The Study of Mentoring in the Learning Environment (SMILE):

How age and gender may influence both activities and outcomes for Latina/os in School-based mentoring

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Principal Investigator of the
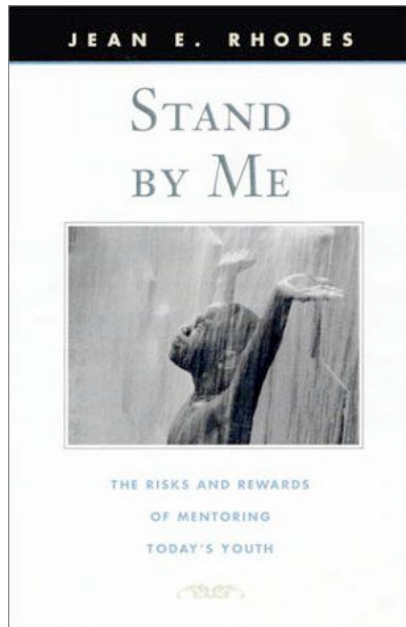*Study of Mentoring in the Learning Environment (SMILE funded by the W. T. Grant Foundation)*

Natural mentoring at work

[Alberto Mijangos](#)

[Kenny Karcher](#)

2 Great Resources: *Stand by Me*, by Jean Rhodes
Handbook of Youth Development, by DuBois & Karcher

JEAN E. RHODES

STAND
BY ME

THE RISKS AND REWARDS
OF MENTORING
TODAY'S YOUTH

HANDBOOK OF
YOUTH
MENTORING

20% discount flyer

EDITED BY
David L. DuBois
Michael J. Karcher

Harvard University Press

Sage Publications (sagepub.com)

See, Journal of Community Psychology & "New Directions"
And one on the way being coauthored with Carla Herrera:
"*Lifting as we Climb: Achieving Positive Youth Development through School-based Mentoring*" (Harvard Univ. Press, 2009)

Study of Mentoring in the Learning Environment Project Overview

SMILE

Begun, in 2003, SMILE is the 1st large-scale, multisite, randomized study of school-based mentoring.

Followed 550 youth (½ mentees; ½ comparison) across 20 elementary, middle and high schools for two years.

The only SBM study to include large numbers of Latino mentees and mentors or high school aged mentees.

Mentors were college students, business employees, and adult volunteers (half Latino).

Study of Mentoring in the Learning Environment Project Overview

SMILE

Conducted through Communities In Schools of San Antonio, so it can tell us about AMIGO: **A**dding **M**entoring for **I**ndividuals **G**etting **O**ther **S**ervices (e.g., tutoring, counseling)

Key question: Does mentoring add anything to what staff already provide youth through CIS? So, different question and comparison group than most studies of SBM.

Tells us, for kids already receiving services commonly available in schools, who benefits most from receiving a mentor in addition?

The Study of Mentoring in the Learning Environment (SMILE): Study Specifics

Sample

    Demographics (Individual characteristics/effects)

        Mentees   Mentors

    Timeframe: 2 Cohorts

    20 Schools (Setting effects)

Data collection and "Instrumentations"

    Self-report Measures

    Mentor Match and Setting Surveys

    Case Manager Setting Survey

    Activity Log

Program characteristics:

    Starting and ending of matches

    Mentor training and support

    Case managers

SMILE when AMIGOS: Key Questions and General Background Information

SBM Structure:

>Dosage—Is SBM like aspirin or antibiotics?

>Duration—Why might less than 6 months be bad?

>Activities—What are we doing anyway?

>"Do no harm"—Research on negative mentoring effects

Moderating & Mediating Variables: For whom & through what?

>Youth's gender: "*Don't stand so close to me.*" (The Police)

>Youth's age: Who's watching us?

>Cultural and developmental factors

>Mentors' gender (moderators)

>Mentees' experiences : Activities

>Staff support and setting resources

The Study of Mentoring in the Learning Environment (SMILE): Study Specifics

For which Latinas is AMIGOS most helpful
For which Latinos is AMIGOS most helpful
For whom was AMIGOS not helpful

What activities made AMIGOS helpful
What activities made AMIGOS "harmful"

Key outcome measures

1. Measure of Adolescent Connectedness (Karcher, 2003): Youth, parent, teacher versions

2. Self-Esteem Questionnaire (DuBois, 1999)

3. Social Skills Rating Scale (Gresham & Elliott, 1991) Youth, parent, teacher versions

4. Grades (Math and Reading) and Attendance

5. Mattering, Hope, and Social Support Scales

6. Connors' Behavior Rating Scale (Connors, 1985; Parent and teacher versions)

What is connectedness and why is it a good SBM outcome?

