



University of Arkansas

CRAV Lab

Peer Safety Project

Mentor Manual



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Ph.D., Louisiana State University, 1988

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I am a clinical child psychologist who is interested in developing more effective interventions for high-risk, school age children. The bulk of my research has focused on aggressive children at risk for later delinquency and substance abuse. More recently, my research has included children who are chronically bullied and showing signs of emerging psychopathology.

I have a particular interest in interventions that involve parents or adult mentors. Guiding my research is an integrated life course-social learning model of children's socialization. This model recognizes the interaction between biogenetic and social-relational risk and protective factors. This model defines socialization from two vantage points. For the developing child, socialization is the process of actively seeking, routinely accessing, and effectively participating in contexts that provide greater and more reliable benefits than other, competing contexts. For parents and other stakeholders, socialization is the process of promoting children's access to and success in prosocial contexts while limiting their access to contexts that encourage or condone antisocial behavior. With this model, the goal of preventative interventions is to help children a) experience sustained success in prosocial contexts and b) invest in systems of shared, prosocial commerce.

I am also interested in how aggressive and bullied children view themselves and their relationships with peers and teachers. I have also developed measures for assessing social functioning in adolescents.

I typically teach graduate level classes, including Introduction to Clinical Practice, Psychotherapy, and Clinical Practicum. My undergraduate classes include Abnormal Psychology and Independent Study. The latter usually involves research tasks, mentoring high-risk children, or a combination of the two. Below is more information about some of my research interests.

-Dr. Cavell

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Section 1: History and Overview

A. History:

Dr. Cavell began a mentoring program at Texas A&M to study the effects of mentoring on aggressive children. The idea was to give college students intensive training on mentoring and then pair them with a child that was bullying others. The hope was that the highly trained mentor would help the child change his/her behavior towards others via in-depth one-on-one interactions outside of the school setting. The control group for the study was the Lunch Buddy program. College students with virtually no training at all would be sent into the child's environment, the school lunch time, to be a "Lunch Buddy" to the child. Post-testing continually showed that the Lunch Buddy program was more successful than the intense one-on-one mentoring. The resultant assumptions are that context is vital and changing the peer ecology of the child helps far more than isolated, one-on-one mentoring. Thus, when Dr. Cavell came to the University of Arkansas, he chose to examine the Lunch Buddy condition more closely. The current focus population, however, is children who are victimized by the aggressive acts of their peers.

B. Mentoring Basics

1. Who can be a Lunch Buddy mentor?

All students currently enrolled at the University of Arkansas have the opportunity to mentor. We accept students from any major and with any class standing. Following an interview with the Peer Safety Project (PSP) staff, an override form must be completed in order to enroll in Dr. Cavell's PSYC 207V section. A criminal background check (see below) is also required. A mentor must have his/her own reliable transportation and availability for twice weekly visits to a Springdale elementary school during the school's lunch period. Mentors must enroll for 3 credit hours and will receive a letter grade for their performance in the course.

2. Who is mentored?

Currently, fourth grade children enrolled in the Springdale school district who have a high victimization scores (as reported via self, peer, and teacher evaluations) are being mentored. The Springdale elementary schools at which we currently mentor are: Bayyari, George, Jones, Parson Hills, Turnbow, Walker, and Young. Directions and other information on these locations can be found at <http://www.springdaleschools.org/>. Not all children selected to receive a mentor were chosen for the same reasons. A wide variability of behavior should be expected from each mentee. It is for

this reason that mentor input on Blackboard discussions and papers are important; numbers do not tell us everything.

3. Mentor purpose

As explained above, mentors are intentionally given very little training. The goals of PSP are twofold: (1) increase mentees' positive social interactions, and (2) enhance mentees' social reputation. The researchers hope that through befriending the mentee and modeling good interpersonal skills, the mentors can effect change toward the overarching goals. Hopefully, with a "cool" college student sitting next to them, the mentees will experience more social contacts and increase the frequency of positive peer interactions.

4. Lab Structure

The PSP research team is relatively large. Due to the size and scope of the project, many people are needed to insure its successful completion each year. A barebones lab organizational chart for 2010-2011 can be found in Appendix A, while summaries of the positions are listed here:

- a) Primary Investigator – Dr. Cavell is the professor and primary investigator overseeing the project.
- b) Graduate Student Research Assistant (Grad RA) – One of Dr. Cavell's graduate students is the director of the research lab each year. This person is responsible for the logistical coordination of all things PSP.
- c) Graduate Students – The rest of Dr. Cavell's graduate students work diligently to help the Grad RA successfully carry out the program.
- d) Undergraduate Research Assistants (RA) – These are undergraduate students who are planning to apply to graduate school in psychology. To be competitive for graduate school, they must have a respectable history of research experience. The RAs are with the lab year-round and typically for multiple years. Our RAs often work with us throughout the summer and are involved in advanced levels of research participation, such as poster presentations for academic conferences. Their contributions to the lab are absolutely essential.
- e) Mentors – These are undergraduate students from any college or major. Mentors typically enroll due to an interest in having meaningful experiences, making a difference, and serving the community. Of course, our mentors also typically appreciate this unique way to earn course credit. Since PSP is a mentoring program, it could not operate without the mentors!

Section 2: Becoming a Mentor

A. Interview

All prospective mentors will be interviewed by the lab staff, either a graduate assistant or an undergraduate research assistant. This is to help us choose the best matches possible for the children being mentored. We also discuss why you want to be a mentor. It is important to remember that this program is for the benefit of the children being mentored, and it is important that mentors DO NOT come into to this program with preconceived notions. The child you mentor might have a background very different than yours or may not even be able to speak your language.

B. Interview Materials/Forms

- i. Mentor Application (Appendix B) – The mentor application should be filled out prior to or during the interview, depending upon the instructions you receive from the interviewer.
- ii. Class Override – For enrollment, this class requires an override from Dr. Cavell’s graduate student research assistant (Grad RA). You will fill out this override form at the time of your interview, and the Grad RA will notify you when it has been submitted to the Department. Mentors must enroll for 3 credit hours and will receive a letter grade for their performance in the course.

C. Welcome Letter

The mentors will receive a welcome email from the Grad RA, which will include a number of important tasks and pieces of information, as indicated below. Mentors should read through this email carefully and complete all tasks required.

- i. Blackboard – As early as possible, mentors should check the Blackboard course. Vital course materials will be posted there, and the email will reference Blackboard a number of times. Throughout the semester, make sure you are checking Blackboard regularly, as most announcements will be posted there (and NOT via email). You should treat this like an online course.
- ii. Syllabus – The Grad RA will direct you to Blackboard to view the course syllabus. S/he might also opt to attach it to the email. (For a sample syllabus from a past semester, see Appendix E. Refer to Section 3-B for additional remarks.)

