

Older and Wiser: Reflections On 30 years of research in youth Mentoring

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MENTOR

**MacArthur Foundation
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THE RISKS AND REWARDS
OF MENTORING
TODAY'S YOUTH

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By Jean Rhodes When asked how he felt about the timing of...



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Research



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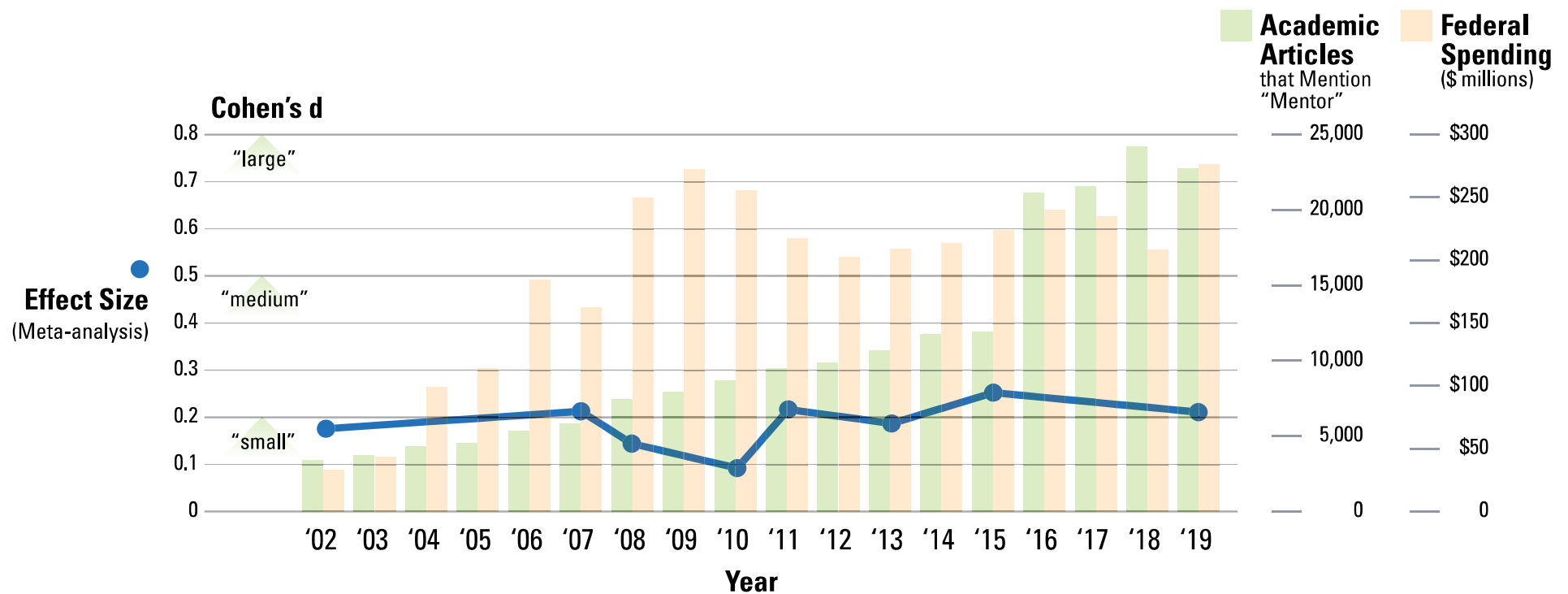
JUNE 18, 2020
New measure assesses whether youth's relational needs are being met

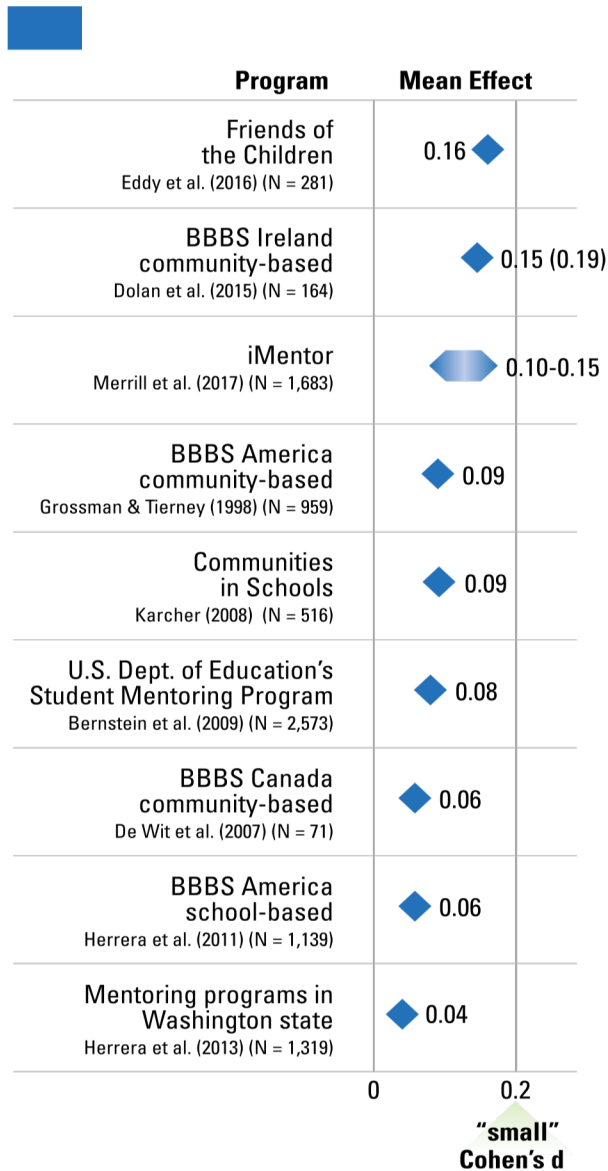
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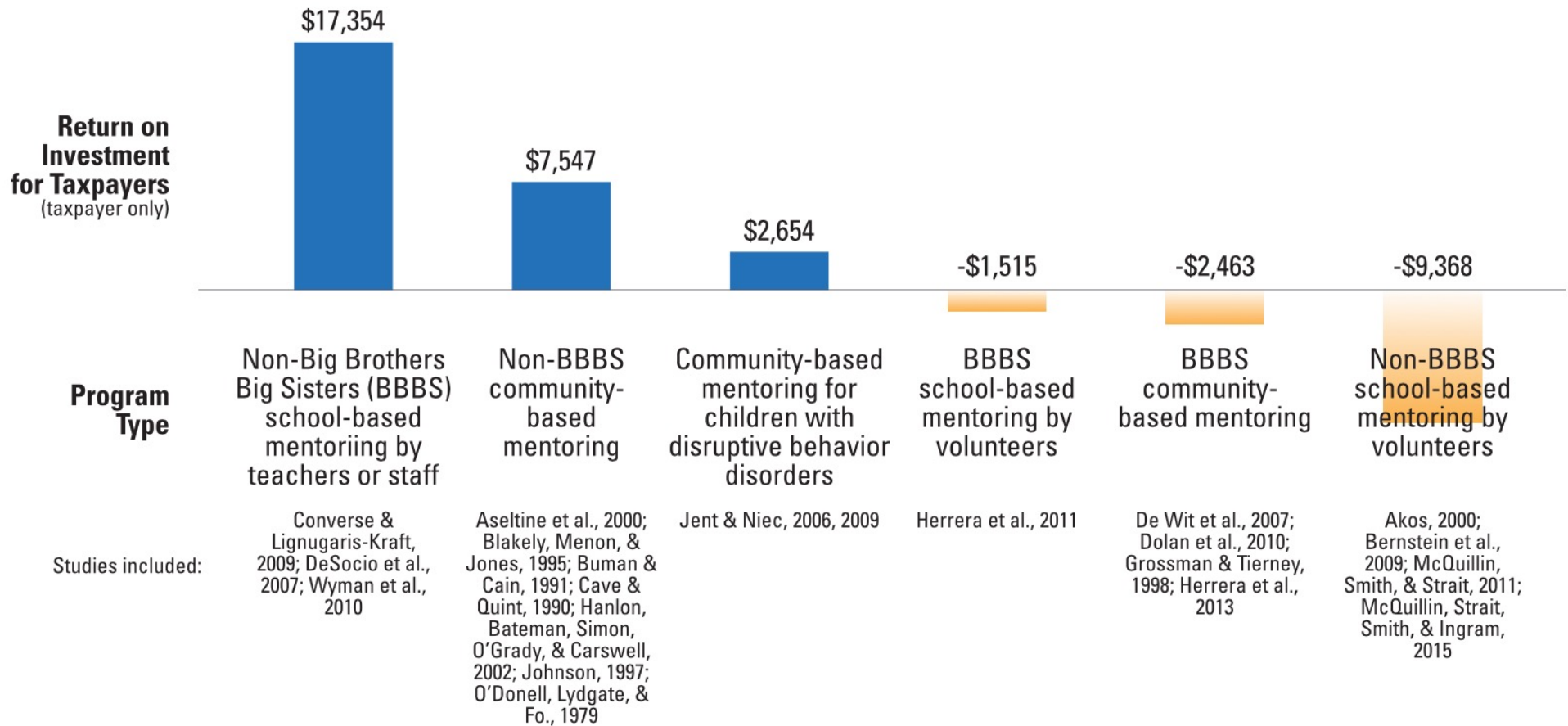
"My question is: Are we making an impact?"

