

## Using school-based mentors

- Outline characteristics of at-risk youth
  - For screening
  - Targets for intervention
- Outline ways to monitor and promote school engagement (Check and Connect (Evelo et al., 1996)
- Develop a plan for mentoring in your school



## Adolescent challenges

- Why do kids disengage?
  - Problems with peer and teacher relationships
  - Chronic suspension or expulsion
  - Punitive discipline practices
  - Poor grades
  - Not liking school
- More challenges for adolescents
  - Peers dropping out
  - Can't get into desired programs
  - Pregnancy/parenthood
  - Need to support family
  - ???



## In loco parentis?

- Schools provide opportunities and incentives for youths to develop attachments to prosocial others and commitment to conventional pursuits. They provide instruction and reinforcement for the development of self control
- While the family is the first and most important source of social control, the school provides an important backup system.
- When schools fail in their role as socializing agents, youths are more likely to act on their natural impulses toward self-gratifying and delinquent behaviors. Gottfredson (2001)



Using School Based  
Mentors

Jeffrey Sprague, Ph.D.

3

## Think, pair and share

- Review the quotes presented in the previous slide
- Think about how important a collegial supportive relationship was to your school success
- Think about your feelings regarding parent and school responsibilities for socialization
- Share your thoughts with your team



Using School Based  
Mentors

Jeffrey Sprague, Ph.D.

4

## Tier II for Some: Default Classroom-based Behavioral Supports

- 10-20% of students who pass through multiple-gating screening system
  - Unresponsive to Tier I, universal supports
- Default behavioral supports
  - Little assessment (best guess)
  - Based on topography of behavior
  - No removal from class
- Implemented on an ongoing basis



7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

5

## Tier II Process

- Goal
  - To support individual students who continue to exhibit challenging behaviors without removing them from general education setting
- Candidate Students
  - Students who are detected by the universal screening process
- Behavior supports
  - Self-management strategies; Behavioral contracting; School-home note system; Check in/Check out; Good Behavior Game; First Step; Basic classroom alterations; Behavior specific praise
  - Tier I supports are still implemented
- Duration
  - Minimum 3-4 weeks of implementation
- Implementer
  - Behavior support team and general education teacher



7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

6

## O Mentor, Where art Thou?

- **mentor**: a trusted friend, counselor or teacher, usually a more experienced person.
- What do mentors do?
  - Heal your wounds
  - Bless your strengths



Using School Based  
Mentors

Jeffrey Sprague, Ph.D.

7

## School-based mentoring: Big Ideas!

- Choose a pool of students
  - Risk factors/needs
- Match with a “mentor”
- Monitor school-changeable variables
  - Attendance, grades, behavior, school adjustment
- Connect when the student starts to “fall”



Using School Based  
Mentors

Jeffrey Sprague, Ph.D.

8

## Role of the mentor

- Greet the student daily
  - Check in/Check out
  - Write contracts with students
- Gather and share information about student progress to colleagues
  - Arrange for academic supports
- Contact parents by phone or home visits to promote engagement
- Stick with it!



Using School Based  
Mentors

Jeffrey Sprague, Ph.D.

9

## Student Supports

### Advocacy

- Daily Check-in with student
  - Goal Setting
  - Adjustment
- Monitor student outcomes
  - Attendance
  - Behavior
- Family contact
  - Phone
  - Note
  - Behavior checklist
- Weekly check-in with adults at school
  - Content teachers
  - School Counselor
- Ongoing support plan review
  - Collect data
  - Look at data
  - Revise supports as needed



### School and Behavior Supports

- Academic Supports
  - Tutoring
  - Study Skills
  - Organization Skills
- Behavior Supports
  - Social Skills Supports



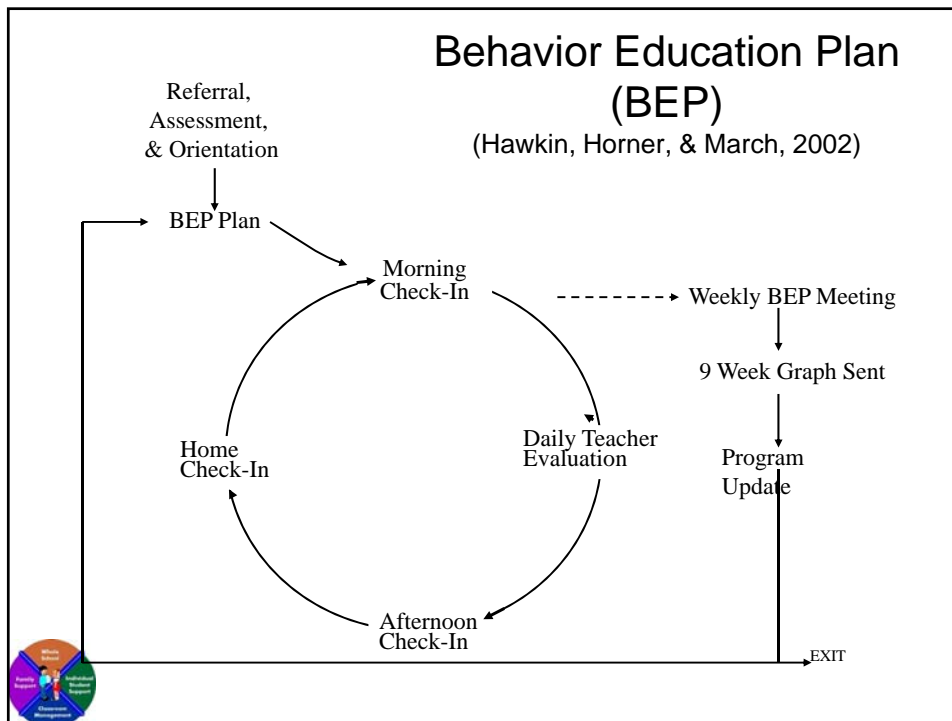
## Basic Behavior Education Program Cycle

- Morning check-in
- Prior to each period, give BEP card/sheet to teacher
- End of day check-out
  - Points tallied & reward
- Copy of BEP form taken home & signed by parent/guardian
- Return signed copy next morning



## Behavior Education Plan (BEP)

(Hawkin, Horner, & March, 2002)



## Behavior Education Plan Daily Progress Report

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Keep Hand & Feet to Self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Follow Directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be There – Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TOTAL POINTS					



## Identification & Referral

- Multiple office referrals
- Recommendations by
  - Teacher
  - Parent
- Time to action = 30 min to 7 days



## Identifying students: who will you serve?

- Risk markers (correlated but not a “cause”)
  - Student
    - Ethnic/racial minority
    - Disability
    - Legal drop out age
  - Family
    - Lower SES
    - High mobility (lots of schools attended)
  - Peers
    - Delinquent/deviant
- Risk Factors
  - Student
    - Attendance problem
    - Course failure/bad grades
    - Disruptive behavior
  - Family
    - Limited monitoring
    - Lack of supervision
    - Low school involvement
    - High Mobility



## Who will you target for mentoring?

- Select a list of risk factors
  - Make a checklist
    - Teacher nomination
    - Records review
  - Set a procedure for screening
  - Set a plan for implementing the procedure
    - Who
    - When
- Discuss
  - What resources are needed?
  - What are barriers?





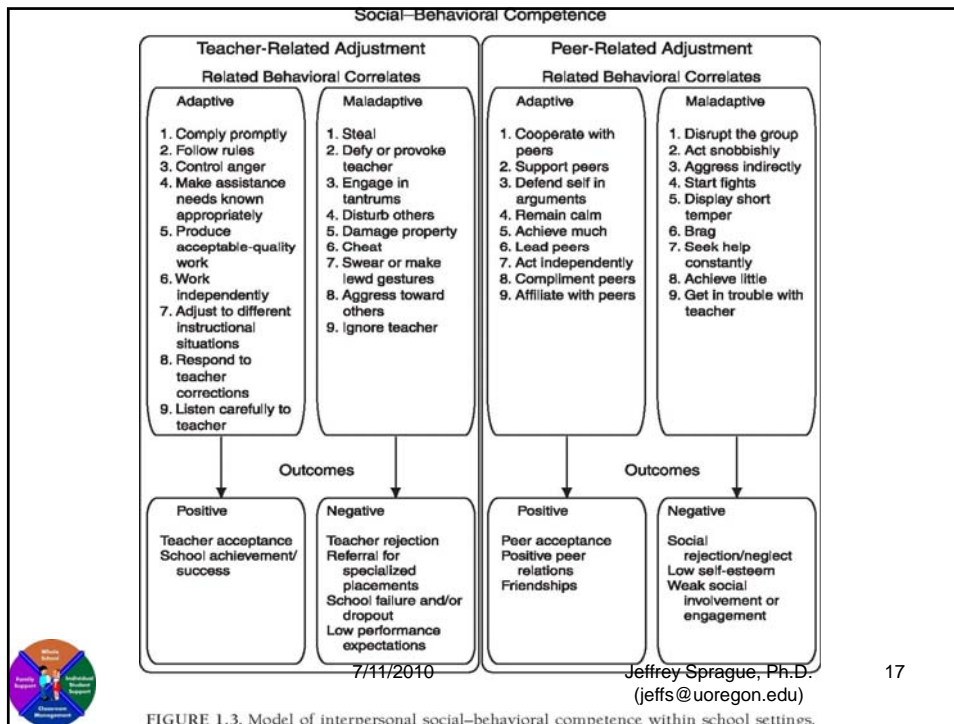


FIGURE 1.3. Model of interpersonal social-behavioral competence within school settings.

17

**Intensive PBS**

**Request for Assistance**

Student: Bradley      Grade: 3      Teacher: Mr. Skinner      Date: \_\_\_\_\_

Type of Concern:    Academic       Social behavior

➤ What's the Problem? (Check all that apply.)


<input type="checkbox"/> Academic performance	<input checked="" type="checkbox"/> Work completion	<input checked="" type="checkbox"/> Noncompliance	<input type="checkbox"/> Verbal defiance
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Disruptive/talking out of turn	<input type="checkbox"/> Fighting/aggression	<input type="checkbox"/> Self-injury
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Tardy/truant	<input type="checkbox"/> Other _____	

2. Please fill out the student's schedule:

Time	Subject/Activity	Teacher	What problem?	How Likely?			
				Low	High	1	2
	Opening/homeroom			1	2	3	4
	Reading		Doesn't do his work, stares into space or doodles	1	2	3	4
	Math			1	2	3	4
	Lunch			1	2	3	4
	Recess			1	2	3	4
	PE/specials			1	2	3	4
	Reading II			1	2	3	4
	Science			1	2	3	4
	Transitions (from what to what?)			1	2	3	4

(More questions on back.)

7/11/2010 Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)



18

Sample Universal Screening Timeline

	Dates	Universal Screening Steps
<b>Universal Screening 1</b> Week of October 22 - 26		
Teacher nominations	October 22	All general education teachers nominate and rank order students
Administer Rating scales	October 23	School team gives rating scales to teachers to complete
Score rating scales	October 24	School team collects and scores rating scales
Conduct observations	October 24 & 25	School team members conduct observations of qualifying students
Selection of Tier II Students	October 26	School team members review data and select students for additional supports
<b>Universal Screening 2</b> Week of January 7 - 11		
Teacher nominations	January 7	All general education teachers nominate and rank order students
Administer Rating scales	January 8	School team gives rating scales to teachers to complete
Score rating scales	January 9	School team collects and scores rating scales
Conduct Observation	January 10	School team members conduct observations of qualifying students
Selection of Tier II Students	January 11	School team members review data and select students for additional supports
<b>Universal Screening 3</b> Week of March 17 - 21		
Teacher nominations	March 17	All general education teachers nominate and rank order students
Administer Rating scales	March 18	School team gives rating scales to teachers to complete
Score rating scales	March 19	School team collects and scores rating scales
Conduct Observation	March 20	School team members conduct observations of qualifying students
Selection of Tier II Students	March 21	School team members review data and select students for additional supports