- Definition: Connectedness reflects the disposition to care for and become involved with others.
- Connectedness is one of the 5 "C"s targeted by youth development programs (Lerner, 2000).
- Connectedness predicts both developmental competencies and risk-taking behavior.
- Connectedness is, I think, the phenomenon underlying many of the SEARCH Institute's developmental assets.
- Today I describe a survey for measuring connectedness and report research the differential impact of SBM for Latino and Latina mentees

Worlds of connectedness in childhood and adolescence
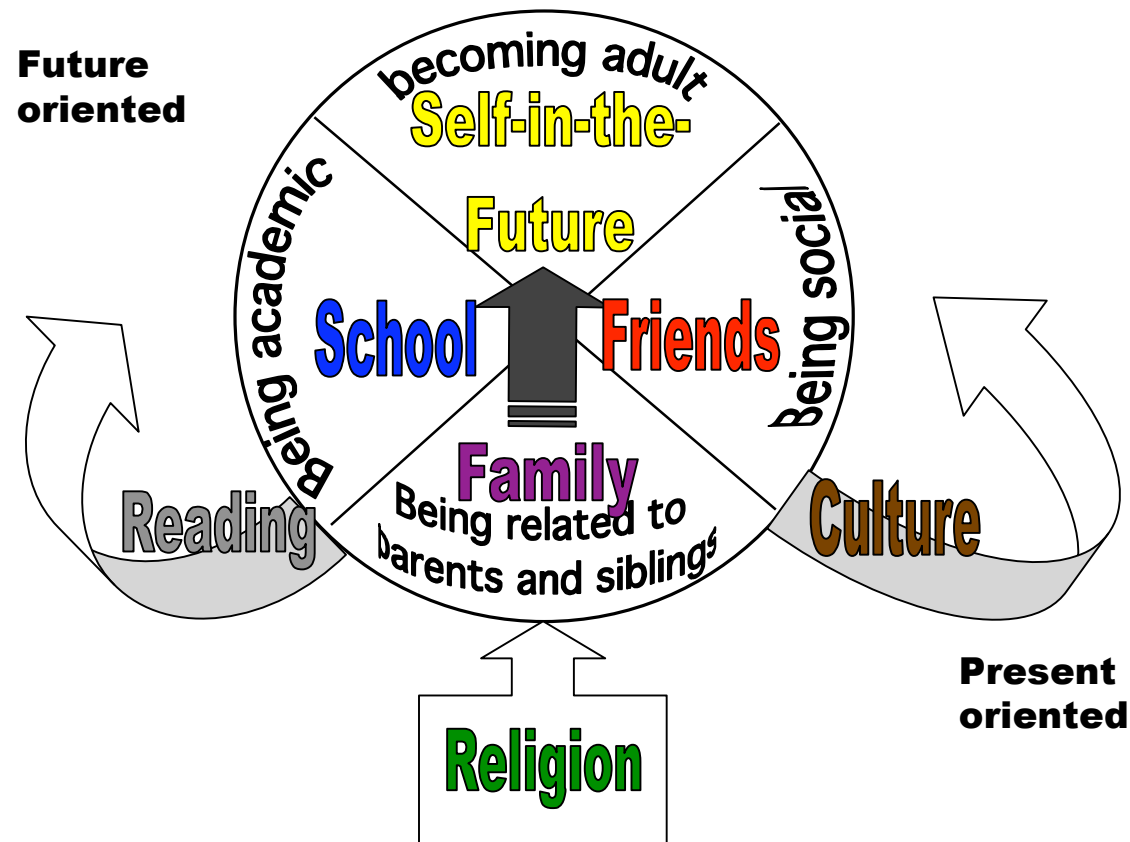
Go to www.adolescentconnectedness.com to download free copies of the short and long youth forms (in several languages) as well as parent and teacher forms; sample research/reports.

Conventional connectedness: Adult-governed or sanctioned forms of engagement that are future oriented

School (6 items)

Teachers (5 items)

Self-in-the-Future (6 items)
    (i.e., Future orientation; Hope)

Peers (6 items)(depending on the context)

Peers from other cultures (3 items)

Unconventional connectedness: Youth-governed relationships and feelings in the present

Self-in-the-present (6 items)
(e.g., Self-esteem; Identity)

Friends (6 items)

Romantic partner (5 items)

Neighborhood (6 items)

Peers (6 items)

(depending on the context)

Prior research (see website) reveals the importance of *conventionality*

Conventional connectedness predicts social competence, academic achievement, and involvement in extracurricular & volunteer organizations

Kids high in unconventional connectedness (especially those low in conventional connectedness) are more likely to engage in delinquent acts, skip school, fight, and use illicit substances.