Trends in Meta-analysis Effect Sizes





0.20 = "small" effect,
0.50 = "medium" effect,
0.80 = "large" effect.



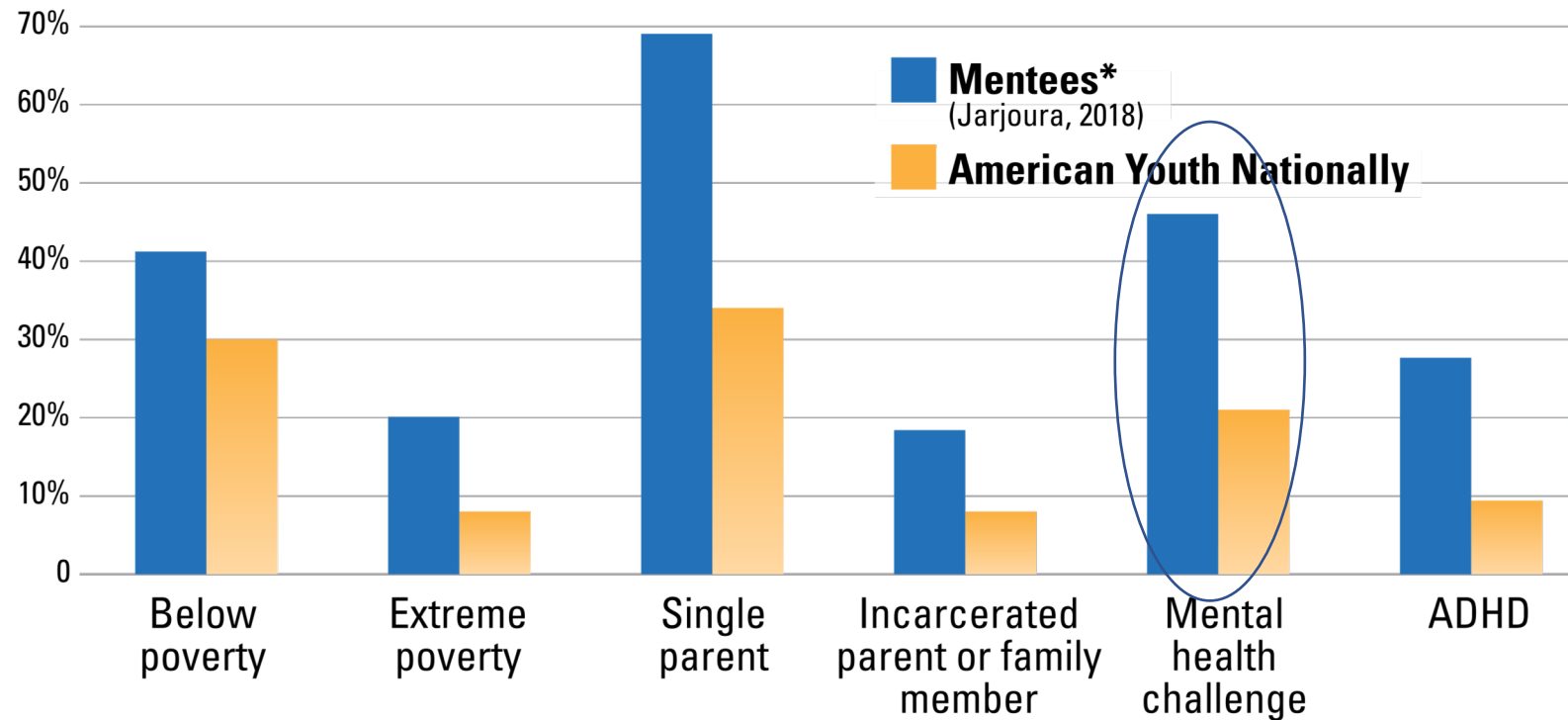
Source: Washington State Institute for Public Policy (2019)

“The great enemy of the truth is very often not the lie, deliberate, contrived and dishonest, but the myth, persistent, persuasive and unrealistic.”

John F. Kennedy, 1962



Mentees vs. American Averages



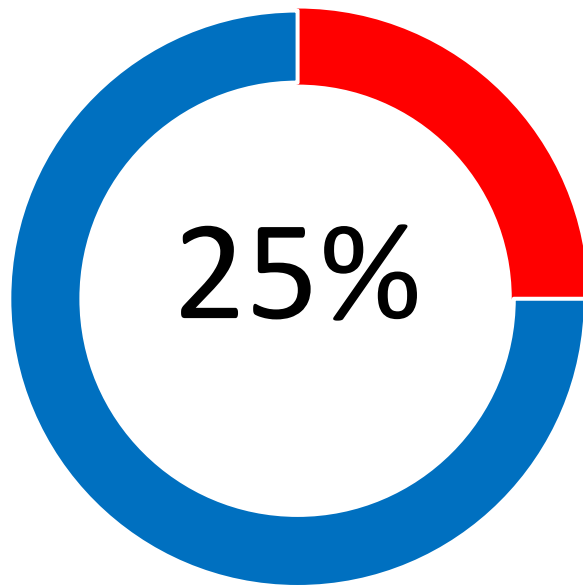
*Mentees in Jarjoura (2018) ranged from 9-16, average age 12.4 at baseline.

National Data Resource: Kids Count Data Center, 2017 (except ADHD: Centers for Disease Control, 2016)

Jajoura et al., (2018). OJJDP Technical Report, 30 "Business as Usual" mentoring programs, N = 2,195 youth, Avg age 12



BBBS of Canada - Parent Survey



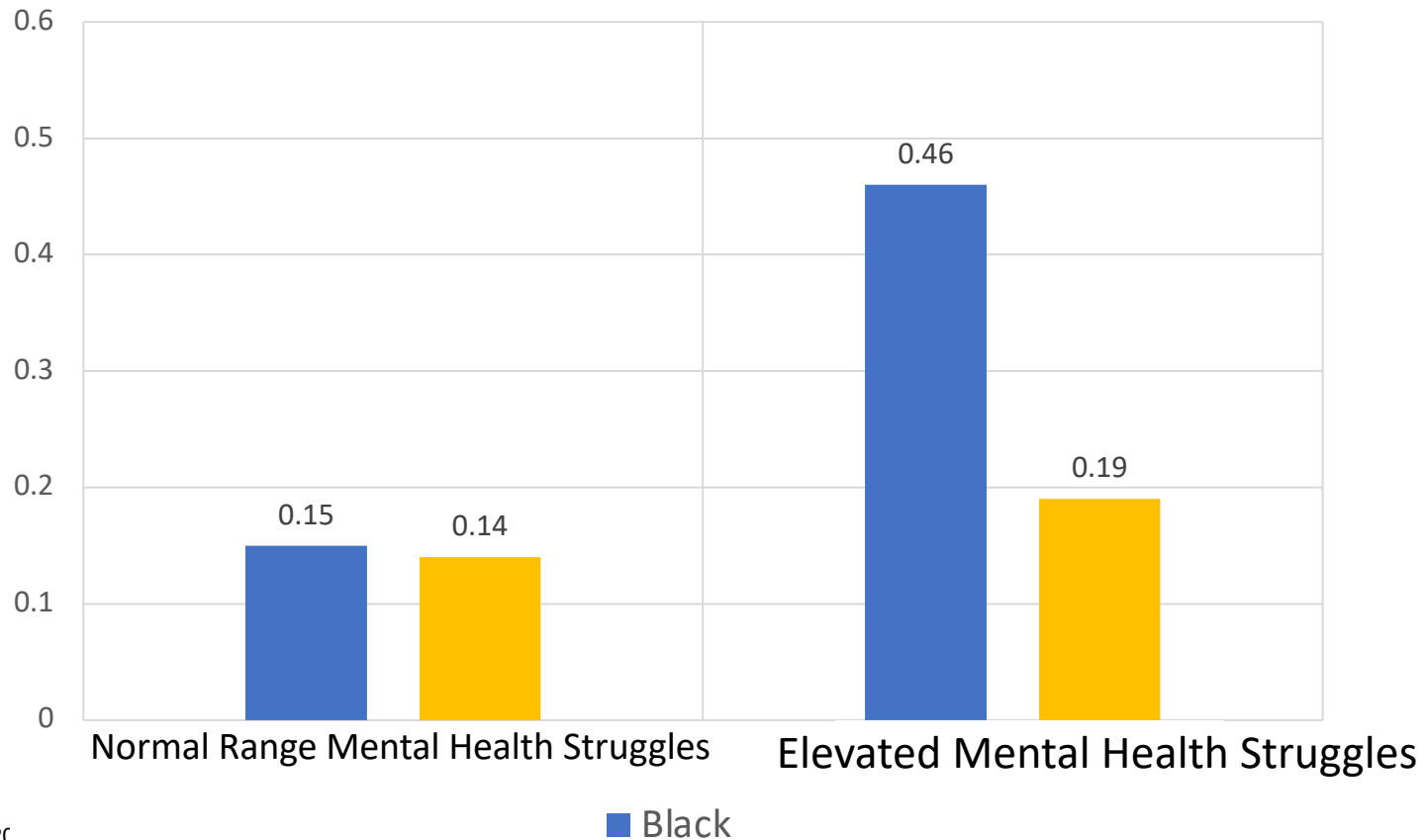
Identified their child's disability or psychiatric illness as a primary reason for referral to school-based mentoring