7/11/2010      Jeffrey Sprague, Ph.D.      19  
(jeffs@uoregon.edu)

<b>Examples of externalizing types of behavior</b>	<b>Examples of internalizing types of behavior</b>
Displaying aggression towards objects or persons	Low or restricted activity levels
Arguing or defying the teacher	Avoidance of speaking with others
Forcing the submission of others	Shy, timid, and/or unassertive behaviors
Out of seat behavior	Avoidance or withdrawal from social situations
Non-compliance with teacher instructions or requests	A preference to play or spend time alone
Tantrums	Acting in a fearful manner
Hyperactive Behavior	Avoiding participation in games and activities
Disturbing Others	Unresponsive to social interactions by others
Stealing	Failure to stand up for oneself
Not Following Teacher or School Rules	
<b>Non-examples of externalizing types of behavior</b>	<b>Non-examples of internalizing types of behavior</b>
Cooperating	Initiation of social interactions with peers
Sharing	Engagement in conversations with peers
Working on assigned tasks	Normal rates or level of social contact with peers
Asking for help	Displaying positive social behaviors toward others
Listening to teacher	Participating in games and activities
Interacting in appropriate manner with peers	Resolving peer conflicts in an appropriate manner
Following directions	Joining in with others
Attending to task demands	
Complying with teacher requests	
<b>Student Nomination</b>	
<b>Externalizing Students</b>	<b>Internalizing Students</b>
1	1
2	2
3	3
4	4
5	5

7/11/2010      Jeffrey Sprague, Ph.D.      20  
(jeffs@uoregon.edu)

**Walker Survey Instrument: Elementary Student Version**

Never (1-2), Sometimes (2-3), Frequently (4-5)

Enter responses below:

Item #	Item	Value	Scale 1	Scale 2	Scale 3
1	Other children seek child out to involve him/her in activities.			0	
2	Uses free time appropriately.				0
3	Shares laughter with peers.			0	
4	Has good work habits (e.g., is organized, uses class time well, etc.)				0
5	Compromises with peers when situation calls for it.		0		
6	Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.		0		
7	Accepts constructive criticism from peers without becoming angry.		0		
8	Plays or talks with peers for extended periods of time.			0	
9	Initiates conversation(s) with peers in informal situations.			0	
10	Listens carefully to teacher instructions and directions for assignments.				0
11	Displays independent study skills (e.g., can work adequately with minimum teacher support).				0
12	Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).		0		
13	Interacts with a number of different peers.			0	
14	Can accept not getting her/his own way.		0		
15	Attends to assigned tasks.				0
16	Keeps conversation with peers going.			0	
17	Invites peers to play or share activities.			0	
18	Does seatwork assignments as directed.				0
19	Produces work of acceptable quality given her/his skill level.				0
Subscale Scores			0	0	0
Grand Total			0		21

Risk Status (based on Total Score <= 61) RISK

**Walker Survey Instrument: Adolescent Student Version (WSI)**

Pre \_\_\_\_\_ Post \_\_\_\_\_

School Name \_\_\_\_\_ Teacher Name \_\_\_\_\_

Today's Date (mm/dd/yyyy) \_\_\_\_\_ Service Start Date (mm/dd/yyyy) \_\_\_\_\_

Student ID# \_\_\_\_\_ This form was completed:  Before Services  During  After Services

Current Grade  7  8  9  10  11  12  12+ Gender  Male  Female Age \_\_\_\_\_

**II. Rating Instructions**

Please read each item below carefully and rate the student's behavioral status in relation to it. If you have not observed the student displaying a particular skill or behavioral competency defined by an item, your answer should be a 1 indicating "Never". If the student exhibits the skill at a high rate of occurrence your answer would be a 5, indicating your best estimate of the rate of occurrence. RECORD YOUR ANSWER FOR EACH ITEM IN THE BLANK BOX UNDER THE CORRESPONDING SUBSCALE COLUMN. Please number each item. YOU NEED NOT MARK OR CHECK THE NUMBERS IN THE RATING FORMAT SECTION.

