



Peer Mentoring: A Discussion with Experienced Practitioners

April 16, 2015

2015 Collaborative Mentoring Webinar Series

Planning Team



Good to Know...

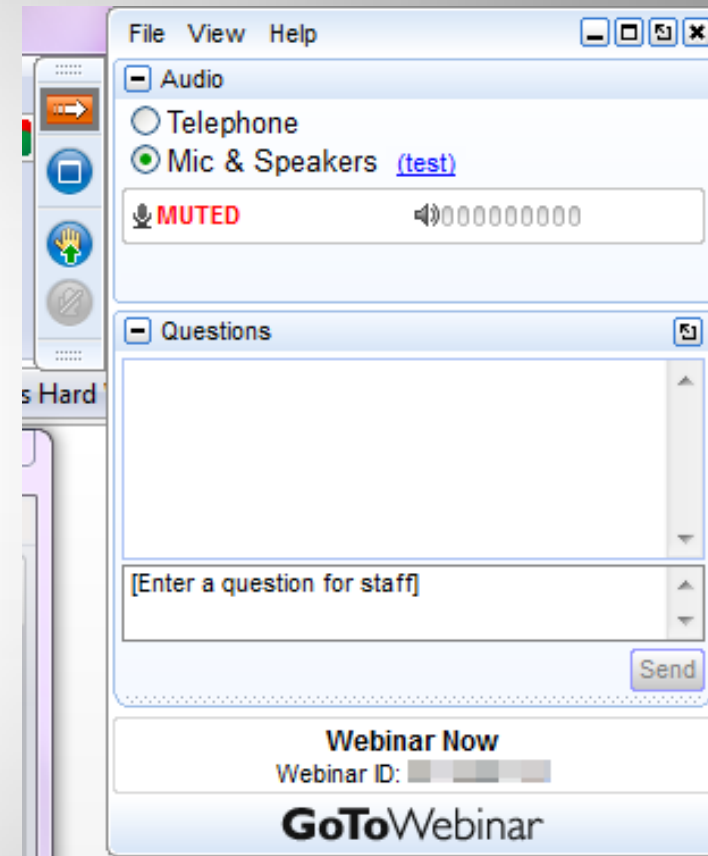
After the webinar, all attendees receive:

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

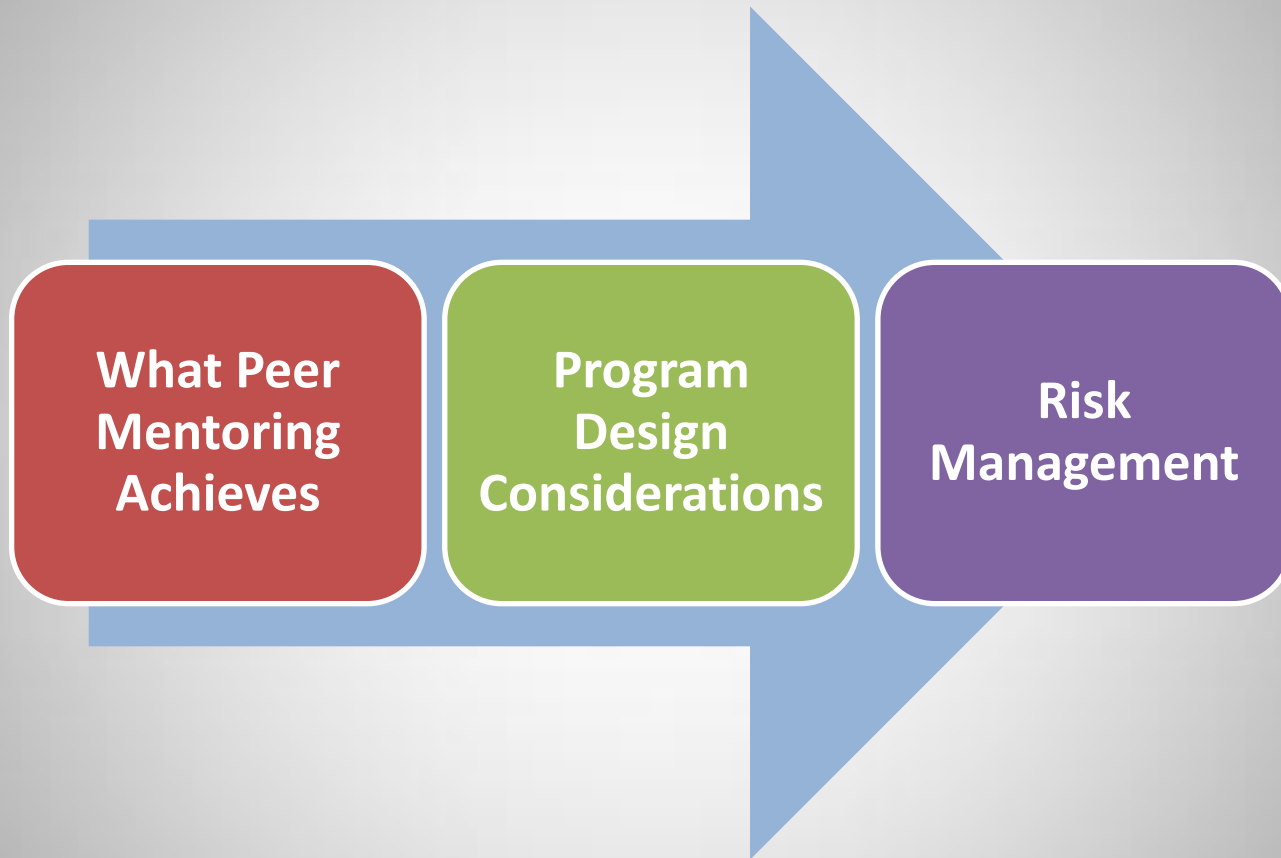
Please help us out by answering survey questions at the end of the webinar.