Sourk, M., Weiler, L. M., & Cavell, T. A. (2019). Risk, support, and reasons for wanting a mentor: Comparing parents of youth in community versus school-based matches. *Children and Youth Services Review*, 19, 156-164.

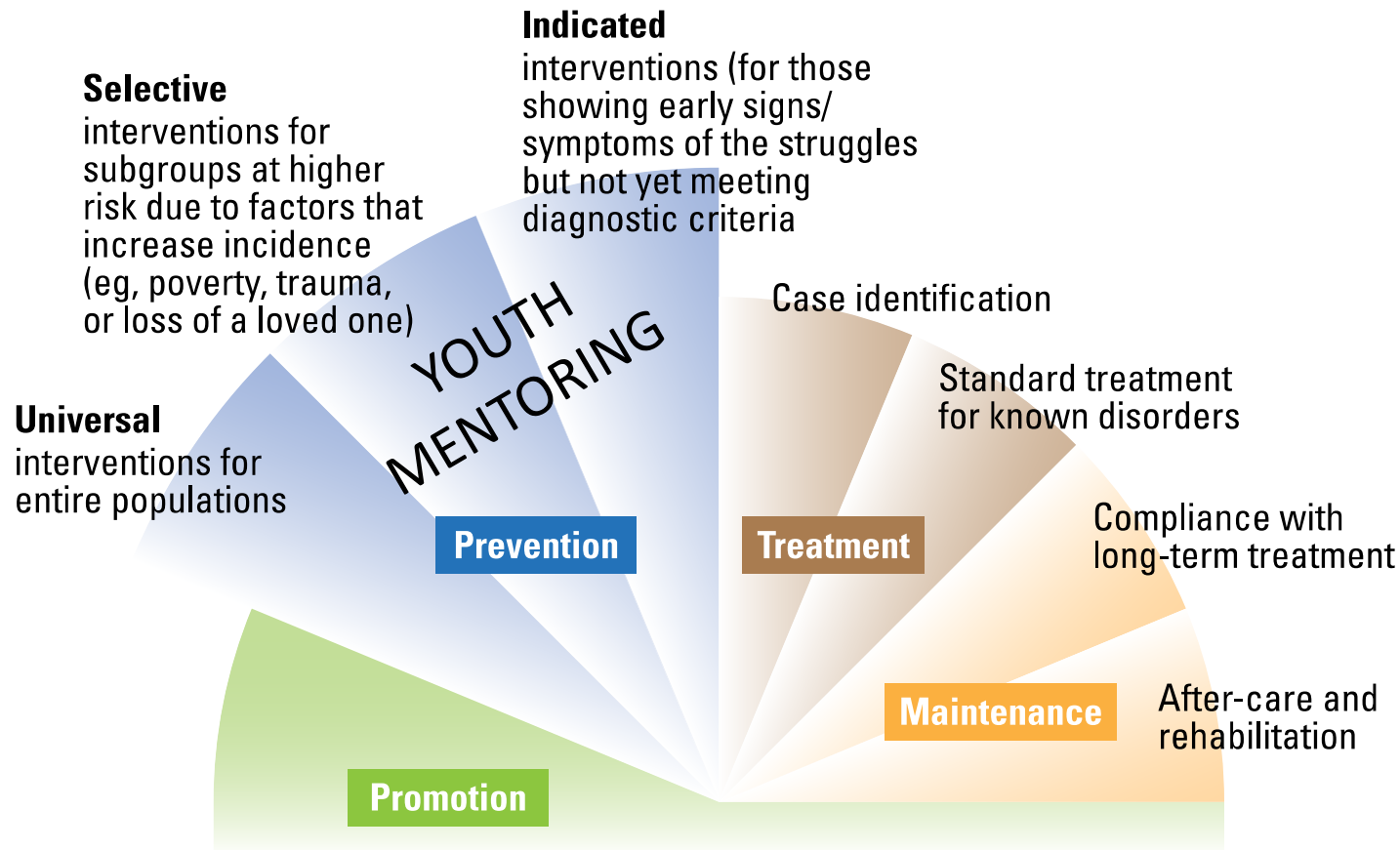


PROBABILITY OF PARENTS

SEEING A NEED FOR MENTORING PROGRAM



Vázquez, A. L., & Villodas, M. T. (2019). The Role of Adolescent Psychological Distress in the Need for Mentoring Programs. *Journal of Adolescent Psychology*. (N = 741)



Adapted with permission from Preventing Mental, Emotional, and Behavioral Disorders among Young People: Progress and Possibilities, 2009, National Academy of Sciences, by the courtesy of the National Academies Press, Washington, DC.



Help Them Get There Be a Mentor

SERVE.GOV/MENTOR

You don't need special skills to be a mentor. You just need to listen, show that you care, and share your experience. Becoming a mentor is one of the best investments you can make for the future. Just imagine how you'll feel when graduation day arrives.

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“IT’S NOT WHAT I EXPECTED”



A Qualitative Study of Youth Mentoring Relationship Failures
Renée Spencer
Boston University

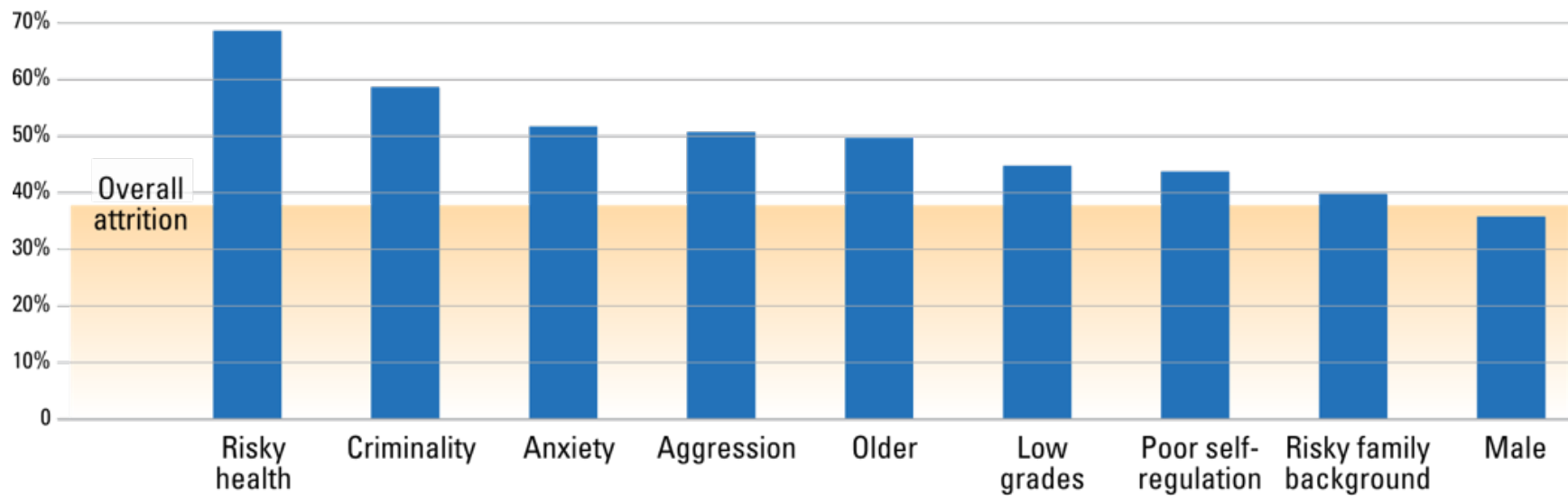
“I just I realized how very difficult it is to have any kind of intimate relationship. One-on-one relationships are hard and then with someone that is vulnerable like that... It’s such a big responsibility.”

