



HANDBOOK for SCHOOLS and OTHER LEAD AGENCIES



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The Mentoring for Achievement Programme



Handbook for Schools and Other Lead Agencies

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Introduction





Introduction

Programme Developer

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*In April 2014 Dr. Bry was awarded the prestigious *2014 Prevention Science Award* for her work over many years including developing the Mentoring for Achievement Programme.

Blueprints Programmes

Blueprints is designed to help key community decision makers instantly recognize and understand that programs meet a high standard of evidence and are *Blueprints Certified*.

“Blueprints programs (USA) have the highest standards and meet the most rigorous tests of effectiveness in the field. There are several important criteria to consider when reviewing program effectiveness. Three of these criteria are given greater weight:

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- Multiple site replication

The Blueprints mission is to identify truly outstanding programs that meet a high scientific standard of effectiveness. In doing so, Blueprints serves as a resource for governments, foundations, businesses, and other organizations trying to make informed judgments about their investments...”*

*Centre for the Study and Prevention of Violence, Institute of Behavioural Science, University of Colorado at Boulder. E: cspv@colorado.edu



Archways is a 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 resources.

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 have begun delivering and supporting other evidence based interventions including the Mentoring for Achievement Programme (MAP) and Functional Family Therapy (FFT).

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 the Mentoring for Achievement Programme in Europe.

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Agencies Delivering MAP

We appreciate the involvement and invaluable support of all the agencies working as MAP mentors on the programme in the Republic of Ireland and in Northern Ireland. This includes School Completion Programmes, Primary and Secondary School staff and Community Agencies.



The Programme





What does a School receive in adopting the Mentoring for Achievement Programme?

Intensive training and ongoing support (see below p.11) are provided for selected teachers and professional staff in evidence-based procedures for increasing school engagement in targeted students whose personal characteristics, such as inattention, disinterest, disorganisation and behavioural problems, interfere with their learning. When they choose to receive this training, schools and agencies gain a proven, adult-delivered programme that decreases the effects of these personal characteristics, increases academic achievement and helps students remain in school till graduation.

What is the Mentoring for Achievement Programme (MAP)?

The Mentoring for Achievement Programme:

- is a 2-year - school-based - mentoring programme - using adult mentors
- aims to support students who have personal characteristics (e.g. – inattention – disinterest – 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 & motivation
- Poor task adherence
- Poor home-school collaboration

MAP Mentors:

Selected students are assigned an adult mentor specifically trained in behaviour change techniques. Working with the assigned students each mentor provides:

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

Consistent, weekly contact over 2 Years:

MAP works in a consistent way with the selected students meeting them every week over a two year period (and, if required, into a third year). This enables new behaviours to become embedded and effects more long-term benefits for the students.



Outcome:

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

- improved school attendance
- improved school functioning outcomes
- improved academic outcomes

What are the Aims of the Programme?

One aim of the programme is to reawaken the student's passion about achieving life success, now and in the future. It also develops in the students a connection to school, to learning and to achieving, and teaches them effective skills to this end. Such skills include the ability to pause and reflect, to explore possible ideas and try them out and, in this way, be creative about how they problem solve. Another aim is to eliminate 1 or 2 of the student's risk factors which in turn improves the student's chances of achieving success.

What Makes MAP Effective?

Apart from *consistency* and the *targeted structure of the programme* the following elements are key to making MAP effective and encouraging the buy-in of the students.

Communication Approach Used by the Mentors - Motivational Interviewing

Motivational Interviewing is the form of communication the mentor uses with the student in order to help her develop her own autonomy in how she reflects on issues arising and problem solves where necessary. The mentor explores how the student understands, or what she feels or thinks about, the information being offered in the Weekly Report Form, *never* offering solutions to problems but encouraging her to think and see if she can come up with ideas herself.

The mentor will give her time to come to her own solutions even if this takes several weeks. This develops the sense of competence within the student and develops her intrinsic motivation through the experience of her success coming from her own problem solving. It develops the student's reflection and thinking skills and also contributes to the collaborative nature of the mentor-mentee relationship.

Detail

MAP mentoring requires and works with detail, in the information the teacher gives the mentor for the Weekly Report Form (WRF) and in the exploration of the WRF and of the student's ideas for their goal for the following week. The mentor looks for details from the teacher of what the teacher has seen the student doing in class (actions) that led to achievement/lack of achievement that week. Exploring the WRF the mentor looks for details



from the student about how s/he managed to do the things named in the form or the context of the non-achievements. In planning the goal, the mentor helps the student break the goal down 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 and an understanding of the significance of the small acts of the week.

The Student'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 mentee and why he has that dream. Achievements and non-achievements are frequently explored with the mentee, throughout the programme, in the context of *skills* being identified in the WRF that 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 in 'Details about the NOs' on the Weekly Report Form '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.

What Does MAP Mentor Training Involve?

MAP mentors are trained in two stages and complete the process as accredited MAP mentors. This ensures that a high level of mentoring skill and competence is attained during the 1st round of the programme. *Mentors must start mentoring and on-going training within 4 months of Stage 1 training and complete Stage 2 within the 1st full round of the programme.*

MAP only uses professional adult mentors. School personnel and outside agency staff who can work in schools can train as MAP mentors. Please note that the programme does not work with volunteer mentors.

MAP Mentor Training Stage 1: This involves *2 days training* which introduces the approach the programme takes and gives trainees an opportunity to practice the specific skills required for MAP mentoring. This enables the newly trained mentors to start mentoring with a clear sense of how to conduct MAP mentoring.

MAP Mentor Training Stage 2: This involves *on-going training* every 3 - 4 weeks which is conducted over the phone from the mentor's own location over the duration of the 1st 2-year round of the programme. This process develops the mentoring skills in the practical context of the weekly mentoring sessions and brings the mentors to a high level of skill where they can be accredited as MAP mentors. On-going training can involve up to 14 sessions.

Once MAP mentors have completed MAP Mentor Training Stages 1 & 2 and are accredited they are free to use the programme independent of the training agency, Archways.



Why is Map Done During School Time?

Map is operated as a school based programme during school time because this affords easy access to young people who have personal characteristics that don't serve them well. The programme goes to them and doesn't require that they have any new habits to participate (e.g. remembering a session), so the mentor seeks out the student. In school the programme can target 2 risk factors, school failure and behaviour problems. 'School failure' broadly refers to not achieving their potential and not developing personal skills that serve the student well, and 'behaviour problems' refers to behaviour in the broad sense of any actions the student engages in that don't serve them well, from 'slow to start work' or 'not engaging in group work' as well as the more disruptive behaviours.

What Happens in MAP Mentoring – Weekly/Monthly?

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

Step 2: (Weekly) *Either individually or in group*, the mentor shows the Weekly Report Form to the student(s). Together they:

- look over the Weekly Report Form(s)
- 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 one non-achievement of the week
- relate achievements/non-achievements to the student's 'life-dream' – not every week, but regularly
- helps the student to choose a goal for the coming week – something the he is not doing but that might improve things the following week
- problem solve, plan and practice with the student how to achieve their goal for the coming week

N.B. Group Sessions will also:

- develop the peer relationships as a positive supportive experience
- offer a well structured common experience of affirmation
- permit the students to share their achievements of the week with their peers

N.B. The students receive small rewards for their achievements through the year.

Please note: *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 development of the mentoring relationship
- if group:
 - developing the peer relationships as a positive supportive experience



- offering a well structured common experience of affirmation
- permitting the students to share their achievements of the week

Step 3: (Weekly) Monitoring of *the Mentor's* Work:

Each mentor completes weekly an online Mentoring Survey (WOMS) which records the core MAP tasks covered that week with each student and sends them electronically to the MAP Coordinator in Archways. This assures the training agency, Archways, that the programme is being implemented as intended and with fidelity.

It is mandatory that the mentors fill out this survey weekly.

