


CENTER FOR SUPPORTIVE SCHOOLS

The Achievement Mentoring (AM) Program

A school-based prevention and intervention program also known as Behavioral Monitoring & Reinforcement Program (BMRP).

One-to-One Student & Staff Mentoring for Youth at Elevated Risk of Dropping Out of School



BLUEPRINTS CONFERENCE: Promising Program



T3-C: School-based Achievement Mentoring for middle school students at-risk for behavior problems and school failure

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Meeting the highest standards of evidence through independent review by the nation's top scientists.

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T3-C: School-based Achievement Mentoring for middle school students at-risk for behavior problems and school failure

#AchievementMentoring and #Blueprints2018


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www.archways.la/our_programmes/mentoring_for_achievement_programme/

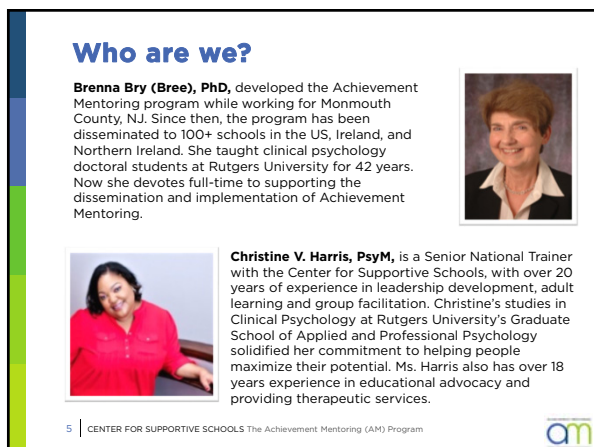
www.linkedin.com/company/center-for-supportive-schools

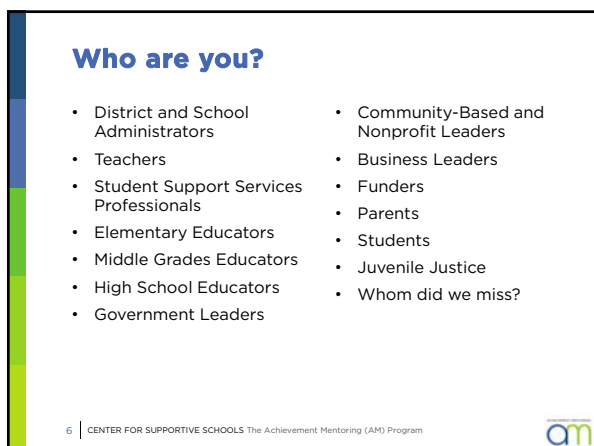
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Agenda

- I. Achievement Mentoring Overview
- II. Who's Involved & How Do You Do It
- III. Essential Program Components
- IV. Skills Demonstration & Audience Reflections
- V. Achievement Mentor Certification

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Why school-based mentoring?

In their 2015 report, *Don't Quit on Me: What Young People Who Left School Say About the Power of Relationships*, the Center for Promise found that a substantial portion of high school seniors who dropped out of school attributed their leaving to negative relationships with adults and peers. The report's key recommendation for keeping students in school is:

Investing in building relationships

<http://gradnation.org/report/dont-quit-me>



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Why school-based mentoring?

A school-based mentoring approach may also help close the *mentoring gap*, a national phenomenon uncovered in the 2014 report, *The Mentoring Effect*:

One in three young people overall and 37% of at-risk youth report never having an adult mentor while they were growing up.

<http://www.mentoring.org/program-resources/mentor-resources-and-publications/the-mentoring-effect/>

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Why school-based mentoring?

Finally, in her well-known longitudinal study of children in Kauai with multiple risk factors, Emily Werner discovered:

a caring, non-parental adult can help make the difference between a youth having a successful adulthood or not



[Werner, E.E. \(1989\). Children of the Garden Island. Scientific American, 260\(4\), 106-111.](#)



Program Purpose

Achievement Mentoring provides students, who are at elevated risk of dropping out of school due to academic or behavior problems, with a school-based, caring adult who will support, encourage and advocate for their success via learning theory strategies!