- iii. Background Check – See (Appendix C). Instructions are included in the email and on the form.
- iv. Mentor Orientation – See below for additional details.
- v. Dropping the Course – Since you will be paired with a child for mentoring, it is important that you treat this course with care. If for some reason you need to drop the course, let the Grad RA know **as soon as possible**. We have only had one instance in the past where a student didn't notify us of their intent to drop, but it was quite difficult to replace her and provide a mentor for that child after classes had already begun. To reiterate: **Notify us immediately if you need to drop the course.**
- vi. Mentor Lead – Each semester, an experienced, undergraduate Research Assistant, will be appointed as the Mentor Lead. The Mentor Lead will be your primary point of contact, and his/her contact information will be listed in the syllabus.
- vii. Returning Mentors – The welcome email will include instructions specific to Returning Mentors. Namely: (1) Returning mentors do NOT need to resubmit a background check form. (2) Returning mentors ARE permitted to resubmit reading responses from previous semesters. (3) Returning mentors ARE required to attend orientation again to stay abreast of any policy/procedural changes.

D. **Mentor Orientation**

All mentors are required to attend a Mentor Orientation session at the beginning of the semester. This orientation will last approximately 1 – 1.5 hours, depending on the needs of the group. In the welcome email noted above, a link to Doodle, a scheduling site, will be included. Using this link, mentors will indicate their availability for the orientation, and based on everyone's availability, the Grad RA will schedule 2 – 3 orientation sessions. You will be notified via email of which session you are expected to attend. Orientation will introduce you to the mentoring program, cover policies and procedures, and provide you with additional information to assist you in being a successful mentor. *Mentors often find it helpful to bring a copy of their course syllabus to orientation.*

- i. **Data Confidentiality Acknowledgement and Lunch Buddy Agreement (Appendix D)** – You will sign this document during the orientation. Confidentiality is very important in this study, and mentors must be very cautious with mentee information. Additionally, consistency in attendance is vital to the success of mentoring. Thus, your attendance to mentoring visits accounts for 75% of your course grade, as indicated in the syllabus. (See Sections 4-B and 5-B for additional information.)

- ii. A substantial amount of additional information will be covered in orientation, including (but not limited to): goals of the program, lab organization, mentor policies, mentoring sequence, appropriate behavior and attire

Section 3: Contacts and Syllabus

A. Contact Information:

I. Primary Investigator: Dr. Timothy A. Cavell

- Email: tcavell@ark.edu
- Phone: 479-575-5800 or 479-530-1582
- Office: Memorial Hall 202B
- Office Hours: By Appointment

II. Graduate Student Research Assistant: Debbie Gomez

- Email: dpgomez@ark.edu
- Phone:
- Office: Memorial Hall 102A
- Office Hours: By Appointment

III. Undergraduate Research Assistant/Mentor Lead: Jennifer Branch

- Email: jenibranch@gmail.com
- Phone:
- Office: Memorial Hall 102A
- Office Hours: By Appointment

Your first line of communication should always be the Blackboard Discussion section. This way everyone benefits from your questions in case they have a similar question. If you do not feel comfortable posting it there, however, you should email the Mentor Lead. Then if your question cannot be answered by the Mentor Lead, they will talk with the Grad RA.

B. Syllabus:

A sample syllabus from a past semester can be viewed in Appendix E. Refer to Blackboard for the syllabus for the current semester. You are expected to turn in all assignments by the due dates listed in the syllabus. You will not be reminded of upcoming due dates, so make sure to document key dates early in the semester. Any late submissions will result in a deduction of points. Any questions you have regarding the syllabus should be directed to the Mentor Lead as soon as possible.

Section 4: Mentoring Policies

A. Atypicality of the Course

The PSYC 207V PSP course is an atypical course. There are no weekly, on-campus class meetings. Your twice weekly visits with your mentee take the place of traditional class time. Your interactions with the lab staff will primarily take place via Blackboard and email. Thus, it is important that you are proactive in contacting the appropriate lab staff if questions or concerns arise.

You will also find that the research emphasis of this project dictates how and when you will be cleared to mentor. The lab researchers have to plan logistics, obtain consent from the participating parents and children, collect data from multiple informants, coordinate with schools, and set many other things in place before you can actually begin mentoring. Be assured that the research team is always working diligently behind the scenes to complete all steps necessary to begin mentoring as quickly and efficiently as possible. We will notify you individually as soon as you are cleared to mentor. In the meantime, attend to your reading tasks as outlined in the syllabus.

B. Consistency

Consistent visits to your mentee are CRUCIAL. Research has shown that inconsistent visits can harm the mentee's self-image. Inconsistency will not be tolerated.

****Absences will not be excused unless a doctor's note is submitted. All absences that are not accompanied by a doctor's note will result in a loss of points.****

C. Representing the Program

It is important for you to remember that you are not just representing yourself when you mentor; you are also representing Dr. Cavell, The CRAV lab, and the University of Arkansas. Therefore, you should conduct yourself with professionalism, respect for the schools, and appreciation for the staff who allow us to conduct our research. We do want you to retain your individuality; after all, we do still want you to have the image of the "cool college kid." We want to make sure, however, that we maintain a good relationship with the schools and are invited back into the schools next year.

Also remember that the schools are like mini societies. That is, word travels. Your attention to professionalism should extend beyond the principals and teachers. Make sure you are also treating the lunch staff, custodial staff, and office staff with respect. If you fail to do this, the principals will eventually hear about it.

If you have any additional questions about this topic, post them on Blackboard or contact the Mentor Lead.

D. Confidentiality

1) We work diligently to enforce a system that honors the guarantees of confidentiality given to the parents, teachers, peers, and children. We are governed by the Institutional Review Board (IRB) at the University of Arkansas, which also dictates that we protect participants' confidentiality. Hence, participants and mentors are never to enter the child's name on any documents. Mentors are to use their mentee's assigned ID as the identifier in any documentation, and final papers should use a pseudonym or "he" or "she" to vaguely refer to the mentee. In the lab, all data is filed by ID. Documents containing identifying information (i.e., consent forms, rosters, etc.) are stored in a separate area that is designated for that explicit purpose. For additional information, see Appendix D.