Connectedness results from social support, which leads to feelings of relatedness and belonging

SOCIAL SUPPORT
   TEACHERS
   PEERS
   FRIENDS

BELONGING

CONNECTEDNESS

RELATEDNESS

SOCIAL SUPPORT
   PARENTS
   KIN
   SIBLINGS
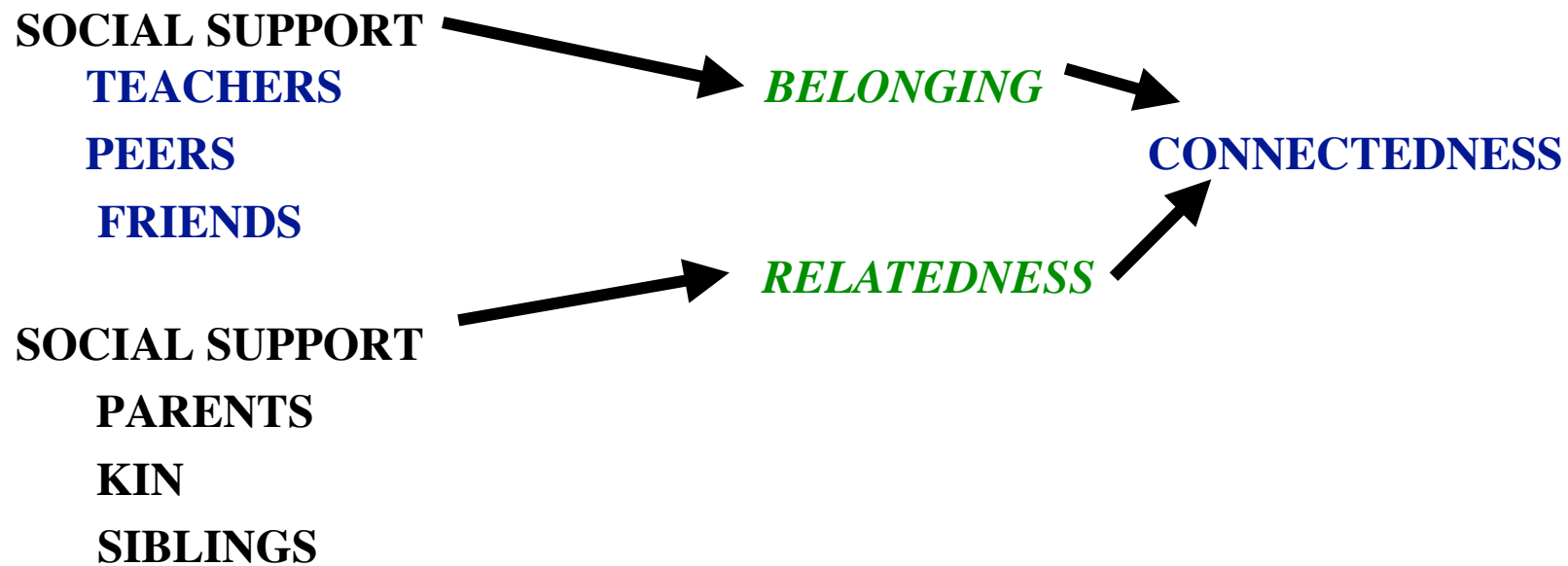
Connectedness as a source and product of self-developments

Connectedness Developments   **Self Developments**

High School

Identity

**Adolescent
Connectedness**

❶ career exploration

❷ achievement motivation

❸ caring/altruism

Industry

Middle School

❶ social skills
❷ school achievement

❸ self-esteem

**Pre-Adolescent
Connectedness**

Elementary School

Elaborating Erikson's stages to include normative develop-ments connectedness, which change <u>ecologically</u> over time

Future orientation emerges in HS: A key developmental factor?

Connectedness Developments   **Self Developments**

High School   *Identity*
    Adolescent   ❶ career exploration
    Connectedness   ❷ achievement motivation
Middle School   *Industry*
    Pre-Adolescent   ❶ social and other skills
    Connectedness   ❷ school achievement
Elementary School
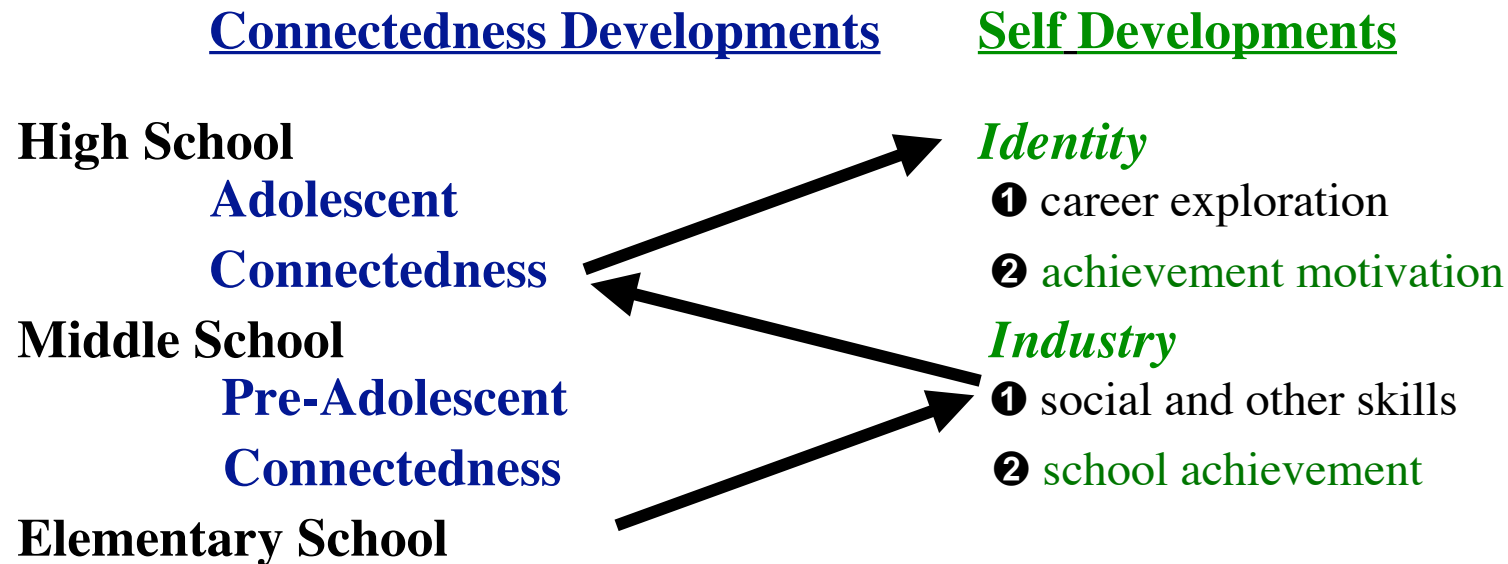
A consequence of what Selman called 3rd person perspective-taking is the emergence of a future orientation. For the first time, adolescents become concerned with what they will do after high school. The nature of their identity will reflect (a) their peer and parental expectations for them, and (b) their possibilities as suggested by current academic skills.

