

Collaborative Mentoring Webinar Series



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Teaching Social Emotional Competencies in Mentoring Programs

November 21, 2019

2019 Collaborative Mentoring Webinar Series Planning Team

The Collaborative Mentoring Webinar Series is funded by the **Office of Juvenile Justice and Delinquency Prevention** through the National Mentoring Resource Center and facilitated in partnership with MENTOR: The National Mentoring Partnership



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Collaborative Mentoring Webinar Series

Good to Know...

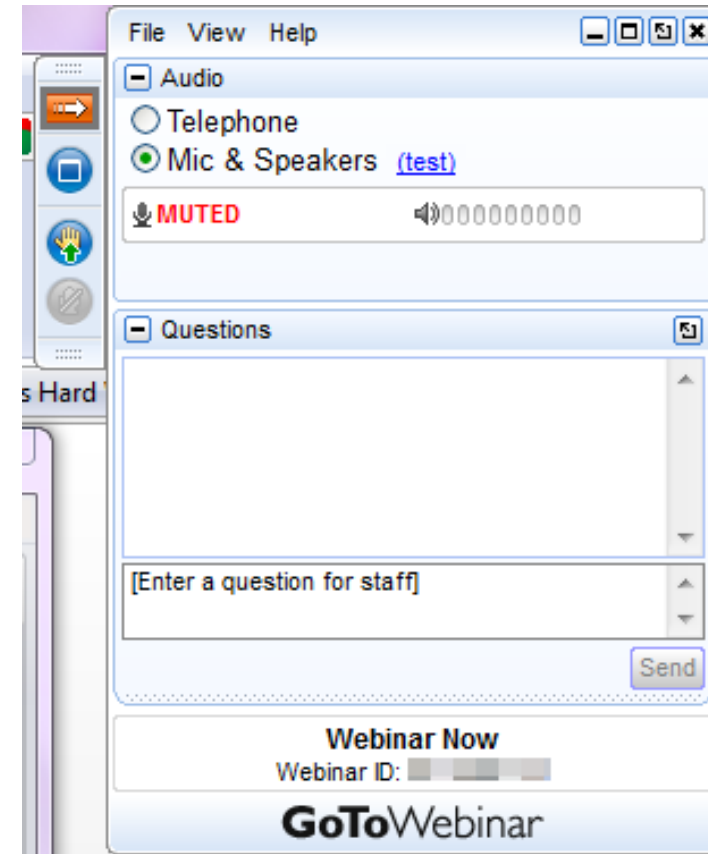
One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording
- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings and resources are posted

Please help us out by answering survey questions at the end of the webinar.

Participate in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?



Ray Hoskins



- Dedicated to developing social-emotional competencies since his work with H. Stephen Glenn in the early 1970s.
- Worked with the Search Institute Asset Model, various risk-protective factor models and, recently with the Indiana and CASEL models of SEL competency development
- Consulted to several mentoring programs over the past 9 years and believes mentoring is a key component in helping youth develop the attributes and skills they need to create meaningful lives.

Darren Heil



- Founded Youth Mentoring Initiative in Fishers Indiana in 2007, which provides school-based mentor programs to the Hamilton Southeastern School Corporation in 9 schools
- Currently the Community Enrichment Coordinator for Gaylor Electric, works to expand the employee pool by an enhanced presence in local schools, grow company-wide social responsibility efforts

Mike Di Marco



- Chief Strategy Officer at Higher Achievement
- Oversees program and strategic plan implementation (including mentoring, curriculum, evaluation, and training) across Higher Achievement's sites in Washington, DC, Baltimore, MD, Richmond, VA, Pittsburgh, PA, Alexandria, VA, and Greenbelt, MD.
- B.A. from Duke University and an Executive Certificate in Nonprofit Management from Georgetown University

Today's Webinar

This webinar will explore a national definition of Social Emotional Learning and how mentoring contributes to Social Emotional development. We will discuss:

1. Successful strategies of integrating the Search Institute Assets into a mentoring strategy
2. Examples of other SEL Approaches
3. Interviewing to assess SEL competence
4. Assessing SEL progress in program evaluation.

