



# **“Supporting Mentors and Mentees in the Face of Challenges”**

*July 20, 2017*

# 2017 Collaborative Mentoring Webinar Series Planning Team

The Collaborative Mentoring Webinar Series is funded by the **Office of Juvenile Justice and Delinquency Prevention** through the National Mentoring Resource Center and facilitated in partnership with MENTOR:  
The National Mentoring Partnership



# Good to Know...

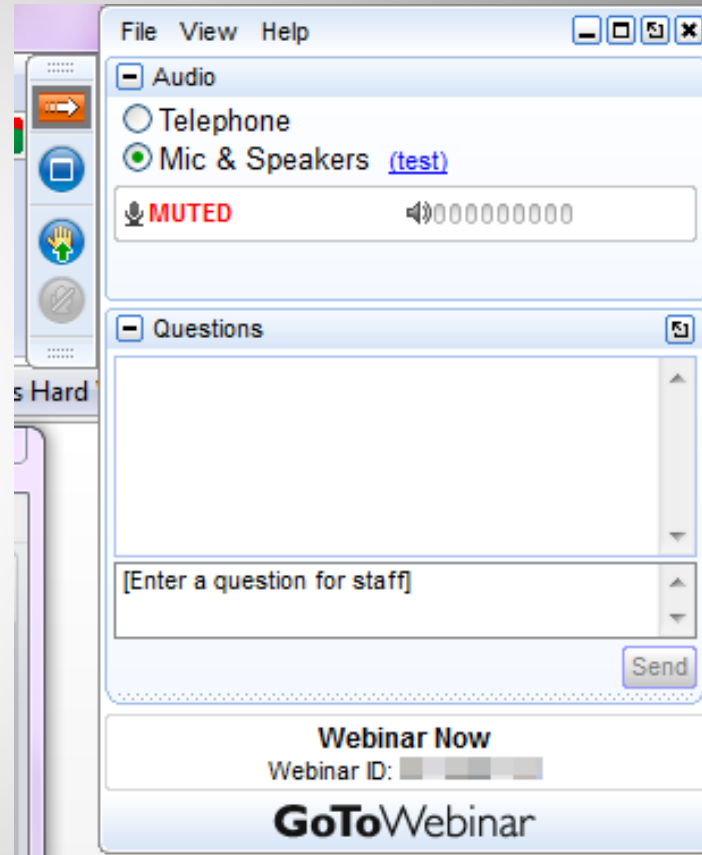
**One week after the webinar, all attendees receive an email with:**

- Instructions for how to access a PDF of presentation slides and webinar recording
- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings and resources are posted

**Please help us out by answering survey questions at the end of the webinar.**

# Participate in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?



# Today's Facilitator

Dustianne North Ph.D, M.S.W. has provided training and technical assistance in the field of youth mentoring, and related youth services fields, since 1995.

She draws upon her diverse experience and training to work with direct practice issues such as communicating with youth, as well as community issues, program design, and interagency partnerships. Dr. North has recently helped to re-establish the California Mentoring Partnership and has convened researchers and advocates to initiate new mentoring research.



Dustianne North, Ph.D. MSW.

# Today's Webinar

- Torie Weiston, Ph.D.
- Jaime Romo, Ed.D.

**Q & A throughout the presentation  
(use the Q & A panel)**

# Roadblocks to Effective Communication

- ✧ Ordering, directing, commanding
- ✧ Moralizing, preaching, shoulds and oughts
- ✧ Teaching, lecturing, giving logical arguments
- ✧ Judging, criticizing, blaming
- ✧ Withdrawing, distracting, sarcasm, humoring, diverting

# Basic Communication Strategies

- ✧ **Active Listening**

*Pay attention to verbal and non-verbal cues*

- ✧ **“I” Messages**

*Taking responsibility for how we feel; avoid judging and keep lines of communication open*

