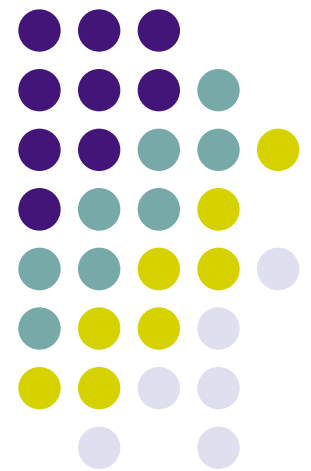


Behavioral Monitoring and Reinforcement Program (BMRP)

Recent Implementation
Developments in Promotion,
Training, Fidelity, and
Certification



Blueprints Conference 2014



Presenters

- Brenna H. Bry, Ph.D. (pronounced Bree)
- Mina Yadegar, doctoral student
- Grad. Sch. of Applied & Professional Psych.
- Rutgers—The State University of New Jersey
- USA

bbry@rci.rutgers.edu

mina.yadegar@rutgers.edu



Workshop Agenda

- Brief Description of BMRP and its Outcomes
- How Irish Agency Shows Program to Schools
- Necessary Mentor Competencies
- Brief Demonstration of Training Methods
- Online Records System for Mentors
- Mentor Certification/Accreditation System
- List of BMRP Publications
- BMRP Training Organizations' URLs



Characteristics of Program

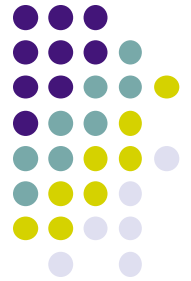
- Elegantly simple, but powerful, program that can be implemented by adult mentors who work in schools
- Helps 6th – 9th grade students who are at risk of dropping out of school before they graduate



Benefits of School Base

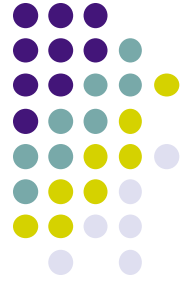
- Access to adolescents placed at risk
- In their natural environment
- Program goes to them
- Requires no new habits to participate
- Can target two important risk factors there
 - Academic failure
 - Behavior problems

Specific Mentoring Activities:



- Adults mentor pupils at risk for drop-out, over a two year period.
- Every week mentor asks one teacher about pupil.
- Mentor goes to weekly meetings with written information to share with pupils. (Report card, attendance printout, or Weekly Report Form.)
- Mentor meets with mentees weekly for 40 minutes in a small group.
- The mentor contacts a parent once a month with positive feedback.

Theory of Change



- VIEW youth's problems as learned HABITS that can be CHANGED and
- VIEW what they are not doing as SKILLS NOT YET LEARNED.

Interviewing teachers about pupil behavior



- What does the pupil's current behavior look like?
- What did the student do WELL last week?
- What would teacher like to SEE pupil do?
- What would that look like?

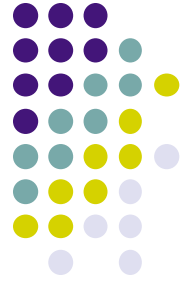
Secondary School Weekly Report Form										
Teacher:		Subject:				Date:				
Name		Mon		Tues		Wed		Thurs		Fri
In School	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On Time	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Materials For Class	YES	NO	<u>Details about 'YES'</u>							
Satisfactory Behaviour	YES	NO								
Did Classwork	YES	NO								
Did Homework	YES	NO								
Grades										
Behaviours the Teacher Sees										
Goal for this Week										YES





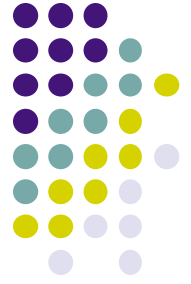
Meetings with Students

- CHANGE HABITS and TEACH NEW SKILLS
 - Praise what student is doing well
 - Ask student's views of written teacher feedback
 - Chose one small change step at a time
 - Plan every specific step realistically and anticipate potential barriers to its successful implementation
 - Rehearse
 - Ask next week how it worked out
 - Repeat this process over and over again