2) There have been a few (very few, but still important) emails go out that have contained identifying information. Again, this violates the commitment we have made to all invested parties. All lab members are discouraged from sending any identifying information via email. In the event that one finds it necessary, the information should be sent in a password-protected document.*

**To password protect a Word or Excel document: Create your document. Select Tools → Options → Security tab. Enter code in Password to open and Password to modify. Select OK. A pop-up will appear prompting you to reenter the password to open; enter it and select OK. A pop-up will appear prompting you to reenter the password to modify; enter it and select OK. Resave your document before closing. Opening a password protected file is self-explanatory, as you receive prompts to enter the password. (It is suggested that the password be the 6-digit code used to enter the lab.) If for some reason you need to take the password option off of a document, you simply go back to the Security tab (see above), remove the passwords, and select OK.*

E. Appropriate Behavior (Not Inclusive)

1. Rules of Conduct for PSP/Lunch Buddy Mentors

- Do not contact your mentee outside of school. Do not obtain your mentee's personal contact information. Do not add or accept your mentee as a friend on Facebook (or other social networking sites).

- If you run into your mentee outside of school, you should acknowledge them if THEY acknowledge you FIRST. Wait until they speak to you, especially before calling them by name.
- You are not allowed to take any pictures of your mentee. Your mentee, however, can have/take a picture of you.
- Do not take your cell phone into the school. Leave it in your car.
- Do not bring your mentee gifts, unless they are monetarily insignificant (e.g., pencil, eraser, stickers).
- Do not accept gifts from your mentee, unless they are monetarily insignificant (e.g., pencil, eraser, stickers, handmade items). If you have to refuse a gift, make sure to be sensitive about it and explain to the child why you cannot accept it, so they do not feel rejected. Use good judgment on this.
- Do not bring ANY outside food to your mentee. (This is a State Law.)
- If you bring your own lunch, do not bring items that will be distracting to elementary students (e.g., McDonald's, candy, junk food).
- Do not engage in any sexual, physical, or emotional misconduct with your mentee.
- All information regarding the mentees is confidential; do not share any identifying information with anyone outside the lab. (This is why we use ID #'s instead of names.)
- Always be courteous to all of the staff and administration at the schools. They are voluntarily allowing us to conduct research and could certainly withdraw at any time.
- Do not sign in at the schools with "Peer Safety Project," "Mentor," or any other identifying title. We guarantee parents and mentees confidentiality when they agree to participate. Instead, **sign in with UAM** (University of Arkansas Mentor).
- Please just use GOOD judgment when dealing with your mentee and your mentee's information. We must have your cooperation with this to keep our program going.

2. Eating Lunch

You are not required to eat lunch during mentoring. Keep in mind, however, that eating with your mentee may help him/her feel more comfortable, especially in the beginning. If you want to eat, you are welcome to purchase a lunch tray or bring your own lunch. If you elect to buy a lunch from the cafeteria, it is important to remember that they only take cash. If you bring your own lunch, it is important to remember the requirement that whatever

you bring must not be distracting to elementary students (e.g., McDonald's, candy, junk food...see above).

You are required to remain in the lunchroom with your mentee and his/her peers during lunch periods. Your mentee may ask you to eat lunch in a special area called the "bistro" or "café." This is fine for the first and last visit, to honor the times when you're getting to know each other and then saying goodbye. Other than these two exceptions, you must eat in the mainstream cafeteria for the Lunch Buddy program to meet its stated goals of (1) increasing mentees' positive social interactions, and (2) enhancing mentees' social reputation. Eating in isolation runs counter to the context needed to pursue these goals. (See *Section 5* for additional information.)

3. Rules of Conduct for Springdale Students

The following acts are prohibited by the Springdale School District. (You are subject to the same rules.)

- Actions which might present a danger to self or others
- Fighting or physical abuse of another student
- Sexual harassment (unwelcome sexual advances, requests or demands for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature)
- Loitering in the halls
- Rude or disorderly conduct in the lunchroom
- Public displays of affection (kissing, embracing, etc.)
- Possession of any obscene material (pornographic, vulgar, indecent, etc.)
- Gang activity
- Damage, destruction, or theft of private or public property
- Inappropriate language (cussing)
- Verbal abuse by a student to a fellow student, school employee, or other individual
- Possession of any weapon, replica of a weapon, knife, gun, or any other instrument or article that might be injurious to a person or property
- Possession, sale, or use of narcotics, drugs, alcohol, tobacco, or other controlled substances
- Disregard of reasonable directions or commands given by authorized school personnel. (Insubordination)
- Extortion of other students
- Cell phone use during school hours is prohibited.

- This is a condensed list. For the full student handbook on behavior you can visit <http://springdaleschools.org/miscUploads/studenthandbook08-09.pdf>

- Any other unique situations that have not been covered should be brought up through Blackboard or email. Post discussions on Blackboard if there are any school rules specific to the school you are mentoring that are unique to that “culture.”
- We do not want you to be perceived as a “parent” or “teacher” figure. If your mentee or the children around you are acting out, however, you will probably need to find a creative way to guide them away from the inappropriate behavior. Use it as a teaching time and to help the teachers and staff know you are helping the situation. If things do get out of control, do not hesitate to get a teacher or staff member involved. Report any serious concerns or problems to the Mentor Lead as soon as possible.

4. Dress Code for Springdale Students

The following items are prohibited by the Springdale School District. (You are subject to the same rules.)

- Tank tops, Halter type blouses, and mesh/see through shirts are not permitted. Clothes that show bare midriffs when arms are raised are not permitted. Shoulders must be covered.
- Any sleeve narrower than a sleeveless top is considered a tank top. Tank tops are not considered appropriate school attire.
- Clothing advertising tobacco, alcohol, and drugs are not permitted. In addition, clothing displaying obscene language, suggestive language, suggestive pictures, items determined to be related to gang identification, or subject matter/groups that promotes illegal activities is not permitted.
- Hats, bandannas, other non-religious head coverings, chains, and sunglasses may not be worn in the building and must remain in lockers and out of sight. Hoods on jackets are to remain down.
- The waistline of pants, jeans, shorts, etc. must be worn at waist level, rather than hip level or lower. "Sagging" pants will NOT be allowed.
- All walking shorts, skirts, and dresses must come to where the longest finger tip touches the leg when standing straight with shoulders relaxed OR three (3) inches above the knee.
- Biking (Spandex), boxer shorts, pajamas, and gym shorts are not allowed.
- Clothing with holes, rips, or tears above the fingertip length of relaxed arms are not allowed.
- Shoes must be worn at all times, no house shoes permitted.
- No full-length coats may be worn inside the building.

