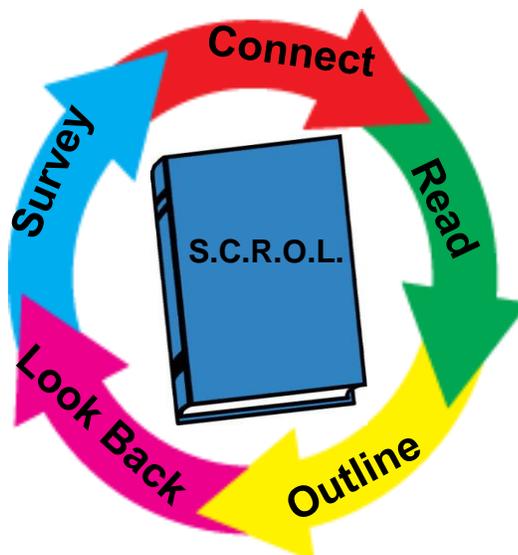
2. Student modeling. Allow your protégé to model the behavior and describe its function (e.g. allowing your protégé to survey the headings of a text, then explain to you why this is important or how it is helpful).

3. Quiz your protégé on the term. Ensure that he or she knows the portion of the acronym they are working on. Once all acronyms have been covered, quiz the students on the entire SCROL. This can be done through an informal written quiz.

Next, give your protégé a new piece of paper and a new reading section. Ask your protégé to write SCROL at the top of his or her paper. Next, allow your protégé to read through the reading selection using the SCROL method, verbalizing the steps in the process. Assist as needed.

Finally, identify current homework or study materials the student could use the SCROL method with, and write them in the box below. Elicit ideas from your protégé as to how he or she could use the SCROL method during the next week.

*You may incentivize your protégé to practice the skills learned before your next meeting (e.g. “You really seem to understand this! Let’s make a deal for next time: you bring me a homework or study assignment and show me how you used SCROL, and I’ll bring [a snack, treat, etc.] for us to enjoy next time while we talk about how it went, ok?”)





Module 3: Changing your G.P.A.

Have you ever noticed that certain activities affect how you feel? For example, if you hang out with your friends and have a fun time, you feel happy. If you play on a sports team and score a goal, you feel proud. In this module, G.P.A. stands for “Goal for Positive Activities.” You will learn types of positive activities, and you will make goals to increase the amount of positive activities you participate in each day.

Types of Positive Activities

1. Interactions are activities that allow you to interact with other people in a positive way.

Examples: hanging out with friends; spending time with your family

2. Achievements are activities that make you feel as though you accomplished a goal or skill.

Examples: completing a homework assignment; baking a cake

Brainstorming Positive Activities

There are numerous activities that can cause you to have positive feelings. Can you think of any interactions or achievements that cause you to be happy, proud, excited, or motivated? Write some of these ideas down in the following chart.

Interactions	Achievements

Mood and Positive Activities

If we participate in many positive activities during the day, our mood will be more positive. The more we participate in positive activities, the better we feel. Some positive feelings we experience include happiness, pride, hope, excitement, motivation, satisfaction, joyful, optimism, peace, and encouragement. Think about the positive activities you listed above. What positive mood or feeling will result from participating in those activities? In the chart, write the positive mood next to the activity.

Increasing Positive Activities

Think about how many times you participated in these activities yesterday. Was the number low?

Increasing the amount of positive activities will improve your mood. On the next page, you will be able to set a goal for how many positive activities you will strive to complete every day.



Changing your G.P.A. Worksheet

Brainstorm some positive activities that you would enjoy doing every week in the box below. Next to the activities you list, write down the positive mood that is associated with that activity.

Now, think about how many positive activities you want to strive to complete every day. Write that number in the box below.

Goal Number of Positive Activities (G.P.A.) Every Day:

Over the next few weeks, record how many activities you complete each day in your agenda. Strive to participate in your goal number of activities at least 4 times each week. You can create a checkbox next to your GPA count to see if you met the GPA Goal for the day. An example is provided below.

