

Blueprints Conference: Promising Program

Achievement Mentoring Program: Recent Implementation
Developments in Promotion, Training, Fidelity, & Certification

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CENTER FOR SUPPORTIVE SCHOOLS

The Achievement Mentoring Program (AM)

A school-based prevention and intervention program also known as Behavioral Monitoring and Reinforcement Program (BMRP).

One-to-One
Student & Staff Mentoring for
Youth at Elevated Risk for
Dropping Out of School

#AchievementMentoring

#Blueprints2016

Blueprints Conference: Promising Program

W8-A: ACHIEVEMENT MENTORING PROGRAM:
RECENT DEVELOPMENTS IN PROMOTION, TRAINING, FIDELITY
AND CERTIFICATION

Presenters

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ACHIEVEMENT MENTORING



(also known as Behavioral Monitoring and Reinforcement Program)

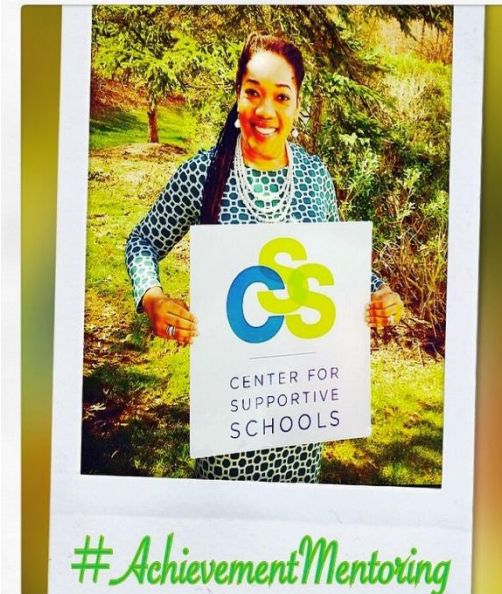
Agenda

- I. Achievement Mentoring Overview
- II. Who's Involved & How Do You Do It
- III. Essential Program Components: Elements in Action
- IV. Skills Demonstration & Audience Reflections
- V. Achievement Mentor Certification
- VI. Resources for Program Implementation
- VII. Questions



Who are we?

- Brenna Bry(Bree), PhD developed the Achievement Mentoring program while working for Monmouth County, NJ. Since then, the program has been disseminated to 100+ schools. She now teaches clinical psychology doctoral students at Rutgers University.
- Denalerie Johnson-Faniel, PhD (Fah-nell) is the national mentoring consultant for the Center for Supportive Schools. She is a behavioral analyst and NJ adjunct professor; and teaches black history, social problems and theory, diversity and the psychology of women.



Why school-based mentoring?

In their 2015 report, *Don't Quit on Me: What Young People Who Left School Say About the Power of Relationships*, the Center for Promise at the America's Promise Alliance examined, from the perspective of young people themselves, the roles that relationships with adults and peers play in decisions about staying in, leaving, and returning to high school. A key recommendation for keeping students in school include:

**Investing in building
relationships and leveraging
students' strengths!**

<http://gradnation.org/report/dont-quit-me>



Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations.

A school-based mentoring approach may also help close the “*mentoring gap*,” a national phenomenon uncovered in the 2014 report, *The Mentoring Effect*:

One in three young people overall and 37% of at-risk youth report never having an adult mentor while they were growing up.

<http://www.mentoring.org/program-resources/mentor-resources-and-publications/the-mentoring-effect/>

<http://chronicle.umbmentoring.org/mentoring-is-not-enough-we-also-need-to-move-upstream/>

Program Purpose

Achievement Mentoring provides students, who are at elevated risk of dropping out of school due to academic or behavior problems, with a school-based, caring adult who will support, encourage, and advocate for their success via social-emotional learning strategies!



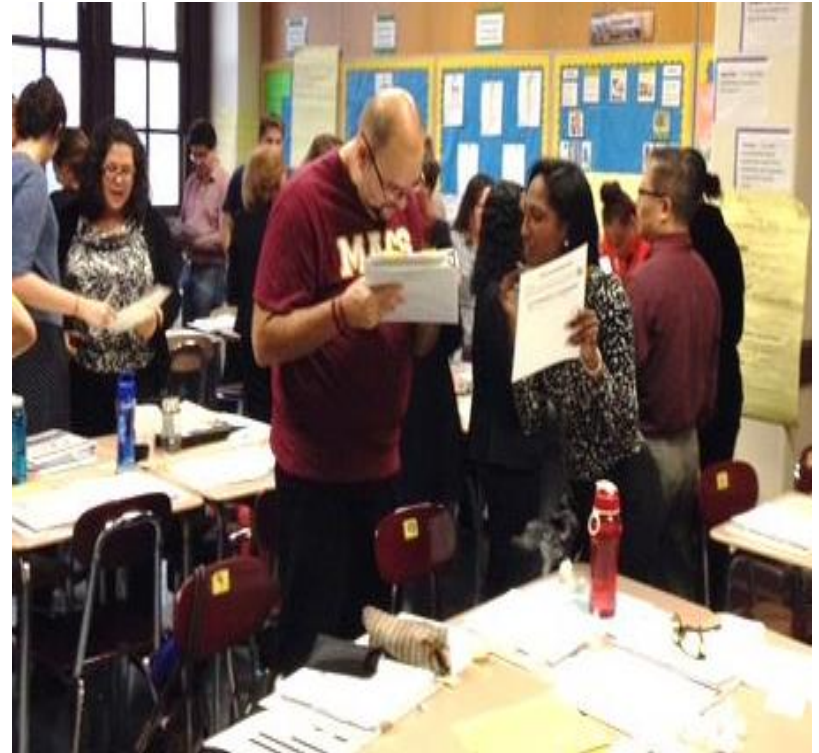
Achievement Mentoring Goals

- To *reawaken* among student participants a passion for achieving life success—now and in the future
- To *enable* students to form a connection to school, learning, and achieving
- To *eliminate* 1–2 risk factors for dropping out of school
 - Academic problems
 - Behavior problems
- To equip students with effective problem-solving skills



Who Serves as a Mentor?