Perceived peers' perceptions: A key developmental factor?

Connectedness Developments   **Self Developments**

High School   *Identity*
    Adolescent   ❶ career exploration
    Connectedness   ❷ achievement motivation
                                             ❸ caring/altruism

Middle School   *Industry*
    Pre-Adolescent   ❶ social skills
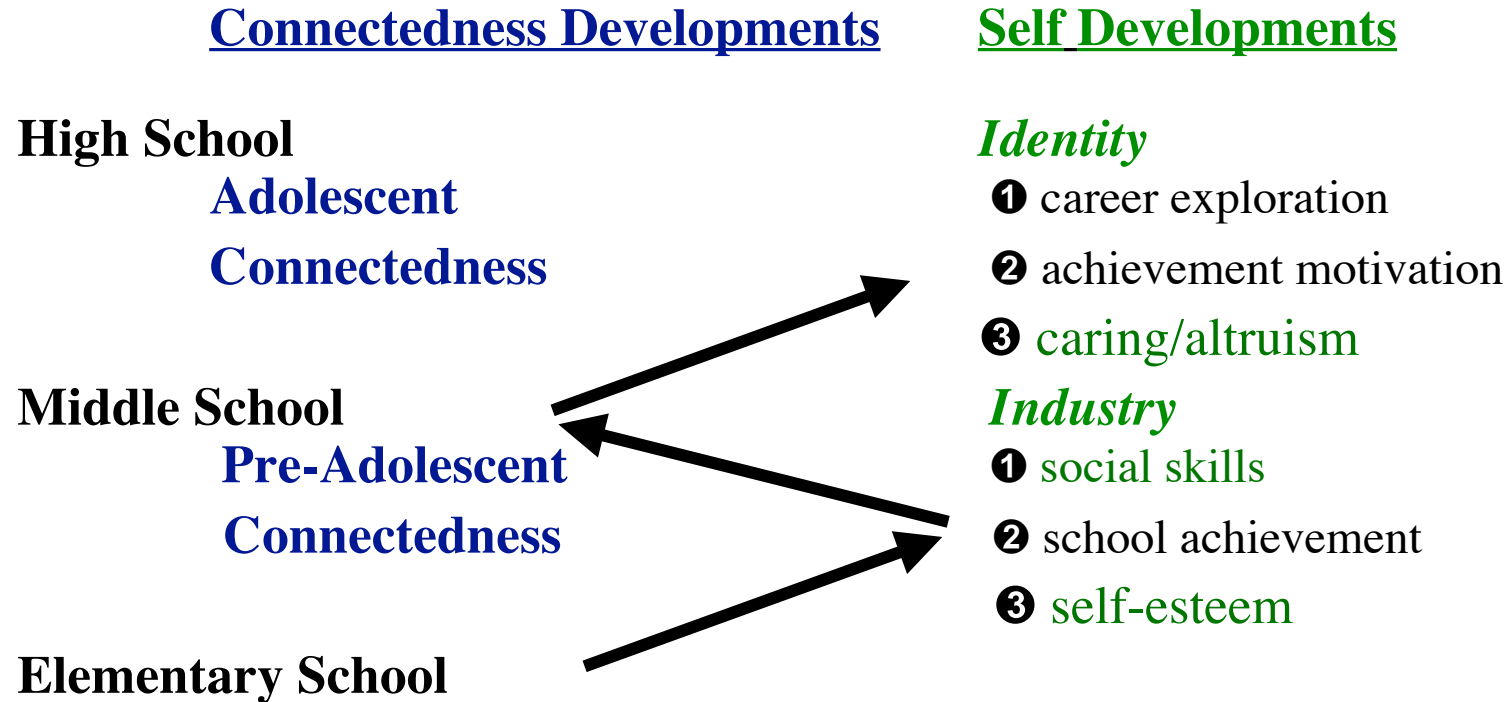   **Connectedness**   ❷ school achievement
                                             ❸ self-esteem

Elementary School

First appearing in Middle School, and commonplace in HS, youth become preoccupied with their peers' perceptions of the extent to which the youth lives up to group expectations. This is another effect of 3rd person perspective-taking (Selman).