Agenda Example

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input checked="" type="checkbox"/> GPA: 3	<input type="checkbox"/> GPA: 2	<input type="checkbox"/> GPA: 1	<input checked="" type="checkbox"/> GPA: 3	<input checked="" type="checkbox"/> GPA: 3	<input type="checkbox"/> GPA: 2	<input checked="" type="checkbox"/> GPA: 3



Module 4: Motivation

Sometimes students have trouble getting started on their homework or studying. They may feel like they don't have enough time to study, or that they would rather do something else. Do you ever feel this way? If so, don't worry: there are ways to increase your motivation!

What is motivation?

Motivation is the desire or willingness to do something. The following chart outlines examples of activities that happen because of motivation.

Examples	What is the motivation?
You may be motivated to play sports or create artwork because you enjoy these activities.	Enjoyment
You may be motivated to hang out with your friends because it makes you happy.	Happiness
You may be motivated to study every day so you get good grades.	The reward of good grades.

Where does your motivation come from?

Your motivation can start in (1) your emotions, (2) your thoughts, and (3) your actions.

Emotions: Your emotions are your feelings. Examples of emotions are happiness, pride, excitement, etc.

Thoughts: Your thoughts are beliefs and considerations that happen in your head. Examples of thoughts are, "I really enjoy this activity" or "This activity is fun"

Actions: Your actions are your behaviors. An example of an action is rewarding yourself for doing something you needed to do.



Look at the above examples of motivation. Which example is a motivation that starts in your emotions? What about your thoughts or actions?

Emotion: Hanging out with your friends because it makes you happy.

Thought: Playing sports or creating artwork because you enjoy these activities.

Action: Studying every day so you get good grades.



Increasing motivation

There are several steps you can take to increase your motivation. First, you must identify if you want to increase your motivation by changing your (1) emotions, (2) thoughts, or (3) actions. Which one do you think would be easiest to change?

Thoughts and actions are the easiest to change. Feelings are hard to change, but when you change thoughts and actions, your feelings might change as well.

Controlling your Actions

First let's go over how to control your actions so you increase your motivation to do something. One of the most effective actions you can take is giving yourself a reward. This works really well for things you are not interested in doing or things you find challenging.

Examples of Rewards:

- Hanging out with your friends
- Doing an activity that you enjoy
- Watching your favorite TV show
- Taking a snack break

Controlling your Thoughts

Now let's talk about how you can control your thoughts. First think about the goal that you want to accomplish. This could be completing your homework, for example. Then, think about how accomplishing that goal will be beneficial to you in the future. For example, instead of thinking that doing your homework is boring, think about how doing your homework will give you more practice and help you perform well on your next test.

Questions to ask:

- What goal should I accomplish?
- How will accomplishing this goal help me in the future?



Motivation Worksheet

Where are the three places motivation starts? Circle the two that are the easiest to control.

1. _____
2. _____
3. _____

List of some rewards you can give yourself.

Motivation Chart

In the following chart, think of some activities that may require motivation to complete. Think about where you can change your motivation (e.g. in your thoughts, emotions, or actions). Then, write down what you will change about your thoughts, emotions, or actions that will increase your motivation. An example is provided.

Activities	Thought, emotion, or action?	What will you change?
Completing your homework.	Action	I will reward myself by hanging out with my friends after I finish my homework.

Module 5: Planning for the Future

Rationale and Preparation

One way to increase student motivation is by linking present behavior with future goals. Students often fail to see the connection between what they are doing now and their later success in life. You may have experienced this in your own life: Can you remember a time when you were a middle school student complaining about schoolwork? Most of us can. It's easy for students to fail to see the relevance of what they are doing now, and to feel like their academic performance is not all that important.

The truth is that what students do now matters greatly. A student who does well in middle school may be more likely to get into better classes in high school, and thereby be more competitive for college scholarships or grants, which in turn can lead to greater college success and ultimately a well-paying job. Every student has different motivations, so be creative in linking the present to future goals. Some students may not want to go to college, and so a different chain of behaviors and goals will be needed.

Examples

If the student wants to be a rapper: Illustrate that doing better in English and Social Studies would increase both the student's verbal ability and knowledge, allowing him or her to make more complex and impressive lyrics.

