

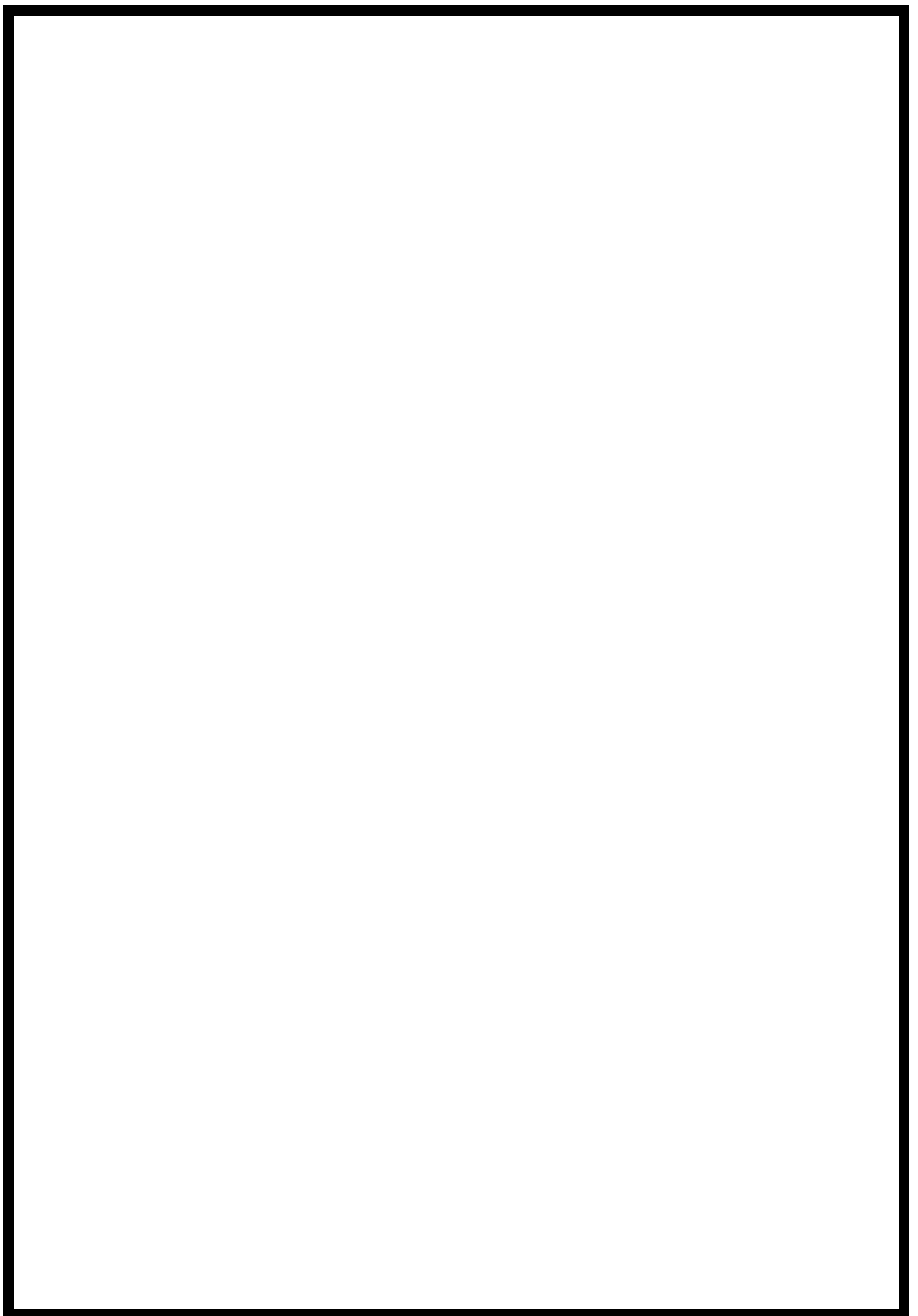


MENTOR'S MANUAL



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**The Mentoring
For Achievement
Programme
MAP**

Mentor's Manual

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Archways

Archways

Archways is national organisation working in collaboration with local and national agencies to promote and research evidence based programmes for children and young people.

Archways provides a bridge between evidence based programmes and communities and supports the development of sustainable linked practices that build on existing strengths and recourses.

Archways was established in 2006. Initially the role of Archways was to promote the roll-out and evaluation of the Incredible Years programme in Ireland. Over the last number of years Archways has begun delivering and supporting other evidence based interventions including Functional Family Therapy (FFT) and the Mentoring of Achievement Programme (MAP).

Archways' mission is to strengthen, empower and challenge communities, service providers and government to provide for families and children with social, emotional and behavioural needs.

Archways is the Coordinator and Training Agency for MAP in Europe.

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1. Introduction

Congratulations on completing the first stage of your training to become a MAP mentor.

Stage 2 of the training, the ongoing training (see p.11) will complete the process and, once completed, you will be able to use MAP independent of the training agency, Archways.

Once you are accredited you will also be able to be trained in further roles related to MAP, for instance becoming a local area trainer.

This manual is meant as a practical tool for you, the MAP mentor. Consult it particularly during your training period but it will also be useful later on when you have been mentoring for a number of years to refresh your mind on the MAP approach to mentoring.

What does the manual contain?

Contents 1 - 12: These sections will tell you what MAP is and how it operates, as much the structure of the programme as the methodology, the particular approach to mentoring.

Contents 13: These are a number of scripts of sessions with teachers, mentees and parents/guardians. Different sections have their own introductions – please read these carefully. Both mentors and mentees are sometimes referred to as male, sometimes as female.

Contents 14: This section describe the mandatory online monitoring of the mentor’s work and the mandatory mentor accreditation process.

Contents 15: The Appendix has a hyperlink to access all MAP mentoring material. Read this carefully and consult your MAP ongoing trainer. (changed – check)

2. What Do I Need To Do At The Very Beginning To Get Started?

Once you have completed MAP Mentor Training Stage 1 please follow the guidelines below to get started in the programme, including to set up the programme new in your school(s). Some of the early set-up steps will already have been taken by the schools.

The schools need to follow the set-up requirements, see below, online at:

www.archways.ie – Our Programmes – The Mentoring for Achievement Programme – Handbook, p. 19.

This explains everything they need to do to set the programme up in the school, including showing the MAP video to all teachers involved and returning the Memorandum of Understanding to Archways.

Ensure that ALL the schools where you will be using MAP have returned the Memorandum Of Understanding (p.41 in the Handbook for Schools and Other Lead Agencies) to Archways and have followed the set-up steps on p.19 before anything else is done to select students for the programme.

What you need to do now:

- Introduce yourself to the school's MAP coordinator. Their role will be to help you with issues that arise during your work as mentor.
- Read the GDPR Privacy Notice that follows this section so you are aware of the data security in place for all data involved in the programme.
- Organise your MAP timetable with the school so that it suits you and the school. You will need to arrange where and when to meet teachers, and where and when to meet the mentees.
- Use the Consent Forms (p.63 in the Handbook) for students and parents. This might have already been done by the school so please check.
- Once students are selected *print off booklets for the year* of the necessary forms:
 - Weekly Report Forms
 - Points Record
 - Graphs (see No. 4 below – [Hyperlink ...](#)).
- You are now ready to meet the mentee for the first time. Keep the 1st session, done with no Weekly Report Form, very brief and information focussed, about MAP briefly and about the mentee. See the script on p.27 of the Manual).
- Next arrange to meet a teacher the following week to fill in the Weekly Report Form, the first one you will do. Remember you can *only* do this with teachers who have viewed the MAP YouTube video.
- Next fill in the Mentee Information Forms with the mentees' details and return them to Archways. This might have already been done by the school so please check.
- Now you have a filled in Weekly Report Form you can start MAP mentoring. Once you have started contact us in Archways to set up your *first ongoing training session*. This will last 30 – 40 minutes....
- and you are away! Good luck, take care with it and enjoy honing your MAP mentoring skills.

Extract from the Handbook ... so you are clear as to what has been done, or is being done, in the school to get MAP started.

What Are the Set-Up Requirements?

It is important that the School and other Lead Agencies follow these set-up requirements as guidelines.

See also 'What Needs To Be Done Before ...' below.

1. *Once it is agreed to use MAP in the school* the **MAP Memorandum of Understanding** (MOU) (see p.41) needs to be completed and returned to Archways. *Once the MOU is received* Archways will send out the Training Registration Form to the Manager of the Programme, i.e. the School Principal, or the SCP Coordinator, or the Manager of other external lead agencies involved.
2. Staff are selected to train as MAP mentors and a Training Registration Form for each trainee is returned to Archways.
3. Selected staff attend the 2-day Stage 1 MAP Mentor Training.
4. It is important that **all teachers who will be involved in any way with MAP** have a full understanding of the programme and the work involved each week before the programme starts in the school. They need to view the **MAP YouTube video** (14 mins) on the Archways website at www.archways.ie .
5. A member of staff within the school is required as **contact person to coordinate MAP** within the school and liaise with the mentors and the training agency (Archways).
6. The **MAP Handbook for Schools must be easily accessible to staff**, in hard copy format, or online.
7. Space and a suitable time needs to be agreed for the mentor to meet the teacher prior to meeting the students (staff room, meeting room, corridor) where there will be privacy from students.
8. *One room is required (complying with the child protection guidelines)* available per mentor for the individual sessions allowing 20 mins + 5 mins (collecting/student change over) per student, or for a group session for 40 mins. to 1 hour.
9. For the group session a room with chairs + table will be required.
10. In the Secondary Schools, access to school records re attendance + lateness, direct or via a member of staff, is necessary.
11. The School Principal announces to *all* school personnel that MAP is being used in the school.

3. GDPR Privacy Notice for Schools, Lead Agencies and Mentors

Privacy Notice

Personal and Sensitive Data

Archways will protect all data it receives with care – all of our services are conducted with the highest level of privacy and confidentiality. Archways is the Processor of the data you provide to us. For all student data please note that a code is used instead of the student's name. The key to the student codes is known only by the School and the MAP mentor.

Why we need Personal and Sensitive Data

We need basic personal and sensitive data in order to deliver the MAP Programme and to evaluate its effectiveness. We will only collect the basic personal and sensitive data that is necessary to provide this service.

What we need

The data we collect includes data from the students, MAP mentors, Schools, School MAP Coordinators and the selected students' parents.

- **Basic personal data:**

Name, phone number/email address, postal address

- **Sensitive data:**

Students: Code - not name, gender, language spoken at home, School and school address, school year, and academic, social and behavioural activities in school.

Mentors: Name, telephone and email, gender, educational qualifications, employment title, employer.

What we do with it

The data we collect is used to help with the implementation of the programme and is processed by the MAP Co-ordinators. We have Data Protection policies and procedures in place to oversee the effective and secure processing of your data.

All data is held on a central website in the US that only Archways and MAP mentors have access to. Mentors can only access their own folders. This website has been passed by the US Dept. of Commerce as being EU – GDPR compliant.

How long we keep it

We will keep the student's basic personal and sensitive data for the 2 years of the programme, and for 3 years after the programme ends. Basic personal data on MAP mentors is retained as long as they are working with the programme.

More information on our retention policies can be found by contacting us directly at the address given below.

Child Protection Legal Requirements

There are, however, limitations to what we can keep confidential. In cases where it is felt there may be a risk to children or vulnerable adults, we have a legal obligation to report this information to the relevant agencies. Secondly, if there is a safety risk to yourself or others, this will also need to be reported.

Your rights

If you wish to see what basic personal/sensitive data we hold simply contact us either by post at the address below, or by email through gdpr@archways.ie and we will respond to you within one month of receipt of your request.

If at any point you believe the information we process on you is incorrect, you may request to have it corrected.

If you wish to raise a complaint on how we have handled your personal data, you can contact our Data Protection Officer at the address shown below or directly through gdpr@archways.ie.

Contact Details

Data Processor:	Archways
Contact:	Senior Manager Aileen O'Donoghue Data Protection Officer Caitríona Delaney
Address:	Unit 7/8, Oakfield Industrial Estate, Clondalkin D22 EH52
Telephone Number:	01 4574306
Email:	gdpr@archways.ie

If you are not satisfied

If you are not satisfied with our response or believe we are processing your personal data not in accordance with the law you can complain directly to the Office of the Data Protection Commissioner at:

E-mail:	info@dataprotection.ie
Address:	Data Protection Commissioner Canal House Station Road Portarlinton

4. Access All Material Required To Run MAP

The following material can be accessed online on the Archways website. You will need to print off from this source any material you use while mentoring.

1. Mentors' Forms for Weekly Mentoring

- Weekly Mentoring Forms
- Group Session Forms
- Additional Forms

2. MAP Mentor Accreditation Information

- Accreditation Workbooks
- Permission Letters

Mentors will also be able to access:

- MAP Handbook for Schools**
- FAQs**

5. What is the Mentoring for Achievement Programme (MAP)?

MAP:

- is a 2-year school-based programme
- aims to support students who have personal characteristics (disinterest – inattention – disorganisation – behaviour problems) that interfere with their learning
- has its theoretical basis in social learning theory
- can be delivered in individual, small group or individual + small group formats

MAP focuses on the five predictors of poor academic outcomes:

- Absenteeism
- Consistent lateness
- Low school engagement
- Poor home-school collaboration

Mentors: Selected pupils/students are assigned a mentor specifically trained in behaviour change techniques. Working with the assigned students each mentor provides:

- peer and social skills development strategies
- behavioural-based incentives
- rule-compliance structures

Consistent, weekly contact over 2 Years: MAP works in a consistent way with the selected children meeting them every week that school is in session over a two-year period. This enables new behaviours to be learned and affects more long-term benefits for the children.