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?



Agenda



Today's Webinar

- Margo Ross, Psy.D., Center for Supportive Schools
- Tammy Potts, Basehor-Linwood Mentors & CareCats

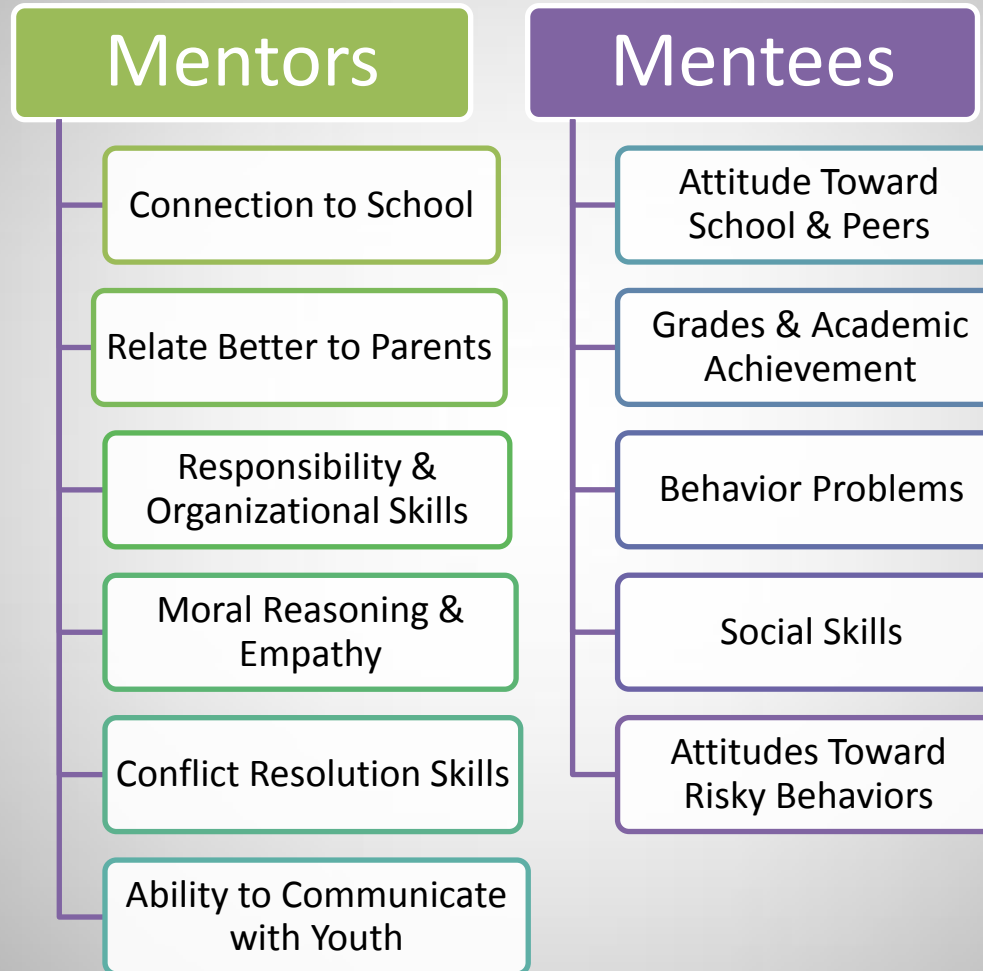
**Q & A throughout the presentation
(use the Q & A panel)**

Exploring Definitions

	Structured (e.g. , using a curriculum)	Long-term (lasting more than 10 weeks)	Problem- focused or remedial	Cross-age (difference in grade of two or more)	One-to-one relationship format
Peer Mentoring	Sometimes	Yes	No	Yes	Yes
Peer Counseling	No	No	Yes (personal)	Not usually	Usually, but not necessarily
Peer Helping	Yes	Not usually	Sometimes	Yes, usually	Both one-to-one and one helper with multiple youth formats
Peer Mediation	Yes	No	Yes	Not usually	No, one mediator with two plus peers
Peer Tutoring	No	No	Yes (academic)	Sometimes	Usually, but not necessarily

Table excerpt from MENTOR's Research in Action Series, Issue 7

Benefits



Margo Ross, Psy.D.