If the student wants to find a quality spouse and have a nice family: Acknowledge that he or she must have an education in order to help his or her children with their homework when the time comes.

If the student wants to be a doctor: Reiterate that the child must strive to do well in all of his or her classes in order to compete with the standards of medical school applicants

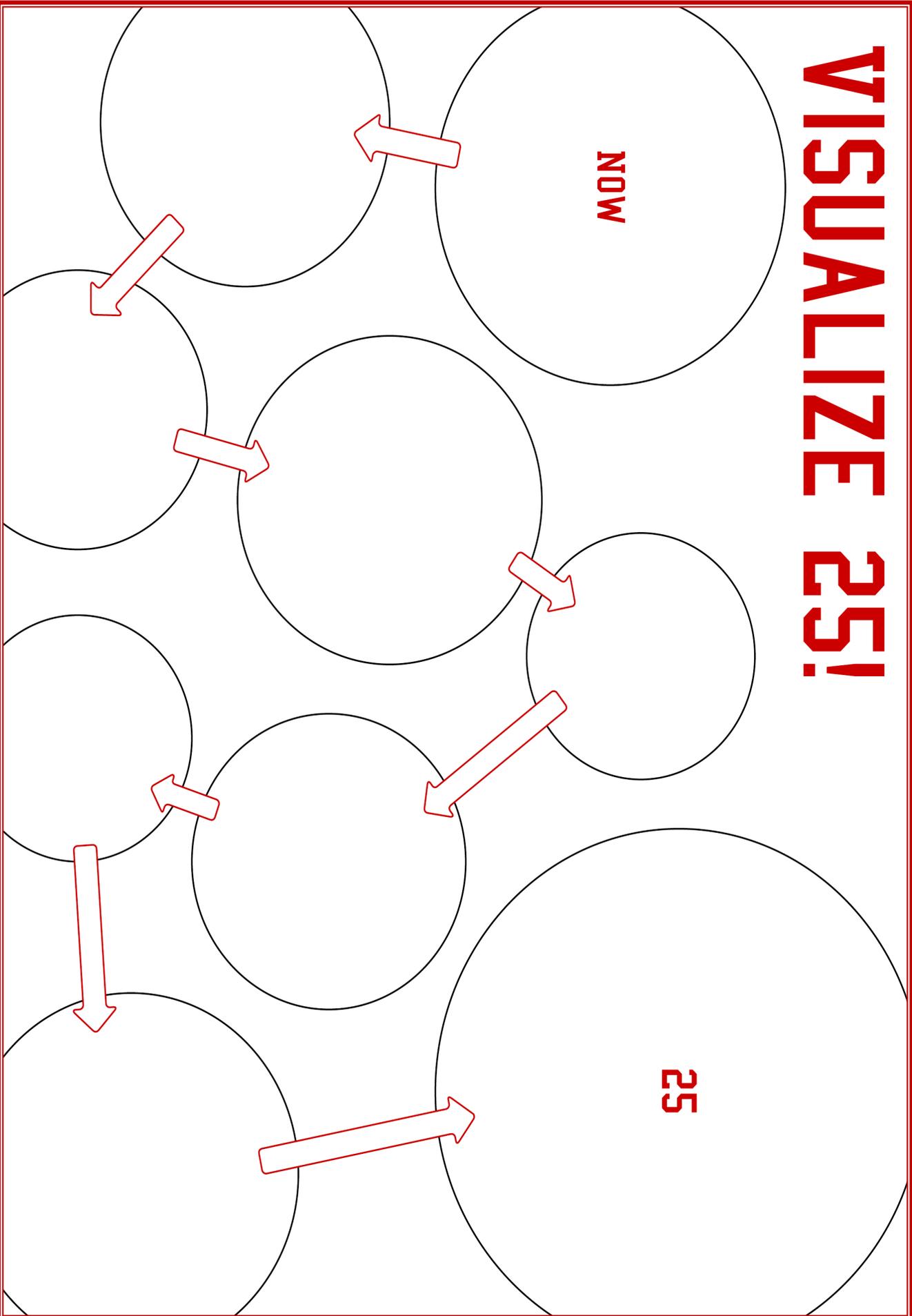
There are all sorts of possibilities, but somehow you should be able to link what the student is doing now with the success of their long-term goals.