Outcome: When applied to the targeted children in a structured and consistent manner these strategies lead to:

- improved school attendance
- improved behavioural outcomes
- improved academic outcomes

6. Mentor Accreditation

It is mandatory for MAP Mentors to become accredited through the Programme Developer's 'MAP/Achievement Mentor Accreditation/ Certification' process. The ongoing training sessions during the 1st 2-year cycle of the programme will help the mentor to perfect the skills necessary for Map mentoring so that by the end of the 1st cycle mentor can be fully accredited. This assures both quality of implementation and that the programme is being implemented in the way it was developed.

The MAP/Achievement Mentor Accreditation/ Certification Workbooks (see pp. 56 - 67) explain in the process in detail. The mentor will use the relevant Workbook according to how s/he is doing the mentoring sessions, individual or group. If both are being done then both Workbooks will need to be used.

Begin working on your accreditation process as soon as you start mentoring. Save all of your paperwork on all mentees – Weekly Report Form, Points Records and Graphs – so that you can send us the relevant forms relating to the recordings for the 2 mentees involved. *WE* will forward them to the Programme Developer for accreditation processing.

7. The Work of the Mentor

This will remind you of the different things you need to do weekly and monthly as the MAP mentor.

Weekly:

Step 1: At the end of the week the mentor meets the Class Teacher/a Subject Teacher to fill in the Weekly Report Form (WRF). The WRF reviews the current school week only.

Step 2: Either individually or in group, the mentor shows the WRF to the students:

- look over the WRF together
- acknowledge the achievement of positive things done that week
- discuss the WRF to clarify how the student managed the achievements of the week
- acknowledge + explore a non-achievement of the week
- relate achievements /non-achievements to the student's dream
- choose a goal for the coming week (something the student is not doing but needs to do, or a repeated goal to further practice a skill)
- problem-solve, plan and practice with the student how to achieve their goal for the week
- record points gained from the achievements of the week
- discuss longer range plans

N.B. Group Sessions will also:

- develop the peer relationship as a positive supportive experience
- offer a well structured common experience of affirmation
- permit the children to share their achievements of the week

N.B. The pupils receive rewards related to their achievements through the year.

Step 3: If both individual and group are done weekly the 2nd meeting serves the purpose of:

- further problem solving, planning and practicing with the student how to achieve their goal for the week
- further developing the mentoring relationship
- (if group)- developing the peer relationships as a positive supportive experience
 - offering a well structured common experience of affirmation
 - permitting the children to share their achievements of the week

Step 4: Weekly Monitoring of the Mentor's Work:

Each mentor completes a Weekly Online Mentoring Survey (WOMS) which records the core MAP task covered that week with each student. It is mandatory that the mentors fill out this form weekly. The completed WOMS is sent electronically to the Map Coordinator in Archways. This assures Archways that the programme is being implemented with fidelity and the schools that the mentoring is being done as intended.

Monthly

Step 5: Home Contact: Each month the mentor phones the parent/guardian to:

- inform him/her of at least 1 positive thing the student did that week
- name the new goal the student is trying to reach
- praise + where necessary involve the parent/guardian

8. Weekly Report Forms:

Primary School

MAP

Primary School

Weekly Report Form				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	YES	NO	
On Time	YES	NO	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		
						Was H/work assigned?					
Details about the YESs :						Details about the NOs :					
Goal for this week								YES			

Secondary School

WRF	Teacher:	Subject:	Date:	No: 5	
<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	YES NO
On Time	YES NO	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					YES

9. Steps for Individual & Group Sessions

These 11 Steps are taken by the mentor each week for the Individual or Group Session, except * which is done frequently but not necessarily each week.

Step 1. ‘What’s been going on with you over the past week?’

Step 2. Show the Weekly Report Form (WRF) and praise an accomplishment.

Step 3. ‘What do you make of this information?’

Step 4. Read aloud other feedback from the WRF.

Step 5. Use ‘motivational interviewing’, ‘open-ended questions’ and ‘active listening’.

Step 6.* Relate ‘skills’ and ‘habits’ to the mentee’s ‘dream’.

Step 7. ‘What could you do to change this?’

Step 8. Make one small realistic plan together.

Step 9. Rehearse or practice.

Step 10. Fill in points gained in the week.

Step 11. Final positive comment.

10. Procedures for Individual & Group Sessions

Individual Sessions:

Before meeting the children:

Talk to the Class Teacher(s), or Subject Teacher(s), to fill in the Weekly Report Form. **Fill in ALL sections – each week – on the Weekly Report Form.**

- Circle ‘YES’ or ‘NO’ – or ‘O’ in between ‘YES’ and ‘No’ to show improvement or dis-improvement that isn’t quite ‘YES’ or ‘NO’.
- ‘√’ or ‘x’ for ‘Homework Assigned’ (Nat. Sch.), not YES or NO (to avoid confusion for student when scoring).
- ‘Details about YESs/NO’s – itemise in behaviour/action term what teacher has seen the child doing during the week that prompts her/him to assess YES or NO. This aims to name the details of the behaviour/action and contains NO JUDGMENTAL language.

The Individual Session:

Materials needed:

- Weekly Report Form Booklet - 1 per student
- Weekly Points Sheet Booklet – 1 per student
- Points Record (Bar Graphs) Booklet – 1 per student

Weekly Report Form – give the mentee her Weekly Report Form Booklet so she can look over the achievements of the week and the behaviours named.

Praise (Step 2+5) – look back over the WRF, to reinforce the praise for accomplishments of the previous week. Reference back to previous difficulties and patterns of behaviour can also be helpful to clarify where change has happened that week.

“How did you do it?”(Steps 2+5) Look at where the teacher gave ‘YES’s. Ask **open-ended questions** to help the mentee to become aware of what she is doing to achieve her goals and to help you understand how she managed to do things differently:

How did you do it? (and don’t stop asking if the student says, ‘I don’t know’ or that someone else did it?).....**How** do you make sure you have your materials all the time?...**What** are you doing in the class?.....**How** could changing impact on your achieving your ‘life dream’?

This looks for the specific details of what was done, decisions the student made, steps s/he took etc. This helps empower the student through becoming aware of what she is actually capable of doing, working with what is real as opposed to aspirational. The individual session offers the space to explore more personal elements of the student’s week that impact on her achievements.

Read aloud other feedback and find out (Steps 1,2,3,5 + 6) the student’s views of what’s happened in the past week. In all communication with the mentee remember to use **open-ended questions + active listening**:

I see you’re surprised by that.....**You’re** feeling uncertain.....**You’re** feeling hopeless.....**You look** angry about that, I can see.....**So you’re** saying that is unfair.

Ask questions, using the **motivational interviewing** approach, so as to understand events from the standpoint of the student:

Is this what you expected?.....**What** are you thinking at this point?.....**How** do you reconcile this with your ‘Life Dream’ to?

Remember to pause, take your time *wait for the bucket to go down the well, collect the water, and come back up.*

What could you do to change this? (Problem-solving) (**Step 7**) - look at one area where the student had a ‘No’ on the Weekly Report Form to explore how that could be improved. Look for one specific goal from the student and brainstorm solutions.

One small realistic plan (Step 8) – evaluate how realistic these solutions are for the student (given life circumstances and past habits). Encourage the student to select one solution to experiment with this week. If this was dealt with in the Group Session, at this point the work is about reinforcing and reminding as the week starts. Plan the implementation in detail, for example, How will you do that? / What will you need to do to be able to do that? / What help

will you need to manage that? etc. Plan all of the steps. Anticipate what could go wrong and plan what to do if something goes wrong. Where the student expresses confusion as to the value of trying to make changes it is useful to ask how she feels that particular issue (e.g. always being late for school) might affect her 'dream' in life. This helps keep the goal for the week on the student's own terms. Help the student to choose a goal to hold as a focus for the coming week. Get the student to write the goal in 'Goal for this week' in the following week's Weekly Report Form.

Rehearse or Practice (Step 9) – where it is felt there is a need, practice whatever the student will be trying to do during the week in orders to change a 'No' to a 'Yes' on the Weekly Report Form. For example, rehearse speaking to a teacher or parent, do some homework together, organize her school copies together, or practice/role-play explaining to her mother, for example, that she needs to be left in peace for 1 hour between 5 and 6 to do homework, Monday to Thursday.

Points (Step 10) for the last 5mins of the session- the mentee is awarded 5 points for each 'YES' on the WRF. Points are *only* given where there is a YES. These are filled in on the Weekly Points Form at the end of the session. The mentor tells the mentee what points she gets. *Only reference* where there are points gained, *not* where the mentee didn't gain points. The mentor checks the mentee's points maths and finally, the mentee fills in the Overall Points Graph which, again, the mentor checks.

Final positive comment (Step 11) – whatever the level of achievement in the week for the mentee, end the session with a positive comment and summary of the goal for the coming week and progress as seen in the Bar Graph.

Group Sessions:

Before meeting the mentees:

1. Talk to the Class Teacher(s), or Subject Teacher(s), to fill in the Weekly Report Form.

Fill in All sections each week on the Weekly Report Form.

- **Circle** 'YES' or 'NO' or 'O' in between 'YES' and 'NO' to show improvement or dis-improvement that isn't quite 'YES' or 'NO'.
- '√' or 'x' for ' Homework Assigned' (Nat. Sch.), not YES or No (to avoid confusion for student when scoring).
- 'Details about YESs/NOs' - itemise in behaviour/action terms what the teacher has actually seen the child doing during the week that prompts her/him to assess YES or NO. This aims to name the details of the behaviour/action and contains NO JUDGMENTAL language.

In Group with the Mentees:

Materials needed:

- MAP Group Session Plan

- Weekly Report Form Booklet- 1per student
- Weekly Points Sheet Booklet – 1 per student
- Points Record (Bar Graphs) Booklet – 1 per student
- Group rules- 1 copy
- Group Points Record – 1 copy

Weekly Report Form – give each mentee their Weekly Report Form Booklet so they can look over the achievements of the week and the behaviours named.

Praise (Steps 2+5) – working with each mentee, one at a time, look back over the WRF, to reinforce the praise for accomplishments of the previous week. Referring back to previous difficulties and patterns of behaviour can also be helpful to clarify where change has happened that week.

How did you do it? (Steps 2+5) Look at where the teacher gave ‘Yes’s. Ask **open-ended questions** to help the mentee to become aware of what she is doing to achieve her goals and to help you understand how they managed to do things differently:

How did you do it? (and don’t stop asking if the student says, “I don’t know”, or that someone else did it) How do you make sure you have your materials all the time? **What** are you doing in class? **How** could changing impact on your ‘life dream’?

This looks for the specific details of what was done, decisions the student made, steps s/he took etc. This helps empower the student through becoming aware of what she is actually capable of doing, working with what is real as opposed to aspirational. The individual session offers the space to explore more personal elements of the student’s week that impact on her achievements.

Read aloud other feedback and find out (**Steps 1,2,3,4,5 +6**) the student views of what’s happened in the past week. In all communication with the mentee use **open-ended questions** + **active listening**:

I see you’re surprised by thatYou’re feeling uncertain **You’re** sound like you’re feeling hopeless **You look** angry about that **So you’re** saying that is unfair.

Ask questions, using the **motivational interviewing** approach, so as to understand events from the standpoint of the student:

Is this what you expected?....**What** are you thinking at this point?.....How do you reconcile this with your ‘Life Dream’ to.....?

Remember to pause, take your time *wait for the bucket to go down the well, collect the water, and come back up.*

What could you do to change this? (Problem-solving) (**Steps 7**) – explore with the mentee what she would like to do the following week to change/improve her week. Look for one specific goal from her and brainstorm solutions. Remembering always to give the mentee plenty of time (the bucket + the well) – this could even mean over several weeks –

but if she is stuck you can choose to ask others in the group, her peers, if they have any advice from their own experiences trying to improve their achievements.

One small realistic plan (Step 8) – evaluate how realistic these solutions are for the student (given life circumstances and past habits). Encourage the student to select one solution to experiment with this week. If this was dealt with in Group Session at this point the work is about reinforcing and reminding as the week starts. Plan the implementation in detail – for example, How will you do that? / What will you need to do to be able to do that? / What help will you need to manage that? etc. *Plan all of the steps*. Anticipate what could go wrong and plan what to do if something goes wrong. Where the student expresses confusion as to the value of trying to make changes it is useful to ask how she feels that particular issue (e.g. always being late for school) might affect her ‘dream’ in life. This helps keep the goal for the week on the student’s own terms. Help the student to choose a goal to hold as a focus for the coming week. Get the student to write the goal in ‘Goal for this week’ in the following week’s Weekly Report Form.

Rehearse or Practise (Step 9) – where it is felt there is a need, if there is time, practice whatever the mentee will be trying to do during the week in order to change a ‘No’ to a ‘Yes’ on the Weekly Report Form. You can use others in the group to help with this, which also gives them experience of skills they may or may not have which might be relevant to them at this point or later. Examples of the kind of things to rehearse/practise are: Rehearse speaking to a teacher or parent, Do some homework together, Organize her school copies together, practice explaining to her mother that, for example, she needs to be left in peace for 1 hour between 5 and 6 to do homework, Monday to Thursday, or practice putting up her hand.

Points (Step 10) for the last 5 mins of the session - the mentee is awarded 5 points for each ‘YES’ on the WRF. These are filled in on the Weekly Points Form at the end of the session. The mentor tells the mentee what points she gets. *Only reference where there are points gained*, not ‘no points for ..’. The mentor checks the mentee’s points maths and finally, the mentee fills in the Overall Points Graph, which again the mentor checks. With older students the graphs can be omitted.

Final positive comment (Step 11) - whatever the level of achievement in the week for the mentees *end the session with positive comments and a summary of the mentees’ goals for the coming week and progress as seen in the Bar Graph*.