“Obviously, when you volunteer, you’re not expecting... the world back... But you want something... you at least want to leave with a feeling... a good feeling.”

“It was hard to go over there,... because I felt somewhat dismayed at their living situation... [I] didn’t know what I was gonna find. I was afraid.”

“My expectation was, ‘Gosh,... I know a lot of young people who’d really appreciate me just calling them up [chuckling]!’... If I’m gonna do that for... a young person I’m not related to, then it needs to be... appreciated.”

RISK & ATTRITION



Kupersmidt, Stump, & Rhodes (2017). American Journal of Community Psychology



**Mentoring Program
Models**

**Mentees'
Needs**

Finding the Sweet Spot: Investigating the Effects of Relationship Closeness and Instrumental Activities in School-based Mentoring

Michael D. Lyons,¹  Samuel D. McQuillin,² and Lora J. Henderson¹

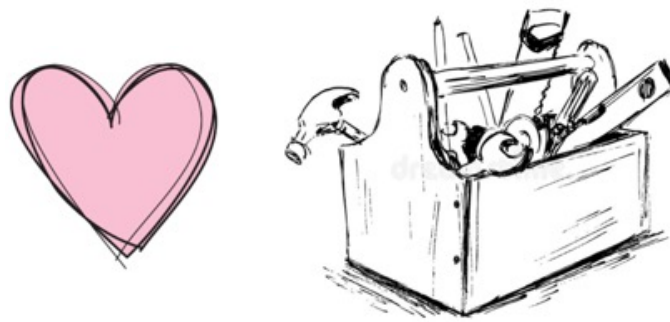
Highlights

- When mentors set goals and give feedback to mentees, youth experience better outcomes.
- When youth report a good relationship with their mentor, youth experience better outcomes.
- However, mentors maximize impact when they have a good relationship, set goals, and give feedback.



