Project Impact

Mentor Training
March 17, 2008
6:30 – 7:45pm

Trainer: Carolyn Gentle-Genitty, MSW, PhD Candidate
Contact: IU School of Social Work (IUPUI) Email: cgentleg@iupui.edu

Goal: The expectations of this intense training session are 1) to help new mentors understand the basics of mentoring and 2) to help new mentors gain the skills necessary to effectively guide at-risk students and map out appropriate action steps to help students change truant behavior.

Objectives:
- To learn what is mentoring and its effective use
- To demonstrate use of 9 mentor communication skills and use of 4 interpersonal qualities
- To use truancy assessment model to map out action steps to help change truant behavior

AGENDA

☐ 6:30 – 6:40 Review of Agenda, Introductions, Expectations, & Pre-test
☐ 6:40 – 7:00 Discussion on Mentoring, Basic Skills, and Assessment Model
  ▪ What is mentoring & Why we mentor
  ▪ When we mentor what do we do?
    • Model of Change (6 Stages: Pre-contemplation, Contemplation, Preparation, Action, Maintenance, Termination)
    • Basic skills:
      o Beginning with a plan for the meeting,
      o Listening,
      o Observing,
      o Reflecting (Content & Feeling),
      o Asking questions,
      o Summarizing,
      o Goal Setting,
      o Reaching consensus about problems,
      o Ending with an evaluation,
      o Tasks for the next meeting
      o Interpersonal Qualities of (Warmth, Respect, Empathy, & Genuineness)
  • Incorporating Truancy assessment into sustained mentoring
☐ 7:00 – 7:30 Practice and Evaluations (in groups of 3 role play student, mentor, & supervisor)
☐ 7:30 – 7:45 Post Test, Open Discussion, and Closure
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Mentor Training

Directions: Please do not put your name on this test. Please answer all questions honestly.

Pre-Test

1) Name 2 words that come to mind when you think of a mentor.
   a) _____________________________________________________
   b) _____________________________________________________

2) Based on the 2 words above, what is mentoring?
   
   To me Mentoring is ______________________________________
   _________________________________________________________

3) Name at least 3 skills that you would use as a mentor
   a) _____________________________________________________
   b) _____________________________________________________
   c) _____________________________________________________

4) Name one interpersonal quality you bring as a mentor
   a) _____________________________________________________

5) How many types of truancy are you aware of?
   □ 1    □ 2    □ 3    □ 4    □ None
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**Mentor Training**

**Directions:** Please do not put your name on this test. Please answer all questions honestly.

**Post-Test**

1) Based on this training, what is mentoring?

   Mentoring is
   _______________________________________________________
   _______________________________________________________

2) Name at least 3 skills that you would use as a mentor

   a) _____________________________________________________
   b) _____________________________________________________
   c) _____________________________________________________

3) Name one interpersonal quality you bring as a mentor

   a) _____________________________________________________

4) How many types of truancy are you aware of?

   ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ None

5) Name 1 type of activity you would use with a lesson absent truant

   _______________________________________________________
   _______________________________________________________

Please give us any general comments about the training and trainer.

____________________________________________________________
____________________________________________________________

*Thanks for your participation.*
Truancy Assessment Model & Work Plan

Section A - DEMOGRAPHIC INFORMATION

Name of Student: ____________________________________________________________

First Name   Last Name   Middle Initial

School Name: __________________________ Days of Absence per quarter: ________

Grade: _________  Age:  ____  Sex: □ Male  □ Female

Referred by:  □ Court  □ School  □ Community  Date of Referral: __________ MM/DD/YY

Section B - TYPE OF TRUANT

Check one box that applies to the student based on the student, school, and parent reports.

Type of truant based on Student Self-Report
  □ Specific lesson absence,
  □ Post registration truancy,
  □ Parental-condoned truancy,
  □ Other: _________________________________________________

Type of truant based on School Self-Report
  □ Specific lesson absence,
  □ Post registration truancy,
  □ Parental-condoned truancy,
  □ Other: _________________________________________________

Type of truant based on Parent Self-Report
  □ Specific lesson absence,
  □ Post registration truancy,
  □ Parental-condoned truancy,
  □ Other: _________________________________________________

Section C - CATEGORIES OF TRUANT

From the list provided check one box that applies to the student.