11. The Mentee’s Life Dream

When the mentor first meets the mentee she starts to explore the idea of a life dream the mentee has. This can be either a grounded career ‘dream’ or even a fantasy ‘dream’ that the mentee wants for his life. *It is essential the mentor works with the dream the mentee names and doesn’t try to make it more ‘realistic’ or alter it in any way*. The mentor can explore what the dream means to the child and why he has that dream. Achievements and non-achievements are frequently explored with the mentee, through the 2 years of the programme, in the context of skills being identified in the WRF that can/could contribute to the

achievement of this ‘dream’, or habits the mentee has that would mitigate against achieving the dream. For example: the teacher has named ‘details about the NOs’ on the WRF as ‘ignored instructions and left his books closed on his desk’ and the mentee’s dream is to ‘have a good job and own a big house in Spain’. The mentor will explore with the mentee, probably over several sessions, the steps he will need to take while in school to ‘have a good job’ and ‘have a big house in Spain’ and how the named behaviours might impact on his achieving this dream. See the script of ‘Ongoing Weekly Session with Mentee - Reconcile with ‘Life Dream’ (p.38) for an example of this.

12. Mentor Competencies

List:

1. Open-ended Questions
2. Active Listening
3. Focusing on the mentee, instead of on others
4. Praising
5. Motivational Interviewing
6. Relate skills + habits to the mentee’s ‘dream’
7. Reporting teacher’s or other’s feedback in non-judgmental, objective observations
8. Help the student find a small, feasible step s/he could take
9. Make plans to increase chances that the step will be taken/ the goal achieved

Details about Key Competencies

Open – Ended Questions - What? and How.....?

Start question with: ‘What.....?’ or ‘How.....?’ – These encourage the mentee to say more.

Avoid: ‘Did...? , Do....?’ ‘Was...?’ or ‘Is....?’ – These lead to ‘Yes’ or ‘No’ answers, little thought is given to the issue and little information is offered.

Avoid: ‘Why.....?’- it can often be difficult for the mentee to explain why s/he did something. It can also feel disciplinary in approach.

Active Listening

Paraphrase: This is what I hear you saying, ‘.....’ Is that right?

Ask for elaboration: Could you say some more about that?

Make supportive comments: You seem to be frustrated ... or ... I can see how difficult this has been for you.

Give non-verbal support: Good eye contact - nodding in understanding - sympathetic facial expression etc

Ask probing questions: What do you mean by that? How did you manage to finish your homework?

Summarise: I hear you saying several things. First, second, and finally

NB- Avoid the following traps:

- **Giving your own opinions** - ‘if it were up to me I would.....’
- **Making generalisations** – ‘Oh, that’s common for many people’.
- **Interjecting your own story** – ‘Oh, me too! I remember when I’
- **Agreeing or disagreeing with what the mentee is saying-** ‘I agree with you. They should (not).....’ or ‘He should never have.....’
- **Giving advice** – ‘You ought to’ or ‘Have you thought about doing....?’

Motivational Interviewing

Communication Approach You Will Use While Mentoring:

As a Map mentor, while you are mentoring, you will not speak to the mentee in the usual manner you might use in normal conversation. Motivational interviewing is the form of communication you will use with the mentee in order to help her develop her own autonomy in how she reflects on issues arising and how to problem-solve where necessary. You will explore with the mentee how she understands, or what she feels or thinks about, the information being offered in the Weekly Report Form, but you will never offer solutions to problems. Instead you will encourage her to think and see if she can come up with ideas herself. You will give her time to come to her own solutions even if this takes several weeks. This develops the sense of competence within the mentee, developing her intrinsic motivation, through the experience of her successes coming from her own problem-solving. Motivational Interviewing also contributes to the collaborative nature of the mentor-mentee relationship.

Key Elements:

Collaboration:	between mentor + mentee, mentor + teacher
Evocation:	ask good open-ended questions to help draw out ideas from the mentee
Autonomy:	the autonomy of the mentee is primary, for example the mentee’s perception of things

Key Principles:

Express Empathy:	express real feeling for the mentee
Support Self-Efficacy:	the capacity of the mentee to think, find solutions, and make change happen
Roll with Resistance:	allow the mentee to not want to engage
Develop Discrepancy:	explore the difference between the WRF's named behaviours and the 'life dream' the mentee has named

Key Points:

1. Freedom of Choice
 - 'I don't know what you will make of this...'
2. Elicit the student's concerns:
 - 'What do you make of this?'
 - 'Is this what you expected?'
 - 'What are you thinking at this point?'
3. Use Active Listening:
 - 'You sound surprised by that.'
 - 'I sounds like it is confusing for you'.
 - 'So you're saying it makes you feel angry.'
4. Explore Discrepancy:
 - The Discrepancy between the student's LIFE DREAM and their CURRENT BEHAVIOUR as named in the Weekly Report Form.

Detail

Detail is an essential element in the MAP mentoring process which both requires and works with detail. Detail is necessary in the information the teacher gives you for the Weekly Report Form and in your exploration of the mentee's ideas for their goal for the following week. As mentor you will look for details from the teacher of what the teacher has seen the student doing in class (the action involved) that led to achievement/lack of achievement that week. Equally, in planning the goal you will help the student break down the goal into achievable steps, the details of what s/he could do to ensure the goal is achieved. This develops a patient, thoughtful and active manner of engagement in the student.

Behaviour/Action List Details about the YESs/NOs

This list aims to help the mentor report the teacher's feedback in detailed, objective, behavioural terms, expressed as observed actions. It is grouped according to general feedback from teachers about students. In order to help the teachers identify the specific behaviours/actions the student was engaging in, their general feedback, *italics underlined below*, has been broken down into these specific behaviours/actions, **in bold**. These will offer

detail to help the student become more aware of his specific behaviours that indicate achievement or not.

It is necessary therefore that you help the teacher to understand this element of the reporting on the student's functioning for the given week, reminding them that MAP works differently and needs a clear non-judgemental statement of what they saw the student doing. For instance, if the teacher says the student was distracted *you don't write this down* but ask the teacher what she saw the student doing that indicated that he was distracted, e.g. looking round the room, or playing with things on his desk etc. Show this list to the teachers while you are filling in the WRF with them. See Appendix p.73 for a copy that can be printed on a 2-sided A4 page.

Focussed his attention on his work

Looked at his book

Got on with his writing

Read from the book

Took time to think

Worked well/On task

Put up his hand

Read along with the teacher

Listened to the teacher

Relaxed

Watched the video

Was calm in class

Listened

Worked fast

Wrote

Nodded her head

Thought before writing

Made eye contact

Concentrated

Took notes down

Followed instructions

Responded

Did what he was asked

Took initiative/responsibility

Offered ideas

Took time to think

Volunteered information

Asked questions

Offered to read in class

Apologised for something he did

Settled down quickly

Sat down

Got books out

Listened

Looked at the teacher

Read

Had all her materials with her

Distracted

Looked around the room

Got out of her seat

Looked out of the window

Responded to talk of others

Ignored the teacher's request

Caused trouble

Fought

Argued with the teacher

Took things from others

Distracted others

Talked

Called to others

Slagged others

Shouted out

Made noises in class

Argued

Denied what he had been doing

Didn't do as asked

Left books in bag

Looked round the room

Ignored instructions

Covered her head

Disorganised

Mislaid/lost his books

Took ages searching for her pen in her bag

Started the writing

Walked round the room

Turned around

Put his feet on the desk

Ignored the teacher

Sat sideways in his seat

Hit others in the class

Slagged others

Made hostile remarks

Chatted

Commented on others

Laughed at others

Complained about things

**Tried to bargain about doing
homework**

Shouted at the teacher

Left book closed on desk

Talked to others in the class

Lay his head on the desk

Left her books in her locker

Left his books at home

Open and ready for class

Sat in an open way, upright

Faced the class

Sat up

Looked at me and listened

Looked happy – smiled

Had her books out open on her desk

Feelings/Emotions List

A Feelings/Emotions List – because it can be difficult for us to put a name on feelings or emotions this list can be of help to the mentor in talking with the mentee about the feedback for the week, as shown in the Weekly Report Form.

<p>Happy:</p> <p>pleased glad wonderful elated excited content surprised proud relieved satisfied confident</p>	<p>Positive:</p> <p>determined hopeful motivated inspired energetic loving eager excited receptive happy</p>	<p>Uneasy:</p> <p>nervous tense anxious flustered insecure angry cross confused bored flat apathetic</p>
<p>Angry:</p> <p>frustrated cross irritated annoyed furious livid enraged hurt tired scared</p>	<p>Negative:</p> <p>distrustful suspicious scornful stupid ashamed worthless</p>	<p>Unhappy:</p> <p>hurt upset lonely guilty miserable despairing devastated lost down</p>

Confused:	Upset:	Frightened:
hurt upset lonely inadequate cross miserable shocked mixed-up nervous scared discontented foolish	angry frustrated sad tearful hurt miserable weepy	uneasy weak insecure inadequate tense anxious nervous scared threatened

13. Sample Scripts of Contact Sessions with Mentees, Teachers and Parents/Guardians

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Introduction

The following section contains sample sessions with all of the people you, as a mentor working on the Mentoring for Achievement Programme, will come into contact with. Take these as a guide, of course, rather than the only way to do it but there are key elements that do need to be kept to as in, for instance, the way to ask the mentee to consider the Weekly Report Form or the motivational interviewing way of communicating with the mentee or encouraging the mentee to problem solve for himself (see also Steps for Individual & Group Sessions, p.15).

The scripts do keep closely to the MAP approach so consult them, particularly when you are starting out as a mentor or with a new group, or if you feel uncomfortable with how the sessions are going so as to check if your personal way of communicating is creeping in and interfering with the MAP approach. This can also help to reassure you that what you are doing is correct and that issues that might be arising are to do with the mentee and his school experience.

The scripts are laid out as a play script with speech written in *italics*, and where ‘**A**’ refers to **the mentor**, and ‘**B**’ **the mentee**. The scripts of group session use ‘B1’, ‘B2’, ‘B3’ and ‘B4’ to refer to different mentees. Indication is given, written in plain lettering, of pauses and when a mentee’s response is communicated through body language. Comments or advice are also sometimes included where it is deemed helpful.

Some of the scripts indicate different elements of the mentoring work, the steps you need to take in the sessions with the mentee. This can clarify the main elements of MAP mentoring.

There are 2 scripts of the mentor filling in the Weekly Report Form with the teacher. They both take ‘the same student’ who has ‘the same week’ but each shows a different approach from the teacher.

Scripts

1st Session with Mentee (Transitions – 6th Class to 1st Year)

The purpose of the session is to meet the mentee for the first time and explain what is involved in MAP and why it was that he was chosen for the programme. Find out something about him in school as well as outside of school. Also you need to mention your contact with the teachers and parents/guardians. Very importantly too you will look for the mentee’s dream for himself in his life. *This isn’t a routine session as there isn’t a Weekly Report Form.* Keep the session short so that he will want to come back for more.

A: *Hello B. It is good to see you.*

B: *Hello.*

A: *My name is.... and I’m ... (your MAP mentor)*

B: *What’s this about? Is it about maps, like drawing maps and stuff like that?*

- A: *No, it's not actually about maps, as in geography. MAP is the abbreviation for 'Mentoring for Achievement Programme'. What I'd like to do with you today, in fact in the next 10 minutes or so, is to explain to you what MAP is so that you are clear about it. So tell me if you don't understand what I mean. Ok? Will you?*
- B: *Yeah, ok. Why am I doing it? Why did they put me in it?*
- A: *Well, you have been chosen by your teacher for the programme because she feels that you have the ability to do better in school. There are others in it too. I am going to be your mentor and I'm going to meet you every week.*
- B: *What's that mean? A mentor. What's a mentor?*
- A: *A mentor is a person you can talk to about things, who will try to help you with things that are going on in school so that if there are any things that are proving difficult for you, or that worry you, or you're not sure how to deal with them we can talk about them and I'll help you work out a way of sorting them out.*
- B: *Do you mean helping me with homework?*
- A: *Well it can be about homework but it can be about all sorts of things that go on in school for you. I might be able to help with your homework. If you aren't sure how to do your homework you could show it to me, but I'm not a teacher. If I can help you work out how to do it I will. But I could help you find out what it is about doing your homework that is a problem for you...*
- B: *I just don't do homework. I never do homework. That's not a problem to me.*
- A: *Ok. Well, I will meet you every week to talk about school. Can you tell me something now about school, what you do in school, how the day starts and so on, just so I can understand what your day is like.*
- B: *School starts at 9 o'clock, 10 to 9 ... always with maths. Well Ms is usually doing things when we arrive in like talking to someone, or someone's ma. The first thing we always do is maths. Yeughh. I hate maths. Sometimes I arrive a bit late and miss it but she sometimes makes me do it anyway.*
- A: *Ok, so maths sounds like something you have to do then.*
- B: *Yeah. Every day. Sometimes twice a day. And we do art and P.E. and we go to the gym. Yeah and we're doing a project in groups about history. Me and Stevo, Alison and Jenna, we're doing about a village, a Viking village. We have to write stuff about what it was like for them living in the Viking, with the Vikings. You know, they didn't have windows at all. And I'm making a model of a village with the houses and little people, little Vikings with swords and stuff.*
- A: *It sounds to me like you love doing that. Do you like art then, and craft, making things?*