Step 4: (Monthly) 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 and, where necessary, involve the parent/guardian

What Does the Mentor Actually Do in Individual or Group Mentoring?

Find out the mentee's view of what has happened in the past week – the mentor asks questions, using the motivational interviewing approach, so as to understand events from the standpoint of the mentee.

Feedback + Praise – the mentor and mentee look back over the Weekly Report Form, 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?” – the mentor asks questions to help the mentee to become aware of what she is doing to achieve her goals and to help understand how the mentee managed to do things differently. This looks for the specific details of what was done, decisions the mentee made, steps she took etc. This helps empower the mentee 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 mentee's week that impact on her achievements.

Problem-solve – the mentor looks at one area where the mentee had a 'No' on the Weekly Report Form to explore how that could be improved. She looks for one specific goal from the mentee, brainstorms solutions and evaluates how realistic these solutions are for the mentee, given life circumstances and past habits. She encourages the mentee to select one solution to experiment with the following week. The implementation of the goal is planned 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. It is important for the mentor 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 mentee's own terms and can help a mentee who expresses confusion as to the value of trying to make changes.



Practice – where it is felt there is a need, the mentor helps the mentee to practice whatever he will be trying to do during the week in order to change a ‘No’ to a ‘Yes’ on the Weekly Report Form. For example, they might practice speaking to a teacher or parent, they might prepare a note for his bedroom door, or organize his school books.

What are the Time Requirements for MAP?

Use this as a *guide* to work out how much time will be needed for the programme per week. The total length of time will of course depend on how many students the mentor is seeing.

Individual	Group
The Individual Meetings with Students: <ul style="list-style-type: none"> • <u>25 mins per student weekly</u> (20 mins for each student + 5 mins collecting the next student) 	The Group Meetings with Students: <ul style="list-style-type: none"> • <u>1 hr weekly</u> per group of 4 students
Meeting with Class /Subject Teachers: <ul style="list-style-type: none"> • Max <u>5 mins weekly</u> per student 	Meeting with Class/Subject Teachers: <ul style="list-style-type: none"> • Max <u>5 mins weekly</u> per student
Phone Call to Parent/Guardian: <ul style="list-style-type: none"> • <u>10 - 15 mins monthly</u> per parent/guardian 	Phone Call to Parent/Guardian: <ul style="list-style-type: none"> • <u>10 - 15 mins monthly</u> per parent/guardian
Only During the Training/On-Going Training Period, up to Accreditation	
On-Going Training Meeting every 3/4 wks: <ul style="list-style-type: none"> • <u>30/40 mins</u> – for indiv. meetings • <u>1 - 2hrs</u> – for group meetings 	On-Going Training Meeting every 3/4 wks: <ul style="list-style-type: none"> • <u>30/40 mins</u> – for indiv. meetings • <u>1 - 2hrs</u> – for group meeting
Weekly Online Mentoring Survey: <ul style="list-style-type: none"> • <u>5 mins</u> to complete for all mentees (N.B. only 4 max required) 	Weekly Online Mentoring Survey: <ul style="list-style-type: none"> • <u>5 mins</u> to complete for all mentees (N.B. only 4 max required)

Weekly Individual Session - A More Detailed Breakdown

The following are the specific steps taken *by the mentor each week* for the Individual Session (see script of mentoring session on p.22).

Before meeting the students:

1. The mentor talks to the Class Teacher, or a Subject Teacher, to **fill in ALL sections – each week - on Weekly Report Form.**
 - Mentor circles ‘YES’ or ‘NO’, or circles 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’ – these itemise in behaviour/action terms what the teacher *has seen the student doing* during the week that prompted her/him to assess YES or NO. This aims to name the details of the behaviour/action and contains NO JUDGEMENTAL language (see p.53 for examples of this).

The Mentoring Session:

2. The mentor meets the student and give him his Weekly Report Form booklet so he can look over the achievements/non-achievements of the week and ‘behaviours/actions’ named.
 - The mentor looks at what the teacher said s/he was happy about - the ‘YESs’, and asks about them – How did you do that so well? How did you make sure you had your materials all the time? What were you doing in class? How could changing impact on your life ‘dream’? etc. This makes the student more conscious of the details of what he does well.
 - The mentor looks at one ‘NO’ and explores what the student was doing that led the teacher to say ‘No’ – What did you do when you came into the classroom? Where were your books? When the teacher gave instructions what did you do? etc. This makes the student more conscious of the things s/he does that lead to getting a ‘NO’.
 - The mentor asks the student what he could do for the next week to improve the week/get more points and helps the student to choose a goal to hold as a focus for the coming week, *without offering any suggestions or ‘subtle’ guidance*.
 - Practice – if relevant the mentor and student do a practice of what the student is going to try, for example, explaining to mother that he needs to be left in peace for 1 hour between 5 and 6 to do homework, Monday to Thursday.
3. Points/Graphs – for the last few mins of the session the mentor gets the student to calculate the points they have scored that week, recording the total. The student gives the total to the mentor who checks them and ticks or signs the correct figure. The student fills in the Bar Graph recording the new overall points score.
4. The mentor gives a final positive comment about the goal for the coming week and progress as seen in the Bar Graph.

Weekly Group Session – A More Detailed Breakdown

The following are the specific steps taken *by the mentor each week* for the Group Session.

These are the same as in the Individual Session with the exception of the points asterisked.

Before meeting the students:

1. The mentor talks to the Class Teacher, or a Subject Teacher, to **fill in ALL sections – each week - on Weekly Report Form**.
 - Mentor circles ‘YES’ or ‘NO’, or circles 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’ – these itemise in behaviour/action terms what the teacher *has seen the student doing* during the week that prompted her/him to assess YES or NO. This aims to name the details of the behaviour/action and contains NO JUDGEMENTAL language (see p.53 for examples of this).

The Group Mentoring Session:

2. The mentor meets the students and gives them the Weekly Report Form booklets so they can look over the achievements of the week and ‘behaviours/actions’ named.
3. One student at a time:
 - The mentor looks at what the teacher said s/he was happy about - the ‘YESs’, and asks about them – How did you do that so well? How did you make sure you had your materials all the time? What were you doing in class? How could changing impact on your life ‘dream’? etc. (This makes the student more conscious of the details of what he does well).
 - The mentor looks at one ‘NO’ and explores what the student was doing that led the teacher to say ‘No’ – What did you do when you came into the classroom? Where were your books? When the teacher gave instructions what did you do? etc. This makes the student more conscious of the things s/he does that lead to getting a ‘NO’.
 - The mentor asks the student what he could do for the next week to improve the week/get more points and helps the student to choose a goal to hold as a focus for the coming week, *without offering any suggestions or ‘subtle’ guidance*. If others in the group have suggestions to contribute s/he lets them and helps the student to choose a goal.
 - Practice – if relevant the mentor and student do a practice of what the student is going to try, for example, explaining to mother that he needs to be left in peace for 1 hour between 5 and 6 to do homework, Monday to Thursday. Use others in the group to help with the practice taking roles in practice role-plays.
4. Points/Graphs – for the last few mins of the session the mentor gets the students to calculate the points they have scored that week, recording the total. The students give the total to the mentor who checks them and ticks or signs the correct figure. The students fill in the Bar Graph recording the new overall points score.
5. The mentor gives a final positive comment about the goals students have chosen for the coming week and progress as seen in the Bar Graph.



Schools & Other Lead Agencies





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.

What Needs To Be Done Before The Trainee Mentor Meets the Mentee?

The following steps **must be taken before the mentor meets students for the first time**

1. Student Selection

The staff who will be involved in filling in the Selection Forms need to be fully aware of the MAP programme. School staff fill in the Selection Form paying careful attention to the selection criteria (see p.21) and the information in the box on p.1 of the Selection



Form (see p.47). The school makes the final selection of the students for MAP. Where School Completion Programme personnel are mentors they are involved in the selection process.