- The Springdale school district dress code can be found at <http://springdaleschools.org/policies/pdfs/JFCA%20-%20STUDENT%20DRESS%20CODE.pdf>

Section 5: The Process of Mentoring

A. Assigning Mentees

1. Matching of Mentors/Mentees: When your mentee has returned his/her signed consent forms and is ready to begin the mentoring relationship, the Grad RA will email you. The email will clearly state that you are clear to begin mentoring immediately. The email will contain a password protected document that lists your mentee's name, ID number, teacher's name, school, school address, school phone number, and lunch time. (The password to this document is your student ID.) Refer to Appendix F to view a sample of the match form that will be sent to you. Remember, the utmost care needs to be taken to not allow the child's privacy to be compromised. If you lose any of this information, you need to contact the Mentor Lead as soon as possible. Each mentor's schedule has been carefully matched with their mentee's lunch. If there is any conflict or problem with the mentee you have been assigned, you need to let the Mentor Lead know as soon as possible.

2. Mindset: Your mentee is a unique individual. Your mentee may have nothing in common with you. But you can still be their friend. This lunch time is to help them learn better interpersonal skills. Please do not disappoint yourself and your mentee by having preconceived ideas about what your mentee will be like and what your time with him/her will be like.

As noted above, it is important to remember that this program is for the benefit of the children being mentored, and it is important that mentors DO NOT come into to this program with preconceived notions. The child you mentor might have a background very different than yours or may not even be able to speak your language. As situations arise that you are unsure of how to handle, the lab staff encourages you to post your thoughts and questions to Blackboard or contact the Mentor Lead.

As standard policy, male mentors are paired with male mentees. Female mentors may be paired with male or female mentees.

When possible, Spanish-speaking mentors are paired with mentees that only speak Spanish. We typically do not have enough Spanish-speaking mentors to cover these children though, so getting to know the mentee's bilingual friends has proven to be a key to success for mentors in the past. Springdale also has a large population of children who speak Marshallese. Unfortunately, PSP has not had a Marshallese-speaking mentor to date. Many past mentors have successfully built relationships with children who speak a different language than the mentor. The lab staff is experienced with these scenarios and is prepared to share past strategies to assist you through this journey.

B. The “GO” to Begin and Your First Visit

1. The “Go”: As noted above, each mentor will receive an individualized email specifically stating when mentoring can begin. DO NOT go to the schools before the green light has been given.
2. The First Visit: The day of your first visit, you need to arrive a few minutes early to allow time for the follow tasks:
 - a) Go to the office and introduce yourself to the principal and get your visitor pass. (You will always check into the office first and sign in on the visitor log as “UAM,” as noted above.)
 - b) Find out where your mentee’s class is located, and go to the class.
 - c) You will introduce yourself to the child’s teacher, and the teacher can introduce you to the student. This should be done in a way to not embarrass the student. The teachers should be aware (via the research team) that you will be coming. By this point, most of the students know about the program and will be excited to get their Lunch Buddy mentor.
 - d) Proceed to the lunchroom with your mentee.
3. The Remaining Visits: For the rest of your visits, you will sign into the office, get a visitor pass, and go directly to the lunchroom to meet your mentee.

C. Mentoring Days

1. Mentor logs: All mentors are required to complete two mentor logs each week, once they are given the green light to begin mentoring. The logs will be available under the assessment section of the course on Blackboard. Make sure to complete and “submit” each log. If you have any difficulties or questions regarding the logs, please contact the Mentor Lead. In Appendix G, you will find a paper rendition of the online mentor log.
 - a) Logs should be submitted even if your mentee is absent or you aren’t able to go. In the blank provided for open-ended answers, note why you were unable to meet with your mentee. In the “date of visit” section, include the normal date that you would have normally mentored.
 - b) Logs must be submitted in a timely manner, as indicated by the deadlines on the syllabus. Habitual late logs will result in a loss of points. PSP is a

research study, so the mentor logs are data points for our research. Thus, it is vital that the data you are contributing is as accurate as possible. Turning in timely logs will insure that the visit is fresh in your mind and in turn, will create more accurate data.

c) Please remember that the log data is not a reflection of your success or lack thereof as a mentor. As noted above, PSP is a research study, so the mentor logs are data points for our research. In that spirit, it is important that you are as honest and candid as possible. You will not be penalized for “bad” visits, awkward scenarios, or a lack of a breakthrough with your mentee.

d) You must submit your final log in a timely manner, as your final course grade cannot be released until the last log has been received by the research team. If you have not submitted all logs, you will receive an “incomplete” (“i”) in the course until all requirements are complete.

2. Regular Days: It is easier for the child to understand when you will be there for your visit if you keep it on a regular schedule (e.g., every Tuesday and Thursday). For this reason, the lab staff will expect that you consistently visit on the same days each week.

3. Eating in special areas: As noted above, you are required to remain in the lunchroom with your mentee and his/her peers during lunch periods. Your mentee may ask you to eat lunch in a special area called the “bistro” or “café.” This is fine for the first and last visit, to honor the times when you’re getting to know each other and then saying goodbye. Other than these two exceptions, you must eat in the mainstream cafeteria for the Lunch Buddy program to meet its stated goals of (1) increasing mentees’ positive social interactions, and (2) enhancing mentees’ social reputation. Eating in isolation runs counter to the context needed to pursue these goals.

D. Springdale’s Calendar and Missing Days

1. Calendar: There will be days that Springdale schools are closed. Their calendar can be found on their website at www.springdaleschools.org. You will not mentor the days they are closed. Pay attention to the calendar so you don’t waste a trip to Springdale, and if possible you can change the days of your visit. This is not mandatory, and will not count against you but the students appreciate it. **Always note on your log why you were unable to attend a regular mentoring visit.**

2. Missing days: If you know you are going to miss a visit to your mentee, please tell them in advance. This helps keep them from wondering why you are not there. They will appreciate it! If you must miss because of illness, remember to explain the reason you missed to your mentee. Better yet, call the office and ask them to let your mentee know you will not be there. They will miss you. Again if you can rearrange to visit twice that week, great! Remember, consistency is crucial for the child's self-image. ****Absences will not be excused unless a doctor's note is submitted. All absences that are not accompanied by a doctor's note will result in a loss of points.****

E. Preparing Your Mentee for the End of the Semester

****You are required to continue your mentoring visits through finals week.****

Mentors should tell their mentees at least a couple of weeks before their last visit that the end of the semester is coming. You need to explain that after the end of the semester, you will no longer be visiting with them. This is done to prepare the mentees – in hopes that they do not feel abandoned or feel as if they did something wrong that made the mentor not want to come anymore. It is also important to remember that you should not exchange contact information with your mentee. Sometimes the mentees are really sad. Be prepared to work through this goodbye as you would any other goodbye in your personal life. Even the goodbye is an opportunity to teach the mentees interpersonal skills. As noted above, you are permitted to do something special the last day. Past mentors have honored the last visit by eating in the bistro, going to recess after the last lunch, taking stickers and a card to the mentee, etc. Feel free to be creative, but as always, use good judgment. If you are unsure about your idea, run it past the Mentor Lead before implementing it.