**III. Items and Rating Formats**

Item	Rating				Subscale			
	Never 1	Sometimes 2	Frequently 3	Often 4	1	2	3	4
1. Does seatwork assignments as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2. Attempts to assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. Has good work habits (e.g., is organized, makes efficient use of class time, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4. Displays independent study skills (e.g., can work adequately with minimum teacher support).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5. Produces work of acceptable quality given his/her skill level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6. Is personally well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7. Listens carefully to teacher instructions and directions for assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
8. Spends free time interacting with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
9. Initiates conversation(s) with peers in informal situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10. Participates or talks with peers for extended periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11. Keeps conversation(s) with peers going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12. Interacts with a number of different peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13. Shares laughter with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14. Makes friends easily with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15. Expresses anger appropriately (e.g., reacts to situation without becoming violent or destructive).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16. Controls temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17. Accepts constructive criticism from peers without becoming angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18. Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19. Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20. Shows sympathy for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
21. Is sensitive to the needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
22. Is considerate of the needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
23. Compliments others regarding personal attributes (e.g., appearance, special skills, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Totals:</b>								

## WSI Scales

- Total Score
- Elementary
  - T-Preferred
  - Peer-Preferred
  - School-Adjustment
- Adolescent
  - School Adjustment  $\leq 18$  (-1SD)
  - Peer Relations  $\leq 17$  (-1SD)
  - Self Control  $\leq 14$  (-1SD)
  - Empathy  $\leq 9$  (-1SD)
  - Total Scale Score  $\leq 59$  (-1SD)"

7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

23

## Sample screening instruments

- Behavioral and Emotional Rating Scale
  - [www.proed-inc.com](http://www.proed-inc.com)
- Systematic Screening for Behavior Disorders
  - [www.sopriswest.com](http://www.sopriswest.com)
- Social Skills Rating Scale
  - <http://www.pearsonassessments.com/ssrs.aspx>
- Walker Survey Instrument
  - [www.duerrrevaluation.com](http://www.duerrrevaluation.com)

7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

24

## Universal Screening: Middle and High School

- Stage 1: Teacher Nomination
  - Nominate 5-10 students with externalizing behavior patterns and 5-10 students with internalizing behavior patterns
  - Regular review of Office Discipline Referral patterns will find “externalizing” students
- Stage 2: Screeners
  - Middle and High School: Behavioral and Emotional Rating Scale (Epstein and Sharma–Pro-edinc.com)
- Stage 3: School Record Review
  - ODR’s
  - Attendance, grades
- Stage 4: Referral to Supports

**TOTAL TIME COMMITMENT FOR THE TEACHER:  
ONE CLASS PERIOD**

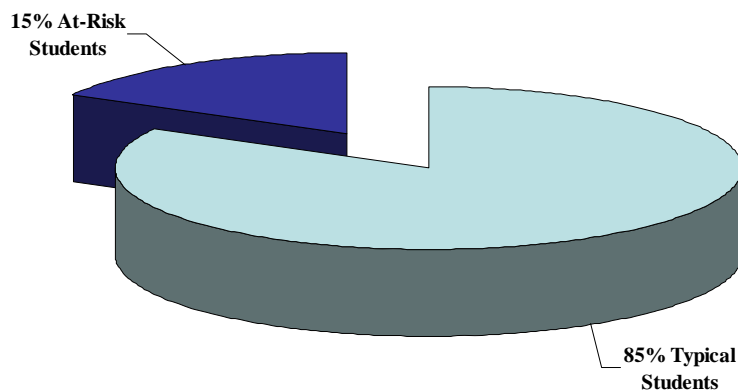


7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

25

### Percentage of At-Risk Students (n = 1470 students)



7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

26

## A Comparison of Four Schools

School	Number Of Students By Total BERS Score					% Of At-Risk Students		
	Very Poor	Poor	Below Avg	Avg	No Score	At-Risk	Total Sample	%
A	27	20	13	7	2	60	542	11%
B	35	19	19	12	4	73	436	15%
C	26	16	8	1	0	50	234	21%
D	24	32	26	20	3	82	253	32%

7/11/2010 Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)

## Activity

- With a colleague sitting near you, discuss the following question.
- If we were able to do universal screening across the grade levels in Academics and Social/Emotional development, what advantages would there be for:
  - Teachers?
  - Parents?
  - Students?
- What would be the preferred method(s) of screening and why?