- ✧ **Paraphrasing**

*Shows you are listening by repeating what you just heard*

- ✧ **Open-ended Questions**

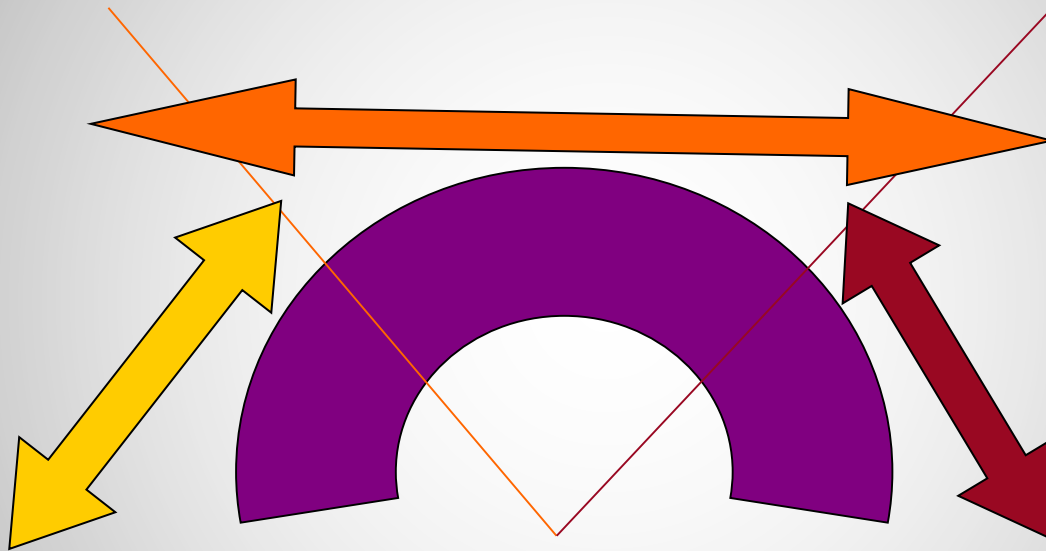
*Provide for explanations and more in-depth responses*

# Guiding Principles for Discussing Difficult Issues

- ✦ The importance of self-determination, empowerment
- ✦ Collaborative rather than prescriptive
- ✦ Problem-solving vs. advice giving
- ✦ Consideration of issues of confidentiality and self-disclosure