F. Pursuing the Goals of the Program

As noted elsewhere, the goals of the PSP Lunch Buddy program are twofold: (1) increase mentees' positive social interactions, and (2) enhance mentees' social reputation. Mentors are expected to be mindful of these goals during each mentoring visit. In Appendix H, you will find a compilation of strategies that past mentors have used to pursue the two goals. You are encouraged to use these strategies with your own mentee, when appropriate. Additionally, you are encouraged to be creative and develop your own strategies.

Section 6: End of the Semester

A. Final Mentor Paper and Questionnaire

1. Paper: Do not forget about the final paper, as outlined in the syllabus. Most mentors enjoy writing this paper far more than traditional course papers. By the end of mentoring, they are anxious to share their experience as a mentor. You are encouraged to be candid, both in the expression of your experience and in the contribution of feedback about the program. No mentor has ever been penalized for critical feedback.

As with any paper, it is important that you proofread your work prior to submitting it. Late papers will result in a deduction of points.

2. Final Questionnaire: At the end of the semester (as outlined in the syllabus), you will be required to complete and submit a final survey. This survey is called the “Mentoring Scale – Mentor.” You must submit this form in a timely manner, as your final course grade cannot be released until it has been received by the research team. If you have not submitted the final questionnaire, you will receive an “incomplete” (“i”) in the course until all requirements are complete. A sample of this questionnaire can be found in Appendix I.

Appendix A

PSP Organizational Chart – Fall 2010

Dr. Tim Cavell (P.I.)



Debbie Gomez (Grad RA)



Field Teams

Data Teams



Grade-wide Assessments
-Grad Student
-Undergrad RAs

Observations
-Grad Student
-Undergrad RAs

Mentoring
-Debbie (Grad RA)
-Mentor Lead: Jennifer (Undergrad RA)
-Undergrad RAs

Grade-wide Assessments
-Grad Student
-Undergrad RAs

Observations
-Grad Student
-Undergrad RAs

Mentoring
-Grad Student
-Undergrad RAs



Mentors
-Undergraduate mentors

Appendix B

PSYC 207V Mentoring Application

Name: _____ Age: _____ Date: _____

Address: _____ Phone: _____

Email: _____ Expected date of graduation: _____

Classification (circle one): Freshman Sophomore Junior Senior

Major: _____ Student ID: _____

Sex: M F Ethnicity: White Black Hispanic Asian Multi-Ethnic Other

Are you multilingual? Yes No If so, in which languages? _____

Are you available for 1.5 hours per day for twice a week during lunchtime? (Our schools' are in Springdale, & their lunchtimes typically begin around 11:00 am, with most beginning at around 12:00 pm.) Yes No

Do you have reliable transportation? Yes No

How did you hear about our program? _____

Mother's Education Level: (check one):

Some High School _____ High School Graduate _____ Some College or Trade School _____

Trade School Graduate _____ College Graduate _____ Med/Law/Grad School Graduate _____

Father's Education Level: (check one):

Some High School _____ High School Graduate _____ Some College or Trade School _____

Trade School Graduate _____ College Graduate _____ Med/Law/Grad School Graduate _____

Have you ever been arrested? Yes No

If yes, please explain.

Have you ever been hospitalized because of substance abuse/mental health problems? Yes
No

If yes, please explain.

Please list any relationships/experiences with children: (Feel free to use the back if needed.)

Appendix C

PEER SAFETY PROJECT Individual Criminal Record Check Form

Full Name:

_____/_____
First Middle Last Name Maiden/Other

Date of Birth: _____ State of Birth: _____ Race: ____ Sex: ____
(Month/Day/Year)

Social Security #: _____ Driver's License #: _____
_____ / _____

State

Mailing Address:

Street City State ZIP

Daytime Phone #: (____) _____

I give my consent for Dr. Timothy A. Cavell, in coordination with the Arkansas State Police, to conduct a criminal record search on me for the sole purpose of determining my eligibility to mentor an elementary school student under the auspices of the Peer Safety Project.

Signature: _____ Date: _____

(First/MI/Last Name)
(Month/Day/Year)

Procedures for Criminal History Check

1. Please read, complete, and sign this form.
2. Attach a check or money order made payable to "Treasurer's Office – UA" in the amount of \$11.
3. Attach a photocopy of your current Driver's License.
4. Place the 3 items in an envelope and put it in Dr. Cavell's mailbox in the Department of Psychology.

If you have any questions about the nature of the background check, you can contact the Identification Bureau @ 501-618-8500.

**After the background check is complete, this form will be shredded, and the report from the Arkansas State Police will be stored by Dr. Cavell in a locked cabinet.*

Appendix D

Center for Research on Aggression & Victimization (CRAV)

Peer Safety Project (PSP)

PSYC 207V-004, Spring 2010

Data Confidentiality Acknowledgement

I, _____, understand that all information that I may encounter while working on this project including, but not limited to: names, personal information, questionnaires, and research measures are strictly confidential in nature. I understand that it is both unprofessional and unethical to violate this confidentiality in any way. I further understand that if I am found to have compromised the confidentiality of this information in any way, I will be subject to disciplinary action and/or termination.

Mentor Signature

Date

Lunch Buddy Agreement

I agree to be Lunch Buddy for the Spring 2010 semester. I have read the course syllabus and I am aware of what is required of me. I am aware the role of Lunch Buddy requires that I have my own transportation to and from the child's school. I am aware that I must go through a screening process and must agree to all necessary background checks. I agree to visit my mentee twice each week during school lunch through finals week. I am required to complete and turn in weekly log sheets and to write a final paper (as outlined in the syllabus) that integrates my experiences as a mentor with my readings on mentoring at-risk children. My grades will be based on my conscientiousness and consistency in completing all requirements stated on the syllabus. I will not be graded on my personality or my ability to help my mentee. If I am, however, a threat to the safety and well-being of the child, I can be dropped as a Lunch Buddy mentor.

First & Last Name (printed)

Mentor Signature

Date

Appendix E

Syllabus - Psychology 207V-004, Spring 2010 Laboratory Experience: Mentoring At-Risk Youth

Graduate Assistant: Joye Henrie Office: MEMH 102A Hours: by appointment

email: -- Phone: --

Mentor Lead: Rachel Royal Office: MEMH 102A Hours: by appointment

email: -- Phone: --

Mentor Lead Assistant: Jennifer Branch Office: MEMH 102A Hours: by appointment

email: -- Phone: --

Primary Investigator: Dr. Timothy A. Cavell

email: -- Phone: --

Course Objectives:

This course is designed to accomplish two goals: a) Briefly inform students about theory and empirical research addressing the practice of youth mentoring, particularly for children at risk; b) Provide students with the opportunity to mentor an elementary school age child.