7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

## Contract

- Agreement to succeed
  - Student
  - Parent
  - BEP coordinator
  - Teachers
- Written (pref.) or verbal contract



## Organization & Structure

- BEP Coordinator
  - Chair BEP meetings, faculty contact, evaluation
- BEP Specialist
  - Check-in, check-out, meeting, data entry, graphs
  - Coordinator + Specialist = 10 hrs/wk



- BEP meeting 40 min/wk
  - Coordinator, specialist, sped faculty, related Services
- All staff commitment & training
- Simple data collection & reporting system.



### Data Collection for Decision-Making

- Monitor BEP points earned each day
- Office discipline referrals
- Regular data use by BEP team





# Who is Appropriate for Intervention?

## APPROPRIATE

- **Low-level problem behavior (not severe)**
- **3-7 referrals**
- **Behavior occurs across multiple locations**
- **Examples**
  - talking out
  - minor disruption
  - work completion

## INAPPROPRIATE

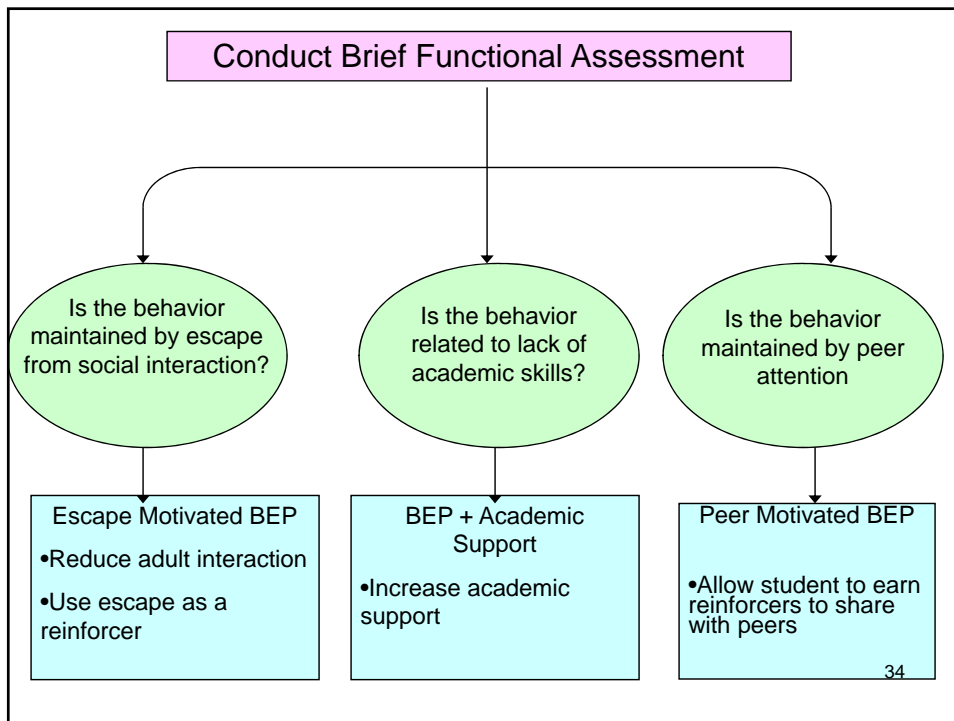
- **Serious or violent behaviors/ infractions**
- **Extreme chronic behavior (8-10+ referrals)**
- **Require more individualized support**
  - **FBA-BIP**
  - **Wrap Around Services**