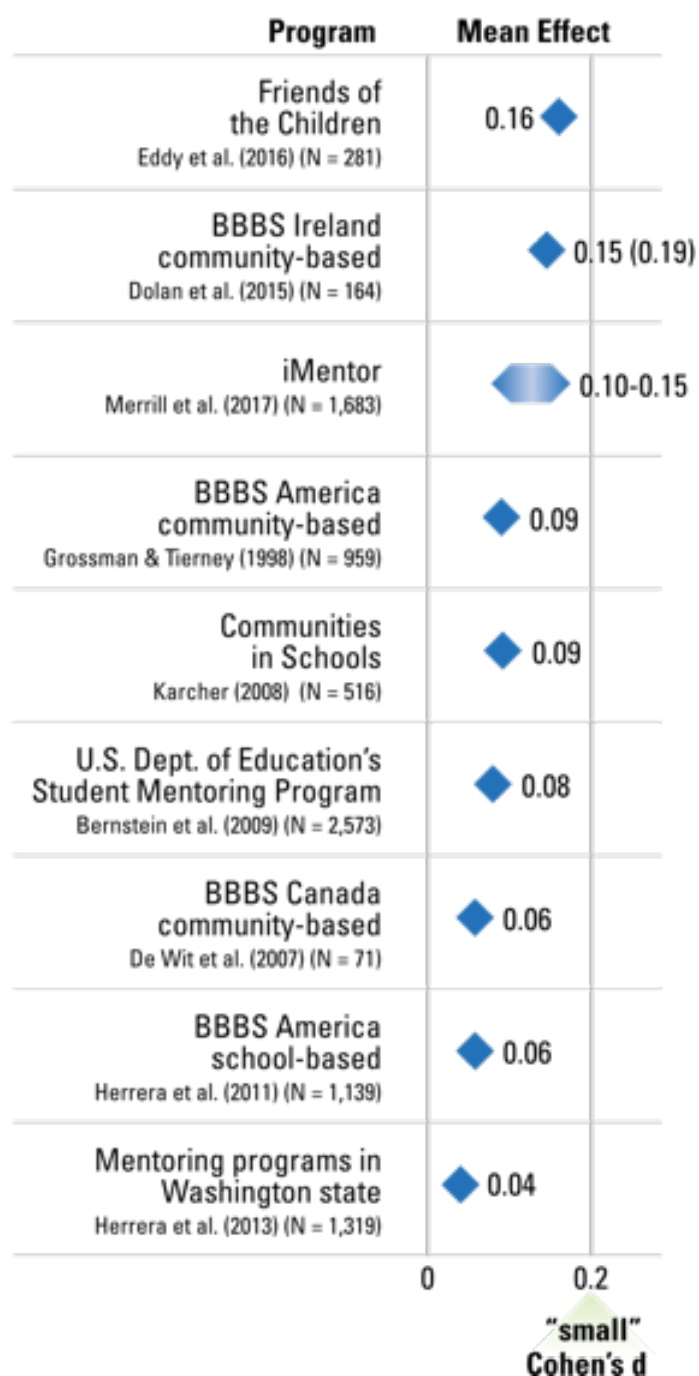


**Relationships as
intervention**

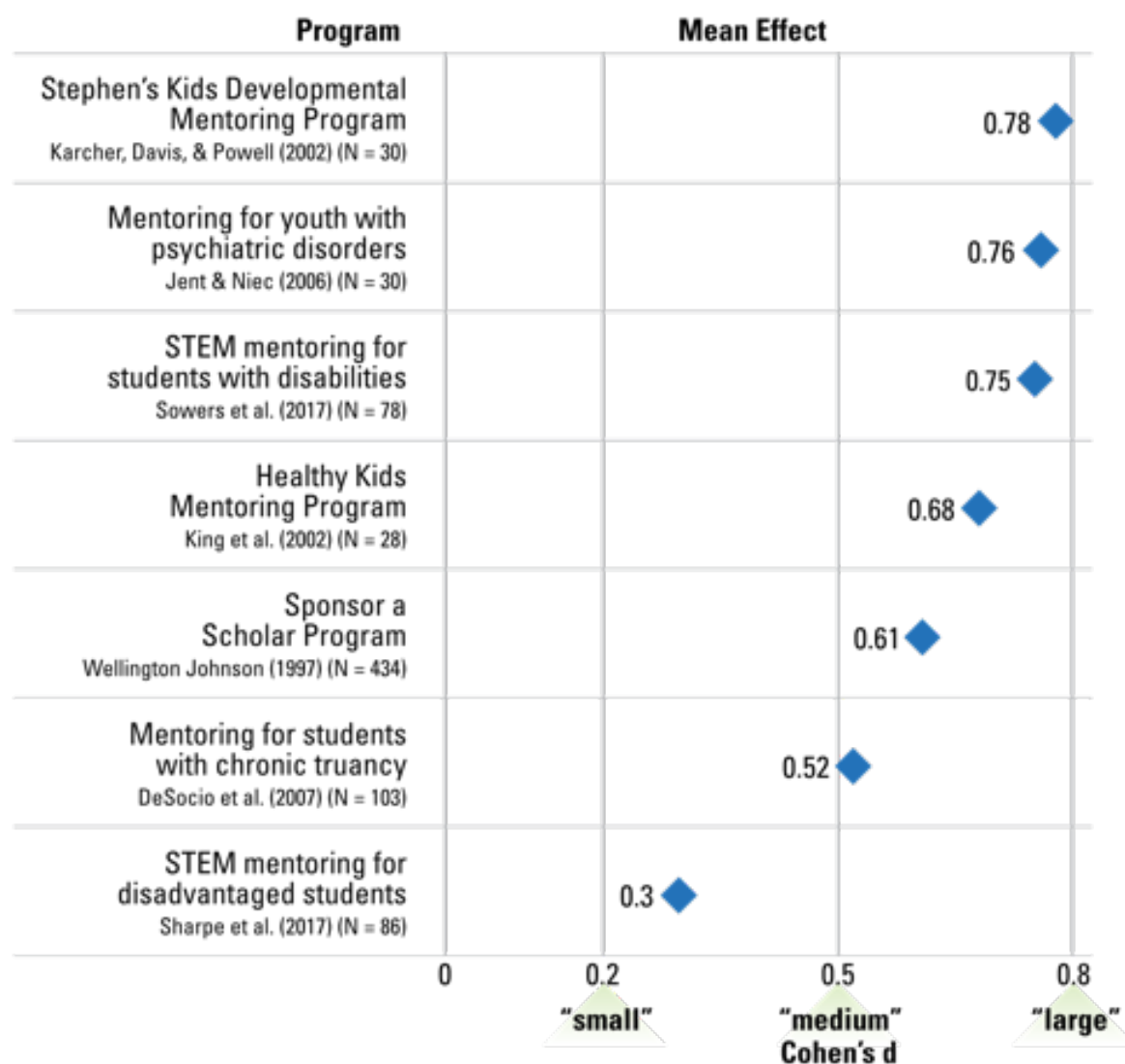


**Relationship as *context* for targeted,
evidence-based intervention**

Friendship Model



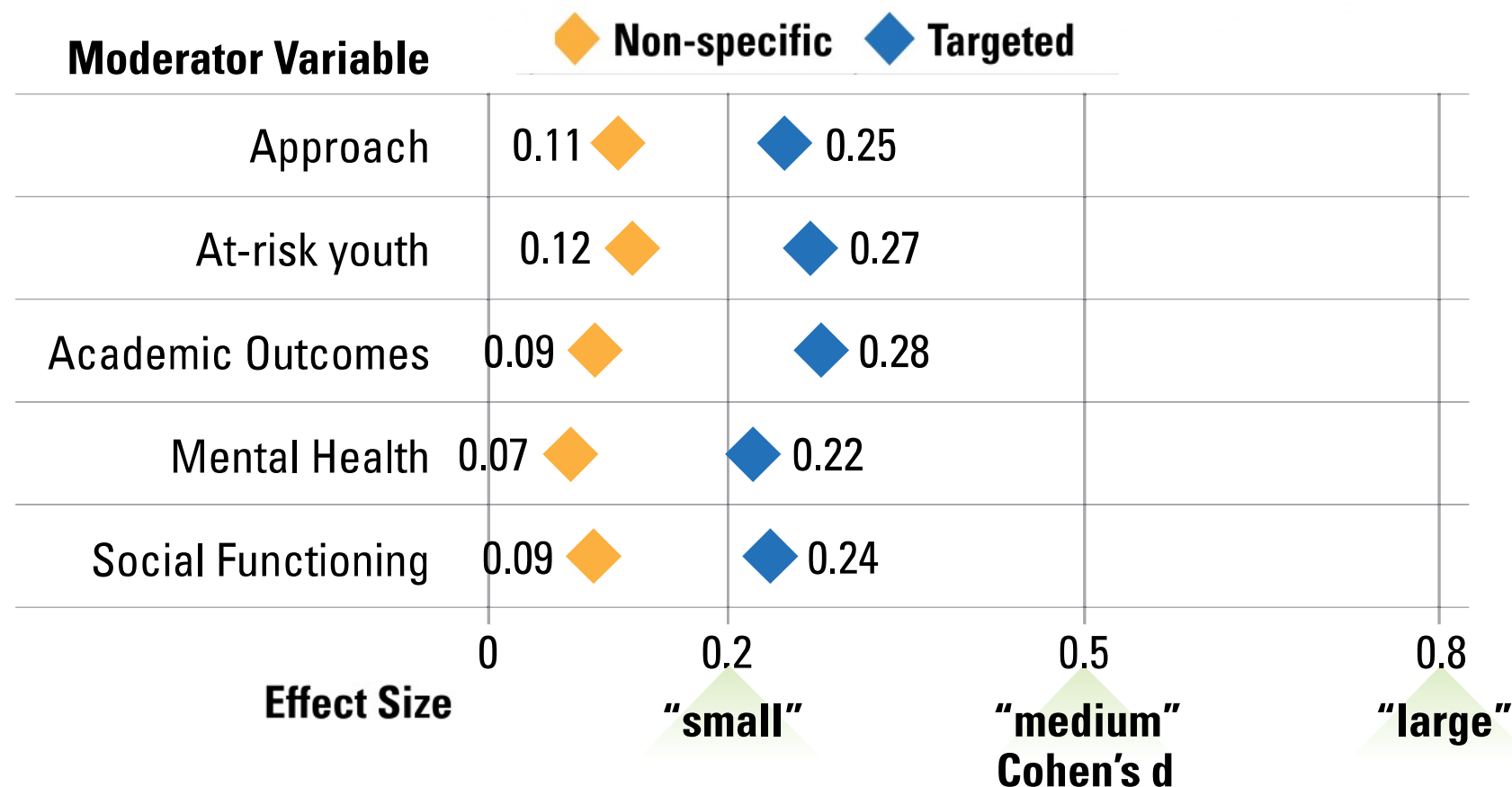
Skills-based Approach





Non-Specific versus Targeted Approaches to Youth Mentoring: A Follow-up Meta-analysis

Kirsten M. Christensen¹ · Matthew A. Hagler¹ · Geert-Jan Stams² · Elizabeth B. Raposa³ · Samantha Burton¹ · Jean E. Rhodes¹



HOW CAN MENTORING PROGRAMS SERVE DIVERSE YOUTH AND STILL PROVIDE TARGETED EVIDENCE-BASED CARE?



**Overall
program role**

Recruit, screen, and train mentors, supervise matches, liaise with parents, caregivers, teachers, etc., mentor assessment

Smaller, targeted programs

Larger, nonspecific programs

Program role

Train mentors to deliver targeted, evidence-based interventions

Specialized Mentoring

Embed mentors in systems that provide targeted interventions

Embedded Mentoring

Train mentors to support technology-delivered interventions

Blended Mentoring

Mentor role

Delivery of intervention

Supportive accountability and supervised practice

ROAD TO RIGOR



Overall program role

Recruit, screen, and train mentors, supervise matches, liaise with parents, caregivers, teachers, etc., mentor assessment

Smaller, targeted programs

Larger, relationship-based programs

Program role

Train mentors to deliver targeted, evidence-based interventions

Train mentors to support technology-delivered interventions

Embed mentors in systems that provide targeted evidence-based interventions

Mentor role

Delivery of intervention

Supportive accountability and supervised practice

BENEFITS OF TECHNOLOGY DELIVERED INTERVENTIONS



- Dynamic, multimedia, gamification, badges
- Addresses concerns about stigma, privacy, autonomy, access
- Self-monitoring
- Mentor dashboard
- Data analysis, machine learning
- Free or low-cost, marginal \$ scaling
- Cultural-linguistic adaptation
- Completed quickly, self-paced, waitlist
- Online updates

However, engaging youth in Apps has proven to be very difficult. Mental Health Apps have the lowest use after one month. **In the absence of support, less than 5% of youth reopen apps** (Lattie et al., 2018).

Viewpoint

Supportive Accountability: A Model for Providing Human Support to Enhance Adherence to eHealth Interventions

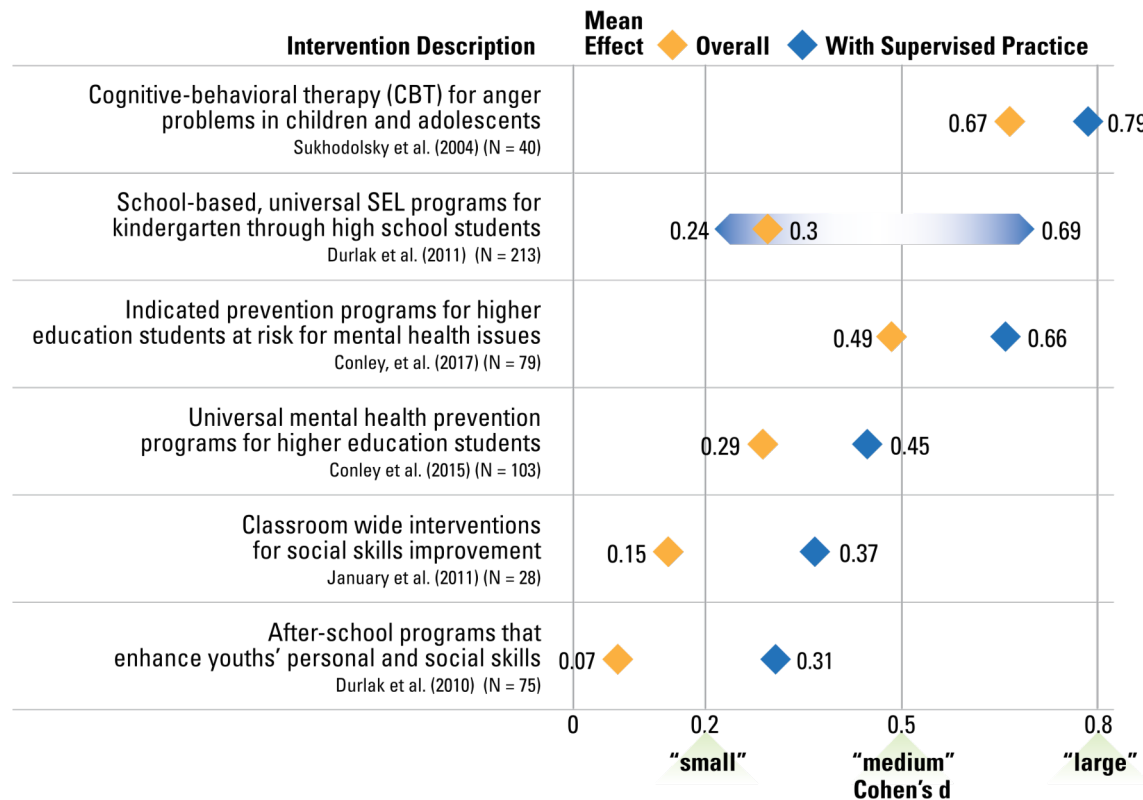
David C Mohr¹, PhD; Pim Cuijpers^{2*}, PhD; Kenneth Lehman^{1*}, PhD