Communication:

The primary means of communication and resource sharing for the course is Blackboard. You are expected to check Blackboard daily for updates and announcements.

Course Requirements:

1. Mentoring and Laboratory Duties:

- a. Undergo criminal background check (*due Friday, January 15th, 2010, 5:00 pm – in Dr. Cavell's faculty mailbox, turn in to Psychology Department Office in MEMH*)
- b. Participate in the Lunch Buddy Mentor Orientation (*1st or 2nd week of classes*)
- c. Consistently attend twice weekly (30 minute each) mentoring visits with your mentee (*through finals week*)

- d. Complete and submit all visit log sheets (*see below - last log due Friday, May 7th, 2010*)
- e. Complete and turn in the post-mentoring questionnaire (listed as “LB Mentor Alliance Scale” on Blackboard) (*due Friday, May 7th, 2010*)
- f. Assist in other lab assignments as needed to satisfy in and out of class time sufficient for 3 credit hour course

2. Readings and Term Paper:

- a. Complete all required readings and submit a half page response to each (*see below*)
- b. Prepare and submit a 6-8 page typewritten paper that integrates mentoring experiences with class readings. (*see below*)

Background Check:

Due: Friday, January 15th, 2010, 5:00 pm

The background check form is listed as “CRAV Background Check Form” on Blackboard. The instructions are listed at the bottom of the form, but are reiterated here for your convenience:

1. Please read, complete, and sign the form.
2. Attach a check or money order made payable to “Treasurer’s Office—UA” in the amount of \$11.
3. Attach a photocopy of your current Driver’s License.
4. Place the 3 items in an envelope addressed to Dr. Cavell.
5. Put the envelope in Dr. Cavell’s mailbox in the Department of Psychology (or simply turn in to the Psychology Department Office in MEMH).

Orientation:

Orientation will be scheduled during the first two weeks of school via www.Doodle.com. The orientation will last approximately 1 ½ hours. The orientation will cover course expectations, brief mentor training, policies, etc. During the orientation, you will be required to sign the Lunch Buddy Contract & the Confidentiality Agreement (both are available to view on Blackboard).

Readings: (*Readings are found on Blackboard.*)

Submit a half page response to each reading. The response can be a summary, an opinion, questions the reading generated, a combination of these, etc. You are welcome to be creative! (*All*

reading responses are to be submitted via email in a Word document, which has your first and last name saved in the file name; submit to jhenrie@uark.edu.) **Late submissions will result in loss of points.**

Due: Wednesday, January 20th, 2010, 11:59 pm

Cavell, T. A. & Henrie, J. L. (in press). Deconstructing serendipity: Focus, purpose, and authorship in lunch buddy mentoring. In G.G. Noam, M. J. Karcher, & M. J. Nakkula (Eds.), *New Directions for Youth Development: Theory, Practice, Research*.

Due: Wednesday, January 27th, 2010, 11:59 pm

Cavell, T. A. & Smith, A. M. (2005). Mentoring children. In D. L. DuBois & M. J. Karcher (Eds.), *Handbook of Youth Mentoring*. Thousand Oaks, CA: Sage Publications.

Due: Wednesday, February 3rd, 2010, 11:59 pm

Gazelle, H. & Ladd, G. W. (2002). Interventions for children victimized by peers. In P. A. Schewe (Ed.), *Preventing Violence in Relationships: Interventions across the Life Span* (pp. 55-78). Washington, D.C: American Psychological Association.

Due: Wednesday, February 10th, 2010, 11:59 pm

Card, N. A., Isaacs, J., & Hodges, E. V. E. (2007). Correlates of school victimization: Implications for prevention and interventions. In J. E. Zins, M. J. Elias, & C. A. Maher (Eds.), *Bullying, victimization, and peer harassment: a handbook of prevention and intervention*. New York, NY: Haworth Press.

Mentoring Visits:

You are expected to attend twice weekly lunchtime visits with your mentee, as outlined in the application interview, orientation, syllabus, & Lunch Buddy Contract. You are expected to arrive on time, sign in at the school office, & adhere to the policies & procedures covered in orientation & listed on Blackboard. Inconsistency will not be tolerated, as it research has shown mentor inconsistency to be harmful to mentees. You will be assigned to a mentee based on the needs of the child & your lunchtime availability, the latter of which will be collected by the research team within the first two weeks of the semester. ****Sign in at the school office as "UAM"****

Mentor Logs:

Logs will be submitted via Blackboard under the "Assessments" link. The log will look like a quiz. Both of your logs for each week are due at 5p on the Friday of the mentoring week. The last log is due **Friday, May 7th, 2010, 5:00 pm**. There are a few things to remember about the online log system:

1. Always remember to include your mentee's id # and the date of the visit. (We need this for later tracking).
2. Each online log is for 1 visit only. You will have TWO online logs per week.
3. Disregard the "grade" that may post. Your only grade will be for completion.
4. One objective of an online log is to have more accurate data. Please fill it out as soon after your visit as possible, so the information you give is as correct as possible.
5. If you ever have questions or problems, please immediately contact Rachel Royal at royal@uark.edu.

Term Paper:

Due: Wednesday, April 21st, 2010, 11:59 pm

The primary goal of this paper is to get you to process your cumulative mentoring journey in a way that demonstrates academic maturity and the ability to merge an empirical understanding with your observational/anecdotal experiences. *(The final paper is to be submitted via email in a Word document, which has your first and last name saved in the file name; submit to jhenrie@uark.edu.)* Make sure to proofread your paper; excessive grammatical, spelling, punctuation, and other editing errors will result in lost points. ****Late submissions will result in loss of points.**** The paper should be 6-8 double-spaced pages (including references) and should answer at least the following questions (though you can subdivide your paper how you choose):

1. Review the 4 class readings. What is one new perspective you have on one of the readings now that you have mentored?
2. How was the mentoring experience for you? (Did you like or dislike it? Would you want to do it again? Is there a favorite or least favorite aspect to mentoring?)
3. What were some of the highlights or lowlights of your experience? (Please describe specific incidents.)
4. Please describe specific strategies you used to enhance your mentee's reputation among his/her lunch mates.
5. Please describe specific strategies you used to enhance the quality of the interactions between your mentee and his/her lunch mates.

6. Were there any instances of misbehavior involving your mentee or nearby lunch mates? What did you do?
7. Any advice to give incoming mentors?
8. What feedback would you give to us who are running the Lunch Buddy program? (Do you have suggestions for improvement? Was there something in particular you liked or disliked?)