Margo Ross, Psy.D., is Senior Director of Development at Center for Supportive Schools (CSS). She oversees CSS's business development efforts including grant writing, grants management, corporate and foundation relations, communications and marketing. Dr. Ross has been a member of the staff at CSS for over 15 years and is a certified school psychologist in New Jersey. She holds both a doctorate and master's degree in school psychology from the Graduate School of Applied and Professional Psychology at Rutgers University and a bachelor's degree in psychology from Rutgers University.



PEER GROUP CONNECTION



Who are we?

Center for Supportive Schools (CSS)

- Partner with schools to help create safer and more supportive, engaging, inspiring environments
- Has served hundreds of schools since 1979 and our work touches tens of thousands of students, educators, and parents annually
- Highly committed to implementing effective programs in partnership with communities that have large numbers of economically disadvantaged youth



What is Peer Group Connection (PGC)?

A peer-to-peer group mentoring model that trains and mobilizes older/more experienced students to help ease the transition into school for incoming students and improve school culture and climate.

- **PGC for high schools:** 11th and 12th graders support 9th graders
- **PGC for middle schools:** 8th graders support 6th graders
- **PGC for alternative schools:** More experienced students supporting incoming/newer students

Each of these programs uses a distinct and developmentally appropriate curriculum.



PGC Curriculum

The PGC curriculum uses engaging, hands-on activities to address issues that have been shown to help reduce risk behaviors and produce positive student outcomes, including high school completion. Curriculum topics include:

- Sense of School Belonging
- Competence in Interpersonal Relationships
- Conflict Resolution, Anger Management, & Violence Prevention
- Bullying & Bystander Behavior
- Achievement Orientation & Motivation
- Goal Setting
- Coping Skills
- Decision Making
- Peer Acceptance & Resisting Peer Pressure
- Anger Management
- Stress Management
- Service Learning



PGC: When and Why

When	<ul style="list-style-type: none">• During the regular school day• Daily leadership course for student leaders• Weekly group mentoring sessions for younger/less experienced students led by trained student leaders• Throughout the entire year and beyond
Why	<p>To enhance school connectedness and build social, emotional, leadership, and academic skills to support educational outcomes such as remaining in school, student achievement, increased attendance, lower suspension rates, and, ultimately, graduation from high school ready for college.</p>



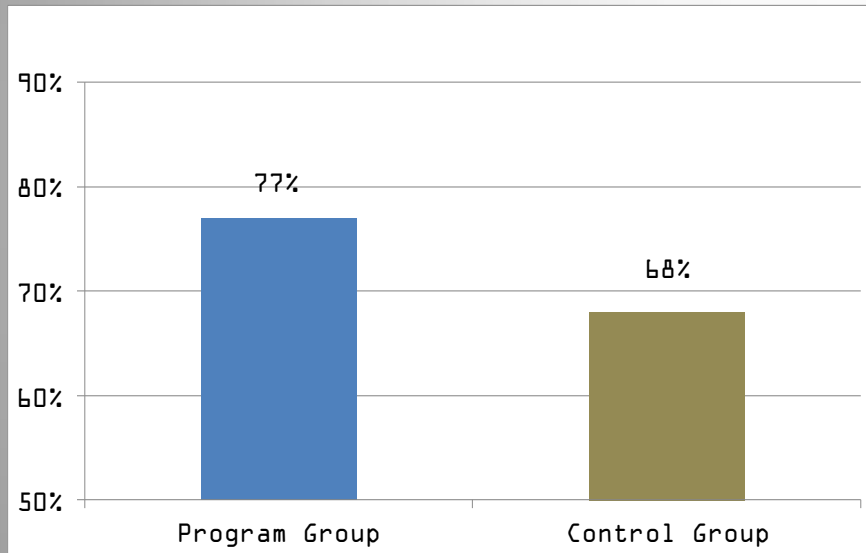
Importance of Transition Years

- Research consistently demonstrates that students are most vulnerable for dropping out of school during and immediately following their first year of high school.
- For most students, the process of dropping out begins in middle school, when the habits that predict whether or not a student graduates are formed, making it a critical “make or break” period.
- Programs that support students throughout the transition from elementary to middle and middle to high school and extending throughout the transition year have the greatest impact on keeping students engaged and in school.