- B: *Yeah. I love it. I made a wormery for the class. It's in the classroom. There's no worms in it. There was but they died. I did a painting for the Esso competition last year and it was the one our school sent in.*
- A: *It must be great for your group then to have an artist in the group, doing the project.*
- B: *Stevo and Jen write really well. Jenna writes all weird with weird words but she's good.*
- A: *When I call in, say next week, could you show me what you've been doing. The model. I'd love to see it.*
- B: *It's not finished yet. There's not a lot to see in it, just the ground and the stuff I'm using to make them with. When it's finished I'll show you. You'd be saying - I can't see any village there. I did a drawing, a plan of what the village will look like. I'll show you that.*
- A: *Great. Thanks. I'd love to see that. Tell me some more about you? Do you have any brothers or sisters? Who lives in your home with you?*
- B: *I live with me Nan and my little sister. She's in 3rd Class. Ciara. My Mam lives very close to us, in the road behind our house. My granda lives with us too. My older brother, Ant, moved into a flat with his girlfriend.*
- A: *Ok, so there's just the 4 of you in the house. Ok, and how do you get to school?*
- B: *Walk. It's just over there. I can see the school from my bedroom, when I'm in bed.*
- A: *So what time do you get up in the morning then, if you live so close?*
- B: *About half 8, or late sometimes. Half 9.*
- A: *Does Ciara walk to school with you?*
- B: *No. She's always on time. My Nan calls us. She gets up and I don't. Sometimes I do.*
- A: *And what would make it difficult for you to get up when Nan calls you?*
- B: *Too tired.*
- A: *Is that a problem in the school when you are late?*
- B: *No. Well, yes. Not really. I'm never very late. And I never miss school. Never. Even when I was sick once.*
- A: *Wow! That's amazing. You must like school then, do you?*
- B: *Yeah. I don't like maths and when Miss gets angry, when she shouts. And English.*
- A: *But what do you really like about school? I know you like art and P.E. What else?*
- B: *Well I like me mates. And when we're playing football in the yard. I dunno. I just like it. And Miss is good. She plays guitar and sings us songs. We're always doing songs.*
- A: *Do you like that?*

B: *Yeah. We made up a rap. Me and Stevo wrote one last year and we sang it at the end of year concert.*

A: *Wow, I'm really learning a lot of great things about you. You're quite a talented lad aren't you Will I tell you a little more about MAP? Yeah?*

B: *Yeah, right, ok.*

A: *There's a form we will use which I'll show you next week. But there's one thing I'd really like to know about you that will be very important when we're doing MAP...*

B: *What?*

A: *Do you have any ideas of what you'd like to be doing in your life when you're an adult, like a dream you have for yourself, something you'd love to be doing or to have...*

B: *I'm going to be an artist. I'd like to be.*

A: *Well it sounds to me like you already have the skills. That's great. I'll make a note of that so I remember that because I am to work with you in a way to help you develop the sorts of skills you might need to become an artist, not just the skills of drawing or painting. We will discover other things during the year. No doubt too, other skills you have that will help you to achieve that dream. That sounds great. One other thing about MAP is that I will also ring your home once a month. Would I ring your Nan?*

B: *Why?*

A: *To let her hear about some of the great things you're doing in school. Let her know how you're getting on in MAP. Would your Nan be the person for me to ring?*

B: *Yeah.*

A: *What number could I get her on during the day?*

B: *087 4332095.*

A: *Ok. Great. Look, B, it's been good talking to you today. When we meet next week I will have spoken to your teacher and filled in the form I mentioned. We can have a look at it then. What do you think she will have said about you to me?*

B: *Dunno She'll tell you about the Vikings model, the village ... I don't know.*

A: *Ok, well, we'll see. Ok, well, great talking to you. I look forward to seeing you next Friday about this time.*

B: *Yeah, bye. See you.*

A: *Bye.*

Filling in the Weekly Report Form with the Teacher

The Directive Teacher

This script shows how to fill in the Weekly Report Form with a teacher who wants to use your engagement with the student to get him to change specific aspects of how he has been this week. It is your goal to fill in all the parts of the form keeping strictly to the motivational interviewing approach whereby the pupil is helped and encouraged to reflect on his week. He alone decides the goal and the mentor does not direct or advise him on how he should operate in class. Notice how the mentor reminds the teacher of the MAP approach. Remember to empathise with the teacher particularly when she is referencing things that are stressful in her work. 'A' is the mentor, and 'T' the teacher.

A: *Hello Sinead. How are you doing?*

T: *Ah, grand, mighty. The class is up in the air this week though. We've started preparing for Confirmations. Aaarh, I dread it.*

A: *Ok, I can see you're busy. Could we fill in B's Weekly Report Form? We can be as brief as you need to be.*

T: *No, I'm grand. He's had a pretty bad week, now. You know his mother had the baby last week, well now, he has been tired to be fair, late too, which he never is, but he's been more interested in messing and distracting everyone all round him. I've had to keep on top of him all week and whenever any one pupil takes up your full attention like that, the rest of the class seems to lose the run of themselves.*

A: *It sounds like it has been tough on you.*

T: *Yes. Ah, he's not 'bad' or 'bold'. He's very lovable but he has pushed me a lot this week. I think he's looking for attention from me as well as from his pals because his mum is taken up with the baby. I'd guess. I don't think the dad does too much there to help, but you'll sort him out. B, not the dad!*

A: *Well I'll definitely let him see this form and talk through what's been going on for him this week. And I definitely won't sort out his dad. Let's fill this in, will we, and then see where we go from there.*

T: *Well he's been in all week, which is great. Late only on Thursday, yesterday. They slept it out, his mum said. Up through the night with the baby. So he's been great in that.*

A: *Ok. I'll put that down here (in 'Details about the YES's'). What'll I say – 'perfect attendance this week'?*

T: *Well maybe just 'His attendance and time-keeping have been very good'.*

A: *Ok (writes this in the in the 'Details...YESs' box). Ok, and has he had his materials?*

- T: *Well, yes actually. He's been very good because they had to bring in stuff for a project they're doing and he had everything. I was surprised with all that's going on for them.*
- A: *Great. I'll make a note of that too in the 'details about YESs' here will I? How could we word that as a behavior?*
- T: *Well, let's see. 'He remembered to bring in his materials.'*
- A: *'...for his project'. So that he knows what materials you are referring to.*
- T: *Yes, perfect.*
- A: *(writes teacher's words in 'Details... YESs'). That's great. It sounds like he has had difficult week in a lot of ways but this will be good for him to hear. I'd say he'll be pleased to hear you said that about him. Behaviour not satisfactory, obviously?*
- T: *Well, no. I mean, he really hasn't been bad at all. He can be cheeky or even just blatantly refuse to do things he's asked but he hasn't been like that. He's just ignored everything I said to him. He needs to hear that he can't just distract everyone in the class, and that there are others who need my time too. Maybe his goal could be to do as he's told, or settle down to his work and focus better. Could you just say to him that he can't just carry on.....*
- A: *Well, you see, I can't do it like that. In MAP he sets his own goal. He will see the NOs he has and, so, the points he has missed out on, and the behaviours. I can find out what's been going on for him that has him being so distracted....*
- T: *And distracting. It's more that he is distracting everyone, all round him. The whole class. Maybe just tell him to focus on his own work. I should sit him away at a table, away from his group.*
- A: *Well, I'll get him to tell me about it. I can write those behaviours, like 'talking', or ...what other behaviours could I write in in the 'Details about the NOs' box?*
- T: *Yes talking and distracting others. Messing.*
- A: *Ok. What were his behaviours that distracted others?*
- T: *Um, well, looking around him at others and calling them.*
- A: *(starts to write this in 'Behaviours...' box) And what can I put down for 'messaging'? What was he doing that was 'messaging'?*
- T: *He was laughing. Telling jokes. Making silly noises. And I know he's not being bold, but it is really tiring. When you've got a whole class to deal with.*
- A: *I can imagine. It must be. Ok, (writing in 'Details...NOs' box) so I have 'talking, looking round him at others and calling them, laughing, telling jokes, making noises'. Is that ok?*
- T: *Yeah.*

- A: *Was there anything else?*
- T: *Ignoring the teacher's instructions.*
- A: *OK. (writes this in 'Details...NOs' box). When he sees the behaviour of the week broken down like this for him he will be more able to focus on something to change, particularly when he is also reading your reference to his bringing in the project materials.*
- T: *I'd have to say 'No' to both Class work and Homework. I haven't had a tap out him all week. He has been sleepy too, of course.*
- A: *(circles 'NO' for both of these). Ok. His goal for the week was to get his books out and settle down to his work quickly. Did he manage to do that? Even though he was distracting others?*
- T: *No, he didn't. Not at all. I had to remind him of it a number of times but not a blind bit of notice did he take.*
- A: *Ok. Yes, it's clearly been a difficult week for him. I'll get him to look back at previous weeks so he can see how, remember how he can be when he is managing better...*
- T: *Look it, if you could just say to him that he has been really distracting for everyone all week. He's going to have to cop on. The baby will be staying around! He can't carry on like that for weeks on end. Sure, he'll be crucified in the Secondary School.*
- A: *Well of course. I try to keep his focus on what he can achieve to improve things for himself, ways he can sort it out. When he sees the things he's doing that help him alongside the behaviours that don't serve him he's more likely to stop and pay attention. We name things in terms of 'skills that serve him' or 'habits that don't serve him' that he displays in class, and link these in to his dream, the 'dream' he has for himself in his life. He wants to 'get a good job' and 'work for the council', so I'll be asking him – what effect do you think this way of being would affect your managing to achieve your dream of getting a good job and working for the council? He has already said to me he wants to do well in school. I'll get him to make the links, to think and work out how he can change the experience of the week. That's where his goal comes in. He needs to be the one who does the problem solving. That is how we do it in MAP.*
- T: *Ok. Well, we will see. (the teacher is clearly not satisfied with this but it is important that you don't keep trying to explain the process till she is convinced).*
- A: *Ok. Look. I think that's it done, all filled in. I'll go through it all with him and see what goal he comes up with. I'll make sure he remembers to tell you his goal too. Thanks very much, Sinead. Hopefully next week will be an easier one for you. Mind yourself.*
- T: *Yes, thanks. What time will you be taking him?*

A: *In about 15 minutes.*

T: *Ok, grand. See you later.*

A: *Bye. Thanks.*

The Busy Teacher

This script is an example of how to look for the information from a teacher who is basically too busy to do it, or is distracted by something else. Your goal is to simply get all the core information required on the Weekly Report Form. You are 'A' and the teacher is 'T', called Sinead, same teacher and student from the last script.

A: *Hello Sinead. How are you doing?*

T: *Ah, grand, mighty. The class is up in the air this week though. We've started preparing for Confirmations. Aaarh, I dread it.*

A: *Ok, I can see you're busy. Could we fill in X's Weekly Report Form?
We can be as brief as you need to be.*

T: *Ok, grand. Fire away.*

A: *How was his attendance?*

T: *He was in every day, and on time every day, actually except yesterday. His ma said they all slept it out.*

A: *Ok. And 'Materials for Class'?*

T: *Yes.*

A: *Was his behavior satisfactory this week?*

T: *Well, not really. It wasn't awful but he was messing with a couple of lads at his desk all week, distracting everyone.*

A: *Ok, I'll put that down in 'Details about the NOs' too. What behavior did you see, then?*

T: *Talking and distracting others. Messing.*

A: *Ok. What were his behaviours that distracted others?*

T: *Um, well, looking around him at others and calling them.*

A: *Ok. (writes these in 'Details ... NOs') What can I put down for 'messing'? What was he doing that was 'messing'?*

T: *He was laughing. Telling jokes. Making silly noises.*

- A: *(Writing in the 'Details ... NOs' section) Ok, I'll put down 'talking, looking round him at others and calling them, laughing, telling jokes, making noises'. Ok, anything else?*
- T: *No.*
- A: *Did he get his class work done?*
- T: *He didn't finish it. He didn't do so badly but a couple of days he left a lot of the work unfinished, which is not like him, to be fair.*
- A: *Did he do all his homework this week?*
- T: *No. I didn't get any off him this week. They have the new baby so I make allowances. I haven't pressed him for it.*
- A: *Ok. His goal for the week was to get his books out and settle down to his work quickly. Did he manage to do that, even though he was then distracting others?*
- T: *Well, no. Not really. I'll have to say 'no'.*
- A: *Ok. So, what can I put in 'Details about the YESs'. For attendance, punctuality and materials? How can we name it in behavior terms?*
- T: *Well, um, he brought in his materials, he remembered to bring in his materials. He has been in all week and 'nearly' always on time.*
- A: *Ok, great. Thanks Sinead. I'll get him to give it some thought to see what he might be able to improve on for next week. He'll let you know what his goal is. Ok, thanks. Bye.*
- T: *Yeah. See ya. Thanks.*

Ongoing Weekly Session with Mentee

This is the ongoing weekly session where you show the mentee the most recently filled-in Weekly Report Form for the first time. This example can be used for individual or group sessions, though in the group session you can include the others in the group to witness praise, help the mentee with finding a goal or practicing a skill for the following week. For this script see the 'Group Session' script (see p.43) which just focuses on the additional elements over and above what the following script contains. This script is a full session but has been broken down into 'STEPS' to guide your attention to the mentoring skills. Please note the pauses that leave the space for the mentee to think – to 'let the bucket drop way down into the well, collect the water, and come back up' – in the mentee's own time. It gives the mentee time to think, unrushed, and find her own thoughts or ideas (motivational interviewing). Let the mentee know you know what it's like to be in her shoes. Remember to use the mentee's words when talking with her, as when she uses the word 'concentrate' in the session. The mentor breaks down this non-specific concept into specific behaviours so as to focus her attention onto behaviours she can begin to work with.

A. *Hello B. How are you today?*

B. *Grand Yeah. Cool*

WHAT'S BEEN GOING ON WITH YOU OVER THE PAST WEEK?