Today's Webinar

Objectives:

1. Review SEL-Related Mentoring Outcomes
2. Review SEL Definitions, Approaches and Assessment
3. Explore Strategies for Group and Individual Mentoring

What is Social Emotional Learning?



SEL is....

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

What is Social Emotional Learning?

Social and emotional learning focuses on knowledge, attitudes, and skills in five competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), 2019

Social-Emotional Learning-SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Mentoring and SEL Improvement

“A rich body of research supports the concept that quality mentoring is associated with positive outcomes for youth. The benefits of mentoring can be seen across many facets of an individual’s life, including better attendance and attitude toward school, less use of drugs and alcohol, improved social skills and interactions with peers, more trusting relationships and better communication with parents, and an increased chance of continuing on to higher education. ²⁶ Dr. Jean Rhodes, Director, MENTOR/University of Massachusetts Boston Center for Evidence-Based Mentoring.”

The Mentoring Effect: Page 16

[https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The Mentoring Effect Full Report.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Full_Report.pdf)

Mentoring Improves SEL Outcomes

A landmark random assignment impact study of Big Brothers Big Sisters School-Based Mentoring in 2007 found:

- By the end of the first school year, the program had improved mentees' outcomes in a range of areas, including their academic attitudes, performance and behaviors.³⁰
- After an average of 10 months of mentoring, mentored youth fared better in emotional/psychological well-being, social relationships, academic attitudes and self-reported grades.
- Notable reductions in depression symptoms across all groups who participated.

Mentoring Improves SEL Outcomes

After 13 months of mentoring, youth also:

- displayed greater acceptance by their peers, and
- More positive beliefs about their ability to succeed in school and achieve better grades in school.

Overall, mentored youth were more likely to show improvement on multiple social, emotional, and academic levels.

The Mentoring Effect: Page 17

https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Full_Report.pdf

Indiana Competency Areas

- Mindset- Indiana is the first state to include a mindset competency including Growth Mindset and Grit.
- NMRC has developed mentor resources to help train mentors in developing these attributes.

What social and emotional outcomes are affected by relationships and relationship-based programs?

- Attitudes toward school, their future, and elders
- Sense of belonging and connectedness
- Academic Identity
- Grit
- Self-Regulation
- Problem-solving skills and cognitive problems
- Mental Health-emotional, social, and psychological well-being
- Identity Development
- Improved Relationships

SAFE Acronym-Durlak

Effective SEL approaches often incorporate four elements represented by the acronym **SAFE**:

- ***Sequenced***: Connected and coordinated activities to foster skills development.
- ***Active***: Active forms of learning to help students master new skills and attitudes.
- ***Focused***: A component that emphasizes developing personal and social skills.
- ***Explicit***: Targeting specific social and emotional skills.

Durlak's Model in Group Mentoring Programs

- Create a plan that builds competencies in an ordered sequence
- Create learning objectives and descriptions of how the activities help so young people will know what is expected
- Design activities based on this plan

Foundations for Young Adult Success: A Developmental Framework

Foundational Components

- **Self-Regulation** includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.
- **Knowledge** is sets of facts, information, or understanding about self, others, and the world. Skills are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.
- **Mindsets** are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.
- **Values** are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the Agency to make active choices about one's life path, possessing the Competencies to adapt to the demands of different contexts, and incorporating different aspects of oneself into an Integrated Identity.

Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

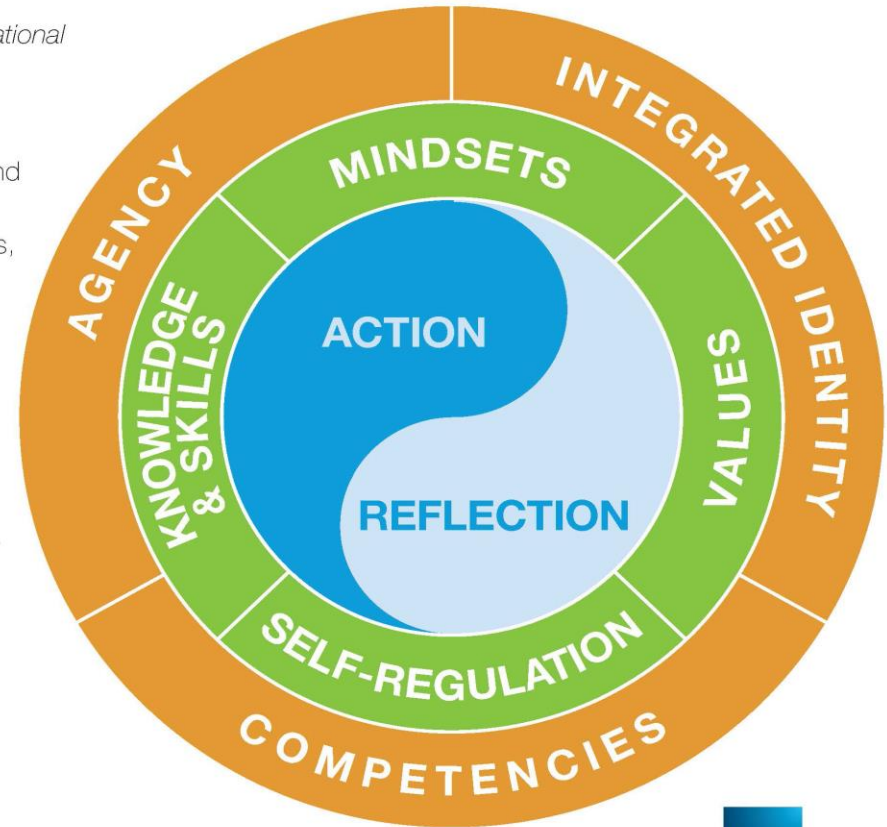
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Funded by The  Wallace Foundation*

Youth Mentoring Initiative



Youth Mentoring Initiative was created in Fishers Indiana in 2007. YMI provides school-based mentor programs to the Hamilton Southeastern School Corporation. YMI has around 300 active mentor/mentee matches in 9 schools to date.

Counselors, teachers, veteran mentors and local youth pastors worked together to create the activity pieces for grades 5-6 and discussion starters for 7-12 grade based on the developmental assets.

Search Institute Assets

The Youth Mentoring Initiative started using the 40 Developmental Assets in 2009 as a guide or road map for mentors as they connect with their mentees in a conversation driven mentoring session.

They use 28 of the 40 assets. YMI focuses on all the 20 internal assets and 8 of the external assets such as: Other adult relationships, Service to others, Adult role models, Positive influence, High expectations, Creative activities, Child programs, and Time at home. YMI feels that these assets can be addressed through a school-based, conversation driven mentoring model.

Mentoring Strategies

Intermediate School mentor programs used a combination of mentor and counselor created content and Search Institute activity sheets.

Example: Mentor Session 1 – The Supports Around You handout from the Search Institute. *Asset tie in: 1,3,4,14,15.*

- Activity is done and the mentor processes the activity with their mentee using a couple questions. *Examples provided*
- They Wrap up with a challenge that reinforces the activity in real life.

Mentoring Strategies

Junior High and High School mentor programs used mentor and YMI staff created content centered around all 28 Developmental Assets. Discussion starters were created to create a productive conversation for the mentor and mentee.

Example: Developmental Asset #15 Positive Peer Influence

Entry-level Inquisitive approach: Who are your best/closest friends? What do like best about them?

Continued

Mentoring Strategies

Deeper-level Inquisitive approach: There is a saying that we become the sum of the 6 people we spend the most time with. What qualities, behaviors, attitudes, etc. are you most likely to reflect based on who you are currently spending time with?

Story prompt: Tell me about/share a time when your friend(s) stepped up and encouraged or discouraged you from making a big mistake?