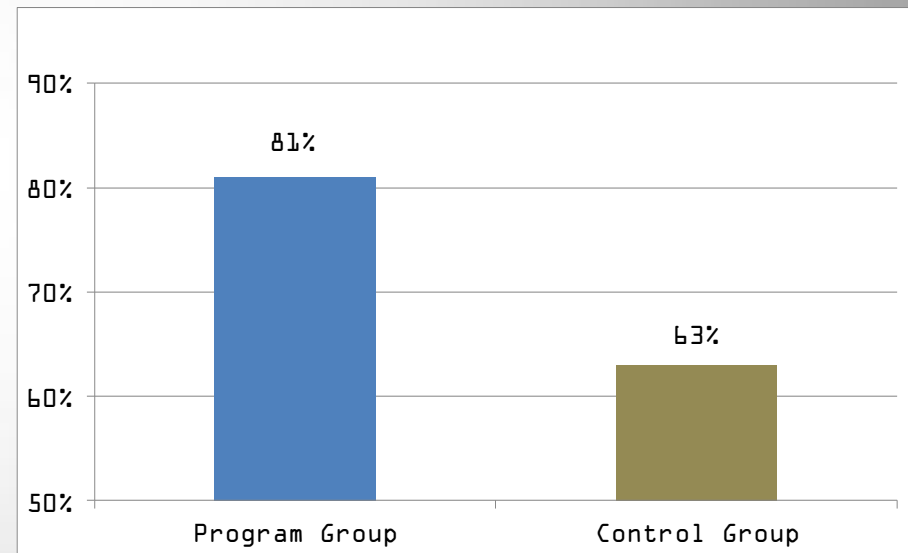
Research on Impact of Model

% of Ninth Grade Students Who Graduated from High School

All Students



Male Students



*Johnson, Simon, & Mun. (2014).
The Journal of Educational Research.*



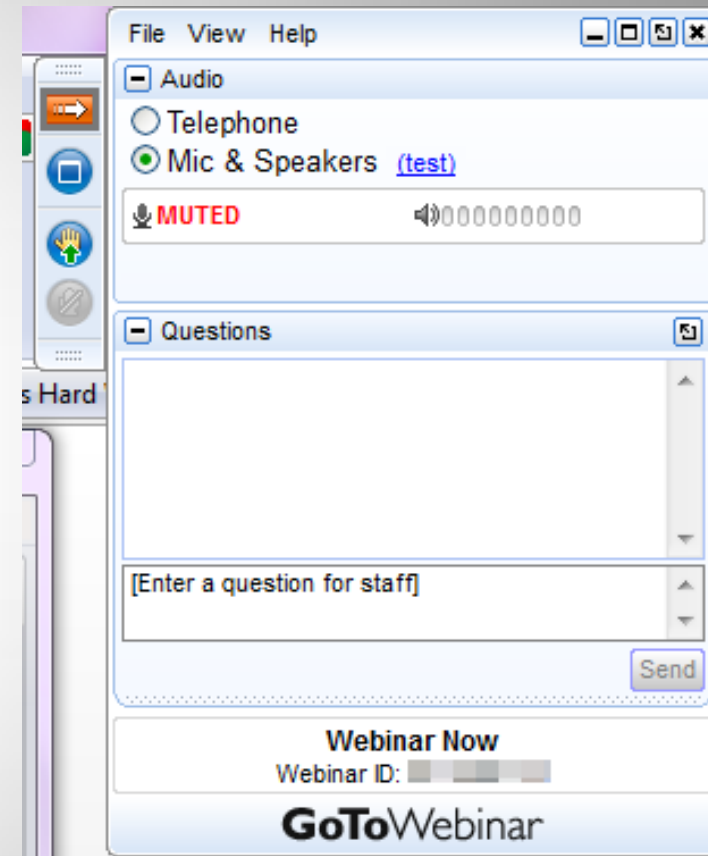
Other Results

- Higher grades
- Higher on-time promotion rates
- Better attendance
- Fewer discipline referrals
- Fewer instances of fighting and suspension
- Improved communication with peers and others



Q&A

Type your questions in the question box:



Tammy Potts



Tammy Potts is in her 16th year as the District Coordinator for Basehor-Linwood (USD 458) Mentors & CareCat Mentors. This nationally recognized and state award winning program has over 300 annual dedicated mentors who work one-on-one, in small groups, or in the classroom in rotation. This allows over 900 students to be served annually through a mentor-mentee relationship, in a school district of over 2,300 students. Mentors & CareCat Mentors has been recognized as a Kansas Mentors Gold Star program. Mentors and CareCat Mentors is recognized annually with the President's Volunteer Service award and Points of Light award.

