

MENTOR TRAINING MANUAL

Connecting Hearts & Minds

A truly great
MENTOR
is
hard to find,
difficult to part with
A•N•D
impossible
to forget.



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MENTOR MANOR-

M - Meaningful

Introduction:

E - Enriching

Welcome to Mentor Manor! The success of a mentoring relationship depends in great part upon the preparation that a mentor does before establishing a relationship with his/her mentee. This handbook, provided by Mentor Manor, was created to help you learn how you can contribute to the match and get the most from your mentoring experience.

N - Nurturing

T - Trusting

O - Optimistic

Program Mission Statement:

The mission of Mentor Manor is to provide youth with mentors who can provide Meaningful, Enriching, Nurturing, Trusting, Optimistic, and Rich one-on-one or group relationships with a caring adult.

R - Rich

A positive role model and safe and nurturing environment empowers students to thrive and succeed in life.

Program Description and Overview:

Project Mentor was created in Manor ISD in 2007 under a 3-year US Department of Education Grant. After the 3 year deadline, the District allowed the program to continue as a result of the impact it was creating for our youth. Project Mentor was initially designed to address the needs of youth in grades 3rd - 8th. Over the years it changed its name to Mentor Manor and now serves students in grades 2nd - 12th.

Mentor Manor serves all of the elementary, middle and high school campuses. Over 150 students have been matched with mentors. The program recruits mentors from various organizations including but not limited to Samsung, Applied Materials, Faith-Based Organizations, The University of Texas at Austin, Bluebonnet Electric Cooperative, Education Connection, Travis County Constable Precinct 1, Breakthrough Austin, among others.

Mentees are students in the Manor Independent School District who are referred by their parents, school counselor, teachers and/or friends. The mentors and mentees meet at their assigned campus, once a week, for 30-45 minutes. Many of our campuses have an assigned mentor room. Mentors and mentees meet in the mentor room and work on classroom assignments, play games, or engage in enriching conversations. If there is not a mentor room at the assigned campus, mentors and mentees meet in another classroom on campus.

Fields trips and other mentor and mentee activities are scheduled throughout the year.

Program Roles:

Many people are involved in the operation of this mentoring program. Please note that because mentors are placed at all Manor ISD campuses, not all point of contacts will be provided here. However, the Mentor Coordinator will provide each mentor with his/her assigned campus point of contact. This is a list of the people who are important for you to know about as you participate in the program's activities and events.

The Program Coordinator:

Mayra A. Hernandez

Program Support:

Andrea Medrano
Rebecca Lott
Becky Rivera

MENTOR MANOR-

Mentors: The volunteers who will be matched with the mentees in the program.

Mentees: The youth who will participate in the program and who will be matched with mentors.

Parents: Parents of the youth who are participating in the program. Parents need to give youth permission to participate in the program before a match is made with a mentor.

When and how to get help if problems come up:

This program was created to offer our youth opportunities for growth, development of their skills, and to have a lot of fun in a safe environment. If for any reason you find that you have questions about the program, or any person associated with it, we want you to call us right away. No question or concern is too small or too big. We are providing several telephone numbers for you; please feel free to use any of them. If you would prefer to contact someone not listed here, such as other school staff, please feel free to do that as well. You may want to add a few of these other numbers to this list so you will know where they are if you need them. Don't forget to add your campus point of contact, mentee's teacher and campus principal.

Rebecca Lott, Director of Student and Family Support Services 512-278-4462

Mayra A. Hernandez, Mentor Manor Coordinator 512-278-4257

Becky Rivera, Student and Family Support Services Coordinator 512-278-4096

Andrea Medrano, Administrative Specialist 512-278-4095

Campus point of contact _____

Mentee's teacher _____

Mentee's parent _____

Mentee's counselor _____

My mentee _____

Campus social worker _____

Campus principal: _____

Campus nurse: _____

Other: _____

Remember, you have the right to get help if a problem occurs. If one person is not available, or is not helpful, go on to the next person on this list! Don't forget to add a few other numbers to this list.

Who are the student participants?

The students are in grades 2nd-12th from the MISD elementary, middle and high school campuses.

Matches at the high school level are not as popular as they are at the elementary and middle school campuses.

The student agrees to meet regularly with the mentor.

The student agrees to respect confidentiality.

The student does not expect the mentor to provide money, gifts, clothing, or transportation.

What is the parent's role?

Parents give written permission for their child to participate in Mentor Manor.

Parents may choose whether to be in contact with the assigned mentor.

Parents cannot request cash, clothing, transportation, gifts, or other personal favors from the mentor.