How Higher Achievement Targets SEL Skills

- Defined purpose of academic mentoring
- Focus on college readiness skills
- Leverage external vendors for curriculum– focus on implementation
- Built time in program schedule for intentional relationship building, reflection, and celebration
- Intentional training and focus on Advancing Youth Development training for staff
- Guided trainings and practice for mentors to guide program implementation

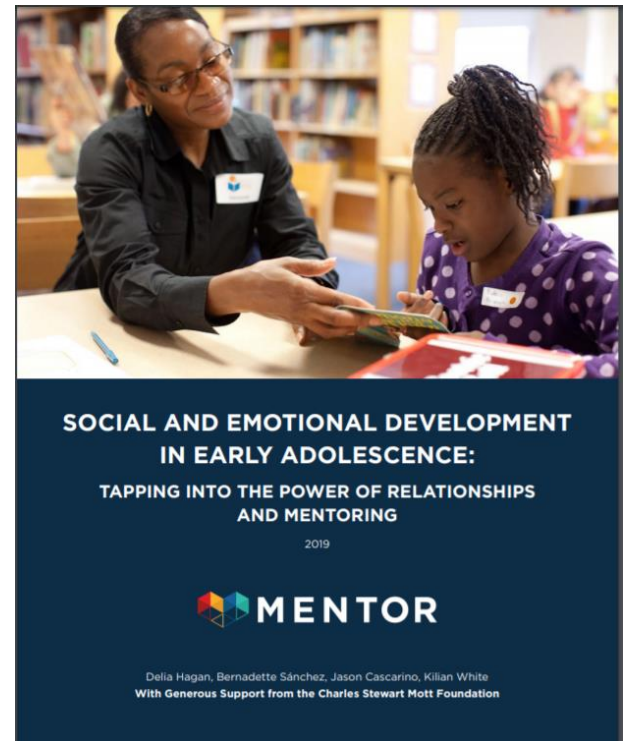
Ideas for Programs

- Intentionally create time in your schedule for mentors to facilitate SEL skills
- Define the “scope of practice” for a mentor in your program
- Focus on clarity of implementation resources so that mentors can focus on relationship building

Resources for Programs

Consider resources from experts in the field:

- *Yale Center for Emotional Intelligence*
- *Collaborative for Academic, Social, and Emotional Learning (CASEL)*
- *MENTOR: Social and Emotional Learning in Early Adolescence*



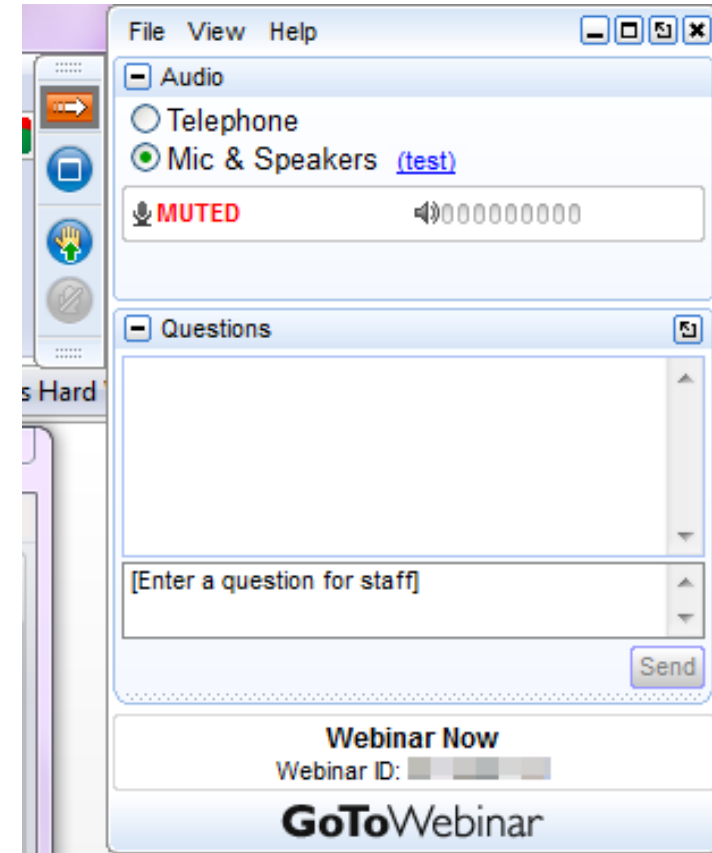
Assessment and Evaluation

There are a number of Assessment options available:

- CASEL Assessment Guide
<http://measuringSEL.casel.org/assessment-guide/>
- DESSA-<https://apertureed.com/dessa-overview/>
- Paramount-<https://www.panoramaed.com/social-emotional-learning-sel>
- Lions Lead SEL Index-www.lionslead.com (No Description on site) Must contact.