Tammy is a former broadcast news producer for KMBC-TV Kansas City, and ABC-News Los Angeles. She is a graduate of the University of Kansas School of Journalism, and a proud graduate of Basehor High School.



Lead by Example... Administrator Buy-In



-Hunter Fotovich, BLHS 1st Prize
2014-2015 Poster Contest

Program Infrastructure

- Buy-in from key staff (ie: teachers, administration, district-level)
- Adequate staffing for program implementation
- Procedures in place to lessen participation stigma



Peer Mentors

“Anti-Bullying” Role Models



CareCats Class- Elective .5

- Application with recommendations
- Admin/School Board Approval
- Pass/Fail, Letter Grade
- Semester Long/Initial Training
- Expectations
- Teacher evaluation of CareCat matched with classroom
- CareCat evaluation of classroom/mentee match



Impact

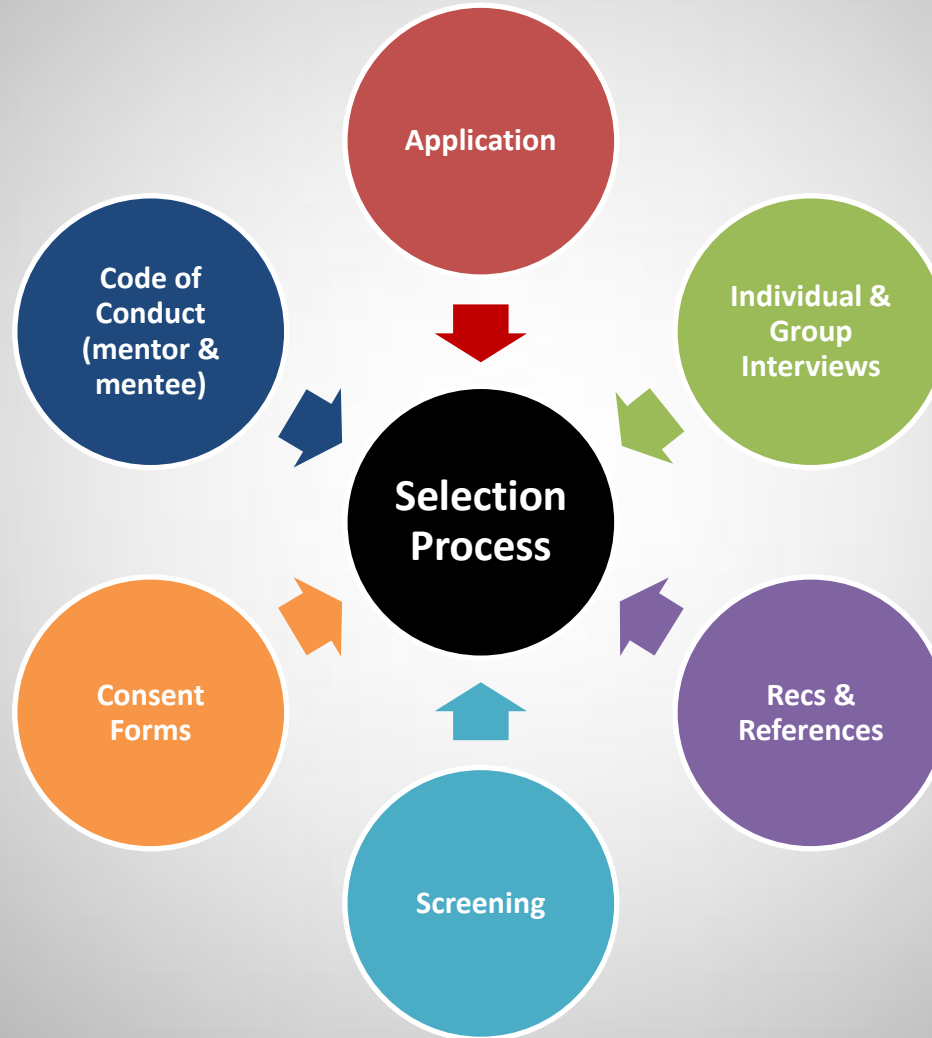
“This has been such a rewarding experience. It changed my senior year into something much more valuable... I know I want to work with kids and as adult, now.” –Senior CareCat



“She made me feel important because she took time out for me.” –Freshman CareCat Mentee