The effectiveness of and adherence to eHealth interventions is enhanced by human support. However, human support has largely not been manualized and has usually not been guided by clear models. The objective of this paper is to develop a clear theoretical model, based on relevant empirical literature, that can guide research into human support components of eHealth interventions. A review of the literature revealed little relevant information from clinical sciences. Applicable literature was drawn primarily from organizational psychology, motivation theory, and computer-mediated communication (CMC) research. **We have developed a model, referred to as “Supportive Accountability.” We argue that human support increases adherence through accountability to a coach who is seen as trustworthy, benevolent, and having expertise.** Accountability should involve clear, process-oriented expectations that the patient is involved in determining. Reciprocity in the relationship, through which the patient derives clear benefits, should be explicit. The effect of accountability may be moderated by patient motivation. The more intrinsically motivated patients are, the less support they likely require. The process of support is also mediated by the communications medium (eg, telephone, instant messaging, email). Different communications media each have their own potential benefits and disadvantages. We discuss the specific components of accountability, motivation, and CMC medium in detail. The proposed model is a first step toward understanding how human support enhances adherence to eHealth interventions. Each component of the proposed model is a testable hypothesis. As we develop viable human support models, these should be manualized to facilitate dissemination.

(*J Med Internet Res* 2011;13(1):e30) doi:[10.2196/jmir.1602](https://doi.org/10.2196/jmir.1602)



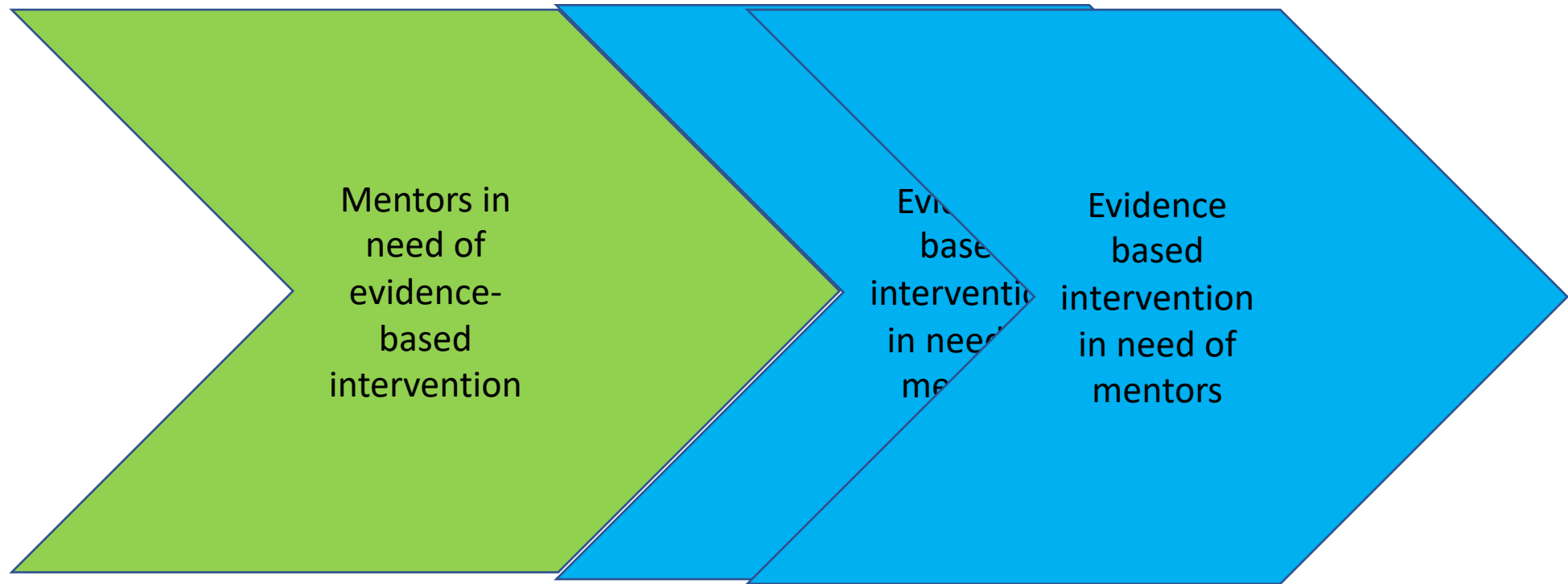
THE PROMISE OF SUPERVISED PRACTICE

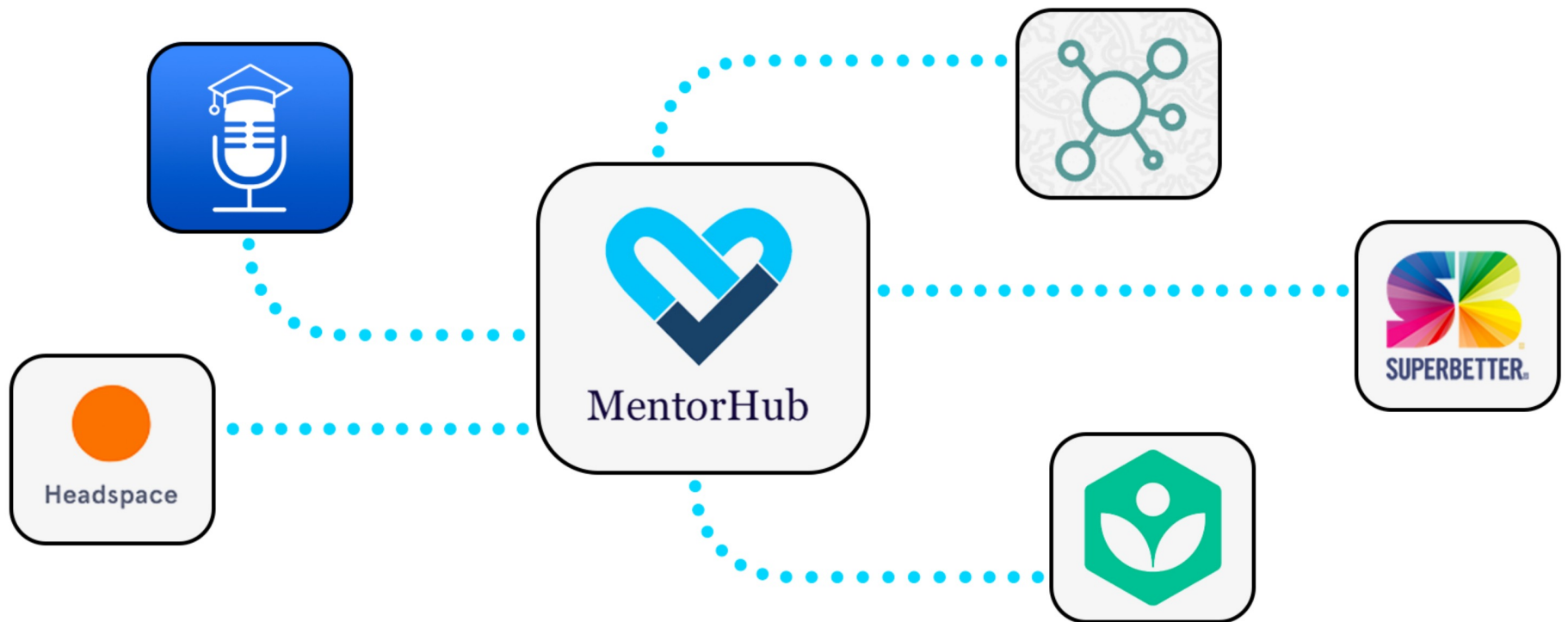


"Without supervised practice, it is highly unlikely that participants will be able to master new behaviors and apply them appropriately in the future." (Conley et al., 2015)

When supplemented with coaching and opportunities to practice, technology-delivered interventions (TDI) can produce outcomes that rival those of face-to-face interventions, often at no cost and in ways that are often more geographically, financially, and socially acceptable. Mohr, 2018









Welcome to the future of
mentoring.