Your paper will be graded for intellectual content; your paper will not be graded based upon your opinions. In fact, I am delighted with candor! So, lay it out there for us...the good, the bad, and the ugly! 😊

Post-Mentoring Questionnaire:

Due: Friday, May 7th, 2010, 5:00 pm

The post-mentoring questionnaire is listed as “LB Mentor Alliance Scale” on Blackboard. Save the document with your answers clearly marked (e.g., highlighted, outlined, colored, bolded). *(The post-mentoring questionnaire is to be submitted via email in a Word document, which has your first and last name saved in the file name; submit to jhenrie@uark.edu .)*

Grading:

1. Mentoring and lab duties.....75%
2. Paper.....20%
3. Readings and responses.....5%

Important Dates:

- Friday, **January 15th, 2010, 5:00 pm** – Criminal background check paperwork due in Dr. Cavell’s faculty mailbox (turn in to Psychology Department Office in MEMH)
- Wednesday, **January 20th, 2010, 11:59 pm** – Response to Cavell & Henrie reading due (submit via email)
- Wednesday, **January 27th, 2010, 11:59 pm** – Response to Cavell & Smith reading due (submit via email)
- Wednesday, **February 3rd, 2010, 11:59 pm** – Response to Gazelle & Ladd reading due (submit via email)
- Wednesday, **February 10th, 2010, 11:59 pm** – Response to Card, Isaacs, & Hodges reading due (submit via email)
- Wednesday, **April 21st, 2010, 11:59 pm** – Final paper due (submit via email)
- Friday, **May 7th, 2010, 5:00 pm** – Final mentor log due on Blackboard
- Friday, **May 7th, 2010, 5:00 pm** – Post-mentoring questionnaire due (“LB Mentor Alliance Scale”) (submit via email)

Appendix F

Mentor/Mentee Match Assignment

<Mentor Name>

School: <School Name> (see below for address, phone number, & lunchtime)

Child ID: <6-digit numeric code>

Child Name: <Child's Name>

Child's Teacher: <Teacher's Name>

Child Grade: <Child's Grade>

Reminders for mentoring

- Sign in at the office as “UAM” each time you enter the school.
- Arrive early your first day to introduce yourself to the school’s counselor & your mentee’s teacher before mentoring.
- Do not put the child’s name on anything (log sheets, emails, etc.); use only the ID listed above.
- Fill out a mentoring log on Blackboard under the “assessments” function after **EACH** visit.

School Information List

Bayyari Elementary: 2199 Scottsdale St, Springdale, AR 72764

(479) 750-8760

George Elementary: 2878 S Powell St, Springdale, Arkansas 72764

(479) 750-8710

Jones Elementary: 900 S Powell St, Springdale, AR 72764

(479) 750-8865

Lee Elementary: 400 Quandt St, Springdale, Arkansas 72764

(479) 750-8868

Parson Hills Elementary: 2326 Cardinal Dr, Springdale, AR 72762

(479) 750-8877

Smith Elementary: 3600 Falcon Rd, Springdale, AR 72762

(479) 750-8716

Turnbow Elementary: 3390 Habberton Rd, Springdale, AR 72764

(479) 750-8785

Tyson Elementary: 1967 Chapman Ave, Springdale, AR 72762

(479) 750-8862

Walker Elementary: 1701 S 40th St, Springdale, AR 72762

(479) 750-8874

Young Elementary: 301 Pippin Apple Cir, Springdale, AR 72762

(479) 750-8770

Appendix H

Strategies Used by Past Mentors to Pursue Mentoring Goals

Goal 1: Increased Positive Interactions between Mentees and Their Peers

- “A few weeks into the program my mentee was invited to sit with a friend that was allergic to peanuts in the “Jockey Club,” this was much nicer and less noisy. After that lunch we began eating in the “Jockey Club” with a group of her friends every visit.”

- “Then I discovered that she really liked to sing, and her and her friends all liked to sing together, so they all sang for me one visit and they were really good!!! Now they all like to sing for me on almost every visit if all of them are there.”

- “It’s bad enough to be the new student, but then to not speak the language. Kids were constantly talking about her, but she didn’t know what they were saying. I felt bad. I didn’t know what to do. At certain points, two of my mentees would speak Marseilles to her in order to include her in the conversation”

- “I consistently complemented my lunch buddy. As her mentor, I recognized that increasing her confidence was a huge part of determining her peer ecology”

- “I made sure that –while the majority of my conversations were solely focused on my little girl- I included the other children in the conversations we were having.”

- “On one account she was in an argument with a boy over who was weirder. This went on for a while even after I tried to talk about something else and asked them to cut it out. She finally got so mad and said she wanted to throw something at the boy. I told her that was unacceptable and that I was the winner so they did not need to argue anymore. Surprisingly that settled it and things were fine.”

- “My best strategy for enhancing his reputation among his peers was to become his peers’ friend. I thought that if his peers liked me, then they would begin to like him more, because I showed that he was my friend.”

- “One day I decided to change our sitting arrangements to enhance my mentee’s reputation among her lunch mates, as suggested by Dr. Cavell. I simply said, “How about we eat lunch at the lunch table with everyone else today?””

- “One time I took my mentee to the “Jockey Club”. The “Jockey Club” is simply a separate eating area where students can go to eat if someone comes to have lunch with them. I was hesitant to do this at first, for fear of altering the experiment by removing my mentee from the traditional lunch table. However, it seemed to work out really well, and many of his peers walked by as we were eating and seemed to understand the magnitude of what it means to be able to eat in the “Jockey Club.””

- “In order to help my mentee form relationships with his classmates, I chose to sit around talkative kids. When they were engaging in a conversation, I would comment on what they were saying, and then ask my mentee what he thought of the topic.”

-“ One strategy that worked well was sitting across the table from her instead of beside her. Most of the days I sat beside my mentee at the lunch table. I liked this because I could hear her better and it was easy to talk one-on-one. However, the days that I sat across from her at the lunch table other kids were more likely to join in our conversation.”

-“ Another strategy I used to enhance the interactions with the kids and my mentee was by asking general questions about a popular topic to the kids around us.”

-“ I just suggested that they play together. I started off by asking my mentee which of his lunch mates he played with during recess. After that I questioned some of his regular lunch buddies about the games they play at recess with my mentee. Once I had all of that information, I suggested games that they all should play at recess like tag and touch football.”

-“ The strategy that I used to enhance the quality of the relationship with my mentee and her peers was just to try and keep the interactions frequent. My mentee has always interacted with her peers quite a bit at lunch. I think by encouraging her to converse with children that she normally wouldn't (the children that she doesn't voluntarily talk to) may lead to her having more friends than she would otherwise.”