- Guidance counselors
- Teachers
- Social workers
- Nurses
- Psychologists
- Professional counselors
- Administrators
- Substance abuse counselors
- Community agency counselors placed in schools
- Other human service workers



Theory of Change

The mechanism or process of change is that students become more confident that they can succeed in school through an evidence-based, school-based, mentoring program with a supportive, non-parental adult.

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

Explanations about Students and LEARNING theory:

- ❖ “Youth has not yet learned skills” vs. character explanations (“lazy,” “passive-aggressive,” “unmotivated,” “self-defeating”)
- ❖ Does not occur through merely telling someone to do something
- ❖ Occurs when choice is given
- ❖ Focus on setting goals, breaking down skills into small steps & repeating practice



Some Common Mentoring Challenges

Some mentoring programs have less success for the following reasons:

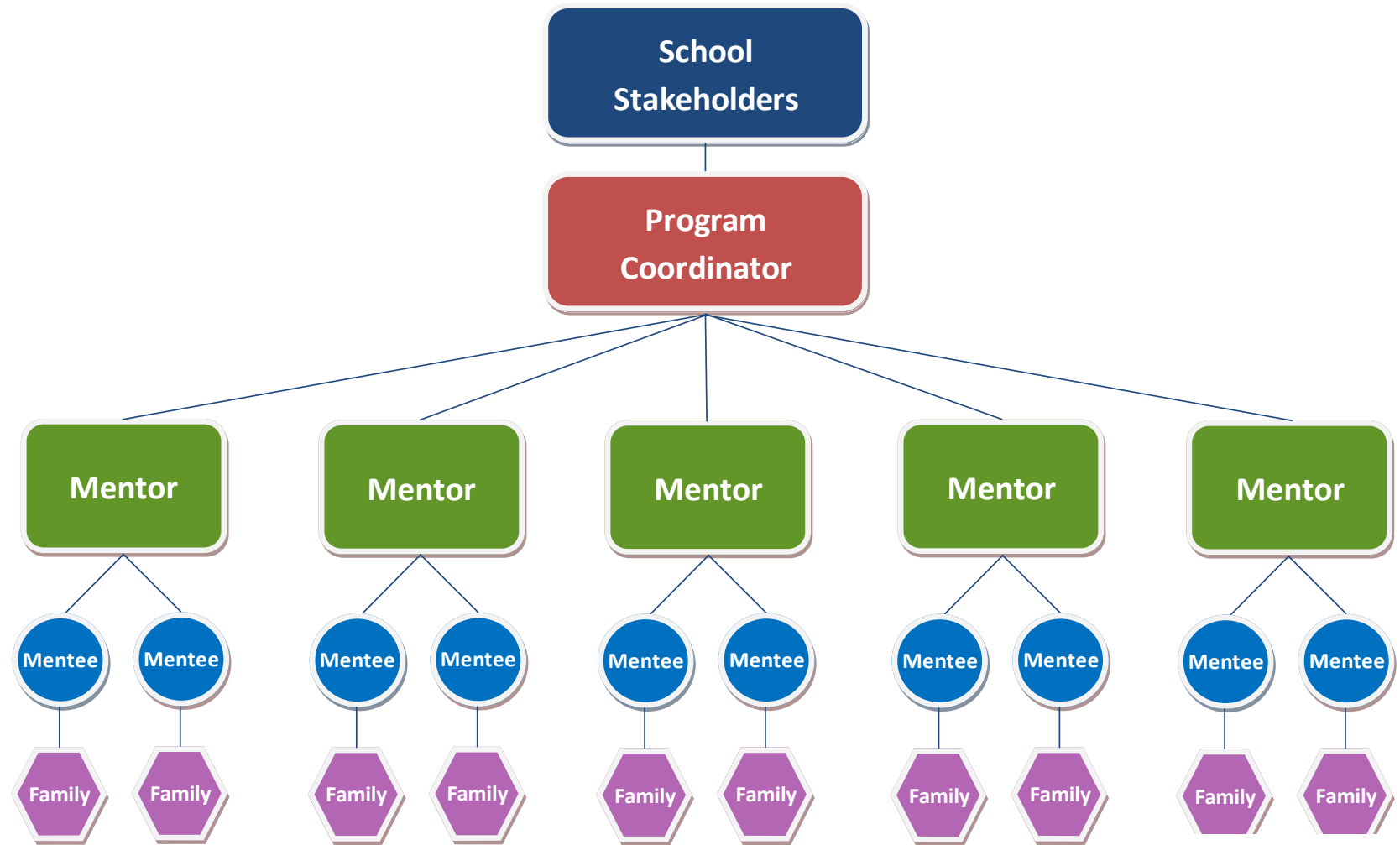
- ❖ Mentors expect the youth to be responsible (make contact, attend scheduled meetings).
- ❖ Mentors cannot find a convenient time to meet.
- ❖ Mentors do not know what to say and do.
- ❖ Mentors do not have on-site support.
- ❖ Mentors do not feel acknowledged for efforts.
- ❖ Others?

Benefits of Structure Provided By School-Based AM Mentoring

Helps 6th – 9th grade students who are at elevated risk of dropping out of school before they graduate...

- ✓ Enhanced mentor professional development & training
- ✓ Access to adolescents placed at risk
- ✓ In their natural environment
- ✓ Program goes to them
- ✓ Requires that youth have no new habits to participate
- ✓ Programming for “students who can do better in school”
- ✓ Students feel “chosen” & get an adult mentor for two years
- ✓ Parents feel “partnered”
- ✓ Teachers feel “partnered” & engage students
- ✓ Schools have better long-term achievement outcomes
- ✓ Fewer attendance, grades, and behavior problems
- ✓ Less school drop out (than students with no mentoring)
- ✓ Students see teachers as more helpful

AM Program Structure: *Local On-Site Support*



ACHIEVEMENT MENTORING



(also known as Behavioral Monitoring and Reinforcement Program)

How to Select Students

It is recommended that schools select students who:

Might drop out of school, as identified in consultation with the principal, guidance counselor, teachers, and/or other student support staff...