Program Outcomes

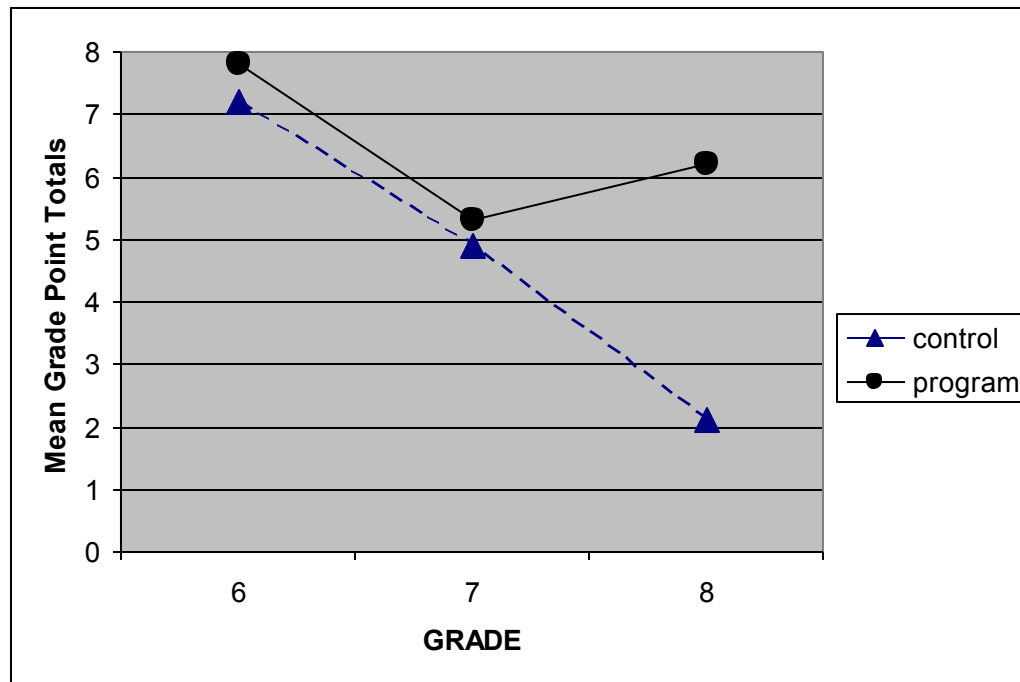
- Two years of BMRP
 - Increases attendance
 - Improves academic performance
 - Decreases behavior problems
 - In comparison to what happens without the program



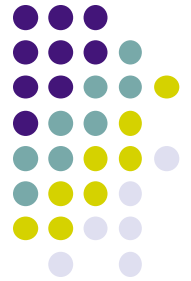
Caveats

- Program does not turn students into angels or honor students.
- At least two years in the program are usually necessary before reliable positive effects can be seen.