□ Traditional (shy, low self-concept, misses because of school social conditions)

□ Psychological (laziness, illness, fear, miss school for emotional reasons)

□ Institutional (leader, miss school because of reasons related to the school itself)

□ Generic (haphazardly misses school for different reasons)

□ Recreational (misses school for reasons of pleasure or to avoid an activity or task)

□ Life-style truants (Marginal member, misses school because has no bond to it)
### Overall Report of the Truant

This section of the report combines the ✓ marks above to identify the truant you are working with. This will help you tailor a plan to meet the needs of the student and create gradual change in behavior.

**Directions:** Review the types and categories checked off above and write up one statement about the current behavior of the child in regards to their truancy.

**For example:**

Let’s say in Section B *(Type of Truant)* and Section C *(Category of truant)* the student is defined as *specific lesson absent* by himself, teacher and parent and categorized as a recreational truant. Your statement would be …

**Statement:**

| Based on my assessment thus far __________________________ is a student that primarily misses school for __________________________ reasons (e.g. recreational reasons to avoid an activity or task). Therefore together __________________________ and I developed our action plan to change the behavior. We will focus on which (i.e. lessons, class, activity) __________________________ he/she is having trouble with and why. Then develop a different strategy to missing classes when he/she feels the need to skip those classes. It is the hope that within #___________ weeks or month __________________________ would attend at least 90% or more of those classes rather than skipping them. |

| STATEMENT OF WORK RESPONSIBILITY |

| |

| |

| |

| |

| |

| |

Gentle-Genitty – Project Impact – Training Materials
<table>
<thead>
<tr>
<th>Assessing the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ How do you feel about school? (i.e. Good, Bad, Sad, Happy, Disconnected, etc.)</td>
</tr>
<tr>
<td>☐ What do you think could be done to help you feel better about school?</td>
</tr>
<tr>
<td>☐ Who would you like to help you feel better about school?</td>
</tr>
<tr>
<td>☐ Do you think we can help you do this in 3 months?</td>
</tr>
<tr>
<td>☐ Are you willing to try to make these changes?</td>
</tr>
</tbody>
</table>

Determining the Needs

*Let’s list some of the issues you think keeps you from attending classes all the time?*

1)  
2)  
3)  

Determining the Resources

*Let’s list some of the resources you think you need to attend classes all the time?*  
(i.e. more opportunities or activities for to be involved, attached, and committed in so that you will value attending classes regularly).

1)  
2)  
3)
**Weekly Action Plan – (E.g. Lesson Absent Truant)**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>To identify all the lessons Johnny dislikes or has difficulty with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Assess current attendance: Of this week how many days of school did you miss?</td>
</tr>
<tr>
<td></td>
<td>2) Of this week how many classes did you miss?</td>
</tr>
</tbody>
</table>

**Week 2:** To work with Johnny to determine 2 alternatives for missing classes he dislikes

**Week 3:** To practice using the 2 alternatives to missing classes & determine 3 strategies to improve his commitment to doing well in the classes he dislikes

**Week 4:** Invite teacher and parent for one consultation on how to get the Johnny more involved in his school, with his teachers, and classes.

**Week 5:** Discuss strategies with Johnny and get his buy in. Implement the strategies he feels comfortable using

|         | 1) Assess current attendance: Of this week how many days of school did you miss? |
|         | 2) Of this week how many classes did you miss? |

**Week 6:**

**Week 7:**

**Week 8:**

**Week 9:**

**Week 10:**
Weekly Report Sheet

Name of Student: _____________________________________
Name of Mentor: _____________________________________
Date: _______________________________________________

**Week 1:** To identify all the lessons Johnny dislikes or has difficulty with

<p>| | |</p>
<table>
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</tr>
</tbody>
</table>

**Summary of Week 1:**

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Practice Case Scenario

CASE 1: DEVON

As he waits in the meeting hall, Devon chats with another friend that also awaits the arrival of his truancy mentor. They talked about Devon thinking about missing school tomorrow again, like he has done all year long. However, today Devon says he got caught and is in the hall because his teacher was actually paying more attention to him because not everyone showed up to class.