Achievement Mentoring Goals

- To **reawaken** among student participants a passion for learning—now and in the future
- To **enable** students to re-form a connection to school, teachers, and classmates
- To **eliminate** 1-2 risk factors for dropping out of school
 - **Academic problems**
 - **Behavior problems**
- To equip students with effective problem-solving skills



Program Outcomes

Statistically significant program effects from long-term, randomly-controlled program evaluations show:

- Improved grades
- Increased school attendance
- Decreased discipline referrals
- Decreased juvenile arrests



in comparison to what happens without the Achievement Mentoring.



AM is an Evidenced-Based Program

Blueprints Certified as a Promising Program for middle school students
www.blueprintsprograms.com/factsheet/achievement-mentoring

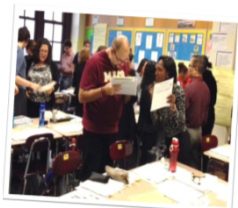
National Institute of Justice as an Effective Program
www.crimesolutions.gov/ProgramDetails.aspx?ID=402

National Dropout Prevention Center as a Model Program
<http://dropoutprevention.org/mpdb/web/program/134>



Who Serves as a Mentor?

- Teachers
- Guidance counselors
- Social workers
- Nurses
- Psychologists
- Professional counselors
- Administrators
- Substance abuse counselors
- Community agency counselors placed in schools
- Other human service workers



How Do Achievement Mentors Do It?

- VIEW youth's problems as learned **HABITS** that can be **CHANGED** and
- VIEW what youth are not doing as **SKILLS NOT YET LEARNED**

The mechanism or process of change is that students become more confident that they can succeed in school through skilled mentoring by a trained, supportive, non-parental adult.



Optimistic Theory of Change

Learning Theory:

- "Youth has not yet learned skills" vs. character explanations ("lazy," "passive-aggressive," "unmotivated," "self-defeating")
- Change does not occur through telling someone to do something
- Change occurs when personal choice is given and exercising "pays off"
- Change occurs by breaking down goals into small steps and repeating this over and over again



Some Common Mentoring Challenges

Some mentoring programs have less success for the following reasons:

- Mentors expect the youth to be responsible (make contact, attend scheduled meetings).
- Mentors cannot find a convenient time to meet.
- Mentors do not know what to say and do.
- Mentors do not have on-site support.
- Mentors do not feel acknowledged for their efforts.
- Others?



Benefits of Structured, School-Based Achievement Mentoring

- Mentors receive professional development training, acknowledgment, and local ongoing support
- Access to adolescents placed at risk
- In the youth's natural environment
- Program goes to the youth
- Requires that youth have no new habits or skills to participate
- Mentors and youth have specified things to do and say to each other every week

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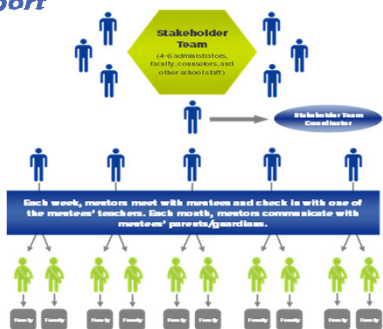
Further Benefits of Structured, School-Based Achievement Mentoring

- Mentees are identified as "students who can do better in school"
- Students feel "chosen" & get an adult mentor for two years
- Parents feel "partnered"
- Teachers feel "partnered" & re-engage with students
- Schools have better long-term achievement outcomes
- Fewer attendance, grades, and behavior problems
- Less school drop out
- Students see teachers as more helpful

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AM Program Structure: Local On-Site Support



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How to Select Students

It is recommended that schools select students who might drop out of school, as identified by teachers, principal, guidance counselor, nurse, and/or other student support staff, and ...