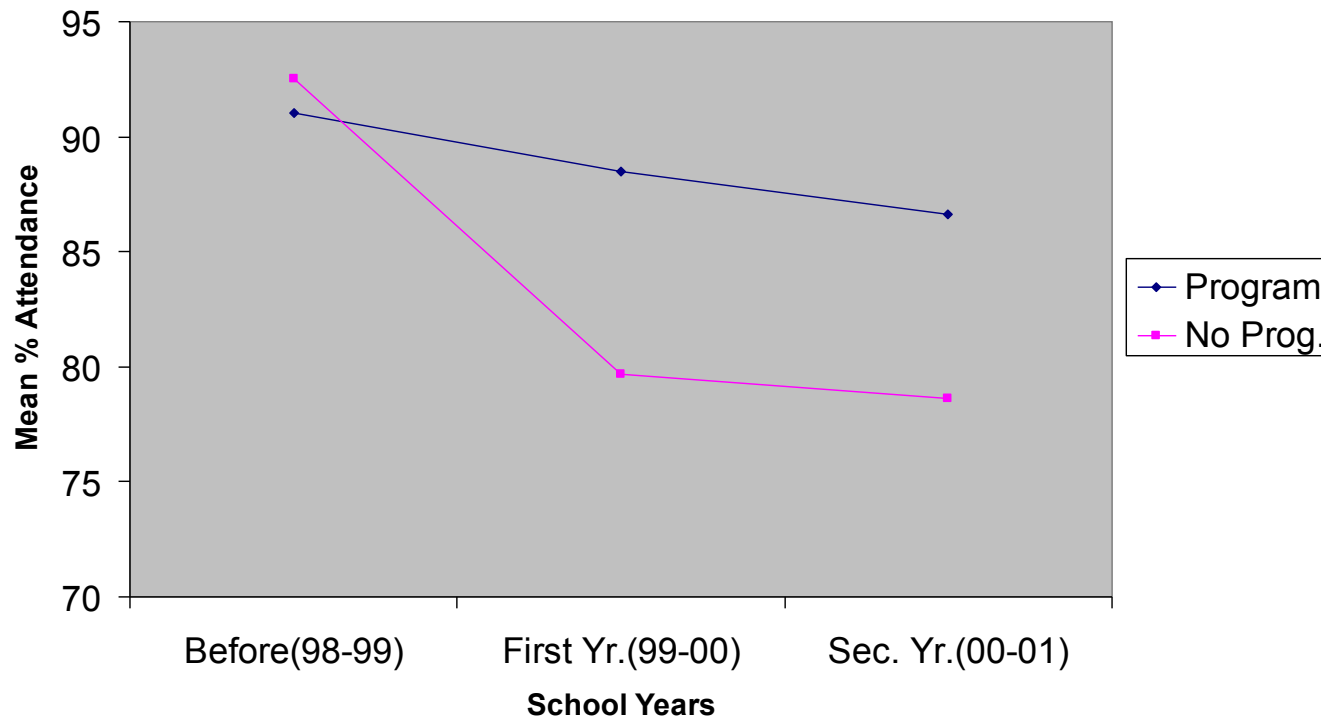
Program Academic Outcomes



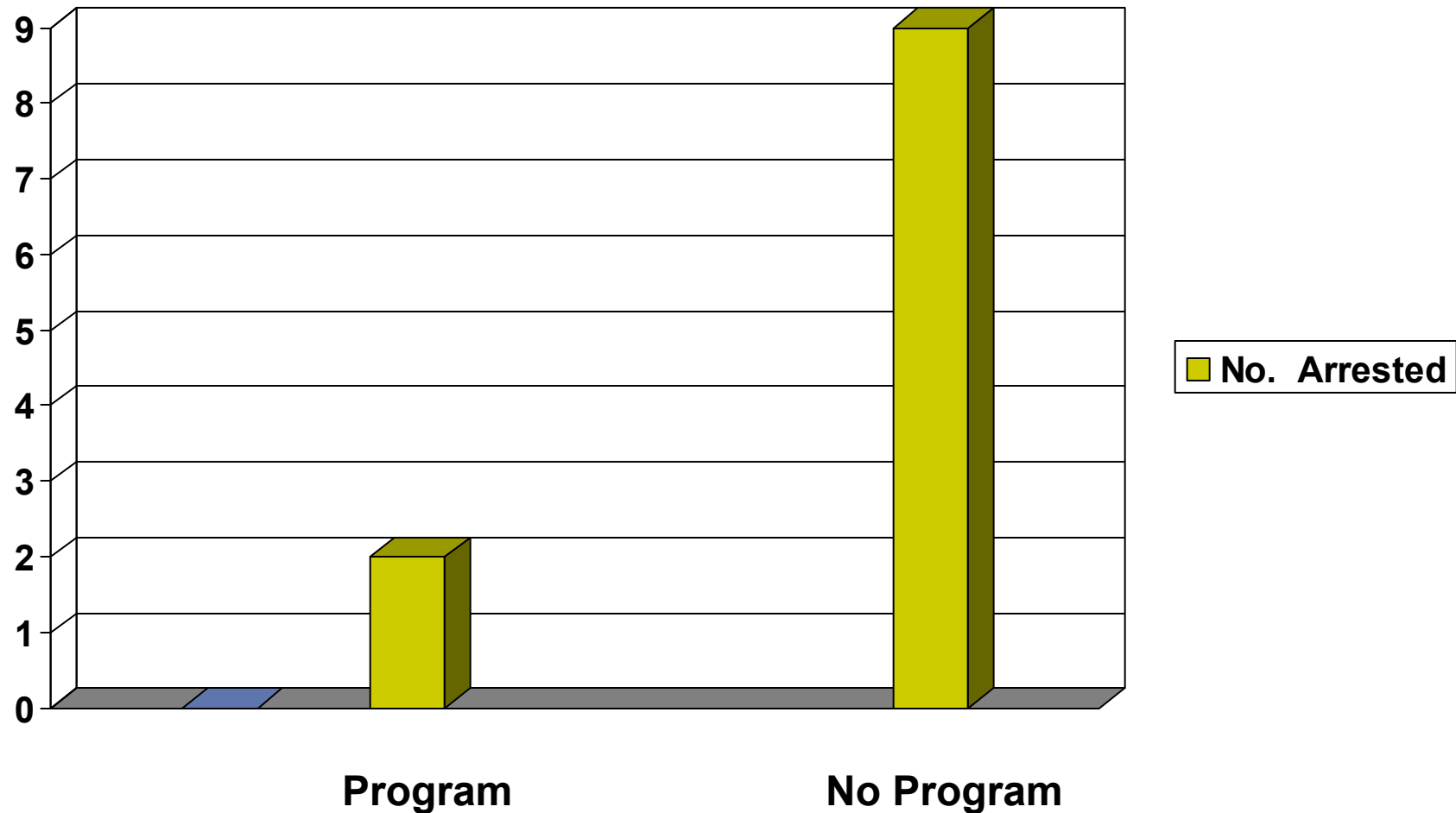
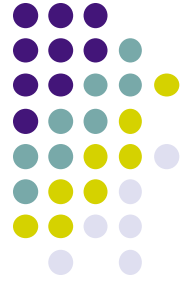
Program Attendance Outcomes