# The Range of Difficult Issues

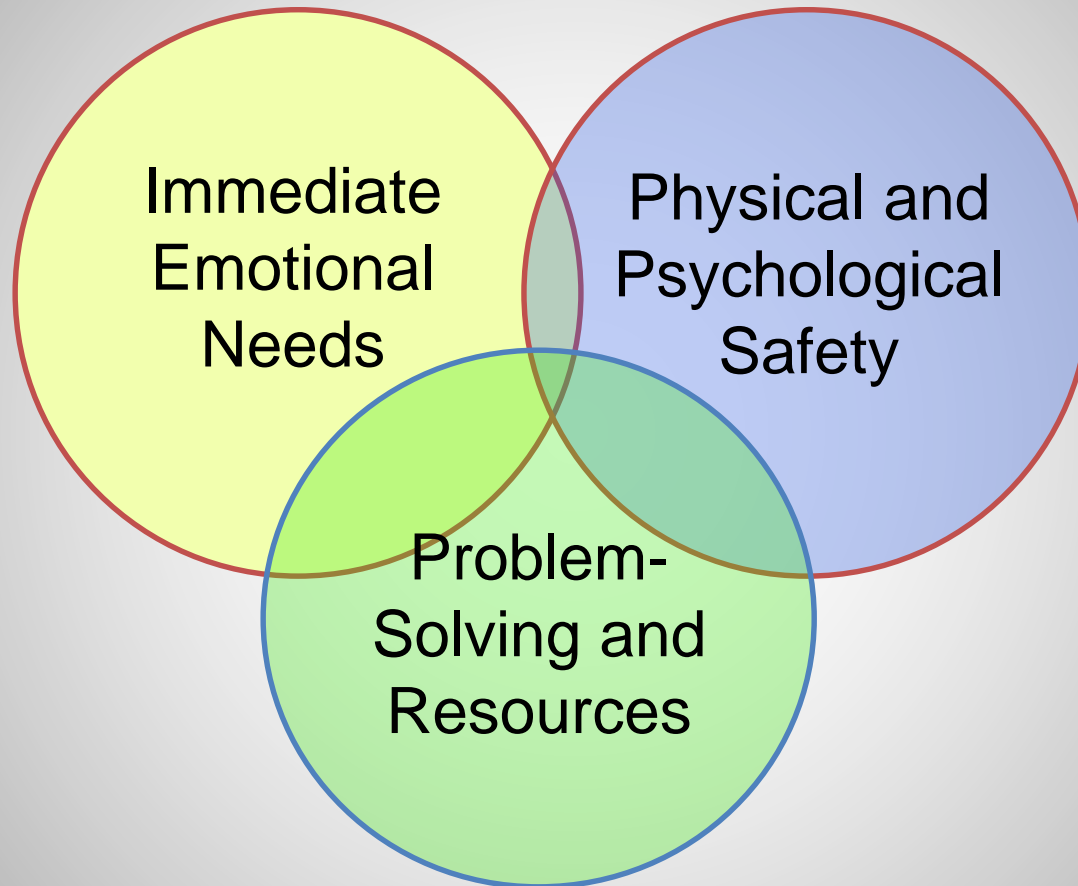
Ongoing Issues of Concern



General Delicate Topics

Immediate Acute Crises

# Concerns When Working With Youth



WHERE DO WE BEGIN???

# Where do we begin?

- Immediate Emotional Needs
- Physical and Psychological Safety
- Problem-Solving and Resources

# YOUR work...

- ✦ Difficult situations and issues bring up our emotions and our own healing work.
- ✦ How do we take care of our own emotional needs as these issues arise?

# Torie Weiston, Ph.D.



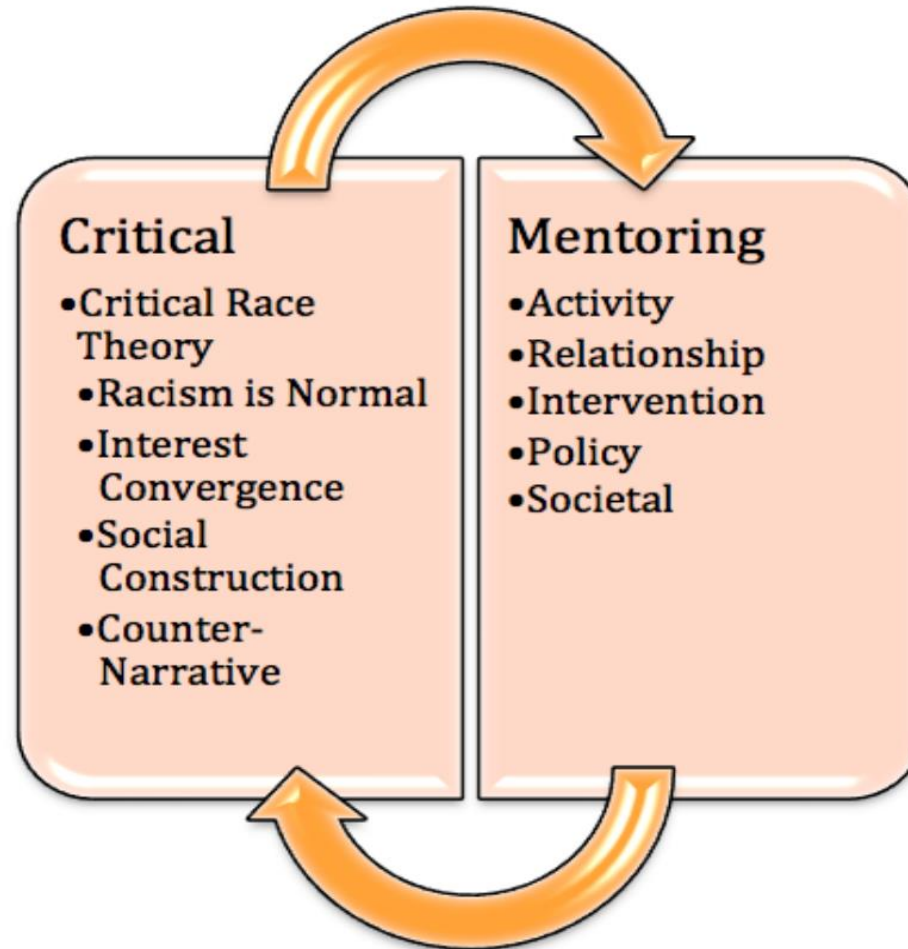
A scholar and practitioner with over eleven years of teaching and youth programming experience. Torie does extensive work with community-based organizations in support of their youth advocacy efforts, specializing in training mentors to work with diverse youth populations; i.e. Black, Latinx, LGBTQQQ, First Generation College Students and Low-Income Youth.