Visualize 25

1. In this exercise you will work with your protégé as he or she visualizes where he or she would like to be at age 25. Help your protégé be as descriptive as possible (e.g., career, location, family, house, car, friends, community, hobbies, etc.). Use the attached Visualize 25 sheet.
2. After you and your protégé have an idea of where your protégé wants to be at age 25, slowly work backward. If your protégé wants to be a successful business manager at age 25, where does he/she need to be at age 23 (e.g., out of school and working in an entry level position at Verizon)? At age 21 (e.g., about to finish college with a good GPA and searching for jobs)? At age 19 (e.g., working hard in college to get good grades and learn needed skills)? At age 17 (e.g., finishing high school with a high GPA and making good impressions on teachers in order to receive strong letters of recommendation)?
3. Be flexible. You can work backward in 6-month increments or in 3 year increments. Do what works best for your protégé.
4. Try to spend the majority of your time on two areas: 1) Visualizing goals at age 25, and 2) Working on identifying areas of behavior that can change this semester that will help your protégé achieve his or her goals.
5. **Remember:** the goal of this module is to help your protégé understand that what he or she does now is directly connected to what he or she wants in the future.



VISUALIZE 25!



Module 6: Feedback

Rationale and Preparation

Asking for help and asking for performance feedback can help students be more successful with academics, but many students do not do this. It may be intimidating for them, or they may not know how.

The truth is, most teachers would be more than willing to offer help or tell students how they can increase their grade if the students would just ask.

Defining with your Protégé

What do you think feedback means?

This means asking about what you did well and what you could improve on. What kinds of things might it be helpful to get feedback on from your teacher?

If the protégé is struggling with coming up with ideas ask if you can give a few. (tests, papers, presentations, behavior).

Timing

When do you think would be a good time to approach teachers for feedback?

- Before school
- After school
- After class during the passing period
- When the class is working on independent seatwork
- Another way to make sure it is a good time to talk to your teacher is to make an appointment with them. This shows maturity, that you are committed to improving, and that you respect their time.



Asking for Feedback

Sometimes, asking for feedback can be intimidating for students. In order to help them feel more comfortable with asking for feedback, go through the following steps to show them how the feedback process works.

1. Identify the problem.

- To identify the problem, ask yourself the following questions:
 - Is there something I struggle with?
 - Is there something I avoid?
 - Is there something I prefer not to do?
 - What might be helpful to get feedback on from my teacher?
- After identifying the problem, think about what you want to change about the problem. This will be your goal. Ask yourself the following questions:
 - What do I want to change about my problem?
 - What do I want to do instead?
- Tell your teacher the problem you are having, identify what you would like to change, and ask your teacher how you can change the problem.
- Example:

Student: I've been getting marks for my behavior in this class. My goal is to improve my behavior so I don't get marks. I was wondering if you could tell me what I've been doing well and what are some things I could work on?

2. Brainstorm with the teacher how to solve the problem.

- Listen to your teacher and the suggestions they present.
- Restate the suggestions in your own words, so the teacher knows that you understand their suggestions.
- If you have any ideas about how to solve the problem, present them to the teacher, and ask the teacher what they think about your ideas.
- Example:

Teacher: You do a really good job of being a team player when we are working on a group project; however, I would like to see you working quietly and independently when we are doing individual work.

Student: I need to work on completing individual work on my own without talking to my friends. Would it help if I stayed at my own desk, too?

Teacher: That is a great idea. Thanks for your suggestion!

3. Discuss a solution.

- Talk with your teacher about the different solutions, and choose together which ones would work best
- Example:

Teacher: You mentioned that you could stay at your own desk during individual work. Another solution would be to sit at the front of the room so you are not tempted to talk with your friends.

Student: Those are great solutions. Thank you for your feedback, and I will strive to sit in the front of the room and not leave my desk during individual work time.



Brainstorming

Now we are going to try an activity that will help us start thinking about what we want to get feedback on from our teacher.

