

# PBIS/ADULT MENTORS



Wayne RESA  
2023-24

Chris McEvoy  
[mcevoyc@resa.net](mailto:mcevoyc@resa.net)

Kayrl Reynoso  
[reynosk@resa.net](mailto:reynosk@resa.net)

## **MENTORING AS A TIER 2 PBIS INTERVENTION**

- ◎ **Any school staff person can be a mentor**
- ◎ **Should be voluntary**
- ◎ **Match one student per staff person**
- ◎ **Mentors agree to spend *at least* 15-30 minutes per week with the student**
- ◎ **Mentoring is not the same as Check In Check Out**

# THE NEED/SCREENING

- ◎ **Student is not responding to Tier One interventions alone**
  - **Office Discipline Referrals**
  - **Classroom data system**
  - **Teacher or other Staff nomination**
  - **Parent nomination**

**WHAT ABOUT THE  
STUDENT MAY SUGGEST  
THE NEED FOR A SCHOOL-  
BASED MENTOR?**

- **Rewards and consequences appear ineffective**
- **Student lacks motivation**
- **Student appears to lack self-esteem or self-confidence**
- **Student lacks positive adult role models**
- **Student appears to not like school**



# TIPS FOR SUCCESSFUL “TEACHER AS MENTOR” PROGRAMS - CFES

- ⦿ Listen – spend two thirds of mentoring time listening; give your full attention to the student
- ⦿ Try locations other than the classroom – send the message that this is our time
- ⦿ Enjoy it! Don’t feel you have to “save” the student – just try to make a connection



## TIPS CONT.

- ◎ **Do something you both enjoy. Connect to the student's interests.**
- ◎ **Be a “guide” – don't try to “fix” the student's problems**
  - **Ask questions**
  - **Help the student set goals**
  - **Make suggestions**



# THINGS TO DO AS A SCHOOL-BASED MENTOR

- ◎ Each lunch together
- ◎ Stop in at beginning or end of day
- ◎ Play a game (cards, checkers, etc.)
- ◎ Shoot baskets
- ◎ Sit and talk
- ◎ Get a snack
- ◎ Knit/sew
- ◎ Take a walk



# TIM LEWIS, U. OF MISSOURI ON MENTORING

- ◎ Focus on “connections”
  - Not a work monitor
  - Not a “nag” regarding behavior
- ◎ No administrators
- ◎ Match student to the volunteer



**Emphasize the importance of being ready to meet with the student on a consistent basis. Become a positive adult role model who expresses sincere and genuine care for the student.**



## WHAT MENTORING FOSTERS LIVONIA PUBLIC SCHOOLS INFORMATION ON MENTORING

- ◎ **Student may have learned from negative role models.**
  - **The relationship fosters a new way of relating to people.**
- ◎ **Student may cover up feelings and set up barriers.**
  - **The relationship fosters how to express emotions appropriately.**
- ◎ **Student may have a distrust of adults.**
  - **The relationship fosters trust of caring adults.**

# ESSENTIALS

- **Inform Parents and get consent.**
- **Respect the student's confidentiality.**
- **Let administrator know of any concern regarding the student.**

# DATA-BASED

- ◎ **Continue progress monitoring**
- ◎ **Data sources**
  - **Office referrals**
  - **Classroom behavior reports**
  - **Grades**
  - **Attendance and tardies**
- ◎ **Tier 2 team should include the Mentor in reviews and decision-making process.**
- ◎ **Conduct a Functional Behavior Assessment, if necessary.**

# REFERENCES

- **DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest*, 12(2), 57–91**
- **Keller, T. E., & Pryce, J. M. (2012). Different roles and different results: how activity orientations correspond to relationship quality and student outcomes in school-based mentoring. *The Journal of Primary Prevention*. 33.1, 47.**
- <https://www.mentoring.org/wp-content/uploads/2019/11/Snapshot-on-Mentoring-2016.pdf>
- **Mentor Michigan**  
<http://www.michigan.gov/mentormichigan>