She is author of the acclaimed new book, *Critical Mentoring: A Practical Guide*

# Critical Mentoring: A Definition

- If young people's contexts were water and air, it would be impossible to breathe and impossible to drink. The critical mentoring process aims to address this.
- Mentoring must move to “clear the water and purify the air.”
- It is not about using mentoring to manage symptoms, but leveraging mentoring to address root causes.

# Critical Race Theory and Mentoring



# Critical Interrogation of Context



# Strategies for Critical Mentoring

- The core of Critical Mentoring is being knowledgeable, willing and able to have difficult conversations
- Let the young person lead
- Create group/cohort spaces for process
- Be brave

# Jaime Romo, Ed.D.



Dr. Romo has served as K-12 teacher and administrator and teacher educator. He is a Minister for Healing and Healthy Environments, has provided technical assistance for SAMHSA and for the Center for Applied Research Solutions on Trauma Informed Care. Dr. Romo is a certified Traumatic Incident Reduction facilitator and Hospice Chaplain.

# Trauma

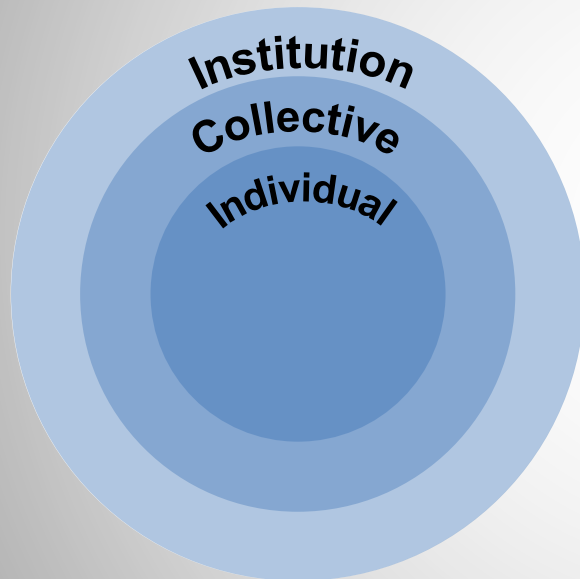
- Individual trauma results from an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. (SAMHSA)
- Trauma occurs when an actual or perceived threat of danger *or loss* overwhelms a person's usual coping ability. (From Judith Herman, 1994)

# Poll

Regarding the Adverse Childhood Experiences study (1998, Felitti and De Anda), how fluent are you?

- Unfamiliar
- Familiar
- Competent with using the information to better understand and support myself
- Competent with using the information to better understand and support others

# Levels of Trauma (Informed Care)



- **Individual** – Intra and Interpersonal
- **Collective** – informal, cultural
- **Institutional** – Schools, Youth Organizations, Law Enforcement, Government

# What You'll See

- Aggression and low impulse control in new situations or with new people
- Power struggles and fear in the context of rule enforcement
- Disengagement as means of defense
- Interpretation of safety enforcement as predatory
- “Minor” events precipitating catastrophic reactions