2. Parents/Guardians

A meeting is organised in the school for the parents/guardians of selected pupils to meet the mentor or the school MAP coordinator who explains the programme to them. Parental Permission Forms are offered and signed.

Where relevant, the proposed research is explained to the parents and, where consent to the research is given, MAP Research Consent Forms are signed. Parents are advised of the voluntary nature of the research and that they may choose to not be involved without effecting the student's participation in MAP.

3. Additional Information about the Selected Students (where this is deemed helpful)

Once the selection of the students is complete, parental permission has been given and the students have agreed to participate in MAP the school is asked to fill in further information on the Student Information Document before the mentoring process starts. This is *not mandatory* but can be very helpful for MAP mentors. The information in this document adds to the general information in the Selection Form and enhances the mentor's understanding of critical aspects of the student's school experience. The document is to be filled in by *one or more teachers who know the student well. The information is held by the school for the mentor to access through the school.* It will be important that the MAP Student Information Document is kept by the school for the 2-year duration of MAP in case of mentor change.

4. Teachers

It is important that all teachers involved with MAP understand the way the programme works and the weekly process of the programme (see MAP YouTube video).

5. Research

Conducting research to assess the effectiveness of MAP is a valuable component of the successful implementation of the overall programme. This process provides the user with evidence of the local impact of the programme and the extent to which it delivers the objectives it is designed to achieve (see p.36).

If research is being carried out with mentees in your school the first set of data needs to be collected before the selected students meet the mentor.

6. Organisation of Mentoring Timetable and Rooms

A practical timetable needs to be organised between the school and the mentor for:

- the individual sessions/the group sessions
- the mentor to meet the class teachers/subject teachers to fill in the Weekly Report Forms *before the mentor meets the students*



The Selection Process

The selection process needs to be carefully engaged with, closely following the selection criteria below. Initial selection involves filling in the Student Selection Form (see p.47). Care needs to be taken to avoid conflict with existing programmes the child may be already involved with.

Once a student has been selected, permission has been given by parent/guardian (see p.63) and the student has agreed to do the programme the mentor can start the mentoring process.

If necessary further information can be gathered about the selected students on the Student Information Document (*not mandatory*) so as to give the mentors, where relevant, a fuller understanding of the students they will be mentoring in areas relevant to MAP. These forms are to be filled in by the Class teachers and other members of staff who can add to the information sought. These staff members must have an understanding of the programme before engaging in the selection process. Please note, the Student Information Document is retained by the school.

Once the selection is finalised the school advises on the nature of the mentoring, individual or group. In the case of group mentoring it is important that the school gives careful thought to the make-up of the mentor groups.

Selection Criteria (Bry, 2013)

Please note that the criteria below will permit pupils/students to be selected for MAP who are failing to function sufficiently in school to meet their academic potential due to various behaviours that distract them from the myriad requirements of their school day. This can include poor concentration skills, shyness, withdrawn-ness, disinterest, distractedness, worry and depression as well as the general disruptive behaviours that commonly cause difficulties.

The first criterion for selection is:

- any student that school staff fear will not stay in school long enough to finish

Other criteria are, for student who:

- has failing grades due to inconsistency, lack of complete socialisation to the school, social problems or lack of resources
- attends school fairly regularly
- has academic potential that s/he is not realising
- has not dropped out of school previously
- is not totally socially isolated
- has a stable (but not necessarily effective) family member at home who cares about student's welfare
- is in mainstream education (not intellectually or developmentally disabled)
- is not abusing or selling drugs

Home Contact

The mentor's monthly contact with home is a central part of the programme. It is preferable that this contact be initiated by school staff, e.g. the HSLO in the school *at the start of the programme*, and we suggest a meeting be set up to meet parents/guardians to explain the programme, and have Parental Permission Forms* and, where agreed, Research Consent



Forms, signed (see pp 63/71). Once the programme is in operation the mentor will phone the parent/guardian once a month to give feedback, reassurance + praise and seek their support.

*please note that while the need for Parental Permission Forms may not be a requirement for the School or for SCP it is useful as a statement of commitment to the programme by the parent/guardian as their involvement is significant.

Ongoing Weekly Session with the Mentee – Script

This is the ongoing weekly session where the mentor shows the mentee the most recently filled-in Weekly Report Form. This example can be used for individual or group sessions, though in the group session the mentor 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. This script is a full session but has been broken down into ‘STEPS’ to guide the mentor’s 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 finds her own thoughts or ideas (motivational interviewing). The mentor lets the mentee know that she knows what it’s like to be in her shoes. The mentor uses 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.

Ongoing Weekly Session Script - A: Mentor and B: Mentee

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, 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. 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.

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

- A. *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 '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.*

Working with the Teachers

Each week the mentor has to meet the Primary School Class Teacher, or *one* Secondary School Subject Teacher, in order to fill in the Weekly Report Form before meeting the students. This can be done in any suitably private space according to the teacher's needs. The information gathering can be very quick (it can be done in about



2 - 4 mins per pupil) so this doesn't need to take up much of the teacher's time. However this must be *done weekly*, and must be *filled in by the mentor*.

In the Secondary School it is important the mentor meets, weekly, *one subject teacher per student*. The teacher is chosen on the basis of the student's needs, i.e. wherever issues have been identified. However the mentor will meet all the pupil's subject teachers over the course of the year. This enables the mentor to work with the teacher on the current issues reviewing the current week, and identify 'skills' the pupil is currently using in school in the areas s/he works at in a more engaged manner.

Filling in the Weekly Report Form with the Teacher – 2 Scripts

The following 2 scripts show how the mentor engages with the teacher to fill in the Weekly Report Form. The first script is an example of the Form being filled in fully but quickly while the second is an example of how the mentor keeps the focus on the way the MAP programme works.

i. The Busy Teacher

This script is an example of how the mentor looks for the information from a teacher who is busy, or is distracted by something else. The mentor's goal is to get all the core information required on the Weekly Report Form.

The mentor is 'M' and the teacher is 'T', called Sinead.

M: 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.

M: 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.

M: 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.

M: Ok. And 'Materials for Class'?

T: Yes.

M: Was his behaviour 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.



M: Ok. I'll put that down in 'Details ...' too. What behaviours did you see, then?

T: Talking and distracting others. Messing.

M: Ok. What were his behaviours that distracted others?

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

M: Ok. (writes these in 'Details about the NOs') What can I put down for 'messaging'? What was he doing that was 'messaging'?

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

M: (Writing in the 'Details about the 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.

M: 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.

M: 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.

M: 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'.

M: Ok. So, what can I put in 'Details about the YESs'. For attendance, and materials?

T: Well, let's see – 'at his desk at the start of every day' and 'had his pen and books out on his desk'.

M: 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.

ii. The Directive Teacher

This script shows how the mentor fills in the Weekly Report Form with a teacher who wants the mentor to encourage the student to change specific aspects of how he has been that week. It is the mentor's goal to fill in all the parts of the form keeping strictly to the motivational interviewing approach whereby the student is helped and



encouraged to reflect on his week, he alone deciding the goal and the mentor not directing or advising him on how he should operate in class. Notice, too, how the mentor reminds the teacher of the MAP approach.

‘M’ is the mentor, and ‘T’ the teacher.

M: 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.

M: 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.

M: 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 bit 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 don’t think the dad does too much there to help, but you’ll sort him out. B, not the dad.

M: 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.

M: Ok. I’ll put that down here (in ‘Details about the YESs’). What’ll I say – ‘perfect attendance this week’?

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

M: Ok (writes this 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.

M: Ok. How will I put that down in terms of what he actually did?

T: Well, let’s see. ‘He remembered to bring in his materials.’

M: ‘... for his project?’. So that he knows what materials you are referring to.

T: Yes, perfect.



M: (Writes teacher's words in 'Details ... YESs'). That's great. It sounds like he has had a 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 bold 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

M: 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.

M: 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.