In the following chart, the questions will help you identify a problem that you may want to get feedback on. In the first row, an example is provided to get you started.

What am I struggling with?	What do I want to change? What is my goal?	How should I ask my teacher for feedback?
I am getting marks for my behavior in class.	I want to improve my behavior so I get fewer marks.	I've been getting marks for my behavior in this class. My goal is to improve my behavior so I don't get marks. I was wondering if you could tell me what I've been doing well and what are some things I could work on?



Practicing

Practice #1: I'll pretend to be the teacher, you ask me for feedback on something. Pick one of the problems you identified on the previous page.

Practice #2: Now it's my turn, you be the teacher this time:

Hello Mrs. B, do you have a couple minutes to talk about my paper? I got a 75 and my goal is to make a B on my next paper. I was wondering if you could tell me what was good about it and how I could improve for next time.

Helpful Tool

What do you think you could do to remember what your teacher says? Here is a chart that would be really easy for you to write on a piece of notebook paper to take with you.

Remember: don't be afraid to ask your teachers for help. They as well as your mentor want you to succeed.

What we are talking about: _____

Things I did well	Things I could work on
Other comments?	



Module 7: Relaxation

Have you ever felt anxious, tense, or frustrated? Sometimes we feel this way when something goes wrong, an event happens that we did not expect, or we enter a new situation. Some situations where we can feel this way are listed below.

Examples:

- Getting in an argument with your parents
- Receiving a bad grade on a test
- Giving a presentation in front of a class
- Disagreeing with something your friend said or did

How to Respond

Even though these types of situations may happen again, there is a relaxation method* that we can reduce our anxiety and frustration that result from these events. If we follow the steps of the following method, we can feel less stressed and less frustrated.

- 1.** Make fists with your hands and squeeze tightly (This is called flexing). After 5 seconds, release your hands and relax.
- 2.** Flex the muscles in your arms, and squeeze your arms into the side of your body. After 5 seconds, release your muscles and relax.
- 3.** Tense your forehead, scrunch your nose and cheeks, and tighten your jaw. After 5 seconds, release your muscles and relax.
- 4.** Flex your neck and throat. After 5 seconds, release your muscles and relax.
- 5.** Flex your shoulders, upper back, and chest. After 5 seconds, release your muscles and relax.
- 6.** Tighten your stomach. After 5 seconds, release your muscles and relax.
- 5.** Flex the muscles in your legs, and squeeze your legs together. After 5 seconds, release your muscles and relax.
- 7.** Tighten your toes, and flex your feet. After 5 seconds, release your muscles and relax.

Why use this method?

Anxiety, tension, and frustration can (1) prevent us from doing certain activities or (2) lead us to partake in disruptive behaviors. For example, if we feel anxious about a situation, we may choose to not participate in that situation. Likewise, if we feel frustrated, we may say something negative. If we use the relaxation method above, we can reduce these feelings and change these outcomes.

*McCallie, M. S., Blum, C. M., & Hood, C. J. (2006). Progressive muscle relaxation. *Journal of Human Behavior in the Social Environment*, 13(3), 51-66.



Relaxation Worksheet

Can you think of any situations that made you feel anxious, tense, or frustrated? Write some examples in the following box.

Situations that made me anxious, tense, or frustrated:

Think about how many times a week the above situations occur. Now, make a goal for yourself about how many times you will respond to the above situations using the relaxation method.

Goal:

When situations occur that make me feel anxious, tense, or frustrated, I

will respond _____ out of _____ times with the relaxation method within

the next _____ days/week (Circle days or weeks).



Exercise

Over the next couple of weeks, when you encounter a situation similar to the ones you listed above, try to use the relaxation method. Remember how you felt before relaxing, and think about how you feel afterwards. Record your feelings in the chart below.

Situation	How did I feel before?	How did I feel afterwards?

Session 10: Accomplishments and Future Plans

Review Positive Accomplishments, Talk about Future Plans

If you do not choose to continue in your mentoring relationship, the final session will review and reflect on your protégé's successful academic and social accomplishments in the program. The progress your protégé has made should be phrased in statements that get the protégé to attribute their success to stable, internal, and specific characteristics (i.e. "I believe I can read well now and in the future"). These statements should attribute the progress they have made to the efforts they have made.