Multigroup ethnic identity: A key cultural-developmental factor?

Connectedness Developments   **Self Developments**

High School   *Identity*
    Adolescent   ❶ career exploration
    Connectedness   ❷ achievement motivation
                       ❸ caring/altruism

Middle School   *Industry*
    Pre-Adolescent   ❶ social skills
    Connectedness   ❷ school achievement
                       ❸ self-esteem

Elementary School

Extensions of 3ʳᵈ person perspective-taking allow youth to view themselves (their skills, values, future) from the point of view of multiple peer and cultural (adult) groups. Youth may view themselves as bicultural or monocultural, which informs identity dev.

Developmental elements of the SBM puzzle: Consequences of the "3rd person perspective taking skills" in MS/HS?

- Emergence of self-consciousness and insecurity about how one feels viewed by peers
- Emergence, and increased importance of a "future orientation"

- The ability to take a large-group, cultural or ethnic group perspective
- The way in which context, school vs. home, may impede or facilitate a bi-cultural identity

Gender Factors in SBM

a) Male mentees are more quick to refer to their mentors as "significant" people.

b) Girls tend to value relatedness and may be more open to the mentoring process.

c) Boys place more emphasis on autonomy.

a) DuBois, Parra et al., 2002 (New Directions); b) Bogat & Liang, 2005 (HYM)

Cultural elements in the SBM puzzle

Intimacy and autonomy processes for Latino/as:

a) Latinos (I) draw stronger distinctions between family and non-family than Anglos, (II) more often view family as mentors, and thus (III) less often refer their children to formal mentoring programs.

b) Among Latino/as, Latinas strive for greater familial intimacy and solidarity than Latinos, which may inhibit the influence of non-family SB mentors.

c) Among Latino/as, Latinos emphasize autonomy in terms of strength, invulnerability more than Latinas.

a.I., b & c) Suarez-Orosco & Suarez-Orosco, 1995; a.II.) Sanchez et al.,2006; a.III.) MENTOR, 2005

For which Latinas did SBM work best?
High School Girls

Compared to not-mentored girls, mentored
  High School Latinas reported more
1. Connectedness to peers;
2. Connectedness to culturally different peers;
3. Self-esteem: Global and Self-in-the-Present;
4. Perceived Social support from friends.

Interesting: These are present-oriented, peer-world based
changes in connectedness. Yet for Latinas, these were not
negatively associated with academic success or risk-taking.
Could these forms of connection play a different role for Latinas?

For which Latinos did we find SBM worked best? Elementary Boys
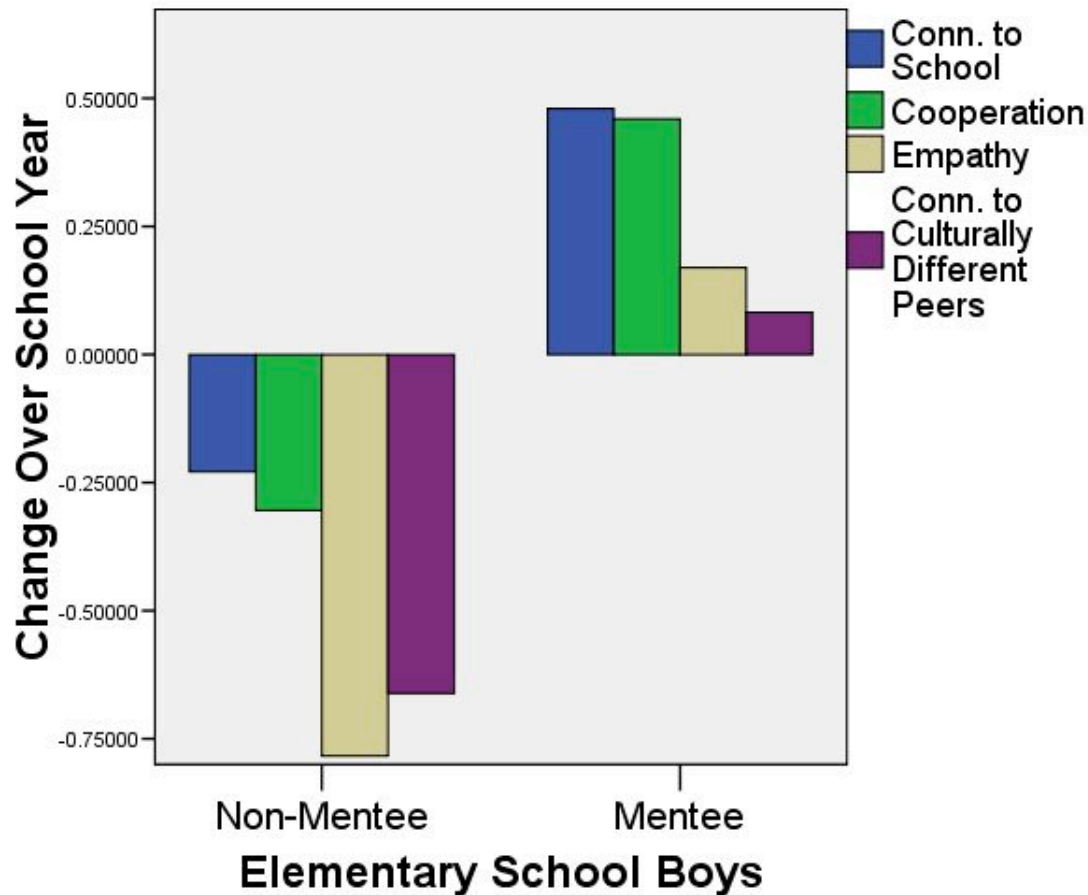
After being mentored Elementary School Latinos reported more
Connectedness to school and to culturally different peers,
Social skills: Both empathy and cooperation
Hopefulness