MentorHub scales evidence-based
solutions with supportive
accountability.

[Schedule a Demo](#)



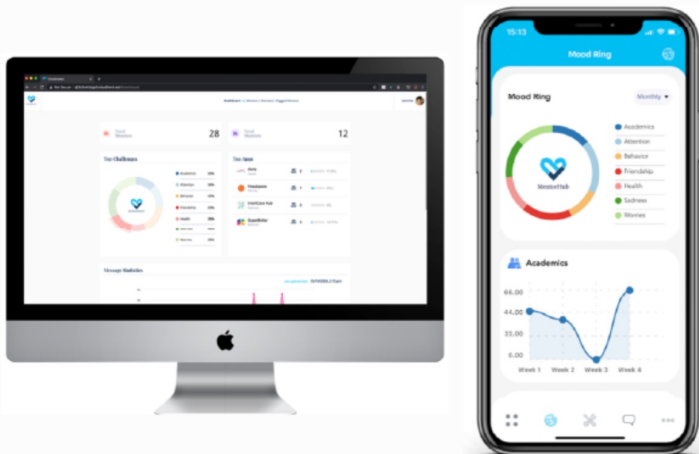
HOW IT WORKS



1. Programs connect mentees with mentors through MentorHub.



latches connect through secure texts and video chats



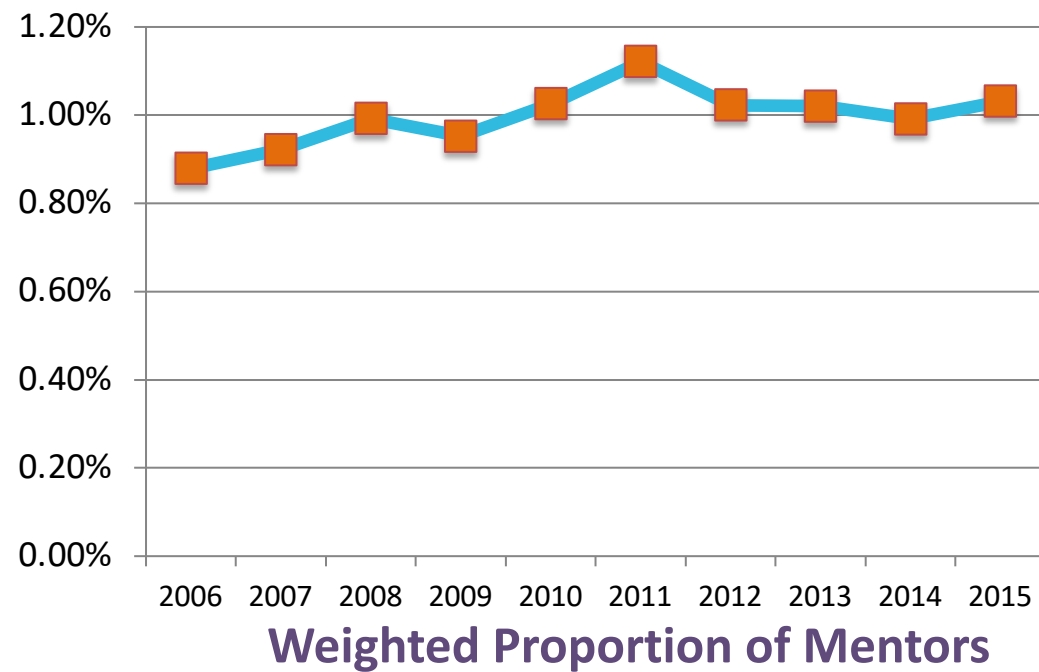
Mentors and programs provide mentees with supportive accountab

VOLUNTEER MENTORS ARE A *RARE* RESOURCE



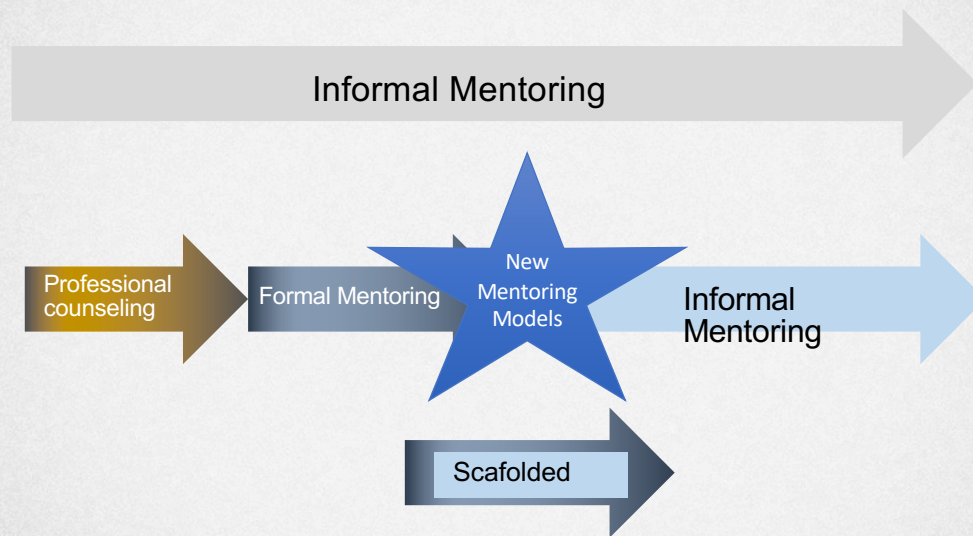
1% of adults

Raposa, E.B., Dietz, N., & Rhodes, J.E. (2017). Trends in Volunteer Mentoring in the United States: Analysis of a Decade of Census Survey Data. *American Journal of Community Psychology*, 1, 1-12.

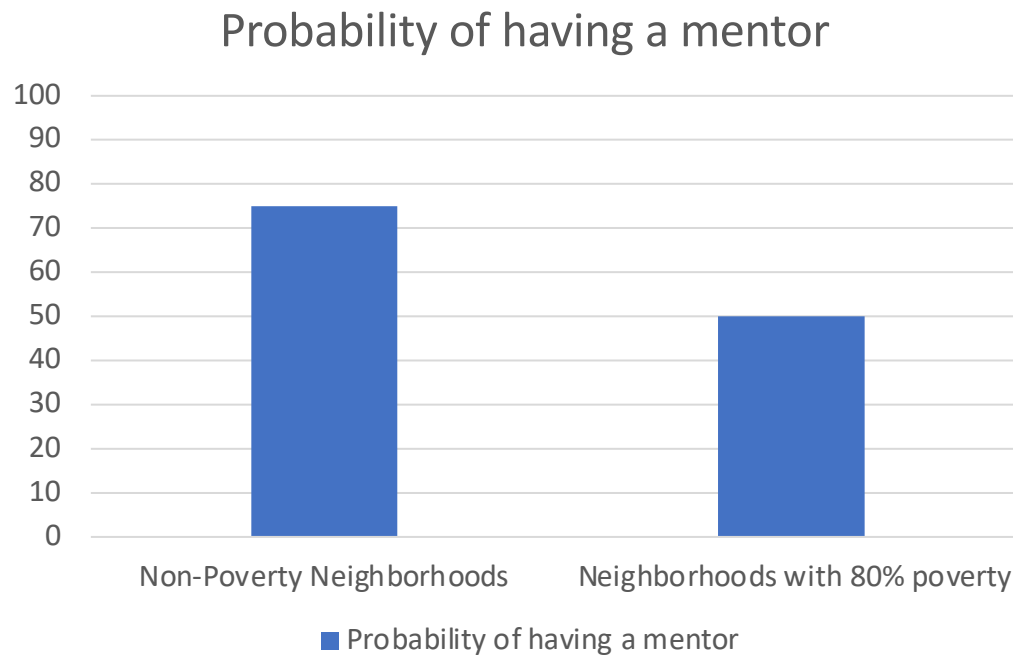


Raposa, E.B., Dietz, N., & Rhodes, J.E. (2017). Trends in Volunteer Mentoring in the United States: Analysis of a Decade of Census Survey Data. *American Journal of Community Psychology*, 1, 1-12.