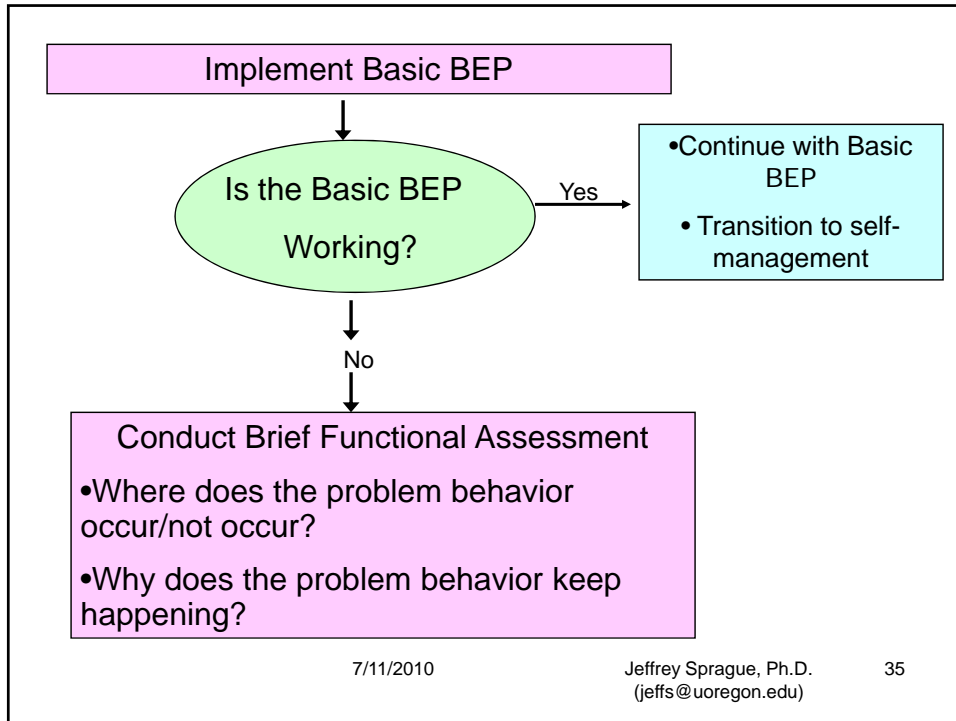
7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

33



34



Tier II Intervention Plan: \_\_\_\_\_

Description of Intervention:

1. Behavior(s) to increase
  - a. \_\_\_\_\_
2. Behavior(s) to decrease
  - a. \_\_\_\_\_
3. Is this intervention a good fit?
  - a. Settings intervention is and is not implemented in
  - b. Skills needed by implementer
  - c. Function(s) for which the intervention is useful (circle all that apply)
 

Obtain adult attention	Obtain peer attention	Obtain preferred activities	Skill deficit	Fluency deficit
Avoid adult attention	Avoid peer attention	Avoid academic tasks/other activities		
4. Decision rules
  - a. What is the goal and when will it be achieved?
  - b. What defines lack of progress toward the goal—when will modification or discontinuation of the intervention be continued?
  - c. What is a successful outcome—when will intervention fading be considered?

36

Self Management Checklist or School Home Note Sample

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior Goals:

1. Arrive on time
2. Complete work
3. Stop and Listen

**Allow student to rate her behavior first. Then initial if you agree.**

	Arrive on Time	Complete work	Stop and Listen	Teacher Initial
Morning Check In	Yes/No	Yes/No	Yes/No	
Math	Yes/No	Yes/No	Yes/No	
Reading	Yes/No	Yes/No	Yes/No	
Social Studies	Yes/No	Yes/No	Yes/No	
Lunch	Yes/No	n/a	Yes/No	
Language arts	Yes/No	Yes/No	Yes/No	
Music	Yes/No	Yes/No	Yes/No	
Science	Yes/No	Yes/No	Yes/No	
Afternoon Check Out	Yes/No	Yes/No	Yes/No	
<b>Total for Goal</b>	/9	/9	/9	/9


Reward: \_\_\_\_\_

Parent Signature and Date: \_\_\_\_\_

7/11/2010

Jeffrey Sprague, Ph.D.  
(jeffs@uoregon.edu)

37



## School-based mentoring

- Choose a pool of students
  - Risk factors/needs
- Match with a “mentor”
- Monitor school-changeable variables
  - Attendance, grades, behavior, school adjustment
- Connect when the student starts to “fall”

Using School Based Mentors

Jeffrey Sprague, Ph.D.

38