-“ Another strategy that I would try to implement was getting to know her friends by asking them questions as well. When she was sitting there next to them she would begin to get involved with the conversation and find out more about her friends.”

-“I quickly learned an effective method of integrating the conversations of her peers with our own discussions. If a child was rambling excessively about a story or something they experienced, directly after they described the tale I would either ask my mentee if she had encountered a similar situation, or I would compare the story to a previous one that my mentee had conveyed to me”

-“ In the event that my mentee and I were only having a conversation with each other, I always find ways to acknowledge someone else sitting at the table and bring them in the conversation with my mentee. This strategy is in an effort to encourage the interaction of my mentee with his classmates.”

Goal 2: Enhance Mentee's Peer Reputation

-“One day I asked my mentee if she thought it would be okay if we invited they bully to eat lunch with us. She agreed and they just talked and now she eats lunch with us every visit.”

-“ Since one of her best friends (who was a guy) also had a lunch buddy sitting with him, this created lots of fun memories. Over the semester, we developed a group that consistently sat together every time we came. Through this, I was able to see a major increase in (my?) lunch buddy's friends and her quality of friendships.”

- “Since a very large group of kids consistently sat with us at lunch, it made it easier to improve my lunch buddy's reputation. I used affection many times and was sure to pay my lunch buddy extra attention.”

-“The strategies I used to enhance my mentees reputation among her lunch mates were when others sat around us, I always tried to interact with them as well to try and get them talking to not only me but also my mentee”

-“ Each time I met with her I was sure to point out either a personality trait I liked about her or a commonality that she and I share. I especially did the latter if I knew other girls around us were listening”

-“I do feel as if it made her feel a little more mature to be sitting with a “cool college kid,” and hopefully gave her a boost of self-esteem.”

-“ One way that I tried to enhance my lunch buddy’s reputation with his classmates was encourage everyone to talk to each other and include everyone. I would listen to other children’s conversations and try to include my child in them by inviting him into them with an opportunity to share his opinion or tell a story he had previously shared with me. If any of the other children every said anything like “___ is annoying when he yells”. I would respond and tell them it was not polite to say that about other people and that they should politely ask him to stop.”

-“The only thing that I did to enhance my mentees reputation and friendships among her lunch mates is encouraged conversation between all the girls.”

-“ One strategy that I continually found myself following, mostly out of necessity, was to always choose my mentee over the other peers at the table in terms of conversation”

-“Whenever possible, I tried to include my mentee in any conversations going on.”

-“ I congratulated her on each of these individual events in hopes that it would improve her overall self-esteem and help her to view herself in a more positive light. I also used this encouragement to help improve her reputation with her peers.”

-“ My mentee and I always sat with a few of his friends, but on some occasions there were kids who would ask me if I was his friend, parent, and one time a student asked why did I want to sit with him. Each time I responded that he was my friend, and I thought it was pretty cool that I got to sit with him at lunch. Each time the student looked like they were shocked, then began to sit next to us on every visit. It was amazing how their little attitudes or thoughts towards my mentee changed by me saying I was his friend, and I like sitting with him.”

-“ I feel like incorporating others in our conversations helps to enhance both my mentee’s reputation with her peers and the quality of their conversations. We all talked about a range of things at the lunch table from what was going on that weekend, to things happening at school or at home, and the girls favorite topic of crushes on boys. By being a part of their conversations, I feel that I challenged all the girls to think a little deeper about what they said.”

“In order to help my mentee’s reputation with her friends I often talked to her about not picking on the other kids and being able to keep secrets.”

-“The strategy I used to enhance my mentee’s reputation was to pay attention to him and show the others that he was my main focus and reason for coming to their school for lunch. I listened intently and made sure he and the other children at the table knew that what he was saying was important and that I cared”

-“ Another strategy I used was to make my mentee be seen as more of the leader of the “group” that began to form around us during lunch and recess time.”

-“When we would talk about his work I would praise him about his grades and make his school work seem very important around the other students instead of directly telling him that they were and sounding like a parent or a teacher”

-“I didn’t want to sit and seem like I was lecturing them or talk to them like a parent so I talked to them like I was one of their friends. When they talked I listened and showed interest in what it was that they had to say and waited for them to finish talking in order to not interrupt and be rude. My mentee began to sit and do the same thing that I did when it came to listening to his friends talk”

-“ I had my mentee come up with a topic to talk about once a week and I would come up with a topic to talk about on the second visit of the week. I think she really enjoyed this because some weeks she had trouble picking just one and everyone would talk about a whole bunch of things and it would be really difficult to listen to everyone at once when they were all talking about something different.”

-“ Another thing we would do is to invite one new person to sit with us each visit and I think this provide my mentee with good opportunities to form new relationships with her classmates.”

-“ I did try to enhance her social reputation by pointing the conversation towards her or encouraging the other children to listen to one of her stories. This then caused my mentee to be more involved in the conversations that were happening around the lunch table. I would also use my body language to show how interested I was in my mentee’s story. I would act very excited to hear what she had to say, which then attracted the attentions of her nearby peers. I also would lean towards her most of the time to show that I was here for her, not her peers.”

-“ While having conversations with other children at the table, I will always turn to my mentee and ask what he liked or how he felt about the subject being discussed”

Appendix I

Mentoring Scale – Mentor

Mentor's Name: _____ Date: _____

Child's ID#: _____

Please rate how true each statement is.

1. My mentee looks forward to our visits.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

2. My mentee talks about things that upset him or her.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

3. My mentee and I get mad or get upset with each other.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

4. My mentee appears eager to have the visits end.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

5. My mentee brings up things that bother him or her.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

6. I need to punish my mentee.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

7. My mentee likes spending time with me.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

8. My mentee keeps problems to himself or herself.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

9. My mentee opposes my authority or resists my control.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

10. My mentee expresses positive emotion toward me.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

11. When I ask about problems, my mentee talks about them.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

12. My mentee requires much discipline for disobeying me.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

13. My mentee would rather do other things than visit with me.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

14. My mentee considers me to be an ally.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

15. My mentee and I often argue with each other.

Never Hardly ever Sometimes Usually Always

0.....1.....2.....3.....4

16. My mentee talks about feelings.

Never Hardly ever Sometimes Usually Always
0.....1.....2.....3.....4

17. My mentee wishes to be alone.

Never Hardly ever Sometimes Usually Always
0.....1.....2.....3.....4

18. I need to correct my mentee for doing things he/she is not supposed to do.

Never Hardly ever Sometimes Usually Always
0.....1.....2.....3.....4