What are the school's responsibilities?

The Mentor Coordinator will match the prospective mentor with an appropriate student and help schedule a mutually convenient meeting time. The Mentor Coordinator will be available for the first visit. Each campus will be assigned a campus point of contact. This contact person will become a very helpful person for the mentor.

Meeting space for Mentor Manor is provided at the majority of our campuses.

The school will provide mentors with helpful school information such as special rules/policies, school calendar, and student schedules and grades.

The school will provide information and support to the mentor as needed and appropriate.

What steps do I take to become a mentor?

Attend an Information and training session

Complete a Mentor Application and Criminal Background Check

How do students benefit?

Increased self-esteem
Increased career choice awareness
Improved skills of setting and achieving goals
Improved academic achievement
and school attendance

How do mentors benefit?

Enhanced personal satisfaction by helping others
Establish new friendships
Recognize that a mentor can make a difference
Established new friendships

Your First Meeting With Your Mentee:

As a new mentor you are about to enter into a rewarding experience. This mentoring relationship will bring you many exciting opportunities, skills, and knowledge. During your first meeting, you will have a chance to begin getting to know your new mentee. By the time this first meeting ends please make sure that you and your mentee agree on a time and day for your mentoring visits. It will also be helpful if you write down the names of your campus point of contact, mentee's teacher or teachers, campus principal, school nurse and counselor. These are all individuals that can help you during your campus visits. The Mentor Coordinator will assist with mentor-mentee introductions and the first visit campus tour, so no need to be nervous about that.

As with all new relationships, you may find moments when things feel awkward until you have had a chance to find out what your mentee is all about. After a while this will pass and the time you spend together will feel more natural and comfortable. In the meantime, here are some tips that may make it easier to start the relationship.

How to spend my time with my mentee:

10 minutes: Eat lunch and ask a question about a goal or interest that both of you have.

10 minutes: Share at least 2 things that you have done since the last meeting or in the past week or month.

10 minutes: Work on or review homework.

20 minutes: Play a game; either a table game or some sport activity.

10 minutes: Plan for your next meeting and wrap up. (Make sure room is clean and all supplies and/or toys are packed away).

A mentor is:

- A mentor is a caring guide, a wise advisor, a partner on a journey, a trusted friend.
- A mentor can serve as a mirror for the youth. They can show youth who they are and all they can become.
- A mentor is one who can help the youth feel comfortable in their own skin and appreciate their gifts while at the same time exposing them to new opportunities and modes of thinking.
- What makes a mentor a "Mentor" is not that they are perfect or always know exactly what to say, but rather that they are able to form a strong connection with their mentee. This connection can serve as a catalyst for positive change and growth.

A mentor is not:

- A teacher
- A parent
- A psychiatrist
- An ATM

(From: Designing and Customizing Mentor Training, EMT, p. 96.)

Relationships take time. Do not get discouraged if the student's progress doesn't meet your expectations. Your role as a mentor is to provide guidance and plant some positive seeds. You may not see the impact but that doesn't mean you are not making a difference. You are a Gift and your visits will make a difference!

Lastly, do not feel pressured to participate in discussions where the language or the topic makes you uncomfortable. If such a problem develops, reach out to the Mentor Coordinator for guidance. You do not need to have all of the answers. The process of seeking answers can often be more instructive than the answers themselves. Be supportive. Use every opportunity as a teaching moment for your mentee.

All mentoring activities are to be conducted on campus.

One approved exception:

The Mentor Coordinator, with the support of written parent permission, can make an exception for special off-campus educational activities. Such activities are regarded as education field trips, and the appropriate forms must be filled out in advance by the school and the parent.

The school and its personnel will not approve and are not responsible for any meetings between the mentor and the student at other times and locations. Liability for meeting off campus is responsibility of the mentor and the child's parents or guardians.

Mentor Agreement Contract (Copy: no need to sign and return)

Mentor Manor appreciates you for committing your time to mentoring a child. After receiving the completed application, we will evaluate the information and will contact you when you are matched with a student. Much of the information you provide will be used to match you and your mentee. The mentoring staff may need to access and share this information with prospective mentees when it's in the best interest of the match. However, we don't reveal names until there is an initial interest from the mentee, parent/guardian, and mentor based upon anonymous information provided about each other.