Q&A

Type your questions in the question box:



Additional Resources



Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here: <http://www.mentoring.org/our-work/our-affiliates/>

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector
<https://connect.mentoring.org/admin>

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) for no-cost evidence-based mentoring resources

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Check out the [OJJDP website](#) for more resources and information on mentoring initiatives

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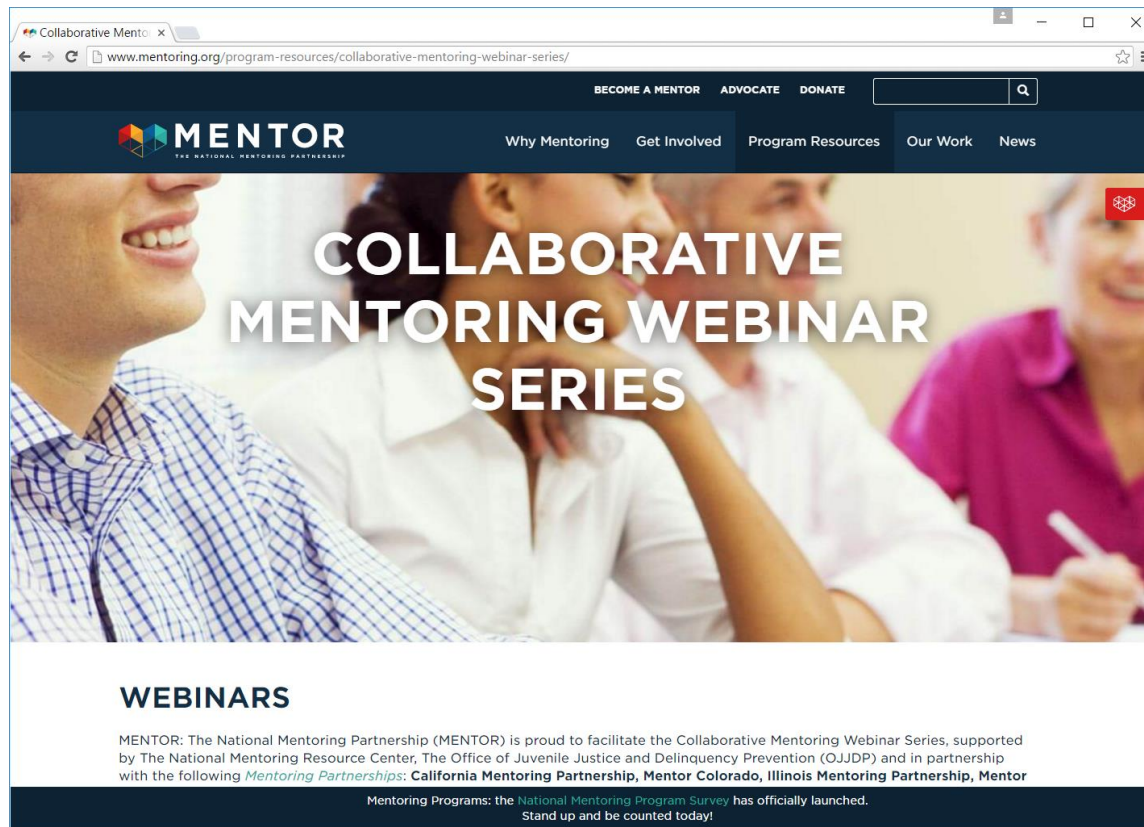
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http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

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Join Us Next Month!



Mentoring Youth with Disabilities December 19, 2019 1:00 - 2:15PM Eastern



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