- Have been identified by an adult in the school as not working up to their potential
- Have unusually high absenteeism and/or high tardiness totals, but attend school at least 3 times per week
- Had multiple discipline referrals during the last school year
- Have some failing grades (due to inconsistency, lack of school socialization skills, social problems, lack of resources).
- Have a consistent, but not necessarily effective, family member at home who cares about the student's welfare.
- Perform at or near their grade level.
- Are likely to benefit from a one-on-one, adult-led, behaviorally focused mentoring program...and we can help you.



Mentee Moment: *Greg & Mindy*

"In what way has Achievement Mentoring had an impact on you?"

"It's had a big impact on how I see school in general. I used to see school as a waste of time. I would argue with teachers and not really focus on the homework. I went from failing most classes to going to awards ceremonies--the teachers that I never thought I would have an award from."

- Greg, NYC

"It has impacted me in a big way. From, just as he said a second ago, from going to an awards ceremony, I definitely had a chance. I'm actually liking (sorry, my bad), I enjoy school now. I don't see school as much as a chore. From going to the program, I kind of really didn't think it would influence me in a big way, but after coming to the program, I realize the bad habits I have, such as attendance. And so now I don't need someone to, like, tell me. I can do it myself. I like *most* of my classes, so, yes..."

- Mindy, NYC

AM Webinar Link:

<http://www.tubechop.com/watch/7872084>

<https://youtu.be/1SDgm9vCVI0>



VoiceRecorded_2016-04-10-17-00-34 Greg Mindy AM Webinar.m4a



Achievement Mentoring Webinar March 29 2016 - YouTube.mp4

Helping Provide Students With School-Based, Caring Adults to Support, Encourage, & Advocate for Their Success!

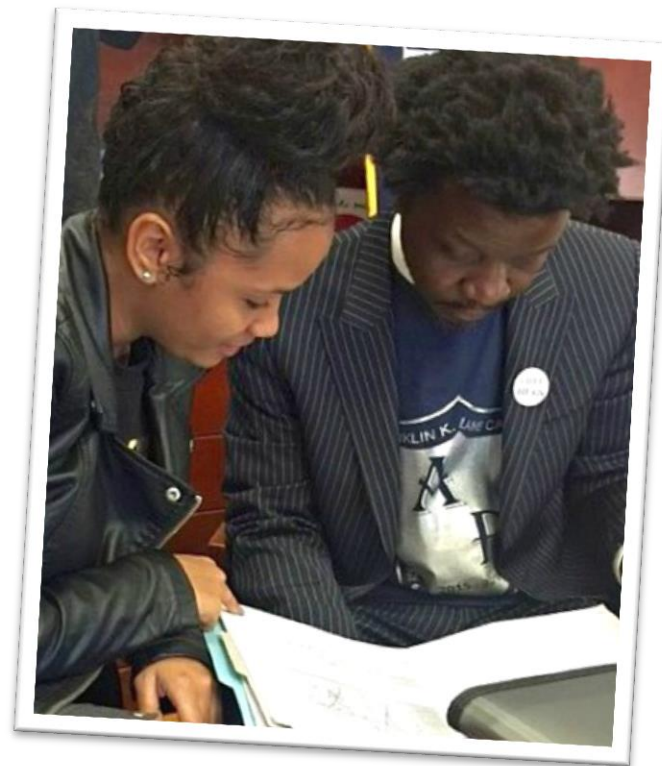
Current Questions?

Mentoring Activities

- Adults mentor pupils at risk for drop-out, over a two year period.
- Every week mentor asks one different teacher about the pupil feedback on Weekly Report Form (WRF).
- Mentor meets with mentee weekly for 20 minutes in a one-on-one setting or small group.
- The mentor keeps case records and documents patterns, goal achievement, issues, etc.
- The mentor contacts a parent/guardian once a month with positive feedback and praise.
- The mentor discusses with local program coordinator and meets on-site with other mentors once a month.

Weekly Meeting: *Steps*

1. Check in with student
2. Give positive feedback
3. Praise & deconstruct “How did you do it?”
4. Problem-solve how to have positive records next week
5. Practice an important behavior that the student has chosen
6. Ensure mentee writes down S.M.A.R.T. goal for the week



Note: Contact a parent/guardian once a month with positive feedback; Repeat steps weekly for two school years.

Teacher Interview

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

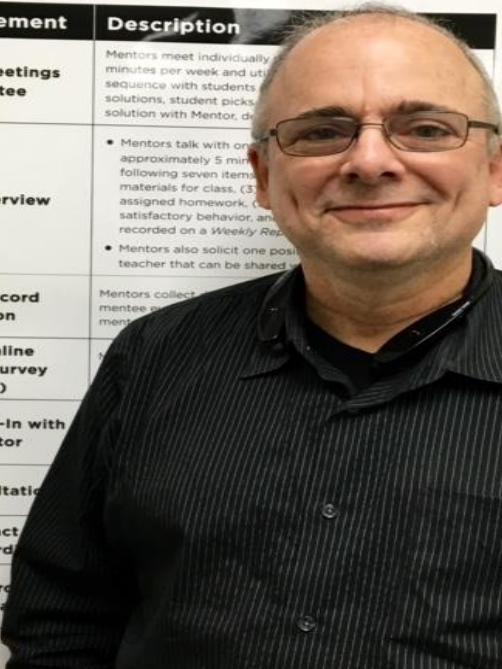
WRF	Teacher:		Subject:		Date:		No: 1		
				
<i>'Details about the YESs/NOs' refer to behaviours - actions the teacher sees the child doing</i>									
	Monday		Tuesday		Wednesday		Thursday		
	Friday								
In School	YES	NO	YES	NO	YES	NO	YES	NO	
On Time	YES	NO	YES	NO	YES	NO	YES	NO	
Materials For Class			YES	NO	Did Classwork			YES	NO
Satisfactory Behaviour			YES	NO	Did Homework			YES	NO
						Marks/Grades			
Details about the YESs :						Details about the NOs :			
Goal for this week									
Generated by Pupil									