What Devon normally shows up for school, wait until the teacher calls roll, and then leaves for as long as he could. Sometimes he misses school because he wants to get some extra sleep without his mom getting on his back for missing school, or because he and his friends want to go to a movie or just hang out and chat about the shooting last night without walking the 2 miles to his friends’ house.

In your group of 3, one person plays Devon and the other the mentor. The third person will use the attached evaluation sheet and assess how well the mentor did in working with Devon. After 5 minutes switch roles and do this until each person has played the mentor and supervisor at least once.

Use the skills that you have learned to do the following:

1) Begin the meeting
2) Identify what type of truant Devon is
3) Discuss why Devon misses school
4) What he plans to do to address the problem
5) 2 Action steps to change the behavior
**Practice Case Scenario**

**CASE 2: HARRIS**

Harris sits in the principal’s office writing graffiti on the chair he sits on. He hi-fi a friend of his that walks in the door with a big small. He even stands up and greets his friend. They exchange words. His friend says “you in here again?” “Yeah, you know it’s what I do. That ole lady just thinks everybody needs English but I just don’t dig that, check,” says Harris. The slap hands and continue as the friend says “same here and now I gotta see that b**c% you now, latta”. As he walks away, Harris shouts I gotta do some talking too with some truancy woman.

In your group of 3, one person plays Harris and the other the mentor. The third person will use the attached evaluation sheet and assess how well the mentor did in working with Harris. After 5 minutes switch roles and do this until each person has played the mentor and supervisor at least once.

Use the skills that you have learned to do the following:

1) Begin the meeting
2) Identify what type of truant Harris is
3) Discuss why Harris misses school
4) What he plans to do to address the problem
5) 2 Action steps to change the behavior
Practice Case Scenario

CASE 3: MARCUS

Marcus and his friends were sitting behind the school yard discussing what they would do when their friend Pete comes out of juvy. They talked about getting some pot and smoking it as a celebration but some were on probation or even worse parole and so doing marijuana was out of the picture. They all decided to buy and drink some alcohol instead. As they made the final plans the recess bell rang and they all had to go back to class. Marcus told his friends on his way back to class was that he will not be going to class because “remember when I missed all of last week and then those days in February because my mom was looking for a job and I had to watch the little brats” well I gotta go see some guy from some program.

In your group of 3, one person plays Marcus and the other the mentor. The third person will use the attached evaluation sheet and assess how well the mentor did in working with Marcus. After 5 minutes switch roles and do this until each person has played the mentor and supervisor at least once.

Use the skills that you have learned to do the following:

1) Begin the meeting
2) Identify what type of truant Marcus is
3) Discuss why Marcus misses school
4) What he plans to do to address the problem
5) 2 Action steps to change the behavior
Practice Evaluation Sheet

Please rate the MENTOR using a scale of 1 – 5 (5 being most effective)

_____ Beginning the meeting by discussing what you plan to do in the meeting, your role, and confidentiality

_____ Listening (with appropriate use of non-verbal and verbal responses)

_____ Observing (identifying actions that are congruent or incongruent with client’s discussion)

_____ Reflecting (reflecting feeling, content and advance reflecting)

_____ Asking questions (open & close-ended, problem, history, environment, goal questions)

_____ Summarizing (a final summary of a topic during and at the end)

_____ Goal Setting (developing a goal WITH the student to change the behavior),

_____ Reaching consensus about problems, goals, and contracts

_____ Developing clear action steps for how to achieve the goal

_____ Ending the meeting with an evaluation (asking client about the session)

______Summarizing plans and agreed on tasks for the next meeting

Expressing interpersonal qualities of

_____ Warmth,

_____ Respect,

_____ Empathy,

_____ Genuineness

What strengths did this mentor demonstrate?

What areas does the mentor need to improve?