M: Ok. What were his behaviours that distracted others?

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

M: (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.

M: 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.

M: Was there anything else?

T: Ignoring the teacher's instructions.

M: 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 of him all week. He has been sleepy too, of course.

M: (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.

M: 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: 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 Secondary.

M: 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 the mentor doesn't keep trying to explain the process till she is convinced).

M: 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?

M: In about 15 minutes.

T: Ok, grand. See you later.

M: Bye. Thanks.



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, 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 Data Protection Officer	Aileen O'Donoghue Caitriona 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 Portarlington

Research:

Conducting research to assess the effectiveness of MAP is a valuable component of the successful implementation of the overall programme. This process provides the user with evidence of the local impact of the programme and the extent to which it delivers the objectives it is designed to achieve. Our research process is designed to minimise disruption for services implementing the programme.



Our research process is GDPR compliant.

This validated research design involves:

- a) Data collected from participating students at 3 different points:
 - Baseline – collected before the programme starts
 - Midpoint – collected half-way through the programme
 - End of the programme – collected after the programme has ended

- b) Research Measures:
 - A Strength and Difficulties Questionnaire (SDQ): assesses changes in emotional difficulties, conduct problems, hyperactivity/inattention, peer relationship problems and pro-social behaviour
 - The Pier-Harris 2: assesses how students get on in life focussing on behavioural, emotional, cognitive and interpersonal domains
 - Data collected from school records: the MAP programme is specifically designed to assist children to develop school continuance skills. Consequently, data collected from school records is of particular import and relevance. This data includes:
 - . Attendance
 - . Punctuality
 - . Disciplinary referrals

- c) Interpretation of Data:

The use and interpretation of these data sets can be utilised to signpost the successful journey of the MAP programme participants and provide a valuable resource for assessing future use of the programme as well as assisting future funding proposals.





Forms





Memorandum of Understanding

For Schools, SCP or Other External Lead Agencies

*Please select the appropriate Memorandum of Understanding
according to who is going to manage the implementation of MAP*

- **P. 43 – School As Manager: use for teachers/other school staff
being trained**
- **P. 48 – SCP As Manager: use for SCP staff being trained**
- **P. 54 – Lead Agency As Manager: use for Lead Agency staff
being trained**





Memorandum of Understanding

Between the School and Archways, Clondalkin, Dublin

For The Mentoring for Achievement Programme, MAP

School as Manager of the Programme

*ONLY use this form if **the School** is managing the Mentoring for Achievement Programme.*

*Please fill in the information required at **the relevant blank spaces below.***

Project dates:

Start of MAP 2-Yr Cycle: **End of MAP 2-Yr Cycle:**

Number of mentors involved:

<p>Office Only:</p> <p>Mentors:</p> <p>.....</p> <p>.....</p>

I have read and agree to abide by the project commitments itemized in this document below.

(School Principal) Signed: **Print Name:**

(Archways) Signed: **Print Name:**

Date:

Please return this document to Archways either by email, or by post to:

- info@archways.ie
- Archways, Units 7 & 8, Oakfield Industrial Estate, Clondalkin, Dublin, D22 EH52



MAP Training Organisation

Archways:

Address: Units 7 & 8, Oakfield Industrial Estate,
Clondalkin, Dublin, D22 EH52

Contact: Tel: 01 4574306 Email: info@archways.ie

Participating School

School Details

School:

Principal:

Address:

Contact: Tel: **Email:**

School Link Member of Staff:

Contact: Tel: **Email:**



Introduction

The School and Archways are partnering in a “Project” to implement the Mentoring for Achievement Programme (MAP), an evidence-based school programme for increasing school engagement in targeted students whose personal characteristics, such as inattention, disinterest, disorganization and behavioural problems, interfere with their learning.

This agreement will remain valid up to the point where all the mentors involved in the Project are accredited, having completed MAP Mentor Training Stages 1 and 2, contingent upon the implementation of the points described in ‘Project Commitments’ below. Beyond that point the School will be able to use MAP as suits their needs independent of the Training Organisation, Archways.

Project Commitments

I. Archways - Project Commitments

Archways will provide the training, materials for programme content, administrative support, consultation, and technical assistance to the School to launch MAP.

Archways will provide the following training events and administrative support for the School:

- MAP Mentor Training Stage 1: 2 days training
- Providing a *Certificate of Attendance* for each training participant upon completion of MAP Mentor Training Stage 1.
- MAP Mentor Training Stage 2: Providing ongoing training/consultation/technical assistance by telephone (in person, if necessary) to trainee mentors to be scheduled monthly over two academic years, up to 15 – 20 hours and conducted by an Archways



consultant. Ongoing training will be with individuals or groups of trainee mentors, and will continue until the trainee mentor is accredited. *Accreditation must be completed within 2 years of Stage 1 training.*

- Providing reports to the Principal on MAP trainee mentor numbers, MAP mentee numbers and overall adherence to MAP mentoring requirements. Reports are provided each term and at the end of the school year.
- Providing MAP Mentoring accreditation to MAP trainee mentors who meet proficiency criteria.

II. School - Project Commitments

The School agrees to support the Project by:

- Initiating and maintaining the active involvement of school administrators to support the implementation of MAP.
- Designating an in-school MAP Link member of staff who will serve as the primary liaison with Archways and provide support to MAP trainee mentors.
- Identifying the number of school members of staff to serve as MAP Mentors.
- Releasing the school members of staff to participate in 2 days of mentor training.
- Releasing the trainee mentors once a month to participate in a 30 – 60 min phone (in-person, if required) ongoing training/consultation/technical assistance mentor meeting to be scheduled at mutually convenient dates and times with an Archways trainer.
- Selecting a number of students for the programme (mentees) according to the MAP selection process recommendations.
- Ensuring that only individuals who have participated in the initial 2-day MAP Mentor Training Stage 1 serve as MAP Mentors.



- Providing in-school support and any necessary resources for all in-school adult mentors to provide weekly mentoring to each mentee (approximately 20 minutes per week over two academic years is needed for each mentee in individual mentoring).
- Ensuring that trainee mentors complete and submit the online WOMS (*Weekly Online Mentoring Survey*), which includes a brief checklist of mentoring activities (mentors indicate with a yes or no if they completed each of the activities).
- Submitting to Archways required MAP documentation containing the following data: (*see p.35 for GDPR Privacy Notice re data security)
 - Prior to MAP Mentor Training Stage 1:
 - MAP trainee mentors' names, telephone nos. and email addresses
 - MAP Trainee Mentors' Data (n.b. - *supplied by training mentors* at Training Stage 1):
 - Gender and educational qualifications
 - MAP Trainee Mentors' employment job titles + employer
 - School(s) where each trainee mentor provides mentoring
 - Dates of MAP trainee mentors' first & last mentoring sessions each school year
 - MAP Trainee Mentees' Data (n.b. - *supplied by the trainee mentors* after Training Stage 1 once the Selection Process is completed):
 - Code numbers (*n.b. – the key to codes is held only by the school or the SCP project, not by Archways*)
 - Gender
 - Mentee's year in school, e.g. 6th class or 2nd Year
 - Name of MAP trainee mentor
 - Date the mentee entered MAP Programme
 - Last date in academic year for the MAP Programme



Memorandum of Understanding

Between SCP and Archways, Clondalkin, Dublin

For The Mentoring for Achievement Programme, MAP

SCP as Manager of the Programme

ONLY use this form if SCP is managing the Mentoring for Achievement Programme.

Please fill in the information required at the relevant blank spaces below.

Project dates:

Start of MAP 2-Yr Cycle: **End of MAP 2-Yr Cycle:**

Number of mentors involved:

Office Only:

Mentors:
.....
.....

I have read and agree to abide by the project commitments itemized in this document below.

