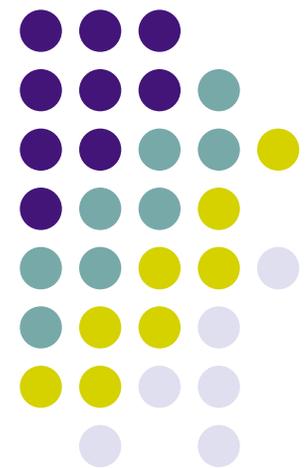


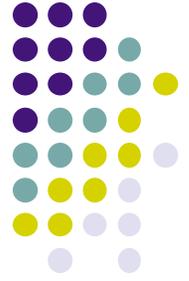
# Behavioral Monitoring and Reinforcement Program (BMRP)

---

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](mailto:bbry@rci.rutgers.edu)

[mina.yadegar@rutgers.edu](mailto:mina.yadegar@rutgers.edu)



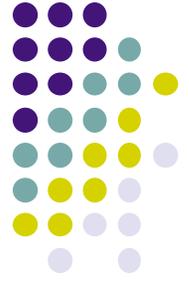
# Workshop Agenda

- 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

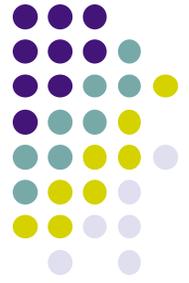
- Elegantly simple, but powerful, program that can be implemented by adult mentors who work in schools
- Helps 6<sup>th</sup> – 9<sup>th</sup> grade students who are at risk of dropping out of school before they graduate



# 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:



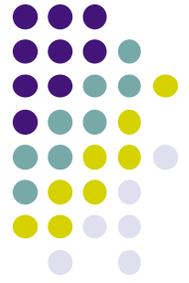
- Adults mentor pupils at risk for drop-out, over a two year period.
- Every week mentor asks one teacher about pupil.
- Mentor goes to weekly meetings with written information to share with pupils. (Report card, attendance printout, or Weekly Report Form.)
- Mentor meets with mentees weekly for 40 minutes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

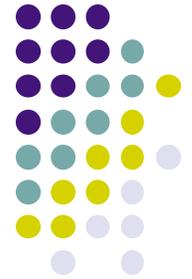
# Interviewing teachers about pupil behavior

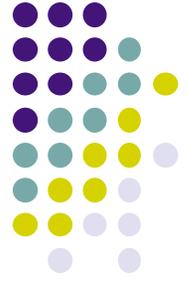


- What does the pupil's current behavior look like?
- What did the student do WELL last week?
- What would teacher like to SEE pupil do?
- What would that look like?

## Secondary School Weekly Report Form

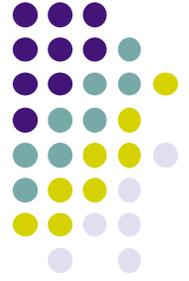
<u>Teacher:</u>	<u>Subject:</u>					<u>Date:</u>				
<b>Name</b>	Mon	Tues	Wed	Thurs	Fri					
<b>In School</b>	YES NO	YES NO	YES NO	YES NO	YES NO					
<b>On Time</b>	YES NO	YES NO	YES NO	YES NO	YES NO					
<b>Materials For Class</b>	YES NO	<u>Details about 'YES'</u>								
<b>Satisfactory Behaviour</b>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