# Discussing Difficult Issues

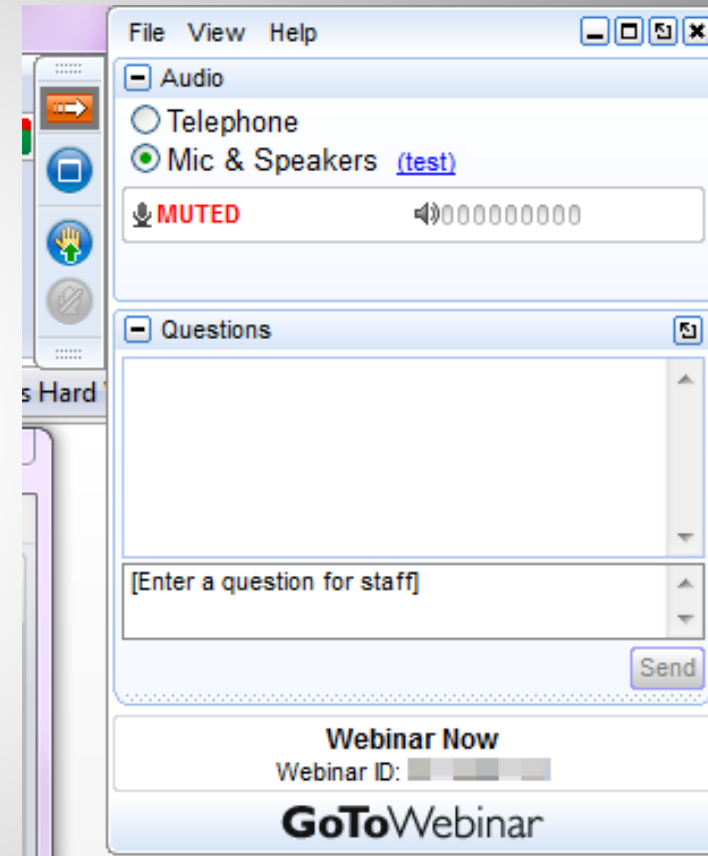
- **Safety**
- **Trustworthiness** and Transparency
- **Collaboration** and Mutuality
- **Empowerment, Voice** and **Choice**
- Peer Support
- Cultural, Historical and Gender Issues

# Responses

- Reflect
  - Check out your own responses/reactions
- Explore
  - your own experiences; create safe and trustworthy space for conversation; engage with youth
- Invite
  - Ask; listen and respond as needed (physical safety, emotional safety, intellectual safety/ problem solving)

# Panel / Q&A

Type your questions in the question box



# Questions for Panel

Jaime and Torie:

- What do you think are some of the most pressing issues facing today's youth?
- How do these differ across youth of different ages, gender, class, race, ability, sexual orientation, geography, etc.?

# Question for Panel

Torie and Jaime:

- Must cultural issues always be considered when addressing difficult topics, or are only some issues cultural?

# Question for Panel

Jaime- What are some ways in which trauma plays out in mentoring matches? What are some strategies to address these dynamics?

# Question for Panel

Torie- How might youth be engaged by mentors and program staff to solve their own problems and the problems they see in the world around them?

# Participant Questions

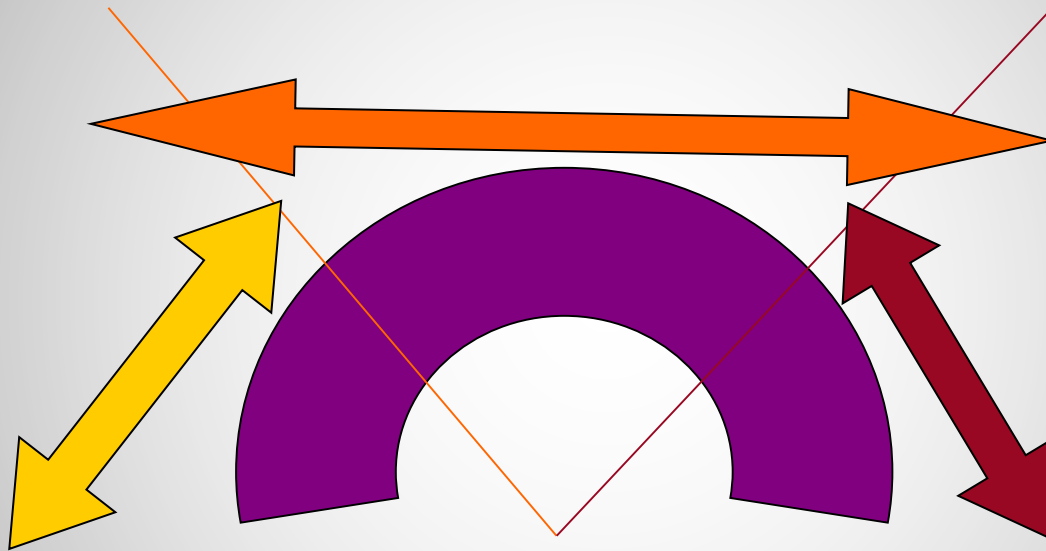
Cheryl, what key questions are our listeners raising for panelists?