Talk About Progress

Talk about all the areas in which your protégé has done better in.

Any success should be attributed directly to the protégé and to the protégé's hard work.

Praise the protégé for what he or she has done, not for personal characteristics.

For example, instead of saying "You brought your grade in math up to an A! You are so smart!", talk about what your protégé has done: "You studied every day, you got extra help from your teacher, and you did all of your homework – you worked really hard and brought your math grade up to an A!"

Talk About Maintaining Gains

After talking about what the protégé has learned during the mentoring sessions, the final conversation should be how your protégé can maintain their success, and what behaviors will ensure this success in the future.

Make future plans.

What did the protégé find helpful during the mentoring experience? What strategies would your protégé like to continue using?

What are some long-term goals for the next year, 2 years, and 5 years that your protégé would like to accomplish?

Concerns or worries. You might also allow the protégé to share his or her concerns about problems that might limit future progress, and what will be done to address these issues.

This is also a perfect opportunity for you to share with the protégé what you have gained and learned from him or her, as well as how much you have appreciated the experience.



Session 10: Procedures Checklist & Example Dialogue

<input type="checkbox"/> Affirming Greeting	Hey! I'm glad you're here! Or It's good to see you again!
<input type="checkbox"/> Complete organizational and skills-building form for today. (Refer to pages 75-76)	
<input type="checkbox"/> Talk about overall progress <input type="checkbox"/> What has your protégé done well? <input type="checkbox"/> How has your protégé managed to be successful?	"Tell me about some of your successes over the past 10 weeks." "What goals have you accomplished over the past 10 weeks?" "What did you do to be so successful?" "What things did you change to reach your goals?"
<input type="checkbox"/> Praise protégé's hard work and effort	"You studied every day, you got extra help from your teacher, and you did all of your homework – you worked really hard and brought your math grade up to an A!"
Maintaining gains <input type="checkbox"/> Make future plans <input type="checkbox"/> Concerns/worries	"What goals do you have for the rest of this year?" "...for next year?" "...where do you see yourself 5 years from now? What will need to do to get there?" "Is there anything you are concerned or worried about that might stop you from being successful?"
<input type="checkbox"/> Say goodbye	



University of South Carolina Academic Mentoring Program for Educational Development Checklist

University of South Carolina Mentoring Program Checklist

Please use this checklist as a guide as you participate in the University of South Carolina Mentoring Program. It is advised that you keep copies of all your agreements and program documentation. Your faculty instructor may add additional due dates for reflection assignments related to the project.

- Background Check Authorization Form
(**Completed and returned on first day of class, give to instructor)
- Training Session One** (Online) - Completion Date: _____
(**To be completed prior to in-class training)
- Training Session Two** (In-Class) - Completion Date: _____
- Site Visit** - Completion Date: _____
- Mentoring Session One, **Agreement Form** – Completion Date: _____
- Mentoring Session Two** - Completion Date: _____
- Mentoring Session Three** – Completion Date: _____
- Mentoring Session Four** – Completion Date: _____
- Mentoring Session Five** – Completion Date: _____
- Mentoring Session Six** – Completion Date: _____
- Mentoring Session Seven** – Completion Date: _____
- Mentoring Session Eight** – Completion Date: _____
- Mentoring Session Nine** – Completion Date: _____
- Mentoring Session Ten** – Completion Date: _____
- Post-Mentoring Survey: Completed at the end of the semester * Will be given a link online

<p>Not Important To Me No es importante para mi</p>	<p>Important To Me Es importante para mi</p>
<p>Very Important To Me Es muy importante para mi</p>	<p>Good Student Buen estudiante</p>
<p>Athletic Atletico(a)</p>	<p>Knowledgeable Bien informado</p>
<p>Spiritual Espiritual</p>	<p>Strong Fuerte</p>
<p>Respected by parents Respetado(a) por mis papás</p>	<p>Kind Noble</p>