By choosing to participate with Mentor Manor, I will agree to the following:

- When visiting the student, I will check in with the school's front office when I first arrive on campus. I will sign-in and out of the Mentor Manor Visitor's Log each time I visit and wear the school name tag or visitor's badge.
 - I realize this is a school-based mentoring program and that all my visits take place on school property or on organized school functions.
 - I will use good judgement when giving my mentee a gift. I am aware that I may purchase a gift for special occasions and limit it to no more than \$10.00.
 - I will follow all rules and guidelines as outlined by the Program Coordinator, mentor training, program expectations, and this contract.
 - I will be flexible and provide the necessary support and advice to help my mentee succeed.
 - I will make a one-year commitment to being matched with my mentee.
 - I will meet with my mentee 30-45 minutes each week, during their lunch time or other assigned time.
 - I will be consistent with my visits and inform my mentee and the Program Coordinator at least 24 hours before hand if I am unable to make a meeting.
 - I will inform the Program Coordinator of any difficulties or areas of concern that may arise in the relationship.
 - I will keep any information that my mentee tells me confidential except as it may cause him/her or others harm.
 - I will never be in the presence of my mentee when I have or am consuming alcohol, tobacco, or other substances.
 - I will participate in a closure process when that time comes.
 - I will notify the Program Coordinator at mayra.hernandez@manorisd.net if I have any changes in address, phone number, or employment status.
 - I will attend trainings offered my Mentor Manor as they become available (optional).
 - I will attend mentor-mentee events and/or will notify both mentee and Mentor Coordinator if I am unable to attend.
- _____ (Please initial) I understand that upon match closure, future contact with my mentee is beyond the scope of Mentor Manor and may happen only by the mutual consensus of the mentor, the mentee and parent/guardian.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the Program Coordinator as this time or in the future.

Confidentiality and Boundaries of the Relationship:

Your relationship with your mentor is built on trust and confidentiality. These things are crucial in any friendship. Your mentee should feel free to share any information that they like with you. Your responsibility is to know our policy on confidentiality and agree to keep your mentee's information in trust.

There are limits to confidentiality. You and your mentee should know and agree to these limits. If a mentee discloses information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, the mentor is obligated and has agreed to report this information to the program. This does not mean that your mentee should not share this information with you. However they have been informed, for their own welfare and the welfare of those affected by the situation, action must and will be taken if there is any suspicion of harm.

Invitation to/Role of the Parents:

Mentor Manor invites parents to be a part of the mentoring program. We have special activities that parents can join. For more information please reach out to Mentor Coordinator Mayra Hernandez, mayra.hernandez@manorisd.net or 512-278-4257.

Stages in a Relationship:

Think back to the first time you met your best friend. Did you know at that first moment that you would be so close? Probably not. The reason you didn't know it from the start is because it takes time for friendships to develop; they go through stages. The first stage is a time when you get to know each other, a time to see what you have in common and what you like about each other. Is this a person you can trust? After this beginning stage you begin to be more relaxed about a friendship. The relationship becomes less formal and more comfortable because you know more about each other.

Your relationship with your mentee may be very much like this. At first it will seem new and unfamiliar. But if you are open to exploring who this person is and what you like about them, you will have a valuable friend. You will have the opportunity to do a lot of things together that will be rewarding for you and for your mentee.

Match Closure:

Over a lifetime, relationships end for many reasons; because circumstances change, people move, interests change, etc. The program that you have joined is set up to last for one year. At that time, your formal relationship with your mentee will draw to a close. When good relationships end, people often feel a sense of loss or sadness. This is normal. But as a relationship ends it can also be a time to celebrate and appreciate the valuable and fun things you did together. This program will build in a chance for you to celebrate your friendship together before the one-year time period ends. All mentors and mentees will be informed 1-2 months in advance so that a special celebration between the mentor and mentee can be planned.

MENTOR EXPECTATIONS

Be a positive role model:

Be willing to teach your mentee new things, provide suggestions and constructive feedback. Mentors create opportunities that allow students to develop essential skills in anticipation of their future needs. As a mentor, you can also offer your mentee opportunities to sort through their problems, concerns, and prospects. Don't forget that your mentee not only learns from what you say but also from what you do. You will be assigned to a school campus, please make sure you handle different situations at your assigned campus in a positive way.

Prepare for your mentee meetings:

When you signed up for the program you were provided with information about Mentor Manor. You were also provided with a Mentor Training Manual. Please read through this material. It will help you get the most out of your mentoring experience. If trainings come up, please take advantage of them as well.

Respond to request for information and feedback from Mentor Manor Coordinator (Ms. Mayra)

Occasionally, you will receive information from Mentor Manor staff. This information is important and helps the program to serve you better. Please give it your attention and if you have not heard from your mentee or Mentor Manor staff in a while, please let Mentor Manor staff know. Most importantly, if a problem arises with your mentee, please let Mentor Manor staff know immediately.

Participate in mentor events:

As you know, throughout the year there will be a few events that have been planned for your information and enjoyment. Please attend all events and meetings, unless you have made arrangements not to attend with the program and your mentee. Examples of these events, include but are not limited to, holiday activities, field trips with your mentee, end of year celebrations, among others.

Participate in mentor-mentee meeting times:

Please be consistent and on time for your scheduled meeting with your mentee. If you know that you will be late or need to change your meeting time, please communicate this to your mentee and also let the Mentor Manor staff know. Communication is key to a successful relationship.

Ask Questions:

Ask any questions you have and expect an answer. Mentor Manor wants to hear what you have to say.

Maintain Confidentiality:

I understand that there are limits to the confidentiality of my relationship with my mentee and agree to these limits. If my mentee discloses information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, as the mentor, I am obligated and agreed to report this information to the program staff. This policy exists for the protection of the mentees and the protection of those affected by the situation.

Tips for Effective Communication

Communicating is more than just talking. There are things we can do to make conversations work. Here are a few ideas that you can practice that contribute to successful communications:

- **Listen Well-** Listen to what your mentee is saying and make an effort to understand what they mean. Ask questions if you are not sure what was meant. Keep all distractions away. This means put your cell phone on vibrate and out of sight. Stay in the moment and enjoy your mentee during the full visit.
- **Body Language:** The way a person sits or stands often says as much or more as the words they speak. Watch the way your mentee acts when he or she is speaking to you. Many times you can tell a lot about the conversations even if you can't hear the words others are saying just by watching body language. Body language also sends a message to the other person that you are or are not listening. Be aware of what your body language is saying to your mentee when you meet.
- **Answer with more than a “Yes” or “No”-** Those are dead-end answers and they lead the conversation nowhere. More important, they don't really say that much. Be clear and open with your mentee. You'll be glad you did.

Things You Can Discuss With Your Mentee:

- What culture are you from?
- What are your favorite activities?
- What are you looking forward to this school year?
- What kind of stuff do you want to do with me during our visits?
- What games do you like to play?
- What are your favorite subjects in school?
- What kind of (movies, books, music) do you like?
- Where have you traveled to?
- Where would you like to travel?
- What do you want to be when you grow up?
- What do you think about (add current news event)?
- What is your family like?
- Do you know any funny stories?
- Do you have any pets?
- What would you do differently if you could?
- What would you like to talk about?
- Have you had a mentor before?
- How do you spend your time?
- Add some questions of your own:

Your mentee is a real live person, with thoughts and feelings just like you. It is important to remember that and to be aware of how you treat your mentee. Think about his or her feelings and notice the efforts made on your behalf.

Ways of Showing Appreciation:

When someone does something nice for you, what do you do? You say “thank you!” of course. When it's your mentee, there are lots of ways to do that. Here are a few you can use once in a while and you can add your own:

- Write a note or make a thank-you card
- Draw a picture
- Take a photo and make a frame
- Say “thanks”
- Mention your mentee in an article in the program's newsletter
- Make cookies or a snack and bring some to your mentee
- Others:

Mentor Guidelines

- Do not make promises you are not able to keep or are not sure of. For example, “ I will be your mentor until you graduate from Manor ISD.”
- Do not be judgmental. For example, “I can’t believe you are wearing a sweater when it is so hot outside.”
- Do not bring your mentee food to school routinely. “Friends” do not maintain relationships by supplying each other with food, cash, or gifts. Food can be brought on special occasions.
- Before bringing food, make sure that your mentee’s parents have provided consent. It would also be a good idea to find out if student has any food allergies.
- Do not take pictures of your mentee and post on social media.
- Do not take pictures of your mentee without parent’s consent or without notifying the Mentor Coordinator.
- Do not give medication to your mentee.
- Do not promote any commercial product or brand name to your mentee.
- Do not propose any religious doctrine or belief. Mentors respect each student’s beliefs and religious habits even though they may not be evident.
- Do not become overly involved with your mentee. Support the student as he/she learns to assume responsibility for himself/herself.
- Do not wait too long to discuss concerns with the Mentor Coordinator.
- Do not feel like a failure if the student drops out of the program, moves away or decides to leave the program. Many forces enter into such decisions. The mentor can be certain that the student will remember that he/she cared.
- Do not exchange contact information with your mentee, unless you have discussed this with the Mentor Coordinator and have gotten parent approval.
- Do not become friends with your mentee on social media.
- Do not pull your student out of campus.
- Do not stay alone with your mentee. If you are alone in the mentor room, leave the door wide open. Make sure that both you and your mentee are visible.
- Touch can be misinterpreted so follow the guidelines on safe touch. Side hugs, hand shakes, shoulder taps and fist bumps are all safe forms of touch that are acceptable.

“We rise by lifting others.”

-Robert Ingersoll

“ A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you.”

- Bob Proctor

Frequently Asked Questions***If the student changes schools, what should I do?***

Follow the student if you can. In that case, be sure the Mentor Coordinator knows of your decisions. If you cannot meet with the student at the new school, then please consider a periodic but regular-phone conversation, correspondence by post card, letter or email. If you are not able to commit to an alternative plan, please plan on scheduling one last visit with your mentee. Closure is important.

If the student has a problem that he does not want to share with family or teachers...

Ask the student's counselor for direction. Listen carefully.

If a friend asks for details about your mentor experience...

Discuss the activities and the program rather than giving specific information about the student. Encourage the friend to take the mentor training so that the expectations of the program will be clear.

If the student asks your opinion about a sensitive religious or moral issue and you realize your opinion may differ from that expressed by his family...

Review for yourself the role of the mentor and remember that you are not to take the place of the parent. You can explain to the student that some topics are best discussed within the family and that your opinions might differ from those expressed at home. Generally you can give simple, direct answers to questions without elaborating about "why". The counselor can help you determine appropriate limits to particular topics.

If a teacher asks you to help with a specific subject matter or assignment...

It is your decision. Determine if you feel comfortable with the request. Remember, however that tutoring is not a requirement for mentors, and you may certainly say that you aren't prepared to provide that kind of help.

If another adult asks a personal question about your student...

Simply explain that as a mentor you regard confidentiality to be a significant feature in your relationship, so you cannot respond to personal questions about the student.

If the student misbehaves when in your company...

Though you are never expected to assume the role for disciplinarian, it is reasonable for you to explain what you consider to be appropriate behavior in a give situation. Let the student know what your expectations are and what you will do in the future (e.g. report the incident to the counselor, terminate the session, only meet in a school office, or whatever seems appropriate to you). Be clear, be firm, and be consistent.

If you are asked to address a discipline issue with the student...

You must explain that discipline is not something you are qualified to handle and suggest the person speak with the principal or counselor.

If the student does not seem to care about completing his education...

Be patient. Accept the student for where his/her thinking is at this time. There are discussions you can introduce that explore issues related to careers and economics. "If you worked at McDonalds, how much would you earn in a week?" "What does it cost to buy....?" "How long would it take you to earn enough to pay for...?" "Where do co-workers live?" "Would that satisfy you?" "What are the advantages to such a plan?" "Disadvantages?" Though you can be clear in stating your belief that completing an education is essential, be non-judgmental in your exploration of alternatives and consequences.

Now, ask yourself, "What is the single most important information, concept, or behavior that you want your student to learn from you?"

Suggestions for Responding to Disclosure of Abuse

You are required by state law to report any disclosures of abuse to designated local and state agencies. The recommended procedure is for you to report the disclosure immediately to the school counselor or the principal. They will help you make the call to the appropriate agency, and they will be responsible for follow-up with the child. You are not expected to seek additional details about the disclosure from the child. Please review the following information so that you are prepared to handle the situation calmly and positively.

Your attitude

- Respect the need for privacy and speak quietly
- Reflect in your face a calm and reassuring attitude
- Do not look panicked or shocked
- Recognize your own feeling about abuse-the pain, rear, anger, and powerlessness. By so doing, you are less likely to project your distress on to the student and harm the relationship

Your behavior

- Determine the child’s immediate need for safety, and talk where you cannot be overheard
- Use the student’s vocabulary. Talk at the child’s pace. Probing questions can cause anxiety and guilt in a child who seeks support and trust. Leave that to the school authorities.
- Avoid questions that contain conclusions.
- Be non-judgmental and supportive

Your conversation

- Reassure the child that it is safe to talk to you, even when the subject is painful. It is essential to trust each other, but it is also imperative to seek help in threatening situations.
- Avoid being overly critical of the offender. The child may care for that person, regardless of what has happened. Simply state that the person needs help in changing his/her behavior.
- Reassure the child that he or she is not to blame for the situation. There is no need for you to elaborate.
- You may want to say that you will do your best to protect and support the child. However, do not promise to keep it a secret. Rather, remind the child that when someone is in danger a real friend seeks help. Be very careful not to frighten the child further.
- Remind the child that you are available for support and to listen.

Your responsibility

State law requires you to report disclosures about abuse. Discuss the situation with the School Counselor or principal. They will help you contact the proper authorities such as Manor Police Department and or the Texas Department of Child Protective Services.

Remember your role is not to investigate the situations. It is your role to be supportive of the child and your legal duty to make a report, which sets in motion the process of getting appropriate help for the child.

Failure to report is a crime.

THE STORY OF THE ODYSSEY

Most of us have had at least one mentor in our lives, although maybe not in the sense that mentoring programs provide today. Just the same, we can recall at least one person who served that purpose for us.

In fact, the concept of mentoring has been around for a long time. The term “mentor” comes from the classic piece of Greek literature, Homer’s Odyssey. This epic adventure tells the story of Odysseus, who was leaving home for an unknown length of time. In his absence he left his son, Telemachus, in the care of a trusted friend, Mentor.

As Telemachus completed his education, the goddess Athena disguised herself as Mentor in order to guide Telemachus in his search to find out about his father. The term today has come to mean trusted guide and friend.

MENTOR QUIZ

1. The word MENTOR comes from:

- A chocolate candy that has a minty flavor
- Homer's Odyssey
- A group of men that formed a musical group and named it MENTor
- A group of men that went on a tour

2. Mentoring has come to mean:

- A substitute parent
- A teacher
- A trusted guide or friend
- A random person that visits their mentee whenever he/she remembers

3. A Mentor will:

- Help with homework, do recreational activities, and hang out
- Give their mentee money
- Spend lots of hours with their mentee outside of school hours
- Take their mentee swimming every weekend

4. The most important thing you can do as a Mentor is:

- Be there
- Be a positive role model
- Listen
- All of the above

5. If you have any questions

- Click your heels three times and think about your favorite meal
- Send the Mentor Manor staff a telepathic message
- Keep the questions to yourself
- Reach out to Mentor Manor staff

Developmental Stages of Children and Youth

A Child's development is an individual and continual process. The following pages outline typical developmental characteristics of four age groups. Knowing these characteristics can help in designing appropriate training sessions and activities. Keep in mind that not all youth may fall into one specific stage.

FIVE-TO-SEVEN-YEAR-OLDS

General Characteristics

1. Eager to learn, easily fatigued, short periods of interest.
2. Learn best when they are active while learning.
3. Self assertive, boastful, less cooperative, more competitive.

Physical characteristics

1. Very active, need frequent breaks from task to do things that are energetic and fun for them.
2. Need rest periods-good quiet activities include reading books together or doing simple art projects.
3. Large muscles are well developed. Activities involving small muscles (for example, building models that have small pieces) are difficult.
4. May tend to be accident-prone.

Social characteristics

1. Enjoy organized games and are very concerned about following rules.
2. Can be very competitive- this may lead them to cheat at games.
3. Very imaginative and involved in fantasy playing.
4. Self-assertive, aggressive, boastful, want to be first, becoming less cooperative.

Emotional characteristics

1. Alert to feelings of others but unaware of how their own actions affect others.
2. Very sensitive to praise and recognition; feelings are easily hurt.
3. Inconsistent in level of maturity, regress when tired, often less mature at home than with outsiders.

Mental Characteristic

1. Very eager to learn.
2. Like to talk.
3. Can be inflexible about their idea of fairness.
4. Difficulty making decisions.

Developmental Stages of Children and Youth

EIGHT-TO-TEN-YEAR-OLDS

General Characteristics

1. Interested in people, aware of differences, willing to give more to others but also expect more.
2. Busy, active, full of enthusiasm, may try too much, accident prone, interested in money and its value.
3. Sensitive to criticism, recognize failure, have capacity for self-evaluation.
4. Capable of prolonged interest, may make plans on their own.
5. Decisive, dependable, reasonable, strong sense of right and wrong.
6. Spend a great deal of time in talk and discussion, often outspoken and critical of adults, although still dependent on adult approval.

Physical characteristics

1. Very active and need frequent breaks from task to do things that are energetic and fun for them.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. May tend to be accident prone.

Social characteristics

1. Can be very competitive.
2. Are choosy about their friends.
3. Acceptance by friends becomes very important.
4. Teen games become popular.
5. Often idolize heroes, television stars, and sports figures.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends are very important, there can be conflict between adults' roles and friends' rules. Your honesty and consistency can be very helpful.

Mental Characteristic

1. Can be inflexible about their idea of fairness.
2. Eager to answer questions.
3. Very curious, collectors of everything, but may jump to other objects of interest after a short time.
4. Want more independence while knowing they need guidance and support.
5. Wide discrepancies in reading ability.

Developmental Stages of Children and Youth

ELEVEN-TO-THIRTEEN-YEAR-OLDS

General Characteristics

1. Testing limits; a "know it all" attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Bodies going through physical changes that affect personal appearance.

Physical characteristics

1. Good coordination of small muscles, interest in art, crabs, models, and music.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. Very concerned with their appearance; very self-conscious about their physical changes.
4. May have a bad diet and sleep habits and, as a result, low energy levels.

Social characteristics

1. Acceptance by friends becomes very important.
2. Cliques start to develop.
3. Teen games become popular.
4. Often have "crushes" on other people.
5. Friends set the general rules of behavior.
6. Feel a strong need to conform, dress and behave like a peers in order to "belong."
7. Very concerned with what other say and think about them.
8. Have a tendency to try to manipulate others to get what they want.
9. Interested in earning their own money.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends are very important, there can be conflict between adults' roles and friends' rules.
3. Caught between being a child and being an adult.
4. Loud behavior may hide their lack of self-confidence.
5. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristic

1. Tend to be perfectionist; if they attempt too much, they may feel frustrated.
2. Want more independence but know they need guidance and support.
3. May have lengthy attention span.

Developmental Stages of Children and Youth

FOURTEEN-TO-SIXEEN-YEAR-OLDS

General Characteristics

1. Testing limits, a "know it all" attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Body's going through physical changes that affect personal appearance.

Physical characteristics

1. Very concerned with their appearance, very self-conscious about their physical changes.
2. May have bad diet and sleep habits and, as a result, low energy levels.
3. Often a rapid weight gain at beginning of adolescence; enormous appetite.

Social characteristics

1. Friends it the general rules of behavior.
2. Feel a strong need to conform; dress and behave like your peers in order to "belong."
3. Very concerned with what others say and think about them.
4. Have a tendency to try to manipulate others to get what they want.
5. Go to extremes; often appear to be unstable emotionally, while having a "know it all" attitude.
6. Fear of ridicule and of being unpopular.
7. Strong identification with admired adults.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Caught between being a child and being an adult.
3. Loud behavior may hide their lack of self-confidence.
4. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristic

1. Can better understand moral principles.
2. May have a lengthy attention span.

(This resource has been adopted, with permission, from " Child Development Seminar," Volunteer Education and Development Manual.1991. Big Brothers Big Sisters of America.)

Ways to spend time with your friend

Talking and listening

- Take turns describing yourselves and your interests
- Talk about...likes and dislikes, career options, friendship/friends, TV shows, family, pets, travels hobbies, school, sports, heroes, games, pets, favorite movies, and special occasions.
- Set goals together
- Fill out a simple job application
- Practice problem-solving together
- Plan to watch a TV show and talk about it-the characters, the values, the story
- Discuss reality versus fiction—use examples from books, TV, movies
- Remember special occasions (cards). Emphasize how much you value the student
- Discuss “future” plans. Imagine your future

Reading together

- Go to the school library together
- Find out the child’s special interest and check out books on that subject
- Open a dictionary to any page and read new words. Make up new word games
- Read:
 - ♣ a book, each reading a paragraph or page
 - ♣ the same book and share your thoughts about it
 - ♣ books on job finding, interviewing, self-confidence
 - ♣ poetry and talk about why you like different kinds
 - ♣ newspapers and look for special features-comics, sports, current events
 - ♣ magazines (bring one from home, if you like) and discuss

Writing

- Write a journal together and add to it every time you visit throughout the year
- Write short stories or your autobiographies
- Compile a wish list; a “Things to Do” list
- Describe “What I Want to Be When I Grow Up....”
- Write letters to each other. Being a pen pal gives the child practice in writing; if asking child to mail anything to you, provide stamps

Improve academic skills

- Play Memory, Sequence, Chess, and other games to enhance concentration skills
- Play Hangman and other word games to improve your vocabulary
- Make up your own crossword puzzles with spelling words

Just for fun

- Do arts and crafts (draw, color, cut and paste, use clay)
- Take a tour inside the school; Act out a story
- Sing a song or play an instrument
- Play word games, e.g., “I’m going on a trip and I’m going to take...”or I spy....”
- Play board games-for fun, not just to win.
- Draw and play mazes. Put puzzles together.
- Collect and share stamps or postcards or pictures
- Take photos and keep an album
- Attend special school functions with student, e.g., “aware” assemblies, field trips
- Design and do a project together. Give recognition of effort or improvement

Outdoor Fun

Eat lunch at a picnic table in an area of the school when tables are available.

Play catch on the playground with a softball or baseball.

Most of all, help your friend feel like the superstar that he/she is!

Adapted from material submitted by Allison Elementary, Austin ISD, Austin, Texas

Final Year Mentor Evaluation (EXAMPLE)

Mentor Name:

Date:

Thank you for your participation with Mentor Manor. Your feedback will help us maintain a quality program.

1. What has been your overall experience with the program?
2. What has been the most helpful to you as a mentor with the program?
3. What suggestions do you have to improve the program?
4. Do you have any suggestions for securing more mentors?
5. Please share any special or successful experiences that you have had with your mentee.
6. Can you suggest one friend who may wish to serve as a mentor next year?
7. Will you serve as a mentor with our program again next year?
8. What recommendations do you have to enhance communication from Mentor Manor?
9. What kinds of trainings/topics would you like to learn more about?
10. Additional comments/feedback:

THANK YOU

Mayra A. Hernandez, LCSW, SEP
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512-278-4257
mayra.hernandez@manorisd.net

Final Year Elementary School Student Evaluation (EXAMPLE)

Campus:

Date:

Student Name:

Mentor Name:

1. Do you like spending time with your mentor?
Not at all/It's ok/It's the best
2. Does your mentor help you do better in school?
Not at all/It's ok/It's the best
3. How easy is it to talk to your mentor?
Really hard/It's ok/Really easy
4. Do you want to continue with your mentor?
No/Maybe/For sure

1. What is one thing your mentor helped you do better (at school or at home)?
2. Could a mentor help one of your friends? What is your friend's name? What grade is your friend in?
3. What kinds of things do you wish you could have done more with your mentor?
4. If you could go on field trips with your mentor, where would you go?

Final Year Middle and High School Student Evaluation (EXAMPLE)

Mentee Name: _____ **Date:** _____

Campus: _____ **Name of your Mentor:** _____

Thank you for your participation with Mentor Manor. Your feedback will help us maintain a quality program.

1. What has been your overall experience with the mentoring program?

2. How easy was it for you to talk to your mentor?

3. What is one thing that your mentor helped you do better (at home or at school)?

4. Please share any special or successful experiences that you have had with your mentor.

5. Can you suggest one friend who could benefit from having a mentor?

6. Would you like to continue with your/(a) mentor next school year?

7. What kinds of things did you enjoy doing with your mentor?

8. What kinds of field trips or activities do you wish you could have done with your mentor?

THANK YOU

Mayra A. Hernandez, LCSW, SEP
Mentor Manor Coordinator
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Austin, TX 78724
512-278-4257
mayra.hernandez@manorisd.net

Final Year Parent Evaluation (EXAMPLE)

Campus:

Date:

Student Name:

Parent/Guardian Name:

1. What did the Mentoring Program (Mentor Manor) offer you or your child that was helpful?
2. What has changed since your child was matched with a Mentor?
3. Is there anything that you want Mayra Hernandez and the Mentoring program to do more of or differently?

4. What is your overall satisfaction with the Mentor Manor Program?

Not at all
Satisfied

It's
ok

Very
Satisfied

THANK YOU

Mayra A. Hernandez, LCSW, SEP
Mentor Manor Coordinator
8500 Decker Lane
Austin, TX 78724
512-278-4257
mayra.hernandez@manorisd.net

Important Mentee Information

Name: _____ **Date of Birth:** _____

School: _____ **Phone #: (call after 10:00 a.m.)** _____

Address: _____

Meeting day: _____ **Meeting Time:** _____

People to Meet

Principal: _____

School Point of Contact: _____ **Phone:** _____

E-mail: _____

Counselor: _____ **Phone:** _____

School Attendance Clerk: _____ **Phone:** _____

Other: _____ **Phone:** _____

Who to call if I cannot make my appointment: _____

School Procedures

Lunch Hours: _____

Specials Schedule: _____

Recess Schedule: _____

Other Schedule: _____

Parking: _____

Sign-In Book and Badge: _____

MENTOR TRAINING MANUAL

Connecting Hearts & Minds

You have reached the end of the Mentor Training Manual. Hope that the information in this handbook helps you in building a strong and positive relationship with your mentee. I am looking forward to taking lots of pictures of you and your mentee. Have fun, laugh, play and enjoy this amazing journey.

Thank you for being a part of Mentor Manor!