# Question for Panel

Sometimes young people come to their mentors with difficult situations that the mentor isn't equipped to address. How should programs train mentors to recognize when they need help and bring in external supports and resources? What are some other resources mentors can turn to?

# The Range of Difficult Issues

Ongoing Issues of Concern



General Delicate Topics

Immediate Acute Crises

# Understanding Difficult Issues

## *Delicate Topics*

- ✧ Questions about sex
- ✧ Managing anger and other unsettling emotions
- ✧ Peer pressure
- ✧ Hygiene
- ✧ Problem behaviors
- ✧ School performance
- ✧ Youth's criticism of parents, teachers, etc.
- ✧ Self-image/personal insecurities
- ✧ Class/cultural identity
- ✧ Others ...

# Crises Requiring Intervention

- ✧ Child abuse, neglect and endangerment
- ✧ Abusive relationships
- ✧ Dependency or dangerous use of alcohol & other drugs
- ✧ Depression/suicidality
- ✧ Mental illness
- ✧ Certain criminal behaviors
- ✧ Various traumas
- ✧ “Harm or danger to self or others”
- ✧ Others ...

# Issues of Concern

- ✧ Unsafe sex
- ✧ Fist fighting
- ✧ Delinquent behavior
- ✧ Gang affiliation
- ✧ Drug and alcohol use

These are more difficult to describe because they can be serious, but there may be no particular intervention available.

Crisis = Danger + Opportunity

危機

# Additional Materials Provided

## Dealing with Difficult Issues with Youth (handout packet)

Dustianne North, Ph.D., M.S.W.

Jerry Sherk, M.A.

2012

Provided as PDF



## Supporting Young People in the Wake of Violence and Trauma

MENTOR: The National Mentoring Partnership

Mental Health Partnership of New York

2017

<http://www.mentoring.org/new-site/wp-content/uploads/2015/09/JPMC-Trauma-Resource.pdf>

# Additional Resources



## **National Mentoring Resource Center**

Check out the [OJJDP National Mentoring Resource Center](#) for no-cost evidence-based mentoring resources

## **Mentoring Connector**

Recruit mentors by submitting your program to the Mentoring Connector <https://connect.mentoring.org/admin>