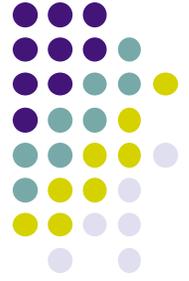
# Meetings with Students

- 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

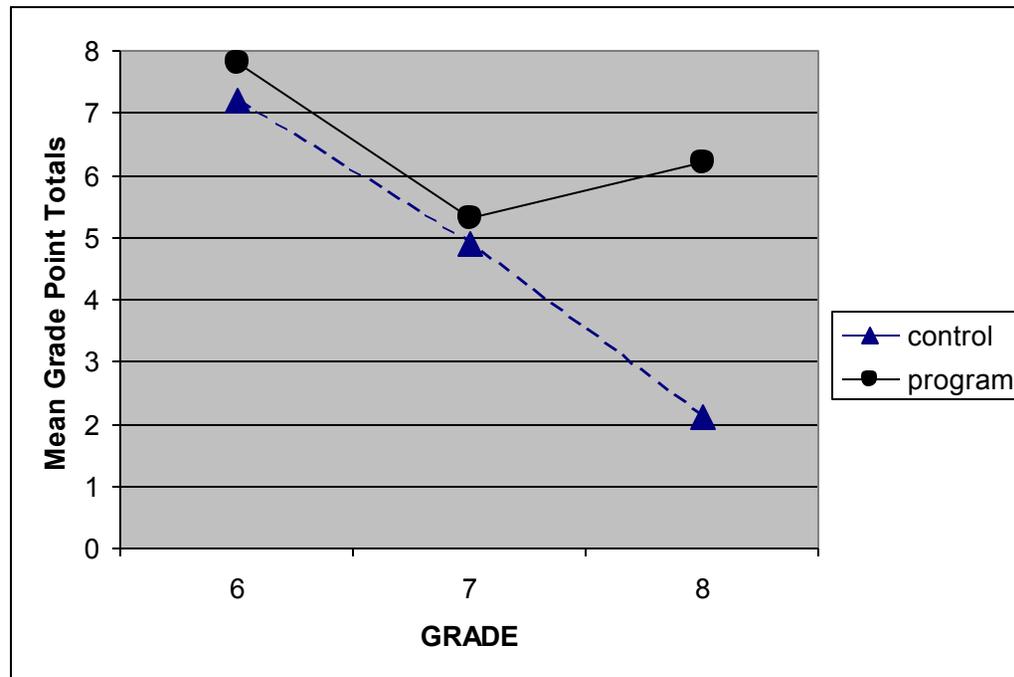
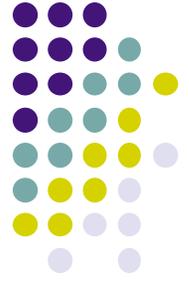
- Two years of BMRP
  - Increases attendance
  - Improves academic performance
  - Decreases behavior problems
    - In comparison to what happens without the program



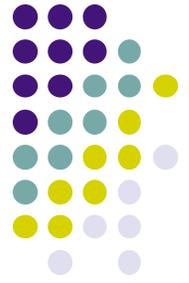
# Caveats

- 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.