Startup Procedures

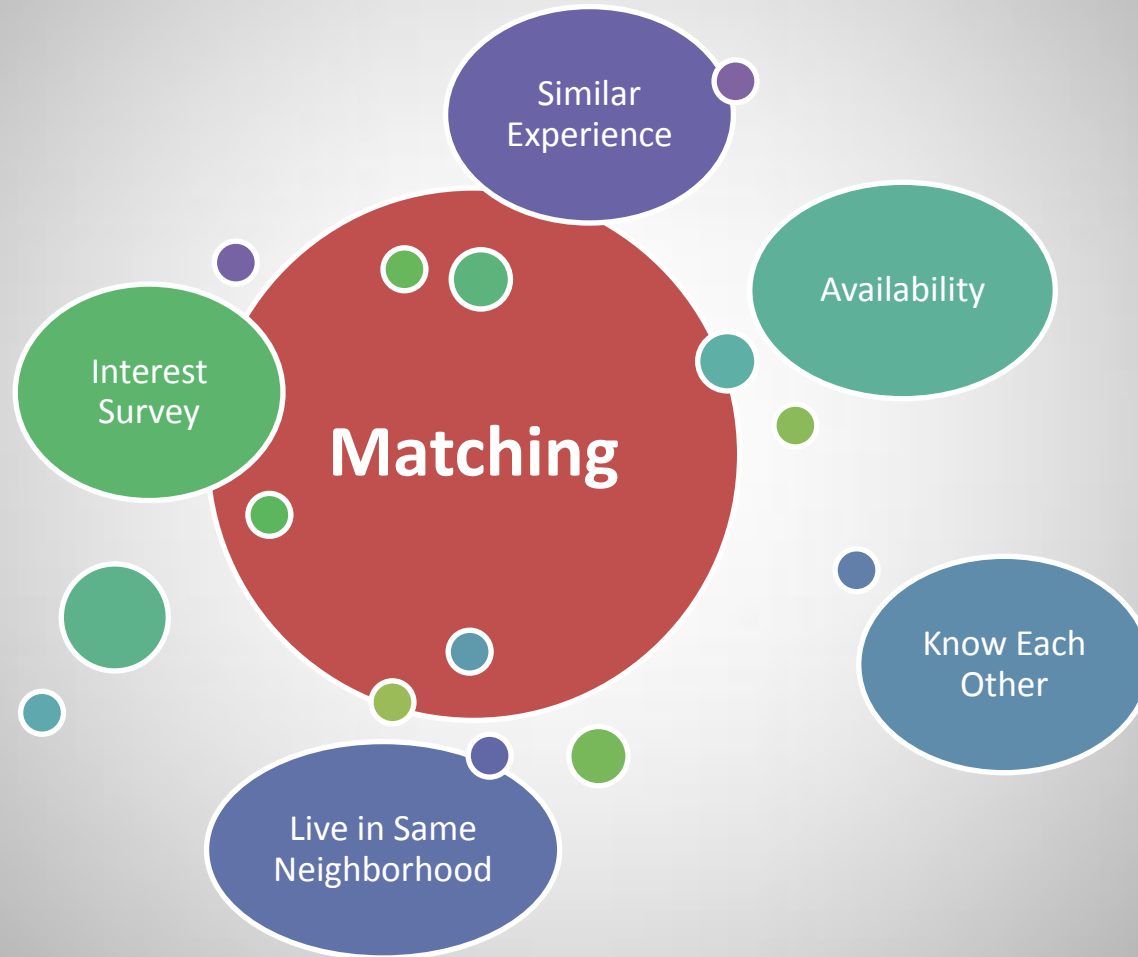


Training Peer Mentors

Training should include:

- Variety of activities and approaches
- Mentor roles and expectations
- Relationship life cycle
 - Tips for interacting with mentee at different stages in relationship
- Active listening and effective communication
 - Conversation blockers (ie: criticism and sarcasm)