Oh boy, now what?

- Let's assume we found these findings consistently across multiple studies and multiple cultural groups. How would you change your current practice? Why?

- Let's be real: With SMILE being the only study to include high schoolers (limiting our generalizability and certainty), what would you be willing do change anyway? Why?

So, you ask, what's all this got to do with school-based mentoring?

Urie Bronfenbrenner, the famous developmental psychologist, when asked what his 40 years of research reveals about the key ingredients of successful youth development, replied:

"Someone's gotta be crazy about the kid."

"Crazy"

- Urie Bronfenbrenner might also have added that there need to be these "crazy" people outside the kids' family and neighborhood, and specifically in their schools and the work world.
- These "crazy" people can help bridge the family and non-family worlds, which can be especially important for youth in ethnically homogeneous and disenfranchised communities.
- In the U.S., Latinos often are just such a group.
- Given a strong reliance on family self-sufficiency and separate home/school roles, Latino/a youth may be most likely to enter into mentoring relationships in schools where teachers refer them.

Karcher's definition of "formal" or program-based mentors in schools:

The key goal of program-based mentors is to help youth learn how to recruit those people in the world who are "crazy about them." After having a mentor who the youth feels is "crazy about me" the youth will continue to look for other, similar folks outside their families, knowing now that such folks exist.

A great CBM definition, but perhaps not crazy-making in SBM

Mentoring refers to:

"a ***relationship*** between an older, more experienced adult and an ***unrelated*** protégé—a relationship in which the adult provides ***ongoing*** guidance, ***instruction***, and ***encouragement aimed*** at developing the competence and character of the protégé" (Rhodes, 2002, p.3)

When applied to SBM may allow people to view mentors as tutors.

Mentors as Relationship Coaches

In this way, program-based mentors are *relationship coaches* who teach *through modeling* and instilling confidence by *building a strong relationship* with a youth.

By providing empathy (concern), praise, and attention in the context of clear, <u>consistent</u> structure, youth can develop self-esteem and both social and work skills that they can rely on as they venture into foreign relationships and contexts outside the family.

How to promote a new definition of SBM: Induct mentees and mentors

Just as psychologists are not doctors, mentors are not tutors. But just how they are different may be unclear to some Latinos (as it is to many Anglos).

It may be especially important to "train" or orient Latino mentees (and mentors) to this "crazy person" change process model.

The mentoring model, viewing mentors as "relationship coaches", is one that may not be immediately clear to those from communities with historically different parenting and healing methods.

The same approach was taken in the 1960's for "psychotherapy" to cross-cultural divides.

"Someone's gotta be crazy about the kid."

Question: How do you make someone crazy?