- Have unusually high absenteeism and/or high tardiness totals, but attend school at least 3 times per week
- Have some failing grades
- Had multiple discipline referrals during the last school year
- Are likely to benefit from a one-on-one, adult-led, behaviorally-focused mentoring program



Mentee Moment: Greg

"In what way has Achievement Mentoring had an impact on you?"



"It's had a big impact on how I see school in general. I used to see school as a waste of time. I would argue with teachers and not really focus on the homework. I went from failing most classes to going to awards ceremonies – the teachers that I never thought I would have an award from."

– Greg, NYC

<https://app.box.com/s/425a0d1q2aruxw3unidt p9a858ktz5a>



Mentee Moment: Mindy

"In what way has Achievement Mentoring had an impact on you?"



"It has impacted me in a big way. From, just as he said a second ago, from going to an awards ceremony, I definitely had a chance. I'm actually liking (sorry, my bad), I enjoy school now. I don't see school as much as a chore. From going to the program, I kind of really didn't think it would influence me in a big way. But after coming to the program, I realize the bad habits I have, such as attendance. And so now I don't need someone to, like, tell me. I can do it myself. I like most of my classes, so, yes..."

– Mindy, NYC

<https://app.box.com/s/1d1fxzro5w7b3xfashwiwlt2 pi8by7>

Click here Listen to the Full AM Webinar



**Helping Provide Students
With School-Based, Caring
Adults to Support, Encourage,
& Advocate for Their Success!**

Questions?

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Mentoring Activities

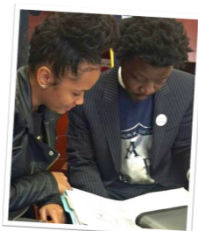
- Interview a teacher briefly about mentee each week
- Meet with mentee weekly for about 20 minutes
- Complete Weekly Online Mentoring Survey
- Briefly share progress with a teacher, another Mentor, and/or Local AM Coordinator
- Tell a parent/guardian something positive every month
- Discuss mentoring with AM Trainer once a month

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Weekly Meeting: Steps

1. Check in with student
2. Give positive feedback
3. Praise & deconstruct *"How did you do it?"*
4. Give remaining feedback
5. Guide student to generate a small step for next week
6. Plan and practice implementation of step
7. Have mentee record step



NOTE: Repeat these steps for two school years.

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Teacher Interview

1. What does the pupil's current behavior look like?
2. What did the student do WELL last week?
3. What else did the teacher SEE the pupil do?

WRF Teacher: _____ Subject: _____ Date: _____ No: 1

Details about the YES/NO refer to behaviours - actions the teacher sees the child doing

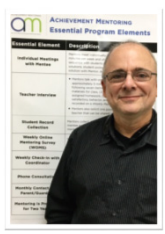
	Monday	Tuesday	Wednesday	Thursday	Friday
In School	YES NO	YES NO	YES NO	YES NO	YES NO
On Time	YES NO	YES NO	YES NO	YES NO	YES NO
Materials For Class	YES NO	Did Homework		YES NO	
Satisfactory Behaviour	YES NO	Did Homework		YES NO	
<small>Details about the YES:</small>		<small>Details about the NO:</small>			
<small>Goal for this week</small>					
<small>Generated by Pupil</small>					

AM/MAP Video (Irish Program is MAP)

Created by Michael Logan and Paul Johnston
Archways in Clondalkin, Dublin, Ireland

<http://youtu.be/lrYYull8dTc>

General Questions?



Mentoring Communication Skills

- Putting teacher feedback in behavioral terms
- Finding something to praise
- Asking open-ended questions (“How...” or “What...”)
- Doing active listening (Hmmm, repeating, paraphrasing, etc.)
- Doing ‘Motivational Interviewing’ (“What do you make of this?”)
- Focusing on the youth (“What was your reaction...”)
- Guiding youth to generate one, small, feasible goal for the week
- Planning and practicing a realistic implementation

Remember youth's life dream!

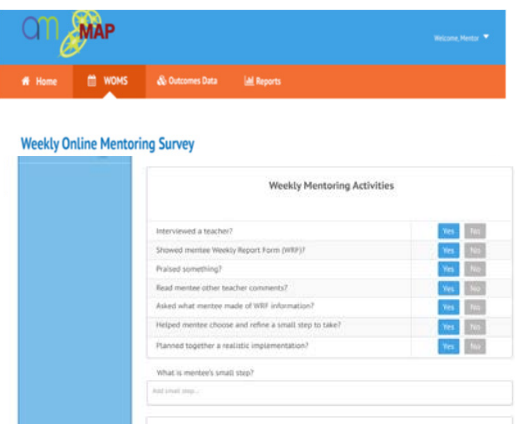
Live Demo

Audience members record steps and skills observed...

#AchievementMentoring
#Blueprints2018

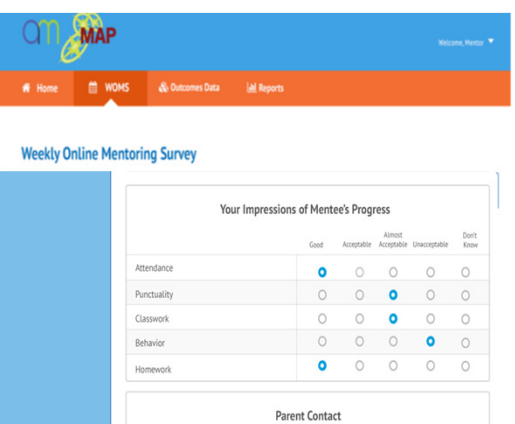


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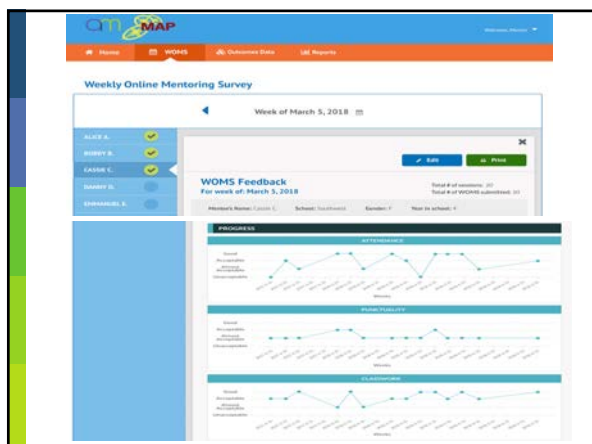
Weekly Mentoring Activities	Yes	No
Interviewed a teacher?	<input type="checkbox"/>	<input type="checkbox"/>
Showed mentee Weekly Report Form (WRFF)?	<input type="checkbox"/>	<input type="checkbox"/>
Praised something?	<input type="checkbox"/>	<input type="checkbox"/>
Read mentee other teacher comments?	<input type="checkbox"/>	<input type="checkbox"/>
Asked what mentee made of WRFF information?	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee choose and refine a small step to take?	<input type="checkbox"/>	<input type="checkbox"/>
Planned together a realistic implementation?	<input type="checkbox"/>	<input type="checkbox"/>

What is mentee's small step?
Add small step...



	Your Impressions of Mentee's Progress				
	Good	Acceptable	Almost Acceptable	Unacceptable	Don't Know
Attendance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classwork	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Homework	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Contact



Mentors Can Become Achievement Mentoring Certified!

- Audio record two mentoring sessions, with two different mentees, demonstrating program steps and skills and associated Weekly Report Forms (WRFs)
- Complete certification workbooks about each recorded mentee and mentoring session
- Submit materials to Dr. Bry at bbry@scarletmail.rutgers.edu

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Summary: How on earth is this accomplished?

Academics and negative behavior can be changed if mentors...

- monitor mentee performance weekly
- praise weekly accomplishments
- point out that success is due to youth's actions
- urge youth to generate a new small goal themselves
- practice goal-reaching skills
- coordinate school & home environments to praise those skills
- repeat for at least two years

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Achievement Mentoring (AM): A Promising Blueprints Program

Questions?

- www.archways.ie/our_programmes/mentoring_for_achievement_programme/
- www.supportiveschools.org/solutions/achievement-mentoring/



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Additional AM Reference Resources

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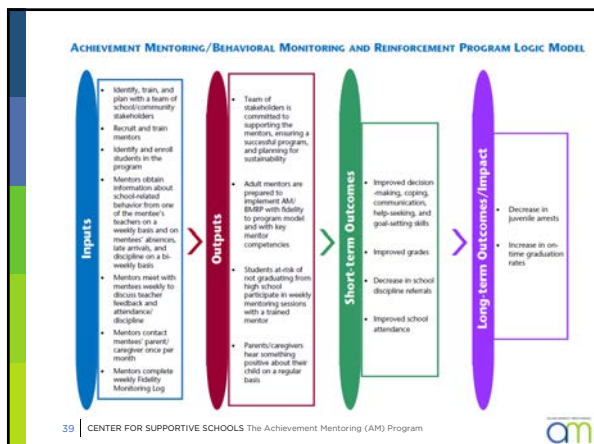
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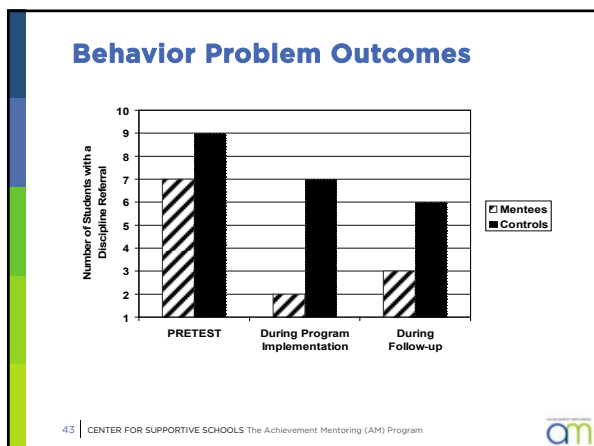
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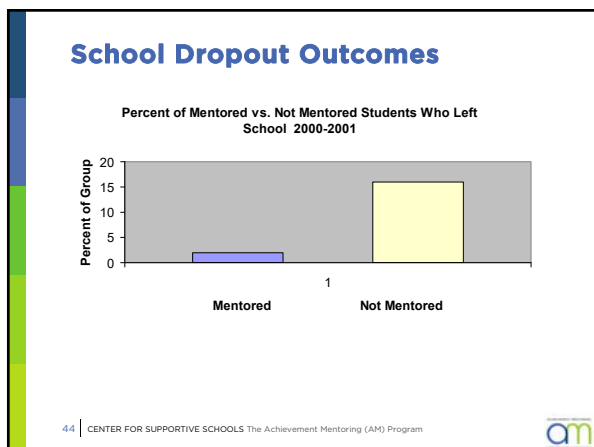
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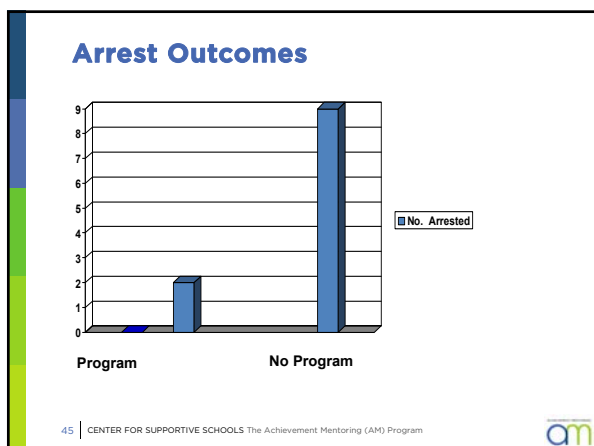


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