<p>Independent Independiente</p>	<p>A good role model to Un buen modelo para</p> <hr/> <p>my brothers/sisters/nieces/nephews mis hermanos(as)/ sobrinos(as)</p>
<p>Making parent(s) proud Hacer que mis papas esten orgullosos de mi</p>	<p>Able to stay calm (keep my cool) in situations Capaz de mantener la calma en situaciones</p>
<p>Respected by friends Respetado por mis amigos</p>	<p>Respected by teachers Respetado por mis maestros(as)</p>
<p>Confident Seguro(a) de si mismo(a)</p>	<p>Good friend Buen amigo(a)</p>
<hr/>	<hr/>

Helpful Ways to Approach Student Concerns



Sometime students might say things that you may not know how to respond to. Here are some examples as to how to approach certain topics.

Protégé's Statement	Mentor's Response
"I don't feel like doing anything today"	You must have had a long week. Let's find something to do that you might feel more comfortable doing for today.
"You don't understand"	I might not have experienced what you went through but I am interested in trying to understand. Please explain to me what happened.
"I made a bad grade because the teacher doesn't like me"	Sounds like that teacher can be pretty tough. Lets go over your previous assignments and figure out if one of the methods in the manual can help guide us.
A boy that wants to be a police officer says " I didn't have time to do my homework"	Studying is an important part of getting good grades. Did you know that police officers had to pass a test before they could become a police officer? Give other examples of similarities between your protégé and a police officer.
"My homework is too hard. I give up"	It sounds like this homework is pretty tough. Let's see if we can find a way to conquer it. I remember I had a math class that I thought I wasn't going to pass. Then I went to the teacher and asked for help. She allowed me to come in early for tutorials and I was able to pass.
You are helping your protégé with his or her homework and they ask you for the answers	I know you are very capable of doing your own homework and I would rather help you learn the material so that you can see that for yourself. Point out the question that concerns you the most and we will go over your notes to figure out how to answer it.
"The grades I make now are no big deal. I'll do better in high school where it counts"	It may feel like you are doing all this busy work for no reason. One of the things I admire about you is your goal to graduate high school and go to college. What are the steps to get to graduation and then college? [Discuss] .The stuff you learn now will help prepare you for high school. Give an example. Ex: In fact, the fractions you are learning now will help you solve math problems that you will need to solve not only in high school but in college as well.
A student doesn't seem to care that they didn't show up on your day to meet.	I enjoy helping you achieve your goals and I am unable to do that if you are not here. It is important that we meet. Is there another day that you might prefer so that we will not miss each other again? If so, what day do you prefer? If not, let us try to meet on the same day.

NEVER show anger towards your protégé. Remember they are there for guidance.



Organizational Check in Form

Directions: Every mentoring session, refer to this page (Organizational Check in). In the “Date” column, write the date of the mentoring session. Then, check the boxes below if the the protégé completed the organizational task. For example, if there are no loose papers or folders in the binder, then put a checkmark in the adjacent box.

ORGANIZATIONAL CHECK-IN	DATE									
Binder										
There are no loose papers or folders in the binder (i.e. all folders and paper are secured by the three-rings and cannot be pulled out without opening the bindings)										
There are no papers in the wrong section of the binder. There are no papers that are not school related in the binder (i.e. drawings, scrap paper, notes, etc.).										
Book Bag										
Necessary items are present (agenda, books, binder, etc.)										
There are no loose objects in the book bag (papers, pencils, pens, toys, etc.)										
Agenda										
All class due dates, quizzes, tests, and homework assignments are filled in										
There is “Due”, “QT”, and “HW” written for each subject										



Skill Building Form

Directions: When you start completing the Skills Modules, refer to this page (Skill Building Form). In the “Date” column, write the date of the mentoring session. Then, check the boxes below if the protégé completed module. For example, when the protégé completes the “Learning Your A. B. C.’s module, put a checkmark in the adjacent box..

SKILLS	DATE									
Learning Your A. B. C.’s *Make sure to complete this Module*										
Expository Reading										
Changing You G.P.A.										
Motivation										
Planning for the Future										
Feedback										
Relaxation										