(Better yet, how does a kid know a mentor is crazy about him or her?
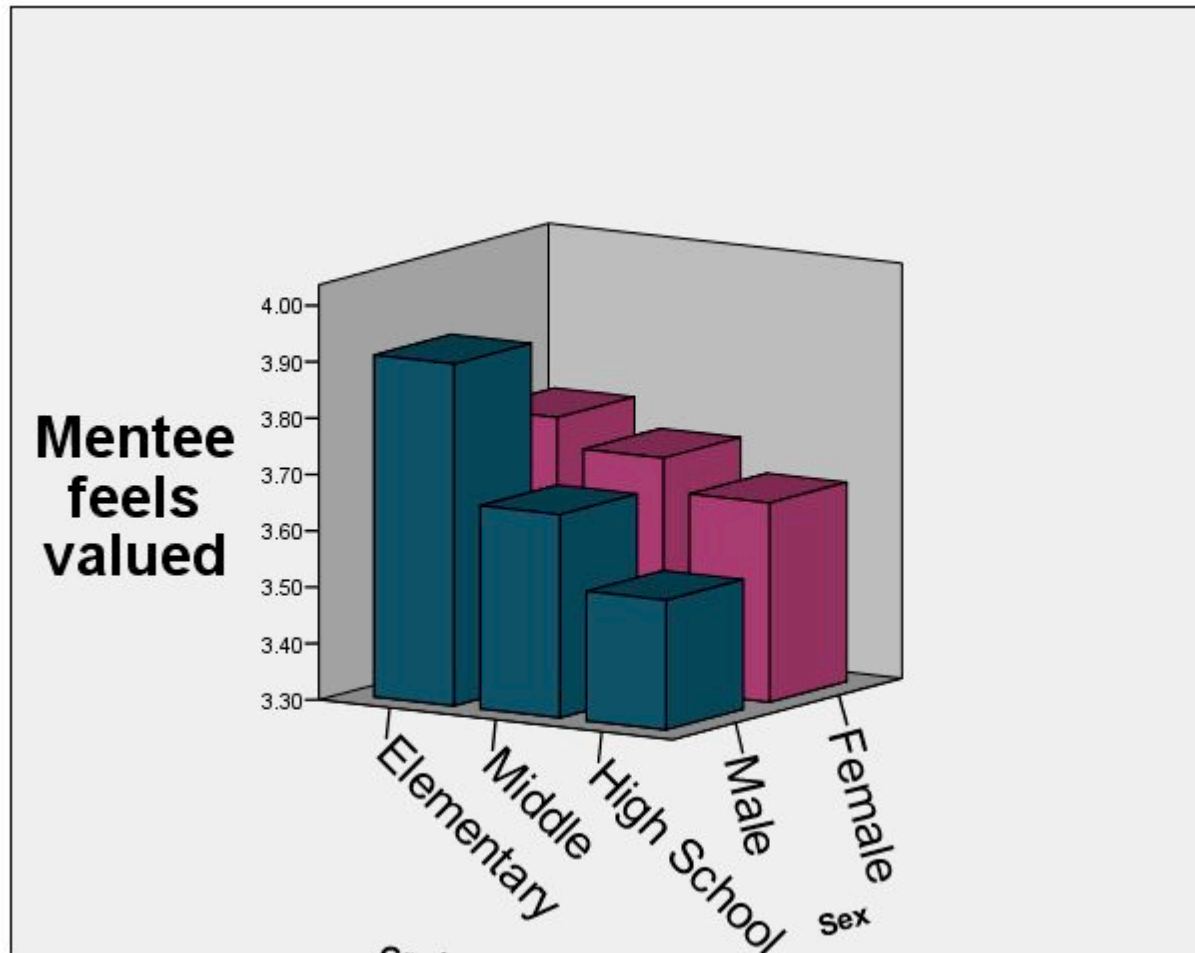
Extending Rhodes' (2005) mediation model to SBM

Mentees Feels (a) Empathy, Praise, & Attention from her Mentor; (b) that she "Matters" to her Mentor; (c) is Valued by Mentor