# Remember...

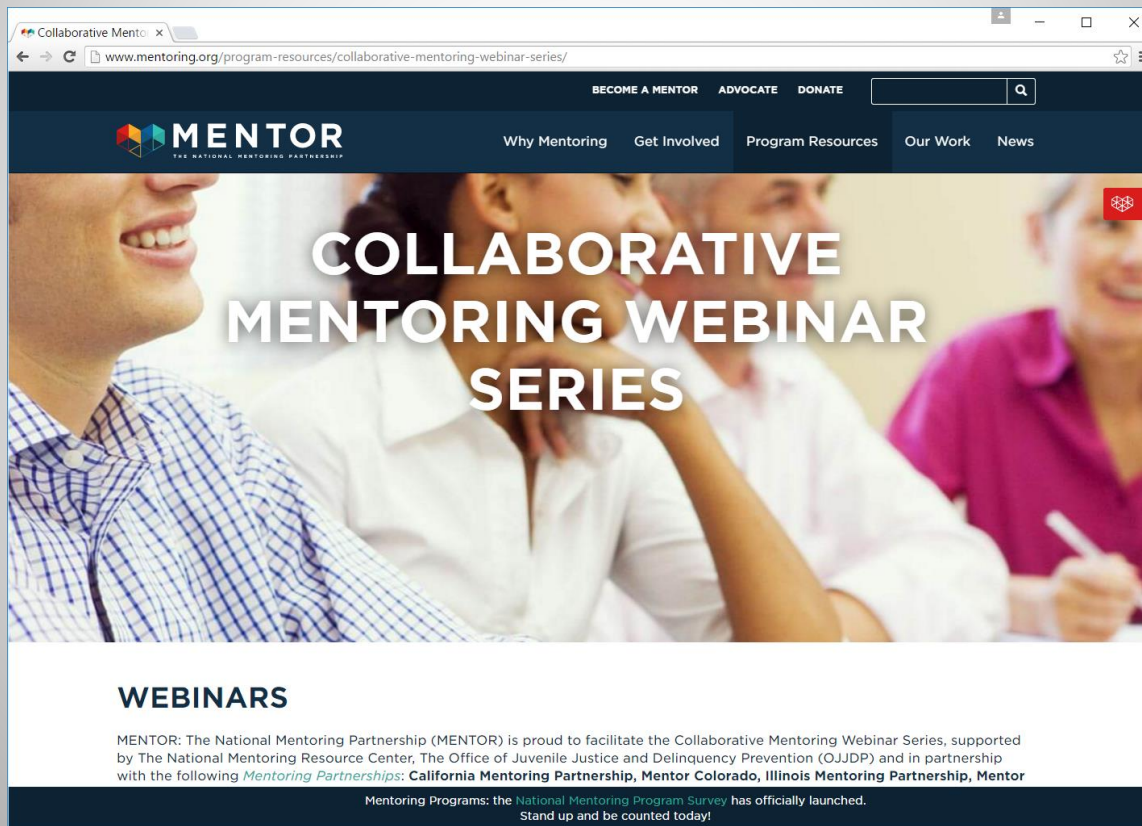
## After the webinar:

- Please help us out by answering survey questions at the end of the webinar.
- Everyone will get an email with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

[http://www.mentoring.org/program\\_resources/training\\_opportunities/collaborative\\_mentoring\\_webinar\\_series/](http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/)

# Stay Connected

- Email us at [collaborativewebinarseries@mentoring.org](mailto:collaborativewebinarseries@mentoring.org)
- Tweet with hashtag #MentoringWebinar
- Visit our webpage on the MENTOR website for past and upcoming webinars:



The screenshot shows a web browser window displaying the MENTOR website. The URL in the address bar is [www.mentoring.org/program-resources/collaborative-mentoring-webinar-series/](http://www.mentoring.org/program-resources/collaborative-mentoring-webinar-series/). The page features a dark blue header with the MENTOR logo (The National Mentoring Partnership) and navigation links: "BECOME A MENTOR", "ADVOCATE", "DONATE", "Why Mentoring", "Get Involved", "Program Resources", "Our Work", and "News". A search bar is also present. The main content area has a large image of four diverse people smiling and talking, with the text "COLLABORATIVE MENTORING WEBINAR SERIES" overlaid in white. Below the image, the word "WEBINARS" is displayed in bold. The text below reads: "MENTOR: The National Mentoring Partnership (MENTOR) is proud to facilitate the Collaborative Mentoring Webinar Series, supported by The National Mentoring Resource Center, The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and in partnership with the following *Mentoring Partnerships*: California Mentoring Partnership, Mentor Colorado, Illinois Mentoring Partnership, Mentor Mentoring Programs: the National Mentoring Program Survey has officially launched. Stand up and be counted today!"

**Collaborative Mentoring Webinar Series**

# Join Us Next Month!



## Theory of Change and Logic Models

August 17, 2017

1 - 2:15 pm Eastern



Collaborative Mentoring Webinar Series