A. *What's been going on for you this week, then B?*

B. *Um, Yeah, it's been good. It was my auntie's birthday at the weekend and we went out in a limo. It was wicked. My cousin Thomo was shouting out the window at the people in the street and acting like a big star. He really fancies himself. It was so funny.*

A. *That sounds pretty cool. And how has school been this week for you?*

B. *Boring. Didn't do anything. Usual stuff. Nothing really. Oh, yeah, K..... got suspended for telling Mr. P.... to f... off (pause) Yeah, grand.*

A. *And you won the basketball match.*

B. *Yeah. It was such a hard match. It was great.*

SHOW THE WRF + WHAT DO YOU MAKE OF THIS INFORMATION

A. *And so were you, I hear. And from what your teacher was saying you haven't been doing 'nothing'. She was very impressed with you this week. Have a look at this (gives her the Weekly Report Form). What do you make of this?*

(The mentee looks over the WRF carefully reading the 'Details about the YESs' and 'Details about the NOs'.)

B. *I was in on Tuesday. I was in every day this week. I didn't miss any days, and I was on time.*

PRAISE AN ACCOMPLISHMENT

A. *Yes, you are on time every day. Well done. Your punctuality has been great the past 2 or 3 weeks, hasn't it. And in 4 days. I will check with Miss P about Tuesday. Why would she have the impression that you were absent if you were in?*

B. *I dunno (pause).*

ACTIVE LISTENING + MOTIVATIONAL INTERVIEWING

A. *If you were in it is strange she didn't know (pause).*

B. *She fills in the register with her head down so she doesn't see us. You can ask Jen. I was there.*

A. *But, did you answer when she called your name?*

B. *Yeah. I was with Jen. You can ask her. I'm going to tell Miss. It's stupid.*

A. *I accept what you're saying but why would she not have heard you then?*

B. *I dunno. She does the roll so fast she couldn't be able to hear anyone. Everyone's talking. I was chatting with Jen, ask her yourself.*

WHAT COULD YOU DO? + MOTIVATIONAL INTERVIEWING + OPEN-ENDED QUESTIONS

- A. *What do you think you could do, though, to be sure she knows you are in? (Pause)*
- B. *I dunno. (pause while B looks at the WRF again)*
- A. *What could you do so that there is no doubt and you don't run the risk of losing 5 points. That would be such a shame.... when you're in anyway!*
- B. *(she shrugs her shoulders) Dunno (pause) I could answer louder. Shout 'anseo' and make sure she does hear me. Or I could go up to her and say 'hello' when we come in.*
- A. *Well they sound like 2 really good ideas, and if you said 'hello' to her then she'd definitely know you are in. Do you want to try one of them next week, to be sure?*
- B. *Yeah.*
- A. *Which one do you want to do?*
- B. *I'll say hello to her. I'll tell her something.*
- A. *What difference would that make, do you think?*
- B. *She'd remember me being in if I told her something. She might ask me about it and she would look at me when I'm speaking to her so she'd know I was in. Deffo!*
- A. *That's a great idea. Good one. Nice thinking, B. Would you like to write that down as your 'Goal' for next week?*
- B. *Umm. No. I want to do a different goal.*
- A. *Ok, great. Let's look at the rest of the form and we'll come back to the goal later then. Is that ok? Will you remember it, the goal you want.*
- B. *I don't know it yet, but I'll think of a different one.*
- A. *Ok, great. Grand.*

(She looks back at the WRF and is quiet for a while, thinking, running her finger over the writing in the WRF.)

B: *Did she say that about me? (she is looking at the 'Details about the YESs')*

READ ALOUD FEEDBACK FROM WRF + PRAISE ACCOMPLISHMENTS + ASK HOW SHE ACCOMPLISHED THINGS + ACTIVE LISTENING

- A. *She did, yes. She said to me that, look, (reading from the WRF, pointing to 'Details ...') 'in group work helped others develop ideas', 'had all her materials all week'. That's great B! And that was your goal for this week. Well done. How did you manage to remember to bring in everything?*
- B. *I put that note on my door so I'd see it when I was going to bed and I got my things sorted before I got into bed. I put my books in my bag, and a pen. And I nearly forgot my homework on, er, yesterday. And I put a note on the inside of the door in case so I'd see it in the morning but I didn't need that.*
- A. *That is a big thing for you to do. That is so good B. When you put your mind to it, and think about it, and plan a way that you can do, you can really do it. (B is quiet for a while, thinking, a slight smile on her face). I think you are proud of the fact that*

you can do that (she nods her head). *Well done B* (pause). *Will we have a look at some more of this?*

B: *Yeah, ok.*

A: (Again looking at the WRF, 'Details ...') *Look, 'volunteered'. She said you asked her could you tidy up the table where the nature stuff is and that you were so careful and gentle with some of it, you know the egg shell that is there. She actually said she watched you concentrating so hard so you didn't break anything when you were lifting them away so you could dust. She said she was so impressed. That's why she said 'picking things up gently' here (in 'Details about the YESs'). Do you remember that?*

ACTIVE LISTENING

B: *Yeah* (a slight smile has appeared on B's face. Pause)

A: *You seem happy about that? Are You?*

B: (pause, shrugs) *Yeah.* (Pause)

A: *Did you know you could concentrate so well? Bring all your attention focussed so well on what you are doing, determined not to break the egg?*

B: *No* (looking more obviously pleased with herself).

A: *That is such a great skill to have. And it is a skill you didn't know you had. You look really pleased to realise this.*

B: *Yeah.*

A: *Why she was surprised was that she said you find it hard to keep at the writing or reading when you're doing class work. She names it here (in 'Details about the NO's) 'distracted', 'leaves her books in her bag' – so it's not managing to settle down And look at your class work, read it, write whatever needs to be written. And so your class work doesn't get finished. And then you miss out on the points. That's what the teacher sees, and it's what you think, isn't it. You said that to me once – I can't concentrate. I get distracted by the others in the room. And here you are discovering you actually do have that skill, even though you don't use it much.*

B: *Yeah*

A: *What other things are you good at doing as well as carefully clearing the nature table and cleaning fragile things? In school, or at home?*

B: (pause, thinking, almost dreamy) *Dunno.* (pause) *When I'm looking after my cousin. If I have to feed him.*

A: *Ok, great, wow. So you have to pay careful attention with him too. And why do you have to do that when you are feeding him?*

B: *Well I can't let him feed himself* (pause) *or even talk on the phone 'cos he'd want it and he always has food on his hands. I have to put the food into his mouth and clean off the food off his face 'cos he always puts his hand into his mouth to mess with the food then rubs it on his face. He is so funny. He gets it all over his face.*

A: *Ok, I see, so it really takes a lot of work. So you have to watch him. What are you looking out for?*

B: *Well, I have to see when he has finished eating, when he needs more food or if he's dropping it onto the floor. Or if he tries to climb out of his chair!*

A: *So there really is a lot of work involved in feeding him. But it sounds to me like you are good at it, good at keeping focussed on him.*

B: *Yeah*

A: *Are you surprised at this? You look surprised.*

B: *Yeah.*

RECONCILE WITH 'LIFE DREAM'

A. *You know your 'dream' to be a hip-hop dancer?*

B. *Yeah*

A. *How do you think it will be helpful for you becoming a hip-hop dancer if you can develop these skills further, now, while you are in school?*

B. *Um, (pause) well you have to concentrate on the music. And when you're training. It's really tough. You have to be so fit. And strong.*

A. *Why would you have to concentrate when you are training?*

B. *You'd have to hear what the dance teacher is saying to you to do. The choreographer. And there'd be loads of other dancers so it would be easy to be distracted And if you didn't show them that you could pick it up quick they'd kick you out. So you'd have to concentrate really hard.*

A. *Wow. Yeah, you're so right. Of course. When I think about it I see what you mean? Did you think about 'being a good listener' as a skill a dancer would need to have?*

B. *No. (pause).*

EXPLORING POTENTIAL IDEA FOR GOAL + MOTIVATIONAL INTERVIEWING

A. *And just as you get yourself fit by doing all the sporty things you do, and the dancing you do, so you can also start to develop this skill too, here in school. Like, you know, get fit at listening (she laughs). Or fit at doing exactly what is being asked, straight away. There'd be loads of opportunity to practice it here, wouldn't there. Where could you practice it in school?*

B. *Er, I could when we are reading in class, or doing maths when it is difficult. (pause) I could concentrate when Miss talks to us, gives us instructions so I know exactly what to do. Sometimes I have to ask others in the class what are we meant to be doing.*

A. *Heh, this is exciting. You're really interested in this, aren't you? So, there's plenty of opportunities for you in school. You could become really skilled at these. And then when you go off to train to be a hip-hop dancer you'd be so well prepared for the training.*

(B sits back nodding, glancing again at the WRF and what the teacher put in ‘Details ...’. She looks calm and quietly happy. Suddenly she changes tone...)

B. *I did do my homework this week.*

A. *Did you? Miss P. said you did one and missed one. (Pause)*

B. *I dunno. (she looks annoyed – long pause) Oh yeah. I didn’t do the one on Tuesday.*

A. *Oh, ok. What happened that you didn’t get to do it?*

B. *I didn’t write it in my journal so I couldn’t remember what it was.*

A. *Well, yes, of course. It would be hard to remember then if you don't have it written down with all that's happening in your day in school. How did it happen that you didn't write it in your journal?*

B. *I think I just didn’t do it. Can’t remember. I only noticed at home. (pause)*

A. *What were you doing when the teacher set the homework?*

B. *(pause, thinking) Oh, yeah. Some of us were talking about the match. I do remember her giving it but I didn’t write it down. We were getting ready to go to the match so I was just thinking about the match. That’s all I could think about.*

A. *Ok, so you had moved your attention to something else before the end of the class, started talking about something else before the class finished.*

B. *Yeah.*

A. *And the consequence then was*

B. *..... I didn’t do my homework and Miss gave out to me. Well, she didn’t really because she was so pleased we had won and I was top scorer. But she*
whatever, yeah (smiling).

MAKING ONE, SMALL REALISTIC PLAN TOGETHER

A. *You really have so many skills don't you. Ok, now. Let's see. What would you like to set as your goal for next week, then?*

B. *Concentrate on my work. I’m going to concentrate better in class.*

A. *Well it sounds to me like that would be such a useful goal for you. When would you like to try it, I mean, what time of the day?*

B. *All day?*

A. *It would be great if you did manage to do it all day but could you tell me something specific you will concentrate on. What will you be doing when you are concentrating?*

B. *I’ll concentrate at getting down to my work when Miss says ... and keep at it ... when we do maths. Which I hate.*

A. *And what will you be actually doing when you are concentrating on your maths?*

B. *Um. Reading the maths book. Looking at the book and reading it. And writing the sums in my copy. (pause) And thinking.*

- A. *So, 'concentrating' means doing all those things.*
- B. *Well yeah, duh. Of course.*
- A. *That's very good. Looking at the book, reading it, thinking and writing the sums in your copy.*
- B. *Yeah.*
- A. *Could you write all 4 of those into the 'Goal for this week' in next week's Weekly Report Form.*
- B. *Yeah. Ok. (She starts to write them in the following week's WRF). What was it – looking at the book and reading it...Then what? Oh, yeah, thinking. (She continues writing).*
- A. *And 'writing ...' oh yeah, you've got that. Very good. That's a good goal. What can you do to help you to manage to do all of them? (she looks unsure) What could help you remember? Or if you lose concentration and stop looking at the book or stop thinking, what could help you get back to it?*
- B. *(she shrugs) I just will. I want to do it. I'll remember. I'll write a note to put on my desk saying 'concentrate' so when I see it I'll remember.*
- A. *And will you remember all those things to do?*
- B. *Well yeah 'cos that's what doing maths is.*
- A. *Ah yeah. So it is. Ok, great. So you'll write a note 'concentrate' for your desk. That's a very good idea. Like the notes on your door, and the 'traffic lights'. They have been very helpful for you stuck on your desk, haven't they.*
- B. *Yeah. I'll remember.*

REHEARSE OR PRACTICE

- A. *Do you want to write the note now? 'Concentrate'.*
- B. *No. I'll do it when I get back into class.*
- A. *So will you put it onto your desk today, ready for Monday?*
- B. *Yeah.*
- A. *How can you let Miss P. know what your goal for the week is?*
- B. *I'll tell her. I'll ask her now for some paper, some coloured paper, and some sellotape and tell her why.*
- A. *Heh, that's a good idea, to use coloured paper.*
- B. *And I'm going to write it big. Not too big but about this big (starts to write 'concentrate' on the WRF). How do you spell it? C-o-n-s ...*
- A. *Not 's'. 'C'.*
- B. *'Concentrate'. -i-n-t-r-a-t-e?*

- A. *'E-n-t ...' not '-i-n'. Ok?*
- B. *Yeah. (she finishes writing 'concentrate')*
- A. *Good. So you have the word now too. That is so good. I think you have got a good goal there, and if you focus on doing it, concentrating, looking at the maths book, reading it, thinking and writing the sums in your copy for this week that would be a good start.*
- B. *I'm going to concentrate in the other things we do too.*
- A. *Well it would be brilliant if you did, but keep the goal for this coming week about concentrating while you're doing maths, because it isn't something you find easy. It will be a challenge for you but, as Miss P. says, you can do it so well, and in class, already. You're already doing it in class.*

FILLING IN POINTS RECORD AND GRAPHS

Well you just need to do your points and the graph, and then you can go back to class and let her know. Let's do them now.

- B. *Ok. (She opens her Weekly Points booklet and puts the date at the top of the page. She checks her Overall Total from last week and writes it into the 'Last Overall Total')*
- A. *Ok, so, give yourself 20 for being in school for the 4 days – I'll check with her about Tuesday and we can change it if need be. 20 points for being on time for those 4 days. Very good! Give yourself 5 for having your materials for class and 5 for your goal. So you got 10 points for having your materials because that was your goal. That's great. Ok, B, so add them up.*

(She adds up her points and puts the total in the 'This Week's Total' box and adds this to the 'Last Overall Total' and puts the answer in the 'New Overall Total' box. The mentor checks the points and her 'sums' and signs at the bottom of the page at 'Checked')

- A. *Ok that's great B. So that's 50 more points for this week. We'll see what your goal of concentrating on your maths might do to your total next week. Could you do your Graph?*
- B. *Ok.*

(She fills her New Overall Total into the Overall Points graph)

- A. *So, well done, B. That was a great week this week with your discovering you already have a skill you didn't know you had, and one that will be so useful for you as a dancer. I hope you have a really good week next week with practicing concentrating.*
- B. *Yeah.*
- A. *So you're going to tell Miss P. now about the goal and write out the note for your desk, yeah?*
- B. *Yeah.*
- A. *Ok, B. So bye for this week then. I hope you have a lovely weekend. Say 'hi' to*

your mam from me, will you.

B. Yeah. I will. Bye.

Group Session – Asking others in the group for help identifying a goal for a mentee

This script is an example of how to involve the rest of the group in helping a mentee who can't think of a goal for the coming week. They have already heard the feedback and exploration of the WRF to the point where the mentor asks the mentee what he would like to set himself as a goal. Remember that the goal for the week needs to be just ONE small thing, ONE small step towards the bigger goal.

The mentee has not had a good week but the teacher has named 'Details about the YESs' as 'He did all his homework this week. His attendance has been very good'. The behaviours she named in 'Details about the NOs' were: 'leaves his books in his bag, sits sideways in his chair, looks out the window, slow to start class work'. The mentor is 'A' and the focus mentee is 'B1'. The rest of the group are 'B2', 'B3' and 'B4'.

A: *Ok, B1, what goal do you think you could set for yourself for the coming week? What could you try to change next week so you get more 'YESs' From the teacher?*

B1: *(pause) I dunno (pause).*

A: *Where would you like to get more points?*

B1: *Dunno.*

A: *The teacher said that the 'NOs' for Materials, Satisfactory Behaviour and Classwork were all about the same thing. That had a huge effect on your week, and on your points this week (pause - mentee still doesn't respond). What do you see when you look at the Weekly Report Form that you would like to change?*

B1: *All of it. It's crap.*

A: *It has been a difficult week for you. But can you see one area, one part of it to try out something with to see if you could change it? You did really well with your homework this week. It looks like you are interested in some of the work, at least.*

B1: *(pause) I dunno. (pause)*

A: *Would you mind if I ask the rest of the group to help you?*

B1: *No. But how would they know?*

A: *Well they won't know what goal you want but they know you well, and know how you are in class and might be able to help you find something. Let's see. Would that be ok?*

B1: *Yeah.*

A: *(speaking to the other 3 in the group) You have heard B1 today, and seen and heard his Weekly Report Form, and you all know him well. What strikes you that might be helpful for him that he could do next week to improve things for himself.*

B3: *He's always sitting looking round the class. If he faced forward, if you faced forward you wouldn't see everybody then and it's easier to not be distracted. Miss is always saying to him 'face forward' (pause. B1 doesn't respond but has heard).*

B2: *Well you should know. You always used to be facing backwards. Miss used to say to him 'we'll have to get you eyes for the back of your head'.*

B1: *Ok. I'll do that. I'll sit and face forward. See if that helps.*

A: *Ok. Do you want to try that? B3, tell B1 what it was like for you trying to change sitting backwards all the time*

B3: *It really helped and Miss wasn't at me all the time. And my work began to improve.*

A: *Yes, it made a big difference for you. So, B1. What makes you always sit facing sideways?*

B1: *I'm cold. It's cold in the room. I sit against the rad. I'd be freezing coming into class so I sit up at the rad. It's really hot and so nice and warm.*

B2: *He fell asleep once sitting there.*

A: *I'm not surprised. What do you think you could do, B1, to help you to do this because the rad is always going to be so tempting? Particularly if the room is cold.*

B1: *I can ask to move seats, sit at a different desk.*

A: *Wow, that's a great idea. Is it easy enough to just change desks? What will you have to do to do that?*

B1: *I'll tell Miss why I want to move and she'll say it's ok because she is sick and tired of me always sitting up against the rad.*

A: *Great. Well, that's a really good plan then to help you achieve your goal. You'll ask Miss if you can move. Then you'll move desk. Then you'll sit facing forward. All the time. Is that it?*

B1: *Yeah.*

A: *How do you feel about that as a goal?*

B1: *Yeah. It's good. I think I'll be able to do it.*

A: *And the help from B3. Thanks, B3. (B1 signals vaguely with his head towards B3) That was very helpful for B1. Thanks. It does show how you can help each other too doesn't it. It can be hard to come up with an idea sometimes. Would you write that onto your Weekly Report Form for next week, B1. How will you word it?*

B1: *I'll change seats and sit facing forward.*

A: *Part of the goal is to explain to Miss first though isn't it.*

B1: *Oh yes. Will I put that down in the goal?*

A: *Yes, of course. That is part of the steps you are taking to help you change that habit of sitting sideways. And Miss will see it and be able to say 'yes, he did ask me'.*

B1: *Ok. (he writes the 3 parts of the goal in the WRF of the following week)*

A: *Very good. Well done and good luck with that. I look forward to hearing how well you've done next week.*

Practicing to Help the Mentee Prepare for a Goal for the Week

This script gives a few suggestions, individual and group, in 3 different scenarios, of ways to give the mentees the opportunity to practice what they have planned for their goal.

They will often want to practice or rehearse and, after one or two examples, they will see the benefit of doing this. Even when what's involved in the goal seems simple and obvious it can be very empowering for the mentee to do a dry run first. They get the chance to formulate the words they will use, hear themselves saying them and respond to the reply, or to try out an action they will need to do for the goal to work. The practice also changes the goal from an abstract idea in their heads to action which in turn makes it easier for the mentee to remember.

The examples below start at the point where the mentee has just identified a goal and written it into the WRF.

Individual Session 1

A: *Ok, so read it out to me.*

B: *'I will put my hand up in class if I want to ask the teacher something'.*

A: *Great. Nice and clear. And you know it will be difficult for you to remember to do that, but you have that picture (of the raised hand) on your desk as a prompt too, don't you.*

B: *Yeah.*

A: *Would you practice putting up your hand here with me. I can pretend to be the teacher, teaching the class. Will we try it? (She looks at A, not sure about it, then sticks up her hand)*

B: *There. I do know how to stick up my hand.*

A: *I know you do but we can practice it as if it is during a class. That'll help to remind you when you are back in class. I'll pretend I'm speaking to the class. What are you going to ask the teacher?*

B: *Er, if I can go to the toilet. No. If I can read from the story we are doing in class, 'The Boy in the Striped Pyjamas'. Read it aloud to the class.*

A: *Good. Great. Ok, let's start. 'Ok, boys and girls, could you all sit back in your seats now and take out your 'Boy in the Striped Pyjamas' books. (B puts up her hand) We're going to do half an hour of reading together. Yes, B, what would you like?'*

B: *'Can I read first Miss?'*

A: *Yes you can, B. And it was so good that you put your hand up to ask me.'* (pause. B smiles) *Ok. I'm not the teacher any more. Very good, B. What was that like doing it, putting up your hand, waiting patiently till she asked you, explaining what you wanted?*

B: *Easy. I'll definitely be able to do this.*

A: *That is great. Will we try it once again with you asking something different?*

B: *Ok. Er, I'll ask if she will help me with maths.*

- A: *Ok. Ready?* (She nods. ‘Teacher’ pretends to be explaining something to someone else in the class. B puts up her hand...)
- B: *‘Please, Miss.’* (pause)
- A: *‘Yes, B. What can I do for you?’*
- B: *‘I can’t do the maths, Miss. Can you help me with it please?’*
- A: *‘Of course. Let’s have a look. Which one is it?’*
- B: *‘This one. How do you get that to equal that?’* (‘Teacher’ starts to explain but fades her voice out and stops)
- A: *Ok. I’m not the teacher any more. Very good. That was great the way you put your hand up, called for the teacher’s attention and waited. Well done. Now good luck with it next week and be sure to let the teacher know what your goal is when you go back to class. Next week you can tell me some examples of when you did it. Ok?*
- B: *Yeah, ok.*

Individual Session 2

- A: *Ok, so can you read out your goal?*
- B: *I’ll ask my nan if I can have some private time in my room every day so I can do my homework before dinner.*
- A: *Good. Would you like to practice it with me now, just so you can get it clear in your head all you want to say to her? I can pretend to be her.*
- B: *Yeah, ok. ‘Nan, I need a ...’*
(the mentor stops the mentee to help him prepare exactly what he will say to his Nan so he knows already when he starts the practice. This makes the practice easier and therefore more likely to work well because the planning thinking has already been done)
- A: *Just a minute. Get yourself ready for it first. What will you actually say to her?*
- B: *I’ll say that I don’t have any quiet time at all in my room because of Cait (his sister) all the time coming in when I’m there and so I don’t get my homework done* (pause).
- A: *Good start. Very clear. Now what do you need to say next?*
- B: *I’ll give her a box if she comes in again. No. (Laughing) Um. I need to do my homework so I will need to have the room privately – with Cait nowhere in sight – for half an hour every day. Before we have our dinner.*
- A: *Great. Was that everything?*
- B: *Yeah. Oh, and she needs to tell Cait. And I need to be able to lock the door.*
- A: *Is there a lock on the door?*

- B: *No*
- A: *Right. Would you like one?*
- B: *Yeah. No, it's not important.*
- A: *Ok, so, all that apart from the lock?*
- B: *Yeah.*
- A: *Ok, will we do it then? (B nods) I am your Nan. I'll do my best. Ok, go.*
- B: *'Hi Nan. I need to ask you something about school. I have to do my homework but Cait is always in from school so I can't concentrate on it and don't get it done. I need to do homework every day so can you say to Cait she has to leave me alone in the room for half an hour every day.'*
- A: *'Oh, yes of course, B. I will of course. I'll explain to her.'*
- B: *'And I want to do it before we eat dinner so it is done. So, from half 4 to 5 Cait can't come into my room. No-one can. Ok, Nan?'*
- A: *'Yes of course, dear. I'll make sure she leaves you in peace. Will half an hour be enough?'*
- B: *'Yes. I'm not doing more than half an hour. And I'll keep the door closed while I'm doing it.'*
- A: *'Ok. Let's tell her together when she gets in.'*
- B: *My Nan wouldn't do that. She'd just say to her to not go in. But she doesn't listen to her.*
- A: *Ok, but that is maybe the next part if it doesn't work. For now do this bit and you can see if it does it sufficiently and if you manage to get your homework done. Ok?*
- B: *Yeah, ok.*
- A: *That was very good B. You remembered all of it. Good luck with it. When will you say it to her.*
- B: *Today, when I get home.*

Group Session

In this script 'traffic lights' refers to a picture of traffic lights with 'Stop', 'Think', 'Go' beside the red, amber and green lights. The mentee uses this to focus on not reacting impulsively – 'Stop': to stop herself doing what she was about to do; – 'Think': to think about an alternative response (ignore, in this case); and – 'Go': to then do it.

- A: *Ok, B3 could you read out your goal to remind me? I can't remember all the bits to it.*
- B3: *Use the traffic lights to not fight with John and ignore anyone who talks to me during class, and get on with my work.*
- A: *Yes. So, Stop, Think and Go. And you have seen already that the traffic lights work well for you, which is great, B3. And so, what will you be stopping?*
- B3: *If I get angry and am going to shout at John or hit him, I stop. And I think about ignoring him, say to myself 'just ignore him and get on with your work' and I just do it.*
- A: *Good . You know it well. I think it would help you if we practiced it here with some of the group so you have the experience of it, even in this way, to help you become more skilled at it. Will we?*
- A: *Yeah. B1, you be John.*
- B1: *I'm not being John. I'll be the teacher.*
- A: *Yes, we could have a teacher in it too. Ok, who would like to help B3 practice this goal? It will be a hard one to do so if he gets a chance to try it out he will be more likely to manage to do it.*
- B2: *I'll be John. No hitting, B3.*
- B3: *No. I'm practicing ignoring you. What's the point of practicing hitting you? I don't need to practice that (laughing).*
- A: *Exactly. So, we have B3 as himself, and you know what you're going to do. Yes? Tell me again.*
- B3: *I will to get angry when he slags me, but I'll look at the traffic lights on my desk. I'll stop myself and think 'just ignore him. He's only trying to cause trouble. Look back at the work and do the next bit of work.' Then I'll look at my book and get on with the work.*
- A: *That's great. Good stuff. Ok, and B2. You are any person who might distract B3, not John. Ok? How are you going to slag him? No hitting, just words, and not too close.*
- B3: *Um, 'Look at the state of you. Did yer ma not brush your hair this morning for you?'*
- A: *Ok. A great slag. That'll test you, B3. Just keep it to that though. Don't add on more.*
- B2: *Ok.*
- A: *B4, could you be another boy in the class and sit beside B3 working?*

B4: *Yeah. I'll look up too when he says it because I expect B3 to jump up and hit him or curse.*

A: *Yes, great. You really know him. Now you will be seeing a new way for B3 to respond. And B1, as the teacher. Could you say something to B3 for not responding.*

B3: *The teacher wouldn't hear it. He isn't going to shout it out for everyone to hear.*

A: *Yes, but just for this practice let us have the teacher notice at least that B3 has done something differently. Ok? And you acknowledge it in some way. What will you do?*

B1: *I'll just say 'well done, B3' sort of quietly to him.*

A: *Well, could you say a little more? Could you say what your 'well done' is for? Like, 'well done for ignoring and getting on with your work'. Ok?*

B1: *Ok. Well done for ignoring and getting on with your work.*

A: *Ok. Are we all ready to go? Get yourselves into your places, as if you are in your desks working.*

(The group quickly move into place and start 'working', sitting as if in desks near each other. The teacher stands and starts to play being a teacher, looking at their work)

A: *All ready? Ok, go.*

B2: *'Heh, B3. Look at the state of you. Did your ma not brush your hair for you this morning?' (B3 looks at him for a while and then drops his head and starts to pretend to write. B4 looks over at B2 as well and also gets back on with his work. B1 walks past and leans down and whispers to B3)*

B1: *'Very good. Well done for ignoring him and getting on with your work'.*

(B3 keeps working for a while then stands up with a little smile on his face).

A: *Well done, B3. That was excellently done. So, that's how to do it next week. I'll be dying to hear how it has gone for you during the week when I speak to your teacher next Friday. Thanks everyone for helping. You were all great.*

Telephone Scripts

1st Phone Call to Parent/Guardian, including Informing about MAP

It is best to meet the parent/guardian to talk through the programme with them. At this session the Weekly Report Form could be shown to them, or the elements of the WRF named as the areas that will be monitored to help improve their son/daughter's experience in school. If it is not possible to meet a parent/guardian use the phone script below. Use the script as a plan for if you meet the parent/guardian.

Keep the call short and focused and don't try to describe the mechanics of the programme. Keep to the basic points as below.

The pupil/student will be referred to as 'B' throughout, and sometimes as 'he/him', sometimes as 'she/her'. The parent/guardian is P.

(In the case of Transition - 6th Class/1st Year Programme):

A: *Hello, Mrs., Ms., Mr.,*

P: *Hello.*

A: *My name is I'm calling from..... School. Are you B's mother/father/guardian?*

P: *Yes.*

P: *I'm B's School Completion Programme worker in School.*

A: *Oh yes, of course. Hello.*

P: *B's school is offering a programme called MAP – the Mentoring for Achievement Programme - for some of the 6th Class/1st Year pupils this year. It's a 2-Year programme designed for pupils/students who the school feels have the ability to do better and to support them so they can achieve as well as they can. The programme also helps pupils with the move from Primary School to Secondary School to help them with settling in and getting used to all the changes involved.*

P: *Oh I see.*

A: *The School has selected B for this programme because they feel he has the ability to do better in school.*

P: *Oh, very good. What do you mean 'do better'?*

A: *Well, I'm not sure myself but I know the teachers in the school who know him say he 'can do better'. As we go along I'll find out exactly what they mean and I'll let you know.*

P: *Ok, thanks. What does he have to do for this programme? Is it during school time?*

- A: *It is during school time. It's a school programme. He just has to continue in class as he does and meet me each week to talk over how things have been going that week for him. I'll see his teacher every week to hear how he's been doing. Each week too he will try to set himself a goal for the following week.*
- P: *Oh, I see. That's good. Are there any others doing it?*
- A: *Yes, there will be 4/8 pupils involved in the school. I will also phone you once a month to let you know his achievements in the programme. Would you give permission for him to take part in it?*
- P: *Oh, I think so. It sounds good.*
- A: *Ok, I'll send a Permission Form home with him today. Could you sign it and send it back in to the school tomorrow, please.*
- P: *Of course I will.*
- A: *Have you anything you'd like to ask me about it, or any comments?*
- P: *Well, not really. I know he needs a bit of help and he's quite nervous about going up to Secondary.*
- A: *Well, because it is a 2-year programme I'll see him next year as well when he moves school so I'll be able to help him with the things that are making him nervous. So I'll see him for the rest of this year and all of next year, for 2 full years.*
- P: *Oh, that's great. Ah, you're so good. Thank you very much. He'll be delighted, you'll see.*
- A: *Great, well look, thanks. Would this number be the best one to get you each month once the programme gets started?*
- P: *Yes. 085 29 43 557.*
- A: *That's great, thanks. It's been good talking to you, Mrs B will have the MAP Permission Form in his journal this afternoon. Thank you very much.*
- P: *Thank you.*

Ongoing Calls

The purpose of the ongoing phone call is to inform the parent of their child's achievements over the previous month, as well as to praise them for their part in

helping their child. Remember that parents usually expect negative judgements or criticism about them as parents.

It will be important that you have the mentee's WRF with you while you phone so as to be able to reference specifics off the WRF as opposed to make general comments. Let the parent/guardian know where the pupil has achieved 'Yes' and what she did to achieve this –the behaviours the teacher sees that contribute to her success. Use specific examples from the form.

It is essential that you check with the mentee whether you can reference her 'life dream' to the parent/guardian. If the girl has said this would be ok to do so, tell them her dream and how you will work with her with this – this is about the skills she will be able to develop that will help her achieve her dream.

The script below offers a few examples after the first complete call that bring in different ways to mention what the son/daughter is doing well, or to reference the dream and how we work with it. The * indicates where they might fit into the call.

A: *Hello. Is that (parent's/guardian's name)? It is (your name) from B's MAP programme. Are you able to chat for a few minutes now. I'd like to let you know how well B is doing on the programme? It won't take long.*

P: *Yeah. Hello. Yeah, that's ok.*

A: *His attendance has been great this week and he has been on time nearly every day. 4 days this week. That's great. Whatever you are doing to get him out to be on time is working well. Well done.*

P: *Good. Glad to hear that he's getting in on time. He can wander off with his pals and hang about the shops on the way in. I know that. Well, he said to me he wants to leave 15 minutes earlier so I keep him to that.*

A: **That is great. So you're helping him to keep to his plan. And it is really making a difference. His teacher said he is settling down to his work, 'getting his books out straight away' and is 'ready to work'. They were her words. She said he seems happier in class.*

P: *Well he's not been saying anything to me now but that's good to hear.*

A: *Does B ever mention what he is doing in MAP to you?*

P: *No, not really. He doesn't really talk about school much.*

A: *He's really working very well at it. He loves to get his points each week and wants to set himself a dozen goals every week. I just keep him to one. For instance, this week he is going to put up his hand in class and ask if he doesn't understand something. He usually doesn't do that, but he's determined. He's a very determined lad.*

P: *Oh, he's determined all right. That's good. Yeah, very good.*

A: *Yeah, it's great to see how much effort he puts into it and that it is beginning to help him with getting his class work completed. Is there anything else you'd like to ask?*

P: *No, not really. It's good to hear it from you because if I was to wait for him to tell me how he's doing I'd be waiting till the cows come home.*

A: *Well, if you ever want to ask me anything in between these calls just call me, or text me. Would you let him know I rang?*

P: *I will indeed. Thanks very much.*

A: *Thank you. It's been good talking to you. Thanks so much for your time. Cheerio.*

P: *Yeah. Bye.*

**Other Examples:*

A: **He has been working really well in class and the teacher said he is showing really good concentration skills. They have been writing stories in class and she says 'he gets his head down, ignores others around him and keeps working till the exercise is done'. We have talked about how this will help him achieve his dream to be a paramedic. That ability to concentrate and focus will be a great skill for him to have.*

A: ** She has a dream to have her own shop. What I will do with her is to explore week by week the skills she is developing and practicing in school that the teachers refer to that will help her to achieve that dream. For example last week we were talking about how she is learning how to not react to others, but to ignore them, and to think about what the best thing for her to do might be. She is pausing and taking her time. She said to me she would need to be able to do that if she employed people in her shop or else they'd just think she was mental. I'll encourage her to develop the skills in this way, linked to her dream, as well as notice habits she might have that would get in the way of her achieving her dream.*

A: **This week X had set himself the goal of being on time for the start of every class. This means he had to be organized with the right books, not hang around chatting with friends between classes and get to the right classroom quickly. He did very well all week. I asked him how those skills of being organized, not getting distracted and focusing on getting to where he needs to be could be useful to him when he becomes a footballer. He could see straight away how important it would be for him to arrive organized and*

ready for training, and even when he was training how he should keep focused on the coach and move quickly to do whatever he was told to do. I help him to see how he can practice these skills in school and how, in the way we used this week, they will develop into invaluable skills for the work he wants to do. He could really understand this and was excited about it. The teachers were very pleased with how he settled down quickly to the work in class. He's had a great week.

13. Weekly Online Mentoring Survey (WOMS) & Mentor/Mentee Registration

Please note:

- All mentors and mentees must be registered for the programme.
- Mentors register at the MAP Mentor Training Stage 1.
- Mentees are registered following the guidelines below.

Mentee Information Form for Mentee Registration

Once the school has selected mentees the mentor fills in the Mentee Information Form and returns it to Archways. The MAP co-ordinator in Archways registers the new mentees onto the WOMS system. Once this is done the mentor starts to receive the mentoring surveys. The form below can be accessed online using the mentor's online MAP materials hyperlink.

See p.8 for the GDPR Privacy Notice.

Mentee Information	
*required information	
Code *	
Gender *	
School Year *	
School *	
Location of school *	
Date of first MAP session*	
Name of Mentor *	

WOMS

See p.8 for the GDPR Privacy Notice.

During the process of Mentor Accreditation each mentor completes weekly an online Mentoring Survey (WOMS) which records the core MAP tasks covered that week with each mentee. The WOMS is sent online to the programme base in the US.

This is only accessed by the training agency, Archways, as assurance that the programme is being implemented as intended and with fidelity.

The trainee MAP mentor will receive an email directing to the WOMS form.

It is mandatory that the mentors fill out this survey each week.

Once accredited the mentor no longer needs to fill in and send WOMS.

MAP Accreditation Workbook

Individual Session

Brenna H. Bry, Ph.D., Program Developer

and

Mina Yadegar, Psy.M.

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Overview of Accreditation

Mentoring for Achievement is an evidence-based programme. This means that the procedures have been tested repeatedly so that school/lead agency administrators and parents/guardians can be assured of the programme's positive effects, in the same way that prescription medications are tested so that prescribers and the public can be assured of medications' positive effects.

Thus Archways, the MAP Training Agency, must be assured the programme is being implemented as it was developed (as drugs are manufactured as they were developed) otherwise positive programme effects cannot be assured. Furthermore, just as is the case regarding prescription medications, the Programme Developer, Dr. Brenna Bry, needs to learn about difficulties that mentors have implementing the programme so that necessary improvements can be made. Archways will pass on such difficulties to the Programme Developer without explicit reference to the mentors concerned, as well as to 3C, the company managing the website in the US.

These are some of the reasons why MAP Mentors are accredited:

- (a) so that the Training Agency knows who is fully trained to use the programme
- (b) so that the Training Agency is assured that the programme is being implemented with proficiency and can pass on general compliance figures to the Programme Developer
- (c) so that the Programme Developer learns about any difficulties that are encountered

To become accredited:

- Complete the MAP Mentor training (Training Stage 1).
- Conduct the MAP programme. Start the programme as soon as possible during the school year.
- Complete Weekly Online Mentoring Surveys (WOMS).
- Participate in ongoing training/technical assistance meetings (Training Stage 2).
- You may become an Accredited Mentor as soon as you are ready during the programme cycle.
- After getting parental permission, make two audio recordings. Make a recording of your work with each of two separate mentees on separate occasions. Please ensure that the recording can be heard. Consider using a separate microphone, if necessary.
- Recordings can be sent to the Training Agency, Archways, whenever you are ready. See the end of the workbook for details of where/how to send the recordings. Archways will forward these recordings to Dr. Bry.
Each recording should be accompanied with:
 - a completed copy of this 'Achievement Mentor Accreditation Workbook'
 - a copy of the WRF that was shown to the mentee during the session
 - a copy of the completed Points Form from that meeting
 - a copy of Graphs Form from the meeting (if used)
 - a copy of the WOMS you completed after the session.

Mentor Information Form

Office: Please leave blank	To be filled in by Archways Trainers
Date recordings/workbook emailed to Programme Developer	

1. Date of Mentoring for Achievement Programme session: ___ ___/ ___ ___/ ___ ___

2. Date of your first Mentoring for Achievement session: ___ ___/ ___ ___/ ___ ___

3. In what school(s) have you mentored and when (e.g., 2012-13)?

_____ (school name) ___ ___ - ___ ___ (school year)

_____ (school name) ___ ___ - ___ ___ (school year)

_____ (school name) ___ ___ - ___ ___ (school year)

4. Dates of Ongoing Training/Technical Assistance meetings that you have participated in to date:

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

___ ___ / ___ ___ / ___ ___ (Date) ___ ___ / ___ ___ / ___ ___ (Date)

5. Have you provided your Trainer with the Mentee Information s/he needed about your employer, demographics, and schools, and about all of your mentees (codes, genders, schools, years in school, and first mentoring dates)?

Yes

No

6. Have you been completing the Weekly Online Mentoring Survey (WOMSs)?

Yes

No

7. Have you been saving the Weekly Report Forms completed for your mentees?

Yes

No

**Mentor's Descriptions of the Student on
Individual Meeting Recording and the WRF Shown to
the Student during that Session**

Date of Recording Meeting: __ __ / __ __ / __ __ __ __

1. How do the student's issues show up in school?

2. How do you explain why these issues continue -- in terms of habits that need to be unlearned and/or in terms of skills that have not yet been learned?

3. What is the student's "life dream"?

4. What have been or are some specific short-term goals for this student?

5. What procedures and activities have you been, or are you, using to help this student attain these goals?

6. What obstacles have you met in helping this student attain his/her goals?

7. How have you worked with these obstacles?

Attach a copy of the original WRF or rewrite the information in it below:

Primary School:

Weekly Report Form			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	YES	NO
On Time	YES	NO	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	
						Was H/work assigned?				
Details about the YESs :						Details about the NOs :				
Goal for this week									YES	

Secondary School:

WRF	Teacher:	Subject:		Date:	No: 5
<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	YES NO
On Time	YES NO	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					YES

Mentor's Answers to Questions about Mentoring Activities and Competencies as Heard on Individual Meeting Recording

Did the Mentor:	Yes	No	N/A
-----------------	-----	----	-----

1. Ask mentee what's been happening since they last talked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

2. Use open-ended Questions (“How?”, “What?”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Example #1: _____

Example #2: _____

Example #3: _____

3. Do active Listening (“Mm Huh”; Repeating; Waiting for what’s at the bottom of the well)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Example #1: _____

Example #2: _____

Example #3: _____

4. Focus on the youth, instead of on others (“What was your reaction?”, “You felt ignored, frustrated, puzzled, etc.”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Example #1: _____

Example #2: _____

Example #3: _____

5. Show youth written feedback on Weekly Report Form?

6. Praise an act that the mentee did since they last met? (Specify what the student did and "How did you do that?")

Example #1: _____

Example #2: _____

Example #3: _____

7. Review out loud what written (and/or other) feedback mentor has received about mentee since they last spoke? (including areas needing improvement). Report teacher's, your, or other's feedback in non-judgmental, objective observations. What did observer see? ("The teacher did not find your homework," "The teacher's impression is that you walked in after the bell rang," "The teacher says he saw your head on your desk,")

Example #1: _____

8. Ask mentee what he/she makes of this information? (Motivational Interviewing) ("What do you make of this?")

Example #1: _____

9. Ask mentee what he/she might be able to do so that feedback is more positive next time (or to maintain positive feedback)?

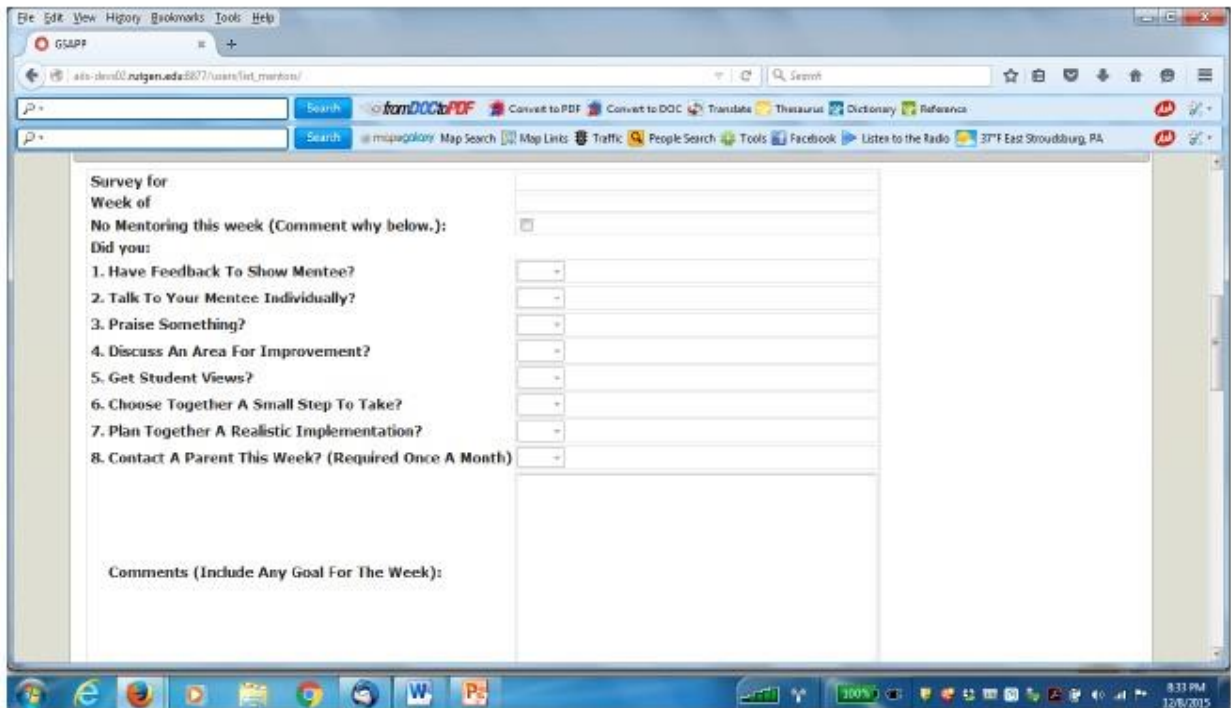
Example #1: _____

10. Help mentee choose a small, feasible step/goal

Example #1: _____

11. Plan implementation of small step? (Make plans to increase chances that step will be taken)

12. Repeat below WOMS answers for Your Recorded Session.



Date mentor completed this workbook: ____ / ____ / ____

Instructions for Sending Materials to Training Agency

Please complete this checklist:

- Recording of Individual Meeting
- This completed Workbook
- The Weekly Report Form of the Meeting (unless transferred onto Workbook)
- Completed Points Form
- Completed Graphs, (if Graphs were used), from the Meeting

By email or whatsapp, **send the recordings and all of the written material** to your ongoing trainer in Archways:

- a. Michael Logan - Email: mlogan@archways.ie
Whatsapp: 087 923 3250
- b. Paul Johnston - Email: pjohnston@archways.ie
Whatsapp: 087 915 1447

OR

Email or whatsapp **the recordings** and,

By post, **send all of the written material** about the student on the Group Meeting Recording to:

MAP Trainers,
Archways,
Units 7 & 8,
Oakfield Industrial Estate,
Clondalkin,
D22 EH52

Template: Accreditation Recording – School’s Permission Letter.
This may not be required by the school.

School:

School Principal:

Date:

Dear,

It is a mandatory requirement for all staff working as mentors with MAP to become accredited as MAP mentors. This will complete their training as MAP mentors.

The accreditation process helps the mentor perfect the skills necessary for MAP mentoring and assures a high quality of implementation. Accreditation also assures that the programme is delivered in the way it was set up to work with the selected students. Once accredited the mentor is free to use the programme independent of the training agent, Archways.

The Accreditation Process can be completed within the first 2-year round of MAP and involves on-going training during those 2 years.

The Accreditation Process complies with the GDPR Privacy Notice, see p.8.

The mentor is required to submit audio recordings of 2 mentoring sessions showing relevant MAP mentoring skills. *Video recording is NOT done* – all that is required is a recording of what is said during the session. The audio recordings are submitted to Archways MAP trainers who then submit them *anonymously* to Dr. Brenna Bry, the developer of the programme, in the US. These recordings will only be used for this purpose and will not be retained beyond the completion of the Accreditation Process.

Could you please sign the form below giving your consent for the audio recordings.

Yours Sincerely,

.....
MAP Accreditation Process: Permission Form

I have read the letter above and give my permission for the relevant audio recording to be done in the School for the MAP Accreditation Process .

Signed:
(School Principal)

Date:

MAP Co-Coordinator: Michael Logan & Paul Johnston

Archways, Units 7 & 8, Oakfield Industrial Estate, Dublin D22 EH52, Tel: 01 456 8734, Email: info@arch

Template: MAP Accreditation Recording – Permission Form for Parents/Guardians.
This permission will be required for the mentor to record a mentoring session.

School:

Date:

Dear parent/guardian,

The mentors working on MAP are supervised regularly and work towards being accredited as MAP mentors. Accreditation is a process that develops the skill level of the mentors so as to ensure that the programme works with a good standard of mentoring.

The accreditation process involves making an audio (*only sound, NOT video*) recording of the mentor working with the student in an individual session. So as to protect the student's privacy, as with all areas of MAP, *a code is used not the student's name* and the Privacy Notice you saw when your child first started in MAP applies to this aspect of the programme.

The recording will only be used for the purpose of the accreditation and will be destroyed once accreditation is awarded to the mentor.

Could you please sign the form below if you are prepared to give your consent for the recording to be done of a MAP session with your son/daughter.

Yours Sincerely,

.....

MAP Accreditation Process Recording: Permission Form

I have read the letter above and give my permission for the relevant recording to be done with my son/daughter, for the MAP Accreditation Process .

Signed:

Date:

(Parent/Guardian)

12. Appendix

Post-Training Material

You can use these to print off the posters we used during the 2-day training on A4 paper.
This can be helpful while you are doing your accreditation.

*For directions of what you need to do
immediately after completion of
MAP Training Stage 1 please
go to p.5.*

12.1 Steps for Individual & Group Sessions p. 74

Training Posters

12.2 Details about the YESs/NOs ... Behaviour/Action List p. 75

12.3 Open-Ended Questions p. 77

12.4 Active Listening: Interventions p. 78

12.5 Active Listening: Traps p. 79

12.6 Motivational Interviewing p. 80

12.7 The Mentee's Dream p. 81

12.1

Steps for Individual & Group Sessions

These 11 Steps are taken by the mentor each week for the Individual or Group Session, except * which is done frequently but not necessarily each week.

Step 1. ‘What’s been going on with you over the past week?’

Step 2. Show the Weekly Report Form (WRF) and praise an accomplishment.

Step 3. ‘What do you make of this information?’

Step 4. Read aloud other feedback from the WRF.

Step 5. Use ‘motivational interviewing’, ‘open-ended questions’ and ‘active listening’.

Step 6.* Relate ‘skills’ and ‘habits’ to the mentee’s ‘dream’.

Step 7. ‘What could you do to change this?’

Step 8. Make one small realistic plan together.

Step 9. Rehearse or practice.

Step 10. Fill in points gained in the week.

Step 11. Final positive comment.

12.2

Details about the YESs/NOs ... Behaviour/Action List

Focussed his attention on his work

**Looked at his book
Read from the book**

**Got on with his writing
Took time to think**

Worked well/On task

**Put up his hand
Listened to the teacher
Watched the video
Listened
Wrote
Thought before writing
Concentrated
Followed instructions
Did what he was asked**

**Read along with the teacher
Relaxed
Was calm in class
Worked fast
Nodded her head
Made eye contact
Took notes down
Responded to questions she was asked**

Took initiative/responsibility

**Offered ideas
Volunteered information
Offered to read in class**

**Took time to think
Asked questions
Apologised for something he did**

Settled down quickly

**Sat down
Listened
Read
Had all her materials with her**

**Got books out
Paid attention to the teacher
Started the writing**

Distracted

**Looked around the room
Got out of her seat
Looked out of the window
Responded to talk of others
Ignored the teacher's request**

**Walked around the room
Turned around
Put his feet on the desk
Ignored the teacher
Sat sideways in his seat**

Caused trouble

**Fought
Argued with the teacher
Took things from others**

**Hit others in the class
Slagged others
Made hostile remarks**

Distracted others

Talked
Called to others
Slagged others
Shouted out
Made noises in class
Shouted at the teacher
Argued

Chatted
Commented on others
Laughed at others
Laughed out loud
Tried to bargain about doing h/work
Complained about things
Denied what he had been doing

Didn't do as asked

Left books in bag
Looked around the room
Ignored instructions
Covered her head

Left book closed on desk
Talked to others in the class
Lay his head on the desk

Was slow to start work

Kept his coat on
Left his books in his bag
Waited till she was engaged with

Kept his bag on his back
Left his book closed on his desk
**Left her book and pen in her bag for
the first 15mins of class**

Disorganised

Mislaid/lost his books
Took ages searching for her pen in her bag

Left her books in her locker
Left his books at home

Open and ready for class

Sat in an open way, upright
Sat up
Looked happy – smiled

Faced the class
Looked at me and listened
Had her books out open on her desk

Open-Ended Questions

Start with:

✓ **How.....?**

✓ **What.....?**

“How did you remember to do your homework?”

“What did you say to your friend?”

Avoid:

X Is/Are?

X Do/Does?

X Was/Were?

X – “Is your bag always in your room?”

X – “Do you sit near your friends?”

X – Were you able to do the maths?”

These usually only elicit ‘Yes’ or ‘No’
answers, and little information

ACTIVE LISTENING: Interventions

1. Paraphrase:

“This is what I hear you saying ... Is that right?”

2. Ask for Elaboration:

“Could you say some more about that?”

3. Make Supportive Comments:

“You seem to be very frustrated.”

“I can see how difficult this has been for you.”

4. Give Nonverbal Support:

Good eye contact.

Nodding in understanding.

Sympathetic expression.

5. Ask Probing Questions:

“What do you mean by that?”

6. Summarise:

“I hear you saying several things:

first _____, second _____, and finally_____.

ACTIVE LISTENING

AVOID THE FOLLOWING TRAPS

- **Giving your own opinions:**

“If it were up to me, I would...”

- **Making generalizations:**

“Oh, that’s common for many people.”

- **Interjecting your own story:**

“Oh, me too! I remember when...”

- **Agreeing or disagreeing with what the speaker is saying. This includes making judgments:**

“I agree with you, they should (not)...”

“He never should have...!”

- **Giving advice:**

“You ought to...”

“Have you thought about doing...?”

MOTIVATIONAL **INTERVIEWING**

With open-ended questioning + active listening the mentor helps the mentee to explore:

1. WHAT they did to achieve that week

HOW they managed to do it

2. WHAT they could try out to improve their week

HOW they could do it

Remember that the mentor:

- **NEVER** offers solutions or ideas
- **NEVER** corrects a mentee
- **NEVER** hurries them along

The Mentee's Dream

Relate the
behaviours/actions
named in the WRF to the mentee's
'life dream'
in terms of:

**Skills that will help
towards achieving the dream**

- “How would that skill be helpful for you when you are a?”

**Habits that will hinder
achieving the dream**

- “How would that habit effect you when you are a?”