(SCP Coordinator) Signed: **Print Name:**

(School Principal) Signed: **Print Name:**

(Archways) Signed: **Print Name:**

Date:

Please return this document to Archways either by email or by post to:

- info@archways.ie
- Archways, Units 7 & 8, Oakfield Industrial Estate, Clondalkin, Dublin, D22 EH52



MAP Management

Manager of MAP: SCP Project:

SCP Project:

SCP Coordinator:

Address:

Contact Details: Tel:

Email:

MAP Training Organisation

Archways:

Address: Units 7 & 8, Oakfield Industrial Estate,
Clondalkin, Dublin, D22 EH52

Contact details: Tel: 01 4574306 Email: info@archways.ie

Participating School

School Details

School:

Principal:

Address:

Contact: Tel: **Email:**

School Link Member of Staff:

Contact: Tel: **Email:**



Introduction

The School, the SCP Project and Archways are partnering in a “Project” to implement the Mentoring for Achievement Programme (MAP), an evidence-based school programme for increasing school engagement in targeted students whose personal characteristics, such as inattention, disinterest, disorganization and behavioural problems, interfere with their learning.

This agreement will remain valid up to the point where all the mentors involved in the Project are accredited, having completed MAP Mentor Training Stages 1 and 2, contingent upon the implementation of the points described in ‘Project Commitments’ below. Beyond that point SCP and the School and will be able to use MAP as suits their needs independent of the Training Organisation, Archways.

Project Commitments

III. Archways - Project Commitments

Archways will provide the training, materials for programme content, administrative support, consultation, and technical assistance to the SCP Project and the School to launch MAP.

Archways will provide the following training events and administrative support for the SCP Project, the School, and for the MAP mentors:

- MAP Mentor Training Stage 1: 2 days training
- Providing a *Certificate of Attendance* for each training participant upon completion of MAP Mentor Training Stage 1.
- MAP Mentor Training Stage 2: Providing ongoing training/consultation/technical assistance by telephone (in person, if necessary) to Mentors to be scheduled monthly



over two academic years, up to 15 – 20 hours and conducted by an Archways consultant. Ongoing training will be with individuals or groups of mentors, and will continue until the mentor is accredited. *Accreditation must be completed within 2 years of Stage 1 training.*

- Providing reports to the Principal on MAP mentor numbers, MAP mentee numbers and overall adherence to MAP mentoring requirements. Reports are provided each term and at the end of the school year.
- Providing MAP Mentoring accreditation to trainee MAP mentors who meet proficiency criteria.

IV. SCP Project - Project Commitments

The SCP Project agrees to support the Project by:

- Consulting with the School administrator and other personnel identified by the School as critical to the successful implementation and sustainability of MAP, such as the in-school MAP Link member of staff and student support personnel.
- Consulting with Archways for administrative support, consultation, and technical assistance to ensure the successful implementation of MAP.
- Securing an agreement that the School will support the Project by adhering to the points below.
- Identifying the number of SCP staff to serve as MAP Mentors.
- Releasing the trainee mentors to participate in 2 days of mentor training.
- Releasing trainee mentors once a month to participate in a 30 – 60 min phone (in-person, if required) ongoing training/consultation/technical assistance mentor meeting to be scheduled at mutually convenient dates and times with an Archways trainer.



- Ensuring agreement with the school re selection of a number of students for the programme (mentees) according to the MAP selection process recommendations.
- Ensuring that only individuals who have participated in the initial 2-day MAP Mentor Training Stage 1 serve as MAP Mentors.
- Providing support and any necessary resources for adult mentors to provide weekly mentoring to each mentee (approximately 20 minutes per week over two academic years is needed for each mentee in individual mentoring).
- SCP Project ensuring that trainee mentors complete and submit the online WOMS (*Weekly Online Mentoring Survey*), which includes a brief checklist of mentoring activities (mentors indicate with a yes or no if they completed each of the activities).
- Submitting to Archways required MAP documentation containing the following data: (*see p.35 for GDPR Privacy Notice re data security)
 - Prior to MAP Mentor Training Stage 1:
 - MAP Trainee Mentors' Names, telephone numbers and email addresses
 - MAP Trainee Mentors' Data (n.b. - *supplied by trainee mentors* at Training Stage 1):
 - Gender and educational qualifications
 - MAP Trainee Mentors' employment job titles + employer
 - School(s) where each trainee mentor provides mentoring
 - Dates of MAP Trainee Mentors' first & last mentoring sessions each school year
 - Data to be provided for mentees (n.b. - *supplied by trainee mentors* after Training Stage 1 once the Selection Process is completed):
 - Code numbers (n.b. – *the key to codes is held only by the school or the SCP Project not by Archways*)



- Gender
- Mentee's year in school e.g. 6th class or 2nd Year
- Name of MAP trainee mentor
- Date the mentee entered MAP Programme
- Last date in academic year for the MAP Programme

V. **School - Project Commitments**

The School agrees to support the Project by:

- Initiating and maintaining the active involvement of school administrators to support the implementation of MAP.
- Designating an in-school MAP Link member of staff who will serve as the primary liaison with Archways and SCP, and provide support to trainee MAP Mentors.
- Selecting a number of students for the programme (mentees), in conjunction with SCP where relevant, according to the MAP selection process recommendations.
- Ensuring that only individuals who have participated in the initial 2-day MAP Mentor Training Stage 1 serve as trainee MAP Mentors.
- Providing in-school support and any necessary resources for all in-school adult mentors to provide weekly mentoring to each mentee (approximately 20 minutes per week over two academic years is needed for each mentee in individual mentoring).



Memorandum of Understanding

Between an External Lead Agency and Archways, Clondalkin, Dublin

For The Mentoring for Achievement Programme, MAP

Lead Agency (LA) as Manager of the Programme

ONLY use this form if the Lead Agency is managing MAP

Please fill in the information required at the relevant blank spaces below.

A Memorandum of Understanding is required for each participating school.

Project dates:

Start of MAP 2-Yr Cycle: End of MAP 2-Yr Cycle:

Number of mentors involved:

Office Only:

Mentors:
.....
.....

I have read and agree to abide by the project commitments itemized in this document below.

(LA Coordinator) Signed: Print Name:

(School Principal) Signed: Print Name:

(Archways) Signed: Print Name:

Date:

Please return this document to Archways either by email, or by post to:

- info@archways.ie
- Archways, Units 7 & 8, Oakfield Industrial Estate, Clondalkin, Dublin, D22 EH52



MAP Management

Manager of MAP: Lead Agency

Lead Agency:

Lead Agency Contact:

Address:

.....

Contact Details: Tel: Email:

MAP Training Organisation

Archways

Address: Units 7 & 8, Oakfield Industrial Estate,
Clondalkin, Dublin, D22 EH52

Contact details: Tel: 01 4574306 Email: info@archways.ie

School Details

School:

Principal:

Address:

Contact: Tel: **Email:**

School Link Member of Staff:

Contact: Tel: **Email:**



Introduction

The School, the External Lead Agency and Archways are partnering in a “Project” to implement the Mentoring for Achievement Programme (MAP), an evidence-based school programme for increasing school engagement in targeted students whose personal characteristics, such as inattention, disinterest, disorganization and behavioural problems, interfere with their learning.

This agreement will remain valid up to the point where all the mentors involved in the Project are accredited, having completed MAP Mentor Training Stages 1 and 2, contingent upon the implementation of the points described in ‘Project Commitments’ below. Beyond that point the School and the Lead Agency will be able to use MAP as suits their needs independent of the Training Organisation, Archways.

Project Commitments

VI. Archways - Project Commitments

Archways will provide the training, materials for programme content, administrative support, consultation, and technical assistance to the Lead Agency and the School to launch MAP.

Archways will provide the following training events and administrative support for the Lead Agency, the School and for the MAP trainee mentors:

- MAP Mentor Training Stage 1: 2 days training
- Providing a *Certificate of Attendance* for each training participant upon completion of MAP Mentor Training Stage 1.