Matching



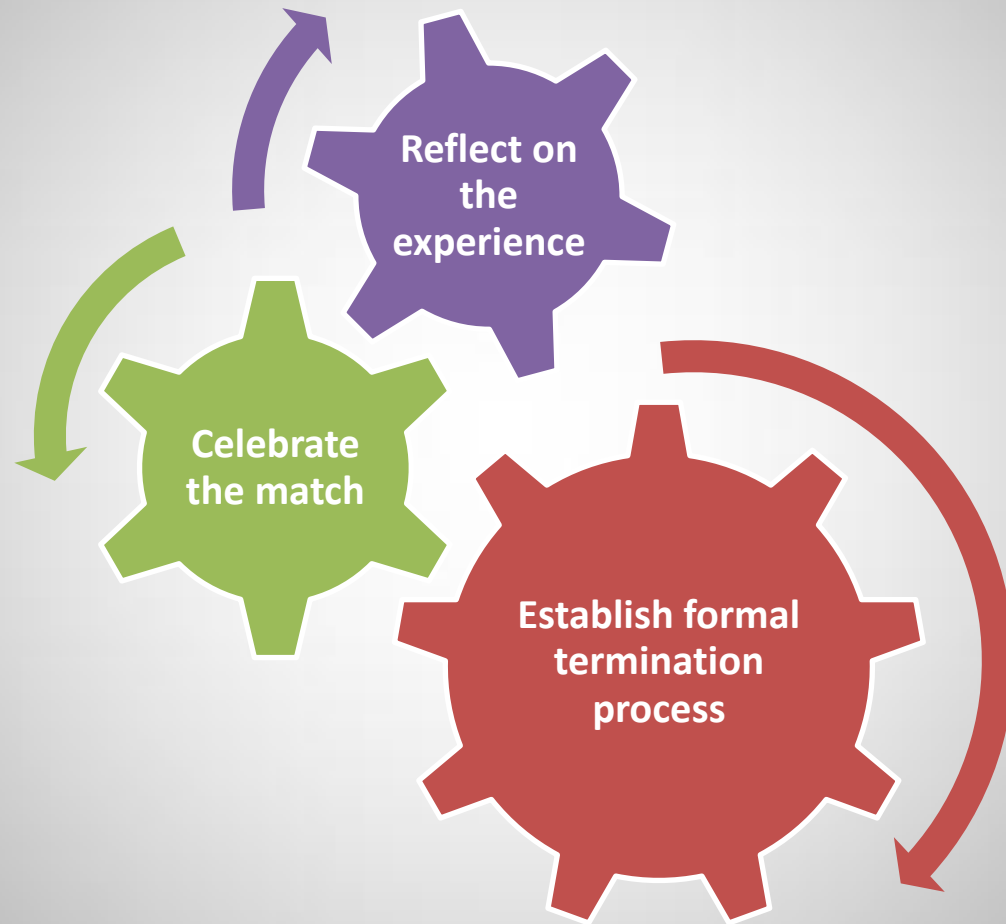
Monitoring & Support



Risk Management



Effective Closure



The Ripple Effect

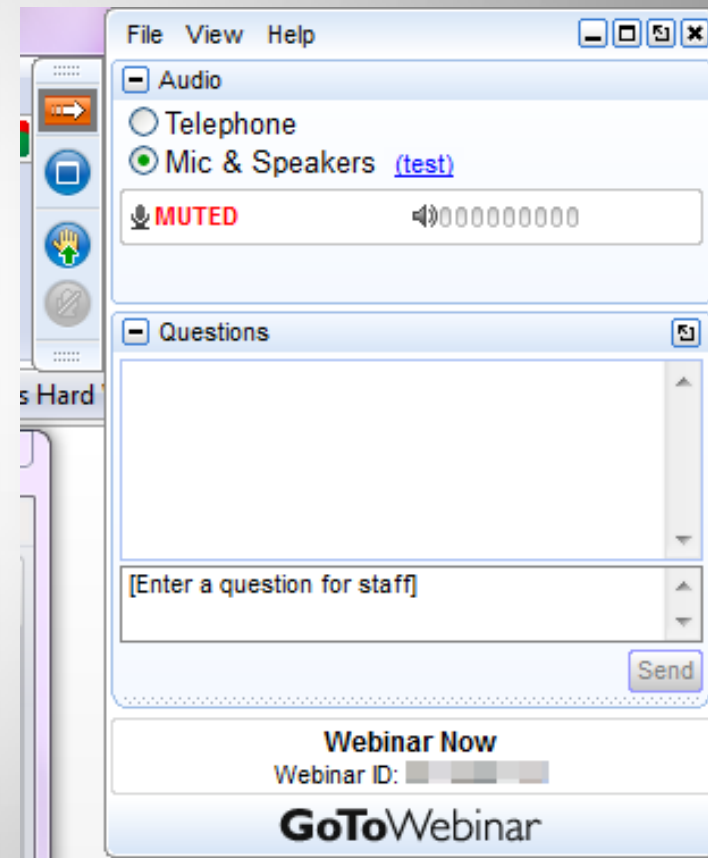


In Conclusion...

- Match support is key to success!
 - Intensive mentor training
 - Diligent monitoring of match activities
 - Clear roles and expectations
- Strong support from school administration
- Benefits to both mentors and mentees alike far outweigh the costs

Q&A

Type your questions in the question box:



Additional Resources

Handbook of Youth Mentoring, 2nd Edition:

<http://www.sagepub.com/books/Book234516>

Building Effective Peer Mentoring Programs in Schools:

<http://educationnorthwest.org/sites/default/files/building-effective-peer-mentoring-programs-intro-guide.pdf>

Elements of Effective Practice for Mentoring™, Third Edition:

http://www.mentoring.org/program_resources/elements_and_tool_kits

Increases in Academic Connectedness and Self-esteem Among High School Students Who Serve as Cross-age Peer Mentors (and other resources by Michael Karcher, et. al):

http://www.michaelkarcher.com/CAMP_Articles.html

Panelist Contact Information

- Margo Ross, Psy.D, Senior Director of Development
 - Center for Supportive Schools, PGC
 - mross@supportiveschools.org
- Tammy Potts, District Coordinator
 - Basehor-Linwood Mentors & CareCats
 - tpotts@usd458.org

Remember...