Percent Attendance of Program and no Program Students Before and During Two Years of Mentoring



Program Behavior Outcomes



Who Should be Chosen to Receive Mentoring?



- Students with fairly regular attendance (3 days a week).
- Youth who have some failing grades (due to inconsistency, lack of school socialization skills, social problems, lack of resources).
- Have good academic potential that they are not realizing.
- Have a consistent, but not necessarily effective, family member at home who cares about the student's welfare.
- Performing at or near their grade level.

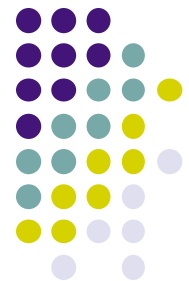
Who Are the Mentors who Implement the Program?



- School personnel
 - Teachers
 - Guidance counselors
 - Nurses
 - Social workers and psychologists

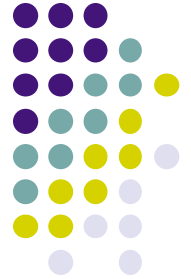
Community agency counselors placed in schools

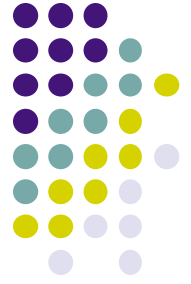
Video Irish Agency Shows Schools about Program



- Created by Michael Logan and Paul Johnston
- At Archways in Clondalkin, Dublin, Ireland
- <http://youtu.be/IrYYu1l8dTc>

Questions?





Mentoring Activities

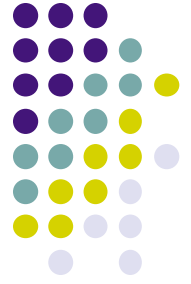
- Interview one teacher a week for each mentee and complete the Weekly Report Form
- Meet with the mentee to show the feedback and plan a small change step
- Contact a parent once a month with positive feedback
- Repeat weekly for two school years



Mentoring Competencies

- Putting teacher feedback in behavioral terms
- Finding something to praise
- Asking open-ended questions
- Doing active listening
- Focusing on the youth
- Doing Motivational Interviewing
- Helping youth choose one, small, feasible goal for the week
- Planning realistic implementation

Training in a Competency



- Modeling by trainers
- Rehearsal by trainees to competence

Secondary School Weekly Report Form										
<u>Teacher:</u>		<u>Subject:</u>					<u>D</u> <u>a</u> <u>t</u> <u>e</u> :			
Name		Mon		Tues		Wed		Thurs		Fri
In School	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On Time	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Materials For Class	YES	NO	<u>Details about 'YES'</u>							
Satisfactory Behaviour	YES	NO								
Did Classwork	YES	NO								
Did Homework	YES	NO								
Grades										
Behaviours the Teacher Sees										
Goal for this Week									YES	



Online Mentoring Records System: Weekly Mentor Email



This is a reminder to complete this week's Weekly Online Mentoring Surveys (WOMS). They can be found [here](#). Please also update your WOMS from previous weeks as well. If you have any questions, please do not hesitate to contact me.

Sincerely,
Angelo Alago
Survey Coordinator
angelo.alago@gmail.com



Mentor Selects Mentee

The screenshot shows a web application for Rutgers University's Graduate School of Applied and Professional Psychology. The header is red with the Rutgers logo and the school's name. Below the header is a black bar with the text "Achievement Mentoring". The main content area is white and contains a "Select a :" section with a dropdown menu labeled "Mentee:". The dropdown menu is open, showing two options: "Girl B" and "Boy A". Below the dropdown is a "Select" button. To the left of the main content area is a sidebar with a "Welcome Mina | Logout" link and a list of links: "Home", "Mentees", "Complete Weekly Surveys", and "Instructions are on the Home page." The footer is a grey bar with the copyright notice: "Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved."

RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Select a :

Mentee:
Select Girl B
Boy A

Instructions are on the Home page.

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

Mentor Selects Week



RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

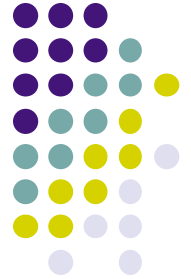
[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Select a :
Week of:
Select 04-12-2014

Instructions are on the Home page.

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

Mentor Completes Brief Weekly Survey (WOMS)



RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Survey for

Week of

No Mentoring this week (Comment why below.):

Did you:

1. Have Feedback To Show Mentee?

2. Talk To Your Mentee Individually?

3. Talk To Your Mentee In Group?

4. Praise Something?

5. Discuss An Area For Improvement?

6. Get Student Views?

7. Choose Together A Small Step To Take?

8. Plan Together A Realistic Implementation?

9. Contact A Parent This Week? (Required Once A Month)

Comments

Submit

Save

Boy A

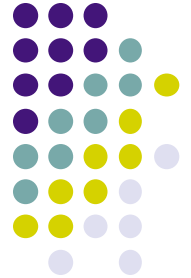
April 12, 2014

☐

SAVE YOUR ANSWERS IF YOU NEED TO FINISH LATER or SUBMIT COMPLETED SURVEY.

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

Completed Survey



RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Survey for

Week of

No Mentoring this week (Comment why below.):

Did you:

1. Have Feedback To Show Mentee?

2. Talk To Your Mentee Individually?

3. Talk To Your Mentee In Group?

4. Praise Something?

5. Discuss An Area For Improvement?

6. Get Student Views?

7. Choose Together A Small Step To Take?

8. Plan Together A Realistic Implementation?

9. Contact A Parent This Week? (Required Once A Month)

Comments

Submit

Save

Boy A

April 12, 2014

☐

Yes ▾

Yes ▾

No ▾

Yes ▾

Yes ▾

Yes ▾

No ▾

No ▾

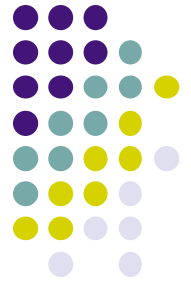
Yes ▾


We ran out of time to choose a small step and plan a realistic implementation. However, I am happy we met. Boy A responded positively when I praised him for attending all classes this week.

SAVE YOUR ANSWERS IF YOU NEED TO FINISH LATER or SUBMIT COMPLETED SURVEY.

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

Confirmation that WOMS was Successfully Submitted



 **Graduate School of Applied and Professional Psychology**

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Thank you for submitting the survey for the week of April 12, 2014 for Boy A.

You may visit Boy A's page at /users/mentee_details/13/.

There are still missing or incomplete surveys. Please take some time to complete the following:

[Details](#) | [Continue](#) | April 12, 2014 Girl B

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

This page also includes a list of any other missing or incomplete WOMS, so mentors can easily complete further WOMS

Mentor Can Access Past Weekly Surveys Anytime



RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)
[Mentees](#)
[Complete Weekly Surveys](#)

Mentee

First Name: Boy
Last Name: A
Code:
Date of Birth: Jan. 1, 2001
Gender: M
Language spoken at home: English
Race: None
Grade: 10 Grade
School: Test School
Program start date: January 29, 2014
Program end date:
Mentor: Mina Yadegar

Incomplete Weekly Online Mentor Surveys

Hurray! No partially completed surveys!

Unopened Weekly Online Mentor Surveys

Hurray! No unopened surveys!

Mentor History

Mentor	First Meeting	Last Meeting
Mina Yadegar	March 19, 2014	

Completed Weekly Online Mentor Surveys

Week of	Completed Mentor
Details April 12, 2014	True Mina Yadegar

Copyright © 2014, Rutgers, The State University of New Jersey. All rights reserved.

Previously Completed Survey



RUTGERS

Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

[Home](#)

[Mentees](#)

[Complete Weekly
Surveys](#)

Survey : April 12, 2014

Mentee: Boy A

Completed: True

No Mentoring this week: no

1. Have feedback to show mentee?: Yes

2. Talk to your mentee individually?: Yes

3. Talk to your mentee in group?: No

4. Praise something?: Yes

5. Discuss an area for improvement?: Yes

6. Get student views?: Yes

7. Choose together a small step to take?: No

8. Plan together a realistic implementation?: No

9. Contact a parent this week? (Required once a month): Yes

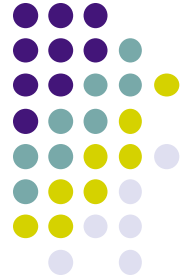
Comments: We ran out of time to choose a small step and plan a realistic implementation. However, I am happy we met. Boy A responded positively when I praised him for attending all classes this week.

Steps to Mentors' Certification/ Accreditation



- Attend BMRP Training
- Do mentoring for two years
- Complete Weekly Online Mentoring Surveys
- Participate in ongoing training sessions
- Record DVDs of two mentoring sessions, with two different mentees
- Complete Workbooks about each session
- Submit with Weekly Report Forms

Page from Mentor Workbook for Accreditation/Certification



Checklist and Quotes of Mentor's Competencies During

Group Meeting as Seen
on DVD

*(Include brief quotes from your
DVD)*

1. Open-ended Questions ("How?", "What?")

Example #1: _____

Example #2: _____

Example #3: _____

2. Active Listening ("Mm Huh," Repeating, Waiting for what's at the bottom of the well)

Example #1: _____

Example #2: _____

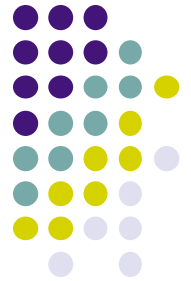
Example #3: _____

References on Behavioral Monitoring and Reinforcement Program



- Bien, N.Z., & Bry, B.H. (1980). An experimentally designed comparison of four intensities of school-based prevention programs for adolescents with adjustment problems. Journal of Community Psychology, 8, 110-116.
- Boyd-Franklin, N., & Bry, B.H. (2000). Reaching out in family therapy: Home-based, school, and community interventions. New York: Guilford Press. (Published in paperback 2001.)
- Bry, B.H. (2001). Achievement mentoring makes a difference: 1999-2001 Program Evaluation Results for Bry's Behavioral Monitoring and Reinforcement Achievement Mentoring Program. Rochester, NY: Rochester City School District.
-
- Bry, B.H. (1982). Reducing the incidence of adolescent problems through preventive intervention: One- and five-year follow-up. American Journal of Community Psychology, 10, 265-276.
-
- Bry, B.H., & Attaway, N.M. (2001). Community-based intervention. In E.F. Wagner & H.B. Waldron (Eds.), Innovations in adolescent substance abuse interventions (pp. 109-126). London: Elsevier.
-
- Bry, B.H., & George, F.E. (1979). Evaluating and improving prevention programs: A strategy from drug abuse. Evaluation and Program Planning, 2, 127-136.
-
- Bry, B.H., & George, F.E. (1980). The preventive effects of early intervention on the attendance and grades of urban adolescents. Professional Psychology, 11, 252-261.

Websites of BMRP Training Organizations



-

http://www.archways.ie/our_programmes/the_mentoring_for_achievement_programme/

<http://supportiveschools.org/solutions/achievement-mentoring/>