- MAP Mentor Training Stage 2: Providing ongoing training/consultation/technical assistance by telephone (in person, if necessary) to trainee Mentors to be scheduled monthly over two academic years, up to 15 – 20 hours and conducted by an Archways consultant. Ongoing training will be with individuals or groups of mentors, and will continue until the trainee mentor is accredited. *Accreditation must be completed within 2 years of Stage 1 training.*
- Providing reports to the Principal on MAP trainee mentor numbers, MAP mentee numbers and overall adherence to MAP mentoring requirements. Reports are provided each term and at the end of the school year.
- Providing MAP Mentoring accreditation to MAP trainee mentors who meet proficiency criteria.

VII. **Lead Agency - Project Commitments**

The Lead Agency agrees to support the Project by:

- Consulting with the School administrator and other personnel identified by the School as critical to the successful implementation and sustainability of MAP, such as the in-school MAP Link member of staff and student support personnel.
- Consulting with Archways for administrative support, consultation, and technical assistance to ensure the successful implementation of MAP.
- Securing an agreement that the School will support the Project by adhering to the points below.
- Identifying the number of Lead Agency staff to serve as MAP Mentors.
- Releasing the trainee mentors to participate in 2 days of mentor training.



- Releasing trainee mentors once a month to participate in a 30 – 60 min phone (in-person, if required) ongoing training/consultation/technical assistance mentor meeting to be scheduled at mutually convenient dates and times with an Archways trainer.
- Ensuring agreement with the school re selection of a number of students for the programme (mentees) according to the MAP selection process recommendations.
- Ensuring that only individuals who have participated in the initial 2-day MAP Mentor Training Stage 1 serve as MAP Mentors.
- Providing support and any necessary resources for adult mentors to provide weekly mentoring to each mentee (approximately 20 minutes per week over two academic years is needed for each mentee in individual mentoring).
- The Lead Agency ensuring that trainee mentors complete and submit the online WOMS (*Weekly Online Mentoring Survey*), which includes a brief checklist of mentoring activities (mentors indicate with a yes or no if they completed each of the activities).
- Submitting to Archways required MAP documentation containing the following data:
(*see p.35 for GDPR Privacy Notice re data security)
 - Prior to MAP Mentor Training Stage 1:
 - MAP Trainee Mentors' Names, telephone numbers and email addresses
 - MAP Trainee Mentors' Data (n.b. - *supplied by trainee mentors* at Training Stage 1):
 - Gender and educational qualifications
 - MAP Trainee Mentors' employment job titles + employer
 - School(s) where each trainee mentor provides mentoring
 - Dates of MAP Trainee Mentors' first & last mentoring sessions each school year



➤ Data to be provided for mentees (n.b. - *supplied by trainee mentors* after Training Stage 1 once the Selection Process is completed):

- Code numbers (*n.b. – the key to codes is held only by the school not by the Lead Agency or by Archways*)
- Gender
- Mentee’s year in school e.g. 6th class or 2nd Year
- Name of MAP trainee mentor
- Date the mentee entered MAP Programme
- Last date in academic year for the MAP Programme

VIII. School - Project Commitments

The School agrees to support the Project by:

- Initiating and maintaining the active involvement of school administrators to support the implementation of MAP.
- Designating an in-school MAP Link member of staff who will serve as the primary liaison with Archways and the Lead Agency, and provide support to trainee MAP Mentors.
- Selecting a number of students for the programme (mentees) according to the MAP selection process recommendations.
- Ensuring that only individuals who have participated in the initial 2-day MAP Mentor Training Stage 1 serve as trainee MAP Mentors.
- Providing in-school support and any necessary resources for all in-school adult trainee mentors to provide weekly mentoring to each mentee (approximately 20 minutes per week over two academic years is needed for each mentee in individual mentoring).





Mentoring for Achievement Programme

MAP

Student Selection Form

MAP addresses the needs of students who have personal characteristics (for example inattention, disinterest, disorganisation or behaviour problems) that interfere with their learning.

There are five predictors of poor academic outcomes:

- 1. Absenteeism**
- 2. Consistent lateness**
- 3. Low school engagement & motivation**
- 4. Poor task adherence**
- 5. Poor home-school collaboration**

The MAP programme is specifically designed to assist students to develop school continuance skills. The programme works with students who are not achieving academically to their potential and, as a consequence of non-compliance, are not experiencing the classroom in a positive or productive fashion.

The MAP programme, through the introduction of tailored behavioural processes, seeks to dissipate these children's risk of school refusal and possible school failure, whilst also developing student efficacy and promoting a greater awareness of the benefits of the school and classroom environments.

When MAP is done as a Transition Programme Between Primary and Secondary

In order to ensure follow-through for the mentees both the Primary School and the Secondary School must have agreed to participate in the use of the programme before the start of MAP. In the case of MAP being done in group format where possible ensure the members of the group will all be going to the same Secondary School.



MAP Student Selection Form

Students who demonstrate certain personal characteristics are most likely to benefit from participation in the Mentoring for Achievement Programme (MAP). This Form is designed to help guide you as you select students to participate as mentees. For each student you are considering for potential participation, please indicate with a tick which characteristics below are true for him/her. Ideally, you will want to select students who meet each of the characteristics listed below. Note that students with severe substance abuse issues and/or documented learning disabilities should be referred to a more intensive and/or appropriate programme for their needs. *This Student Selection Form is retained by the School.*

Student First Name & Last Initial	Student School Year	Student Gender	Has been identified as being at-risk of dropping out of school based upon attendance, discipline, or for academic reasons	Is attending school at least an average of three (3) days per week	Has been identified by and adult in the school as a student is not working to his/her potential	Will likely be able to participate in the programme for two (2) years
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student Information Document (not mandatory)

*Please do NOT use the student's name on any part of this document**

Only fill in the Student Information Document once the selection of the students is complete, Parental Permission has been given, the students have agreed to participate in MAP and before the mentoring process starts. The document supplies useful background information about the student for the mentor.

(*see p.35 for GDPR Privacy Notice re data security)

Student ID Code: _____

Date: __/__/__

1. Family Involvement

How would you describe the family's involvement with the student's school?

	Never	Sometimes	Often
Communicates with the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes an interest in School events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends Parent-Teacher Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is easy to contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches the School for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to notes home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the student have siblings: currently attending the School? Yes No

: who formerly attended the School? Yes No

2. Academic Performance

Reading/Literacy Scores: _____

Numeracy Scores: _____



Specific Literacy Difficulties

Does the student have any specific literacy difficulties?

Yes No

If so, please specify the area:

Writing Production

Spelling

Written Language Comprehension

Spoken Language Comprehension

Academic Performance

Settles down well to work

Yes No

Presents work well

Yes No

Shows confidence in academic ability

Yes No

Keeps focussed

Yes No

Has good retention skills

Yes No

Grasps new concepts well

Yes No

Shows good problem solving skills

Yes No

Shows creativity

Yes No

Completes assigned classwork

Yes No

Completes assigned homework

Yes No

3. Outside Agencies

Is the student involved in any After-School Service

Yes No

If so, what Services?

Is the student involved in any Outside Agencies?

Yes No

If so, what Agencies?



4. Learning Support/Supplementary Teaching

Currently receiving Learning Support Yes No

Applied for Learning Support Yes No

• Literacy Support Details: _____

• Numeracy Support Details: _____

5. Social and Emotional Skills for this student to work on.

Emotional self-regulation

Self-motivation

Empathy

Self-awareness

Ability to relate to others

Other: _____

6. Behaviour (previous school year)

	Poor	Fair	Good	Very Good
Term 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What specific areas of behaviour would you like this student to improve?