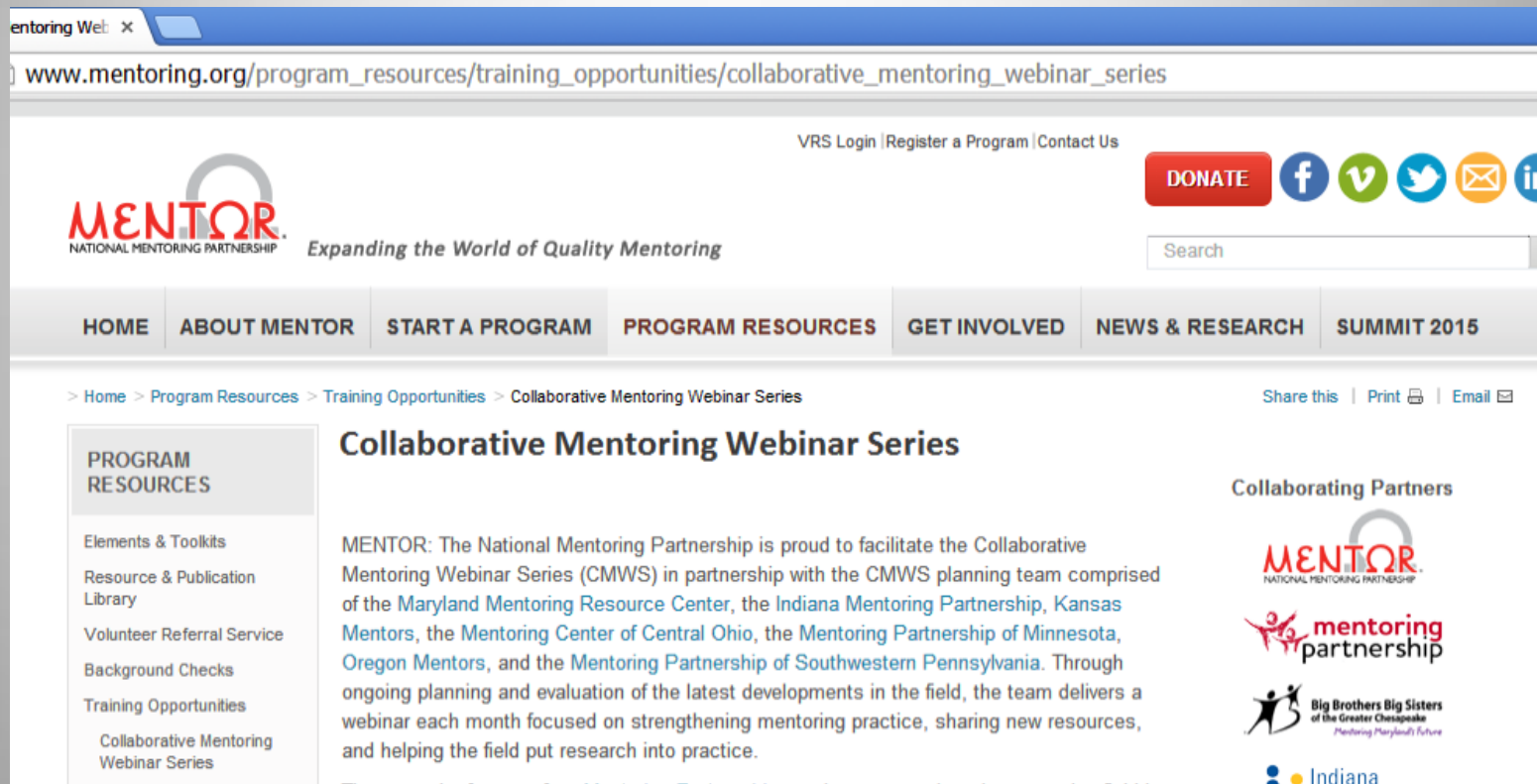
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http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

Stay Connected

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



Collaborative Mentoring Webinar Series

Join Us Next Month!



Including and Welcoming LGBTQ Youth in Mentoring Programs
Thursday, May 21, 2015
1 - 2:15 pm Eastern



Collaborative Mentoring Webinar Series