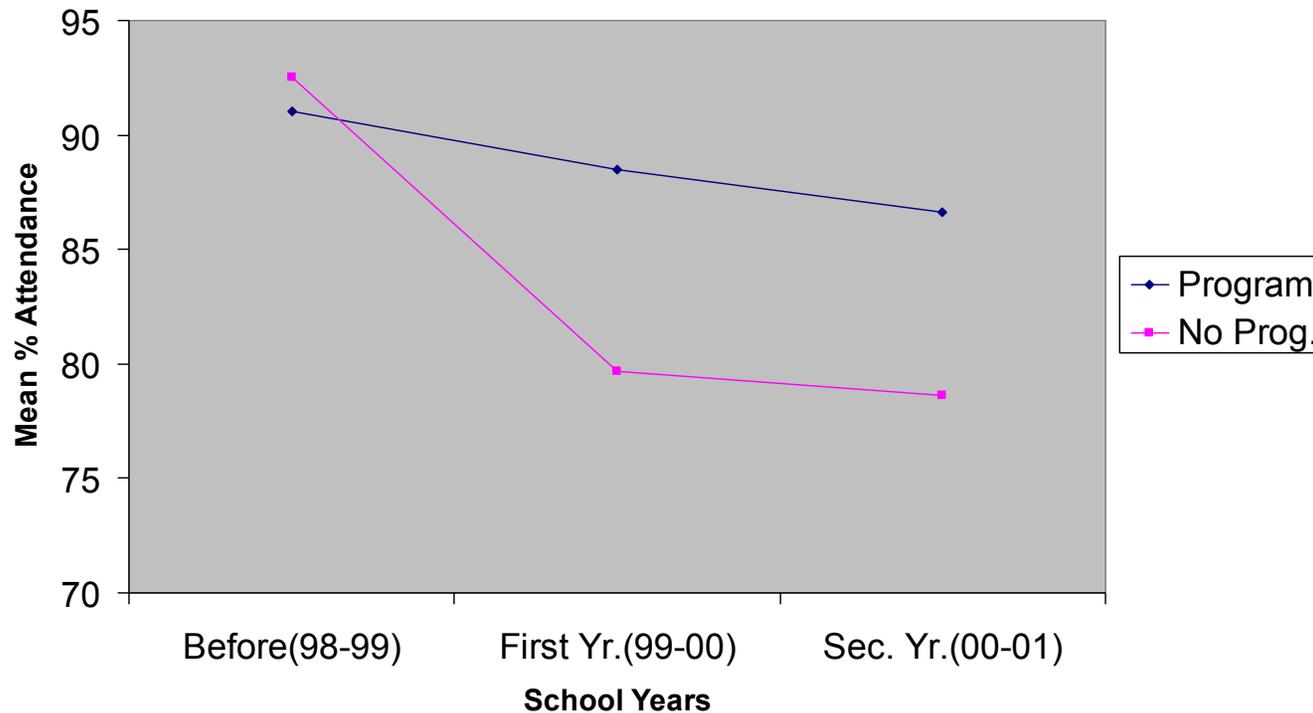
# Program Academic Outcomes



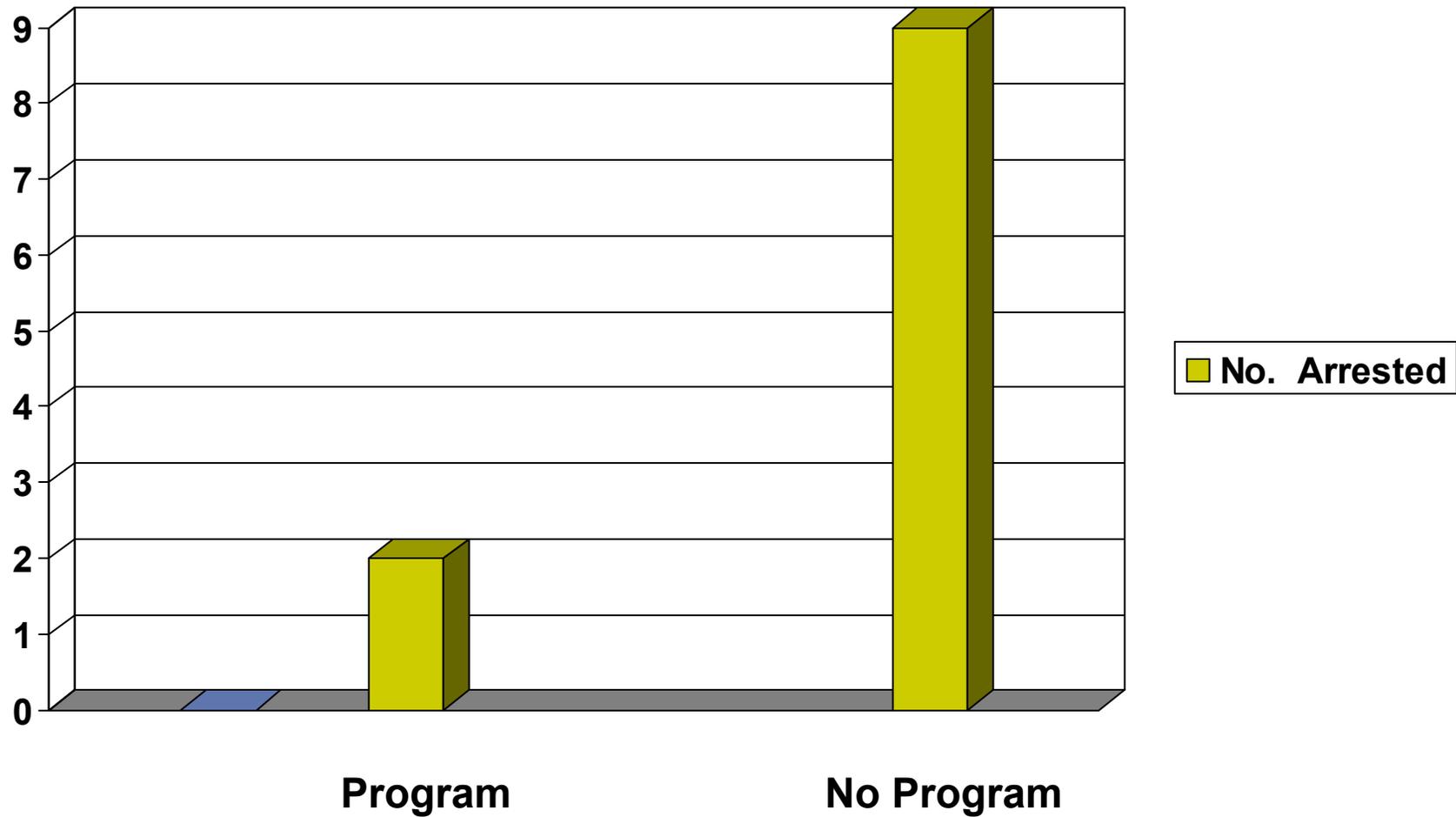
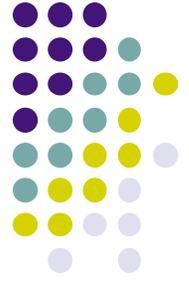
# Program Attendance Outcomes



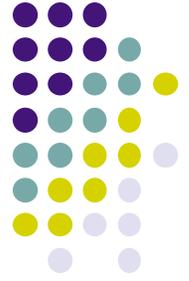
Percent Attendance of Program and no Program Students Before and During Two Years of Mentoring



# 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.

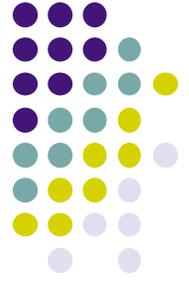
# Who Are the Mentors who Implement the Program?



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

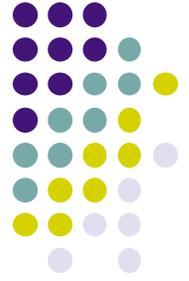
Community agency counselors placed in schools

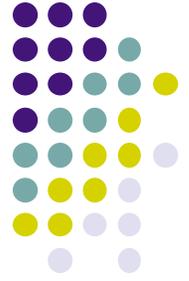
# Video Irish Agency Shows Schools about Program



- Created by Michael Logan and Paul Johnston
- At Archways in Clondalkin, Dublin, Ireland
- <http://youtu.be/IrYYu118dTc>

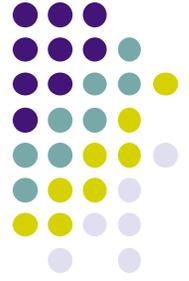
# Questions?





# Mentoring Activities

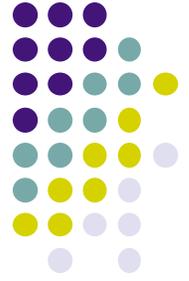
- Interview one teacher a week for each mentee and complete the Weekly Report Form
- Meet with the mentee to show the feedback and plan a small change step
- Contact a parent once a month with positive feedback
- Repeat weekly for two school years



# 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

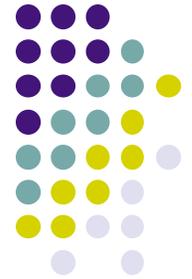
# Training in a Competency



- Modeling by trainers
- Rehearsal by trainees to competence

## Secondary School Weekly Report Form

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



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## Achievement Mentoring

Welcome Mina | [Logout](#)

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

**Select a :**

Mentee:

- Girl B
- Boy A

Instructions are on the Home page.

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# Mentor Selects Week



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**Achievement Mentoring**

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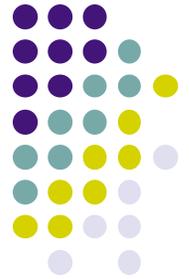
**Select a :**

Week of:

Instructions are on the Home page.

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# Mentor Completes Brief Weekly Survey (WOMS)



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## Achievement Mentoring

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

Survey for: Boy A  
Week of: April 12, 2014

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:

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

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# Completed Survey



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**Achievement Mentoring**

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

Survey for: Boy A  
Week of: April 12, 2014  
 No Mentoring this week (Comment why below.):  
Did you:

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 ▾

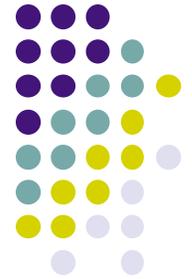
Comments

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.

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

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# Confirmation that WOMS was Successfully Submitted



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[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/](/users/mentee_details/13/).

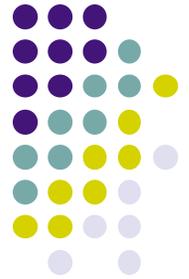
**There are still missing or incomplete surveys. Please take some time to complete the following:**

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

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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



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**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

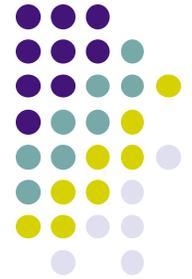
Mentor	First Meeting	Last Meeting
Mina Yadegar	March 19, 2014	

### Completed Weekly Online Mentor Surveys

Week of	Completed	Mentor
<a href="#">Details</a> April 12, 2014	True	Mina Yadegar

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# Previously Completed Survey



**RUTGERS**

Graduate School of Applied and Professional Psychology

## Achievement Mentoring

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[Mentees](#)

[Complete Weekly  
Surveys](#)

### Survey : April 12, 2014

Mentee: Boy A

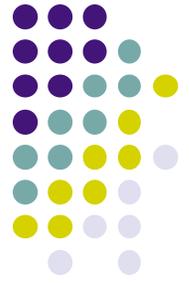
Completed: True

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: \_\_\_\_\_

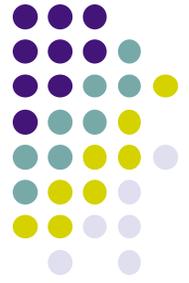
2. Active Listening ("Mm Huh," Repeating, Waiting for what's at the bottom of the well)

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.
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- 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.
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- 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.
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- Bry, B.H., & George, F.E. (1979). Evaluating and improving prevention programs: A strategy from drug abuse. Evaluation and Program Planning, 2, 127-136.
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- 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://www.archways.ie/our_programmes/the_mentoring_for_achievement_programme/)  
<http://supportiveschools.org/solutions/achievement-mentoring/>