- Overt hostility or resistance
- Shyness or silence
- Wandering in room
- Wandering off subject
- Arguing or heckling
- Distracting others
- Over talkative
- Moaning or griping
- Others: _____

7. Staff Involved in Completing Document

- Name: _____ Role: _____
- Name: _____ Role: _____
- Name: _____ Role: _____
- Name: _____ Role: _____

Date: _____



Behaviour/Action List Details about the YESs/NOs

This list is grouped according to general comments made by teachers, underlined, about students for the Weekly Report Form. The comments have been broken down into **specific behaviours/actions**, in bold. These offer detail to help the student become more aware of the specific things s/he does that can help or interfere with achievement in class.

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 calmer 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 she did

Settled down quickly

Sat down

Got books out

Listened

Paid attention to the teacher

Read

Started the writing

Had all her materials with her



Was distracted

Looked around the room

Walked around the room

Got out of her seat

Turned around

Looked out of the window

Put his feet on the desk

Responded to talk of others

Ignored the teacher

Ignored the teacher's request

Sat sideways in his seat

Caused trouble

Fought

Hit others in the class

Argued with the teacher

Slagged others

Took things from others

Made hostile remarks

Distracted others

Talked

Chatted

Called to others

Commented on others

Slagged others

Laughed at others

Shouted out

Laughed out loud

Made noises in class

Tried to bargain about doing

Argued

homework

Complained about things

Shouted at the teacher

Denied what he had been doing

Didn't do as asked

Left books in bag

Left book closed on desk

Looked around the room

Talked to others in the class

Ignored instructions

Lay his head on the desk

Covered her head



Was slow to start work

Kept his coat on

Kept his bag on his back

Left his books in his bag

Left his book closed on his desk

Waited until she was engaged with

**Left her book and pen in her bag for the
first 15 mins of class**

Disorganised

Mislaid/Lost his books

Left her books in her locker

Left his books at home

Took ages searching for her pen in her bag

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



Weekly Report Form: Primary School

Weekly Report Form			Date:		No. 1	
<i>'Details about the YESs/NOs' refer to behaviours-actions the teacher sees the student doing</i>						
	Monday	Tuesday	Wednesday	Thursday	Friday	
In School	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
On Time	YES NO	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



Weekly Report Form: Secondary School

WRF	Teacher:	Subject:	Date:	No. 1	
<i>'Details about the YESs/NOs' refer to behaviours-actions the teacher sees the student 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



Weekly Points

Date: _____

No: 22

A: Points from Weekly Report Form

Number of days in school (5 points per day)	
Number of days on time (5 per day)	
Materials for class (5 points)	
Satisfactory behaviour (5)	
Did class work (5)	
Did homework (5)	
Achieved Goal (5)	

Total A:

B: Points from Individual or Group Session

Pen/Pencil to group (5)	
Don't talk when another person is talking(5)	
Do not touch other people (5)	
Do not touch other people's possessions(5)	
Don't criticise or make fun of others (5)	

Total B:

Last Overall Total:

This Week's Total:

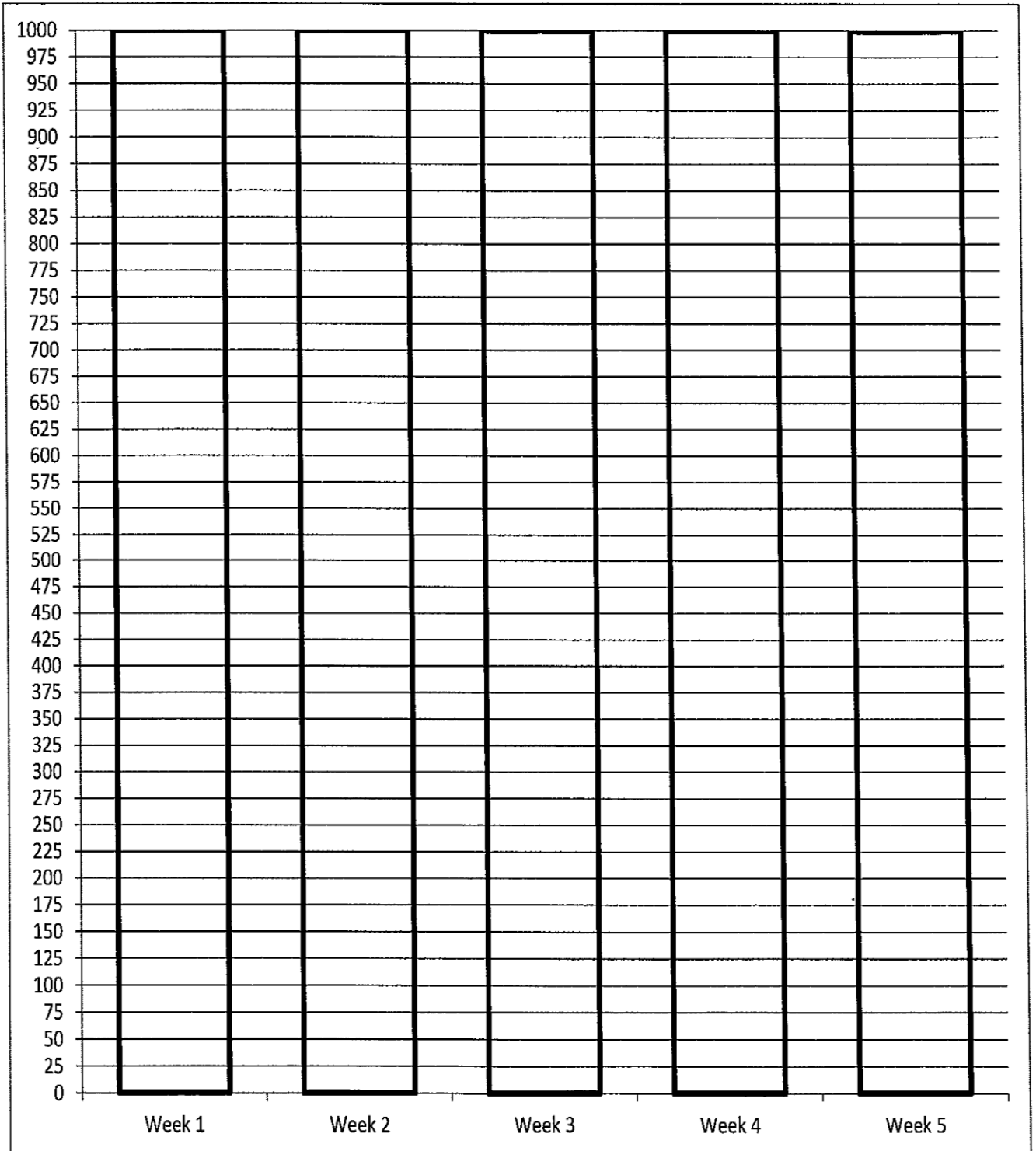
+

New Overall Total:

Checked: _____



Overall Points





GROUP RULES

1. DO NOT TALK WHEN ANOTHER PERSON IS TALKING
2. DO NOT TOUCH OTHER PEOPLE
3. DO NOT TOUCH OTHER PEOPLE'S POSSESSIONS
4. DO NOT CRITICISE OF MAKE FUN OF OTHERS
- 5.



MAP Group Group Rules Weekly Record

Date

Pupil	Pen	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
1.						
2.						
3.						
4.						

Date

Pupil	Pen	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
1.						
2.						
3.						
4.						

Date

Pupil	Pen	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
1.						
2.						
3.						
4.						

Date

Pupil	Pen	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
1.						
2.						
3.						
4.						



Weekly Online Mentoring Survey

For the purpose of monitoring fidelity the following Online Mentoring Survey is completed each week by the mentor and sent electronically to Archways who monitor the weekly mentoring activities of the mentors.