AM/MAP Video (Irish Program is MAP)

Created by Michael Logan and Paul Johnston
Archways in Clondalkin, Dublin, Ireland

<http://www.tubechop.com/watch/7871720>

<http://youtu.be/lrYYull8dTc>



The poster is titled "ACHIEVEMENT MENTORING Essential Program Elements" and features a table with the following content:

Essential Element	Description
Individual Meetings with Mentee	Mentors meet individually with mentees for approximately 15 minutes per week and utilize a structured sequence with students to identify problems, solutions, student picks a solution, and solution with Mentor, documented.
Teacher Interview	<ul style="list-style-type: none">Mentors talk with one teacher for approximately 5 minutes following seven items: (1) materials for class, (2) assigned homework, (3) satisfactory behavior, and (4) recorded on a Weekly Report.Mentors also solicit one positive teacher that can be shared with the mentee.
Student Record Collection	Mentors collect and review mentee's student records.
Weekly Online Mentoring Survey (WOMS)	Mentors complete the Weekly Online Mentoring Survey (WOMS) for each mentee.
Weekly Check-In with Coordinator	Mentors check in with the coordinator weekly.
Phone Consultation	Mentors have a phone consultation with the coordinator weekly.
Monthly Contact with Parent/Guardian	Mentors have a monthly contact with the parent/guardian.
Mentoring is Provided for Two Years	

General Questions?



Mentoring Communication Skills

- Putting teacher feedback in behavioral terms
- Finding something to praise
- Asking open-ended questions (“How...” or “What...”)
- Doing active listening (Hmmm, paraphrasing, etc.)
- Doing ‘Motivational Interviewing’ (“What do you make of this...”)
- Focusing on the youth (“What was your reaction...”)
- Helping youth choose one, small, feasible goal for the week
- Skill-building & planning realistic implementation

*From “How Could You Do It?” to
“How Did You Do It?”*

Weekly Online Mentoring Survey: WOMS Records System



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

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.

Submit

Save

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

Remember youth's life dream!

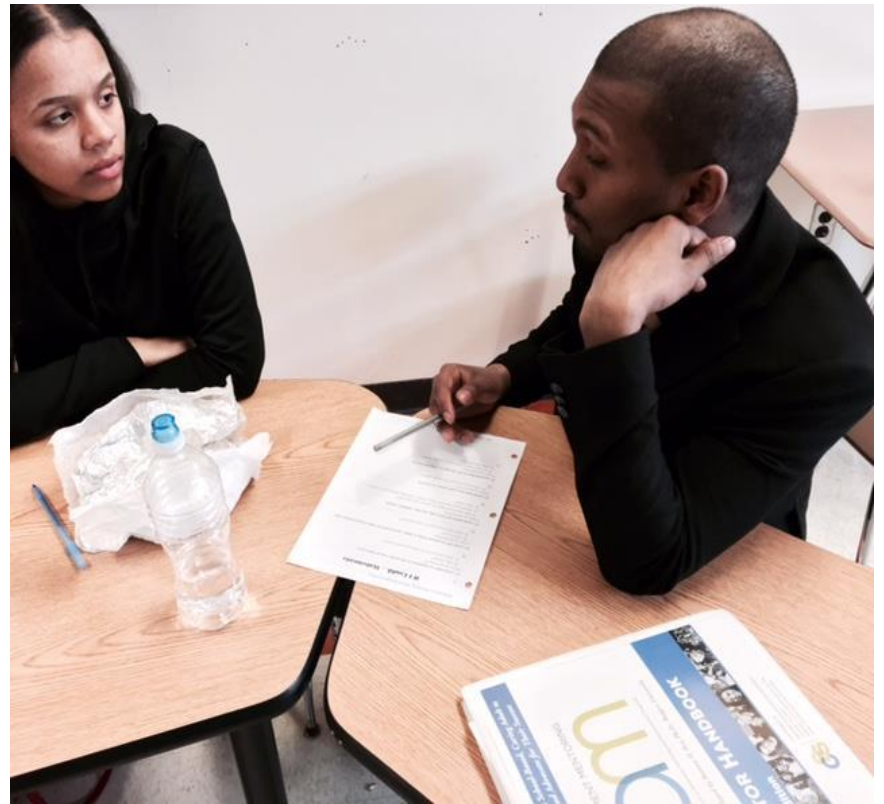
ACHIEVEMENT MENTORING



(also known as Behavioral Monitoring and Reinforcement Program)

Live Demo

Audience members record steps and skills observed...



#AchievementMentoring
#Blueprints2016

Program Outcomes

Statistically significant program effects from long-term, controlled, program evaluations in comparison to what happens without the AM program:

- Improved grades
- Increased school attendance
- Decreased discipline referrals
- Decreased juvenile arrests



Note: 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.



THIS DOCUMENT IS TO CONFIRM THAT

Rochelle Williamson Eaddy

HAS DEMONSTRATED MASTERY OF REQUIRED METHODS AND COMPETENCIES
AND IS HEREBY GRANTED THE TITLE OF

CERTIFIED ACHIEVEMENT MENTOR

WITHIN THE
ACHIEVEMENT MENTORING PROGRAM

June 15 2015
CERTIFICATION VALID

Brenna H. Bry, Ph.D.
BRENNA H. BRY, PH.D.
PROGRAM DEVELOPER

RUTGERS
Graduate School of Applied
and Professional Psychology

***As a part of the
professional
development provided,
Achievement Mentors
can become
certified.***

- ☐ Audio record two mentoring sessions, with two different mentees, demonstrating program steps and skills
- ☐ Complete certification workbooks about each recorded mentoring session
- ☐ Submit requested information to Dr. Bry at bbry@rutgers.edu with associated weekly report forms (WRFs)

Achievement Mentoring (AM): *A Promising Blueprints Program*

bbry@rutgers.edu

djohnson-faniel@supportiveschools.org

AM (including both middle and high school applications) is judged an Effective Program at www.nationalmentoringresourcecenter.org and the Behavioral Monitoring and Reinforcement Program is judged a Model Program by the National Dropout Prevention Center.

Questions?

www.supportiveschools.org/solutions/achievement-mentoring/

<http://www.blueprintsprograms.com/program-costs/achievement-mentoring>

Additional AM-BMRP Reference Resources

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.

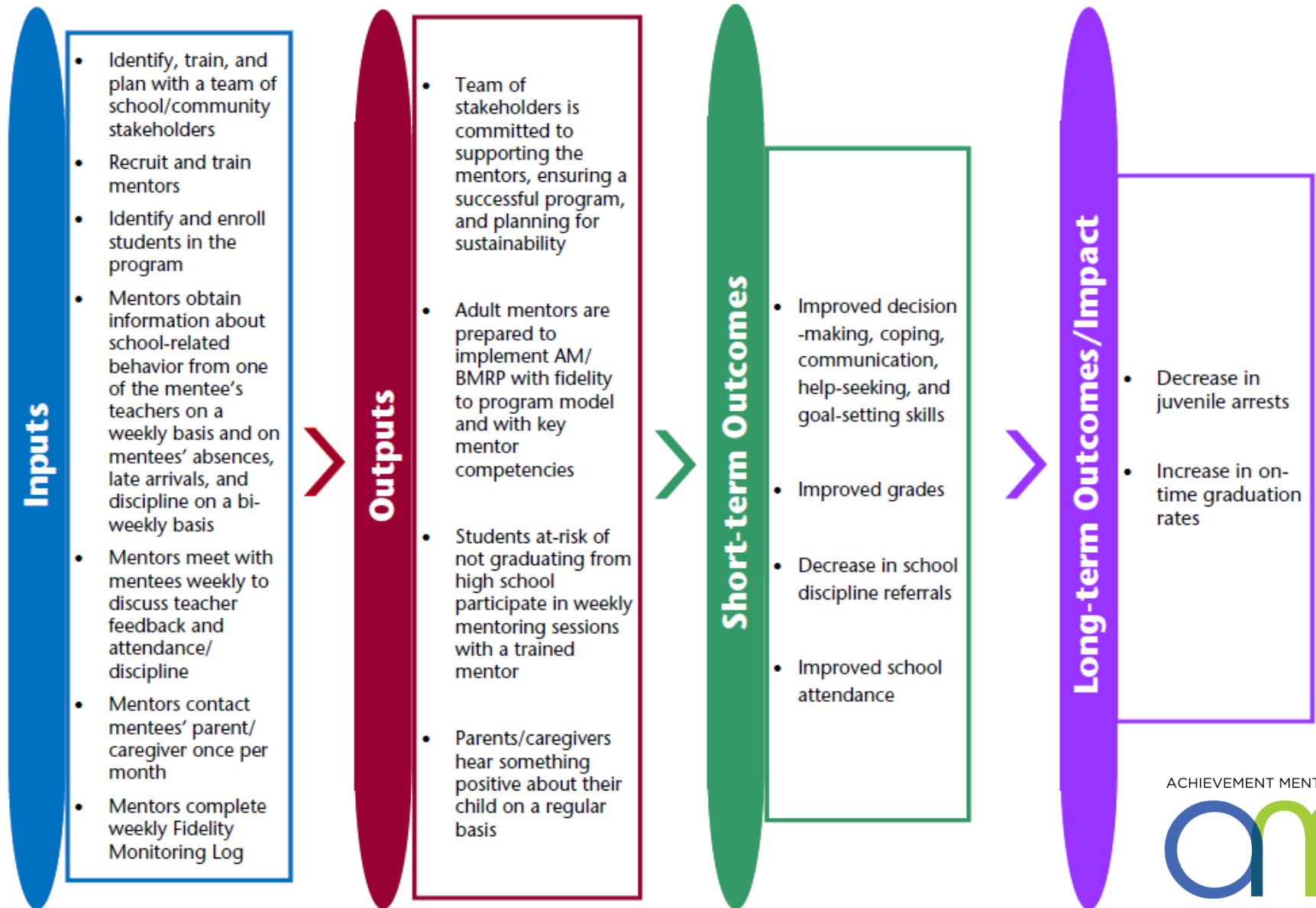
Bry, B.H., & George, F.E. (1979). Evaluating and improving prevention programs: A strategy from drug abuse. Evaluation and Program Planning, 2, 127-136.

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.

- ❖ http://www.archways.ie/our_programmes/the_mentoring_for_achievement_programme/
- ❖ <http://supportiveschools.org/solutions/achievement-mentoring/>



ACHIEVEMENT MENTORING/BEHAVIORAL MONITORING AND REINFORCEMENT PROGRAM LOGIC MODEL



ACHIEVEMENT MENTORING



(also known as Behavioral Monitoring and Reinforcement Program)

Essential Element	Description
Individual Meetings with Mentee	Mentors meet individually with each mentee for at least 20 minutes per week and utilize a structured problem-solving sequence with students (define the problem, brainstorm solutions, student picks 2-3 solutions, agree upon one solution with Mentor, develop action plan).
Teacher Interview	<ul style="list-style-type: none"> • Mentors talk with one teacher of each mentee for approximately 5 minutes to gather information on the following seven items: (1) on-time arrival to class, (2) had materials for class, (3) completed classwork, (4) was assigned homework, (5) completed homework, (6) had satisfactory behavior, and (7) any recent grades. Input is recorded on a <i>Weekly Report Form</i>. • Mentors also solicit one positive comment from the teacher that can be shared with the mentee.
Student Record Collection	Mentors collect discipline and attendance data for each mentee every week and shares this information with the mentee in an individual meeting.
Weekly Online Mentoring Survey (WOMS)	Mentors complete an online weekly checklist for each mentee indicating with a yes/no response whether they did 8 mentoring-related items.
Weekly Check-In with Coordinator	Mentors briefly check in with the Program Coordinator on a weekly basis and share any challenges they are having with completing the reporting requirements or accessing student records.
Phone Consultation	Mentors participate in phone consultation with a CSS consultant to discuss their work with their mentees and address challenges that arise.
Monthly Contact with Parent/Guardian	Mentors make one home contact per mentee per month to share something positive about the mentee.
Mentoring Is Provided for Two Years	Research studies have shown that it often takes two years to achieve the expected program outcomes; therefore, it's essential to follow students for a two-year period.



ACHIEVEMENT MENTORING

Four Listening Strategies That Create Connections

1. **Paraphrase**, or play back what you've just heard from your mentee:

"So it sounds like you're concerned that if you start to make new friends, your old friends won't want to hang out with you anymore."

2. **Open a door** for the student to tell you more:

"That's interesting! Tell me more about how it happened." or "How did you react when she said that?"

3. **Ask open-ended questions** that encourage students to give you more than a "yes" or "no" answer:

Instead of *"Did you have a good weekend?"* ask *"What did you do this weekend?"*

Instead of *"Did it go okay with your teacher?"* ask *"What's one thing you felt good about when you talked with your teacher?"*

Instead of *"Do you like that TV show?"* ask *"Who's your favorite character on that TV show? What do you like about her?"*

4. **Show** that you are listening:

- Maintain eye contact, if appropriate.
- Offer your full attention without doing anything else at the same time.
- Nod in understanding.

Check-ins and Active Listening

What: Understanding - Reflecting - Goal Setting - Planning

Why: Reconnecting - Learning - Connecting Conversations

How: Asking - Focusing - Developing SMART Goals
(Smart-Measurable-Attainable-Realistic-Timely)



"HOW DID YOU DO IT?"

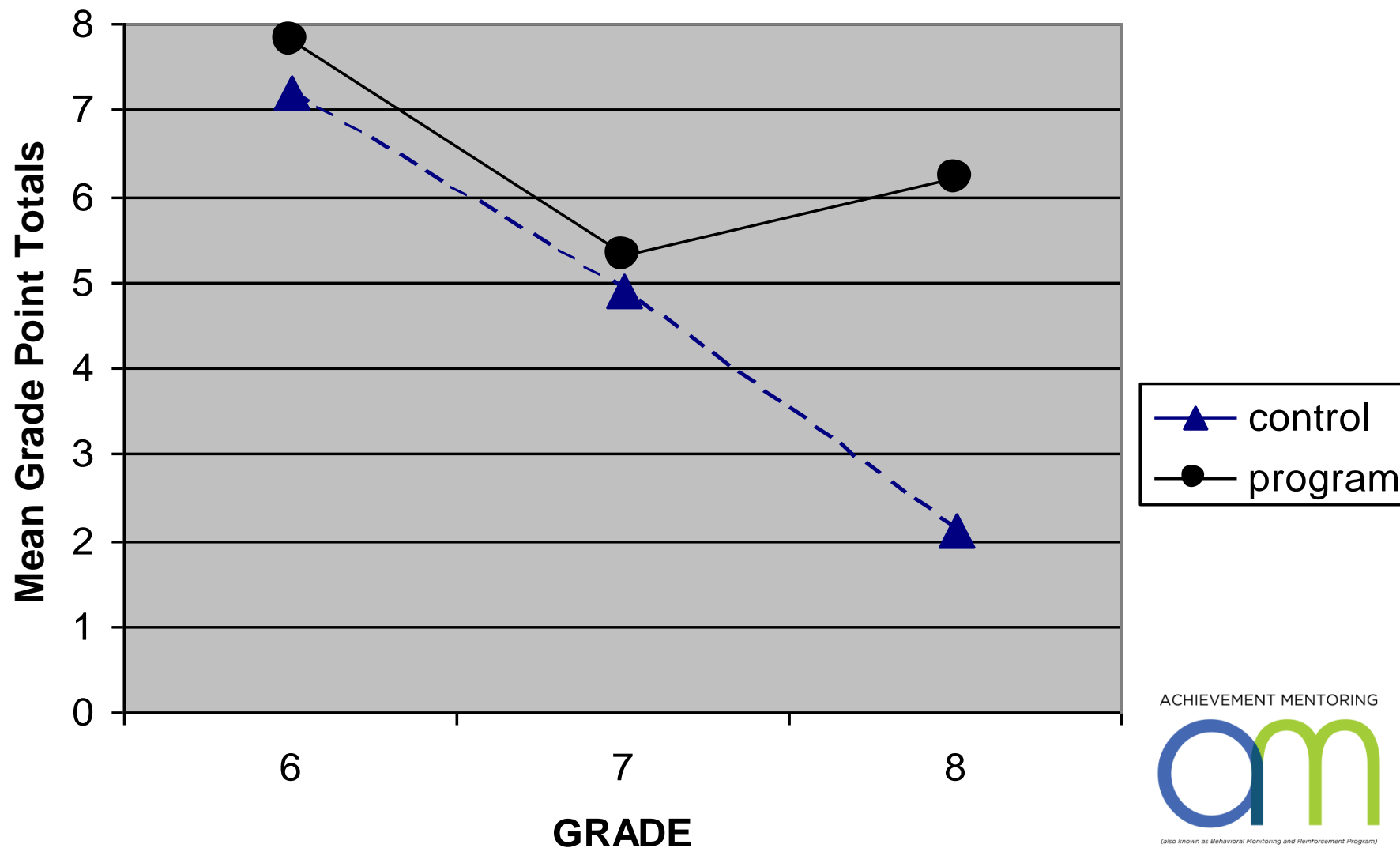
Constructive Conversation

CHANGE HABITS...TEACH NEW SKILLS...

- ☐ Praise what student is doing well
- ☐ Ask student's views of written weekly report card form teacher feedback
- ☐ Chose one small change step at a time
- ☐ Plan every specific step realistically and anticipate potential barriers to its successful goal implementation
- ☐ Rehearse
- ☐ Ask next week how S.M.A.R.T. goal plan worked out
- ☐ Repeat this process over and over again and build successful habits

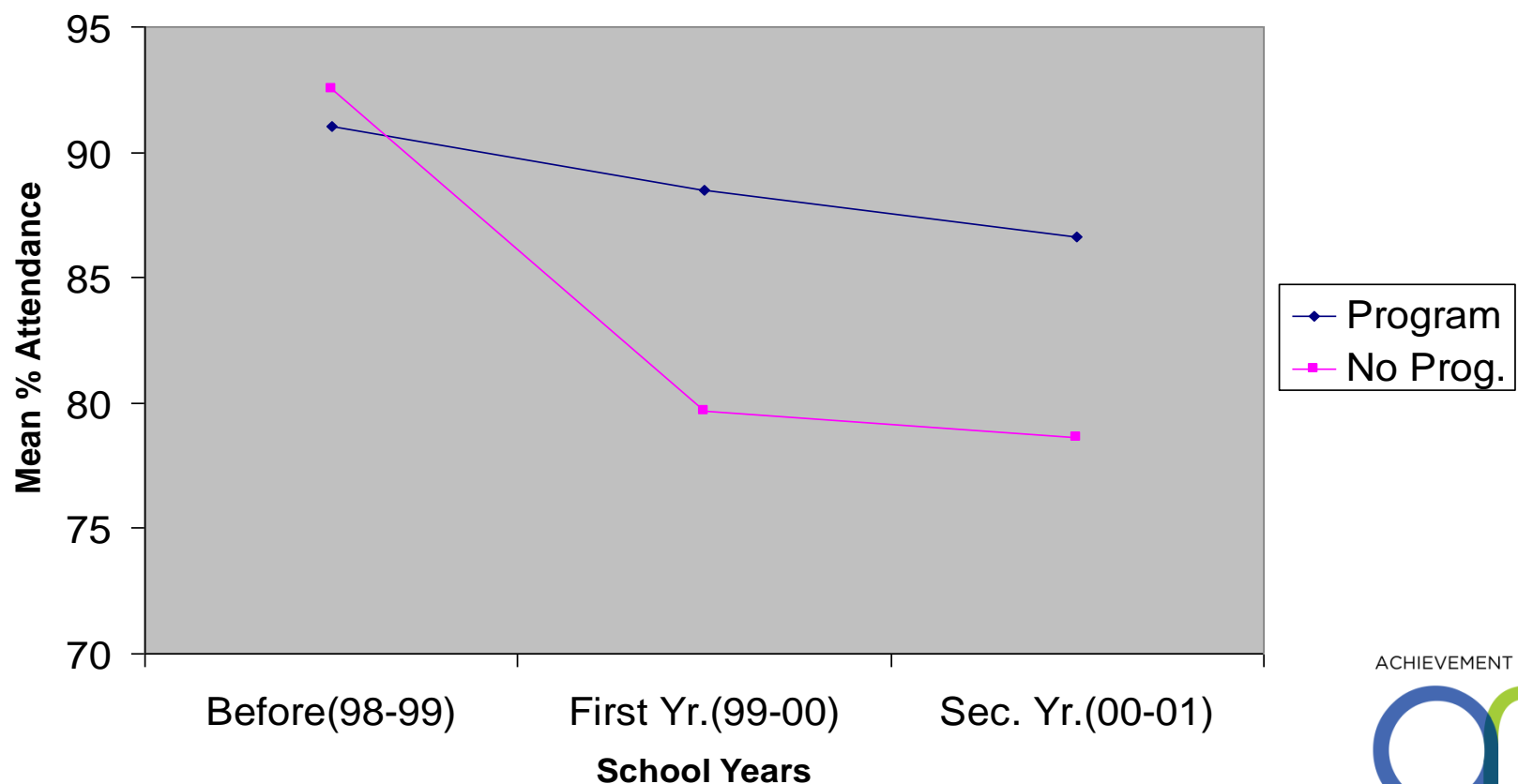
Element Component in Action!

Program Academic Outcomes

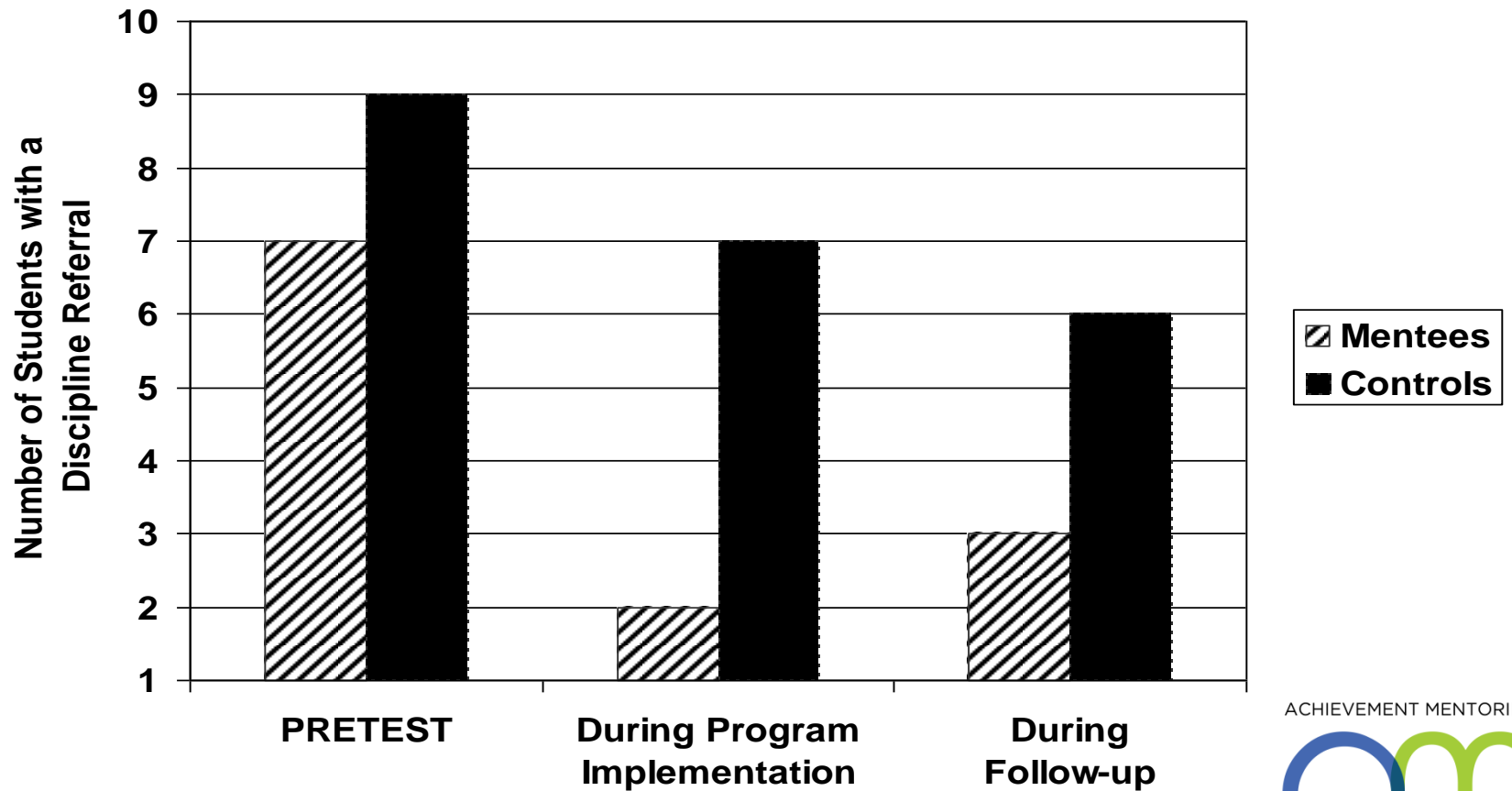


Program Attendance Outcomes

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



Intervention Effect Outcomes

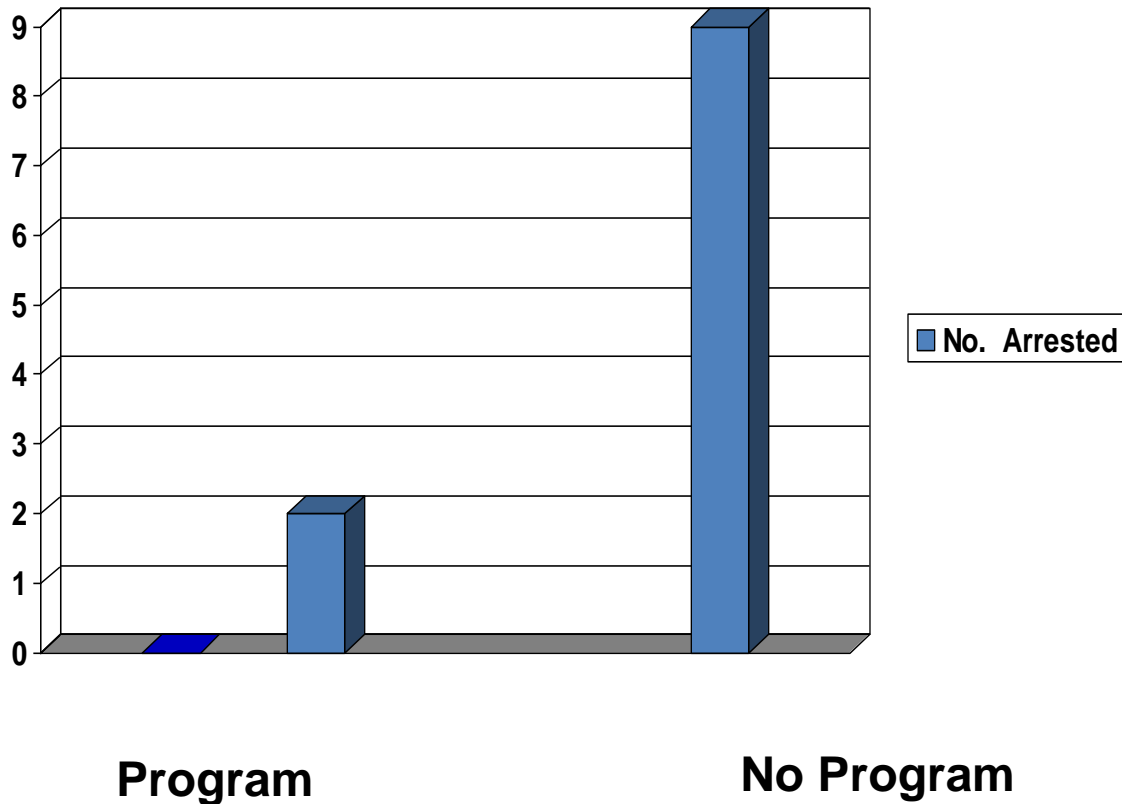


ACHIEVEMENT MENTORING



(also known as Behavioral Monitoring and Reinforcement Program)

Program Behavior Outcomes



Summary: How on earth is it accomplished?

Academic performance/negative behavior can be changed if mentors:

- 😊 **monitor performance weekly**
- 😊 **praise small weekly accomplishments**
- 😊 **point out that success is due to youth actions**
- 😊 **urge youth to generate a new step themselves**
- 😊 **teach goal reaching skills**
- 😊 **coordinate the school & home environment to praise those skills**
- 😊 **repeat for at least two years**

Note: Achievement Mentor
Certification Now Available.

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