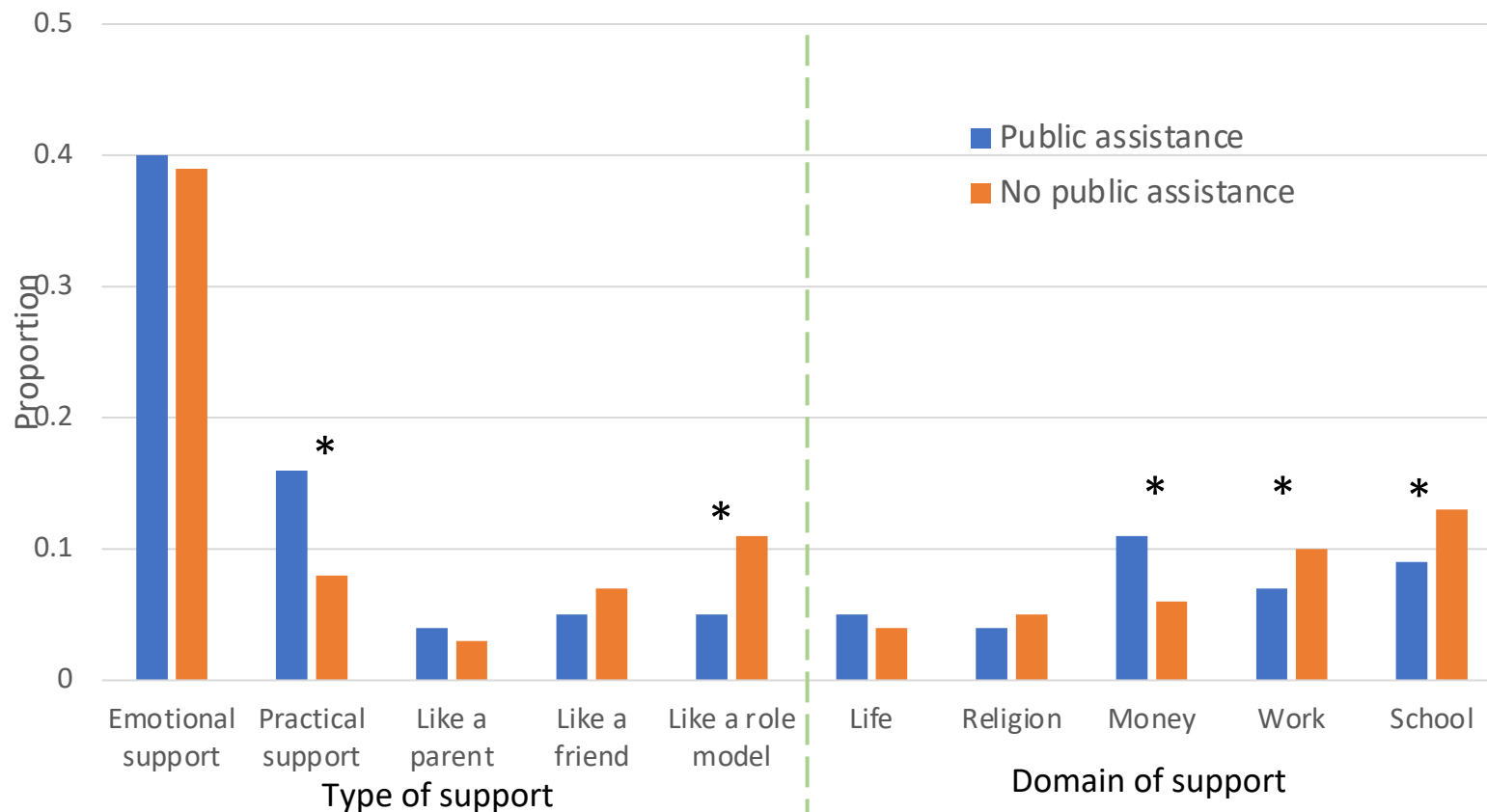
Continuum of care



Natural Mentor Acquisition



Raposa, E. B., Erickson, L., Rhodes, J., & Hagler, M. (2018). How Economic Disadvantage Affects the Availability and Nature of Mentoring Relationships During the Transition to Adulthood. *American Journal of Community Psychology*, 1, 1-16.



Raposa, E. B., Erickson, L., Rhodes, J., & Hagler, M. (2018). How Economic Disadvantage affects the availability and nature of mentoring relationships during the transition to adulthood. *American Journal of Community Psychology*. 1-13.



Youth Initiated Mentoring: A Meta-analytic Study of a Hybrid Approach to Youth Mentoring

[Levi van Dam](#), [Danielle Blom](#), [Esma Kara](#), [Mark Assink](#), [Geert-Jan Stams](#), [Sarah Schwartz](#) & [Jean Rhodes](#) 

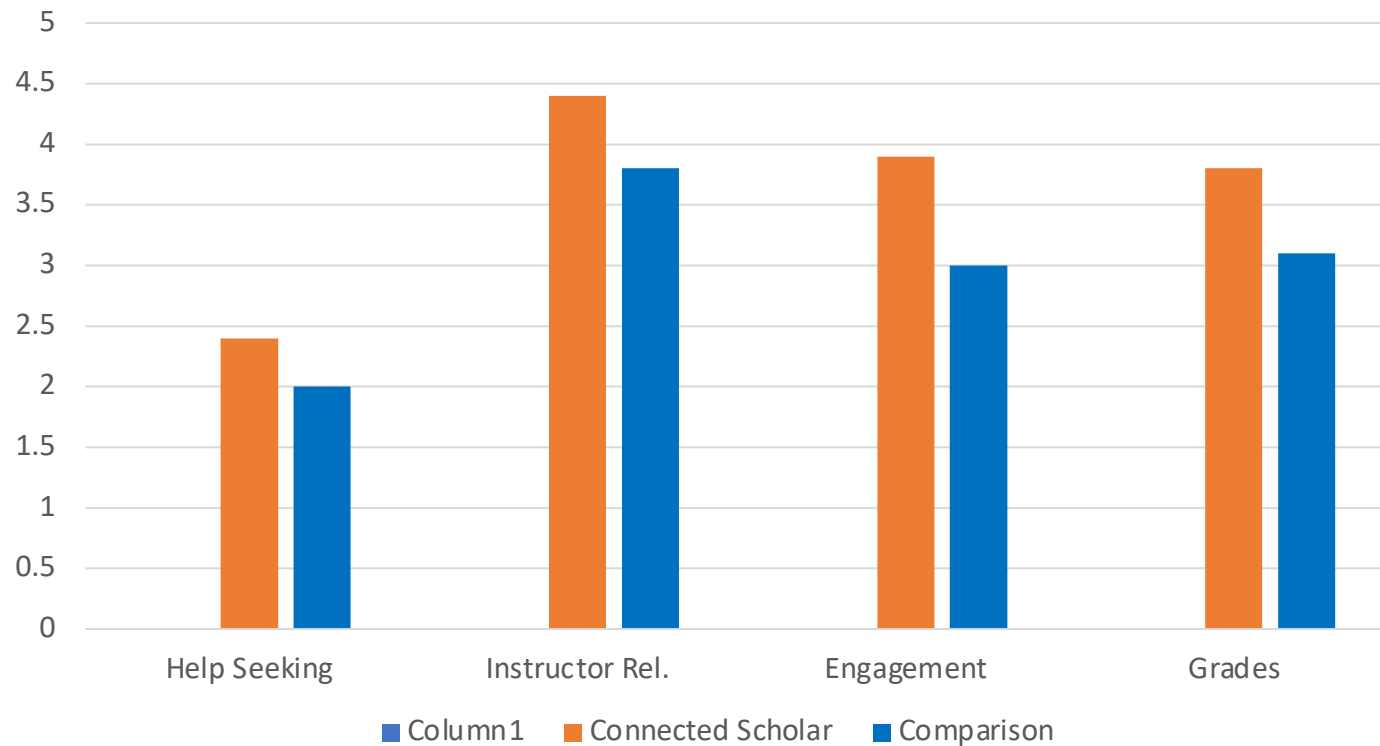
[Journal of Youth and Adolescence](#) (2020) | [Cite this article](#)

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Abstract

Youth initiated mentoring is a hybrid approach that empowers youth to identify and recruit natural mentors, potentially combining the strengths of informal mentoring relationships with the infrastructure and support provided by formal mentoring programs. This meta-analytic review examined the association between youth-initiated programs and youth outcomes across four domains: academic and vocational functioning, social-emotional development, physical health, and psychosocial problems. Results indicated that youth-initiated programs are significantly associated with positive youth outcomes. There was a small-to-medium effect size of $g = 0.30$ for youth-initiated programs overall, which was based on 14 studies with 11 independent samples (3594 youth and 169 effect sizes) from 2006 to 2019. The effect size was somewhat larger ($g = 0.40$) when controlling for possible selection bias, and was moderated by participant gender and year of publication. Implications for theory and practice regarding this relatively new approach to mentoring are discussed.

Connected Scholars



Schwartz, S., Kanchewa, S., Spencer, R. Parnes, M. & Rhodes (in press). I'm having a little struggle with this, can you help me out?": Examining impacts and processes of a social capital intervention for first-generation college students. *American Journal of Community Psychology*.



THANK YOU!