RUTGERS Graduate School of Applied and Professional Psychology

Achievement Mentoring

Welcome Mina | [Logout](#)

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

Survey for: Boy A

Week of: April 12, 2014

No Mentoring this week (Comment why below):

Did you:

1. Have Feedback To Show Mentee?	Yes ▾
2. Talk To Your Mentee Individually?	Yes ▾
3. Talk To Your Mentee In Group?	No ▾
4. Praise Something?	Yes ▾
5. Discuss An Area For Improvement?	Yes ▾
6. Get Student Views?	Yes ▾
7. Choose Together A Small Step To Take?	No ▾
8. Plan Together A Realistic Implementation?	No ▾
9. Contact A Parent This Week? (Required Once A Month)	Yes ▾

Comments

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

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

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MAP Permission/Consent Forms + GDPR Privacy Notices*

**Schools: please ensure parents read the GDPR Privacy Notice*



Primary School Parental Permission Form

The School is using a programme called **MAP**, that is, **the Mentoring for Achievement Programme**. This programme is being run especially to help pupils achieve their very best in school.

A number of children have been nominated by the teachers in the school who feel they would benefit from the frequent contact with a member of the MAP team.

Your son/daughter has been nominated for this programme.

A member of the **MAP** team, a **mentor**, will work with your son/daughter weekly for 2 full years. The mentor will monitor his/her daily progress, speak weekly with his/her class teacher, and each week will meet him/her individually or in a small group.

After your son/daughter has started on the programme, the mentor will also be in **contact with you** once a month to let you know how s/he is doing.

So as to ensure the programme works well we will also do **research** on its effectiveness. *You can choose to be involved in the research or not* and your son/daughter will be able to do MAP even if not involved in the research. The research will involve a number of ways of gathering information including questionnaires with your son/daughter. All information gathered relating to your child will remain entirely confidential and will be stored under strict data protection rules (see Privacy Notice, attached).

If you are okay with your son/daughter being involved in MAP would you please sign the **Parental Permission Form** below and return it to the school

Parental Permission Form

Pupil: _____ School: _____

Parent/Guardian: _____

I have read the information above and the Privacy Notice and give my permission for my child _____ to participate in the MAP programme.

Parent's/Guardian's signature: Date:



Privacy Notice

Parents

The Mentoring for Achievement Programme (MAP) Personal Data (Information)

Please note that a code is used instead of the student's name so your child's identity is not known outside the school. This code is known only by the School.

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 the programme provides to us.

Why we need Data

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

What we need

We need basic information about your child and yourselves.

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

Parents: Contact phone number

What we do with it

The data we collect is processed by the MAP Co-ordinators and used in the running of the programme, for example your phone number is used *only* to call you once a month to give you feedback about how your child is doing in MAP.

If research is being done this information is used to help assess the effectiveness of the programme. We have Data Protection policies and procedures in place to oversee the effective and secure processing of your data.

How long we keep it

We will keep the student's and your data for as long as the student remains engaged with the programme, and for 3 years after the programme ends.

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 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 Caitriona 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 R32 AP23 Co. Laois



Secondary School Parental Permission Form

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Your son/daughter has been nominated for this programme.

A member of the **MAP** team, a **mentor**, will work with your son/daughter weekly for 2 full years. The mentor will monitor his/her daily progress, speak weekly with subject teachers, and each week will meet him/her individually or in a small group.

After your son/daughter has started on the programme, the mentor will also be in **contact with you** once a month to let you know how s/he is doing.

So as to ensure the programme works well we will also do **research** on its effectiveness. *You can choose to be involved in the research or not* and your son/daughter will be able to do MAP even if not involved in the research. The research will involve a number of ways of gathering information including questionnaires with your son/daughter. All information gathered relating to your child will remain entirely confidential and will be stored under strict data protection rules (see Privacy Notice, attached).

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Parent's/Guardian's signature: Date:



Privacy Notice for Parents Personal Data (Information)

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Your rights

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Contact Details

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

If you are not satisfied

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Commissioner at:

E-mail:	info@dataprotection.ie
Address:	Data Protection Commissioner Canal House Station Road Portarlinton R32 AP23 Co. Laois



Primary School Pupil Consent Form

Hello!

You have been chosen by your school to be part of the **Mentoring for Achievement Programme, MAP**. This programme is being run especially to help you and others in your school achieve your very best in school. Your teachers believe that you have the potential to do better in school. The programme will also help you with the move to the Secondary School.

A member of the MAP team, a **mentor**, will work with you each week for two full school years.

So as to ensure the programme works well we will also do **research** on its effectiveness. This will involve a number of ways of gathering information including questionnaires about you. All information gathered will remain confidential and will be stored safely so that it remains private. *You can choose to be involved in the research or not* and can do MAP even if you choose not to do it.

If you are okay to be involved in MAP would you please sign the **Pupil Consent Form** below.

Thank you for taking time to read this.

Pupil Consent Form

Pupil: _____ School: _____

I have read the information above and agree to participate in the MAP Programme.

Pupil's Signature _____ Date: _____



Secondary School Student Consent Form

Hello!

You have been chosen by your school to be part of the **Mentoring for Achievement Programme, MAP**. This programme is being run especially to help students achieve their best in school. You have been chosen for this programme because your teachers believe you have the potential to do better in school.

A member of the **MAP** team, a **mentor**, will work with you each week for two full school years.

So as to ensure the programme works well we will also do **research** on its effectiveness. This will involve a number of ways of gathering information including questionnaires about you. All information gathered will remain confidential and will be stored safely so that it remains private. *You can choose to be involved in the research or not* and can do MAP even if you choose to not do it.

If you are okay to be involved in MAP would you please sign the **Student Consent Form** below.

Thank you for taking time to read this.

Student Consent Form

Student: _____ School: _____

I have read the information above and agree to participate in the MAP

Student's Signature: _____ Date: _____



Research Consent Form

Parents

You have chosen for your son/daughter to take part in the Mentoring for Achievement Programme, MAP. This programme has been shown, through previous research carried out on it, to be effective in achieving its goals of helping students learn skills that help them to achieve better in school according to their potential.

Because it is important to us in the school to be sure that the MAP programme works well we will be conducting research throughout the programme so that we too can measure its effectiveness. The research will involve a number of ways of collecting information including doing questionnaires with your son/daughter.

All information gathered will remain entirely confidential* and will be stored under strict data protection rules, compliant with GDPR requirements. No names will be used on research documents so as to protect the identity of all students.

You have the option whether or not to be involved in the research. This will not affect your son/daughter’s involvement in MAP. If you decide during the 2 years of MAP that you no longer wish your child to be included in the research s/he can be taken out of the research without affecting his/her involvement in MAP.

* Confidentiality is not maintained where there are child protection concerns, as stated in the Children First Act 2015 – Children First: National Guidance for the Protection and Welfare of Children.

If you are happy to give your consent to your child being included in the research please sign the **Research Consent Form** below.

Research Consent Form: School: _____

Student: _____

Parent/Guardian: _____

I have read the Information above and give my consent to my son/daughter being involved in the research in relation to MAP.

Signed: (Parent/Guardian)

Date:



Research Consent Form

Students

You have chosen to take part in the Mentoring for Achievement Programme, MAP. This programme has been shown, through previous research done on it, to be effective in achieving its goals of helping students learn skills that help them achieve better in school according to their potential.

Because it is important to us in the school to be sure that the MAP programme works well we will be conducting research throughout the programme so that we too can measure its effectiveness. The research will involve a number of ways of collecting information including doing questionnaires with you, the mentee.

All information gathered will remain entirely confidential* and will be stored under strict data protection rules. No names will be used on research documents so as to protect your identity.

You have the option whether or not to be involved in the research. This will not affect your involvement in MAP. If you decide during the 2 years of MAP that you no longer wish to be included in the research you can be taken out of the research without affecting your involvement in MAP.

* Confidentiality is not maintained where there are child protection concerns, as stated in the Children First Act 2015 – Children First: National Guidance for the Protection and Welfare of Children.

If you are happy to give your consent to your being included in the research please sign the **Research Consent Form** below.

Research Consent Form:

School: _____

Student: _____

I have read the Information above and give my consent to my being involved in the research in relation to MAP.

Signed:(Student)

Date:

