**What is Mentoring?**

Mentoring is a Tier II intervention for students that are not responding well to Tier I interventions. Mentoring is a relationship between one student and one voluntary staff member; the staff member serves as a positive role model for the student and a guide to help the student improve any areas of need. Students who show a need for mentoring may lack self-confidence, self-esteem, motivation, or a positive adult role model. In addition, a student may be referred to mentoring or the Tier 11 team may use data to identify students would benefit from mentoring. Mentors meet with the students for at least 15 minutes each week. Two thirds of the time spent together should involve the mentor listening to the student. The other one third is an opportunity for the mentor to help the student make goals and to provide suggestions. The mentor should focus on connecting with the student more than trying to solve all of the student’s problems.

1. **How does Mentoring link directly to our school-wide expectations?**

The school-wide expectations are in place to help students succeed academically, behaviorally and socially. During mentoring, the student has the opportunity to discuss any challenges that he or she is facing, which could include difficulties engaging in those school-wide expectations. The mentor’s role is to listen, to provide guidance and support, and to assist students in overcoming these situations.

1. **How does Mentoring allow for continuous student participation?**

Students have the opportunity to meet with their mentors on a consistent, weekly basis. The students will most likely participate in a range of the following activities with their mentors: eating lunch together, playing a game, walking, or engaging in a shared interest. The mentor should pick an activity that the student enjoys. During these activities, the student should feel free to lead the conversation.

1. **How do students receive rapid access to intervention through Mentoring?**

If it is determined that a student would benefit from mentoring, then the recruitment process is to find him or her a mentor immediately. Mentoring is voluntary and usually an individual is asked to be a mentor for a specific student that he or she is likely to connect with. The individual must volunteer to become a mentor and complete mentor training. Then, the mentor will be officially matched to a student.

1. **How is Mentoring matched to the function of the student’s behavior?**

Many students who would benefit from mentoring may be seeking positive adult role models and adult attention. Mentoring requires the mentor to create a meaningful connection with the student in order to have the student feel comfortable talking to his or her mentor and to trust the mentor. The student’s behavior should evolve as the mentoring relationship strengthens.

1. **How do students receive specific feedback from staff with Mentoring?**

The student will informally receive feedback from his or her mentor. It is not the mentor’s responsibility to explicitly tell the student how to handle a situation. Instead, the mentor should act as a role model and offer the student advice, guidance, and support.

1. **How does Mentoring allow for students to practice new skills daily?**

Mentors will help students improve their communication and interpersonal skills by meeting on a regular basis, discussing challenges the student is facing, and developing goals to overcome the challenges.

After creating goals to work on, the mentor and student will work on skills to achieve the goal together on a weekly basis. The student can also work on his or her goals outside of the time spent with the mentor to further enhance the skills they work on.

1. **How does Mentoring teach students what to do in different situations?**

The student will have ample time to explain different situations or problems to his or her mentor. Then, the mentor will assist the student in creating goals or solutions to the situation. They will discuss how to problem solve and think critically about what is occurring. The mentor and student will collaborate during their time together and the student can work on what they discussed outside of their time together as well.

1. **How do families, students, and staff become oriented to Mentoring?**

Staff who become mentors receive training related to intervention requirements and expectations, ethical and safety concerns, setting goals, and interactions with the students’ families.

The student will receive information about the purpose of mentoring, expectations of mentoring, and appropriate mentoring relationships.

Before the mentoring intervention can begin, the mentor and caregivers must meet to discuss and approve of what the intervention entails. Caregiversplay an important role in the mentoring process. They should collaborate with the mentor, assist with scheduling activities, and be a point of contact for any emergencies. Caregiver involvement contributes to the overall success of the intervention for the child.

1. **How can the Mentoring intervention be modified by data?**

Data can help identify which students would benefit from mentoring. For example, school-wide data related to the effectiveness of Tier I interventions would show whether or not these interventions were successful. If they were not, then Tier II intervention, such as mentoring, may be beneficial to look into.

In addition, data from classroom behavior reports, Functional Behavior Assessments, attendance, universal behavior screeners, and request for assistance forms can also provide educators with information to determine which students should be involved in the mentoring intervention. This data can also be updated during mentoring to determine when students are thriving and are able to discontinue mentoring.

1. **How does Mentoring count for weekly school to home communication?**

The school must inform the family of the student about implementing the intervention. It is also essential for the school to get approval to implement mentoring. The family shouldbe notified if any concerns for the student arise during the process of the intervention.

1. **Are there adequate resources available for Mentoring?**

There are a variety of resources available for mentoring. The reference section includes a few different resources. There are many free articles, videos, and handouts available online related to mentoring. The National Mentoring Resource Center has a website with an adequate amount of information as well.

**References**

(2015). Elements of effective practice for mentoring. *National Mentoring Partnership.* Philadelphia, PA: United Way of America.

Hudson, P. (2013). Developing and sustaining successful mentoring relationships. *Journal of Relationships Research, 4,* 1-10. Retrieved from <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/58FBE3A590E7D6155F3E702679159EA2/S1838095613000012a.pdf/developing_and_sustaining_successful_mentoring_relationships.pdf>

The National Mentoring Resource Center