Improved Connectedness to School

Improved Connectedness to Teachers
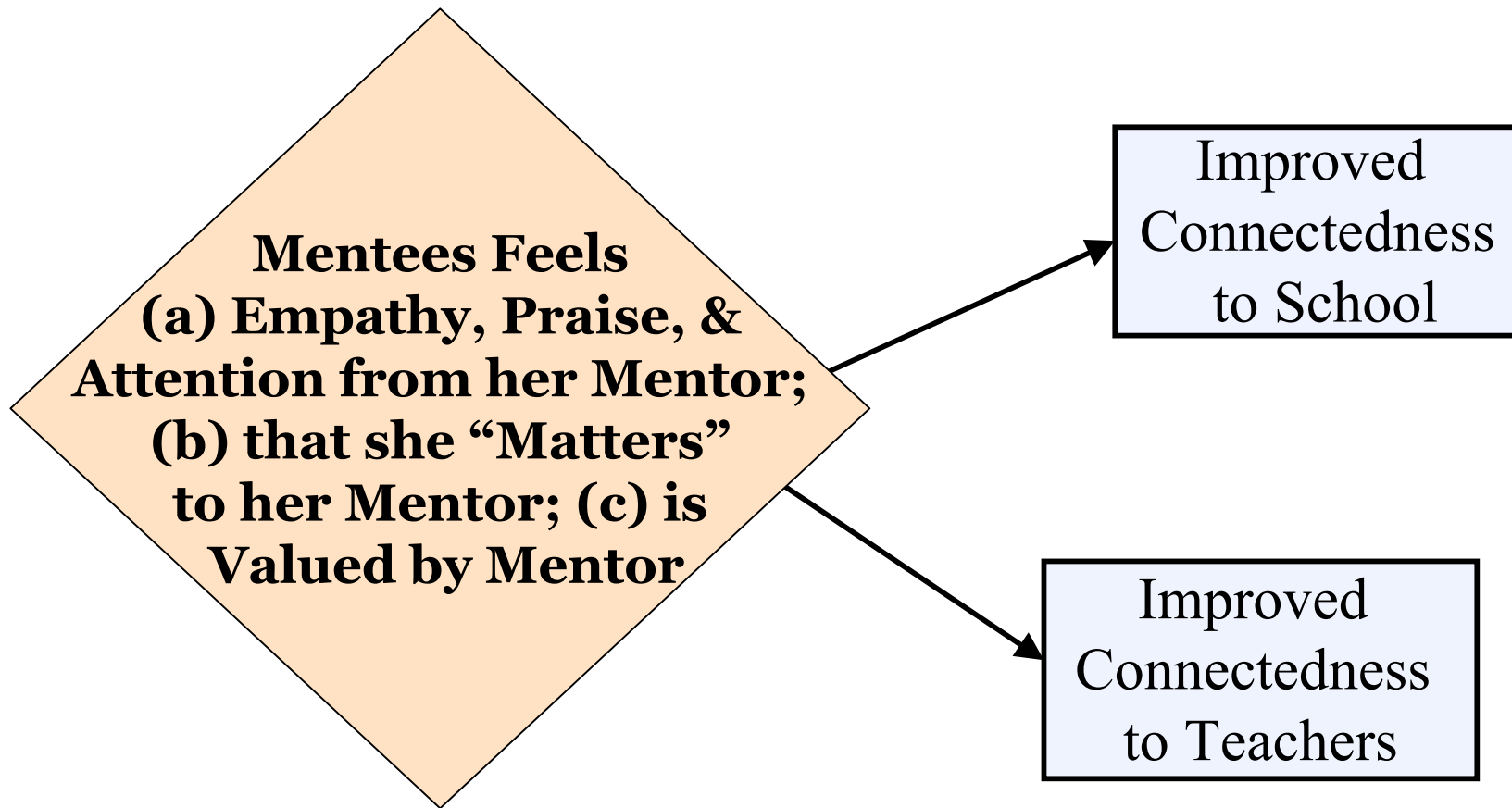
Our SMILE study found these ***Essential Ingredients*** to effective School-Based Mentoring as well

SMILE

Feeling Valued by the Mentor: A critical ingredient (that is in short supply in HS matches)

Role of program activities and mentee experience on changes in connectedness

Homework
Discuss grades
Talk about future

Talk about family
Casual conversation
Play board games
Creative activities
  or outdoor games

Instrumental

Developmental

Mentee Experience

Changes in Connectedness
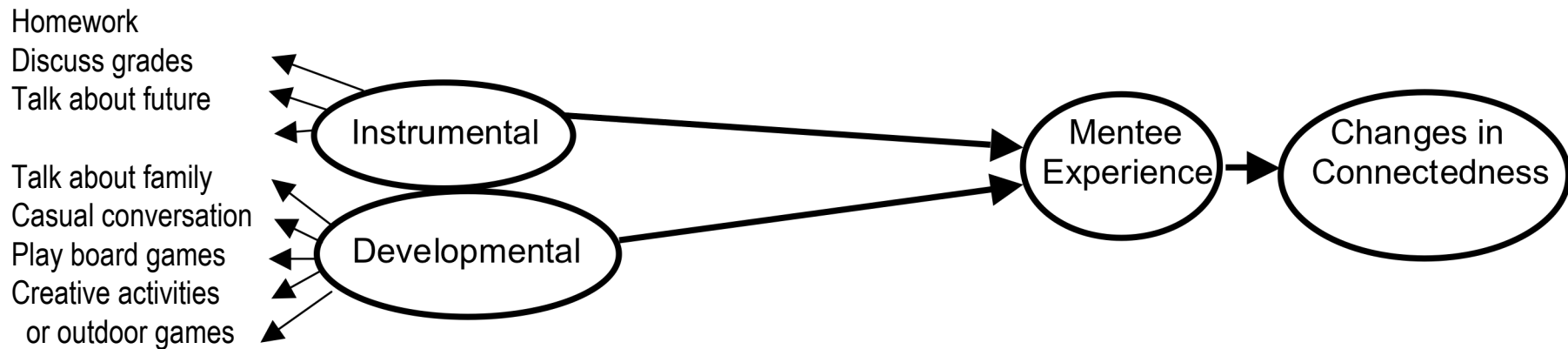
How the field has viewed activities

Styles & Morrow's describe *Prescriptive* (directed, heavy handed) *vs.* **_Developmental_** (relationship-based, youth focused)

The Hamiltons' **_Instrumental_** (goal-oriented) *vs. Psychosocial*

Activities

*Karcher, Kuperminc et al (2006). *American Journal of Community Psychology*

What CBMentors do with their mentees

- DuBois' meta-analysis found the effect of instrumental activities was somewhat greater (.21) than for psychosocial activities (.14) and for programs doing both (.08)--But remember, work-placed mentoring was *most* effective overall.

- David DuBois et al. (2002) found (a) mentors were influential when **viewed by youth as important** adults in their lives; and (b) the use of **developmental/ social activities and discussions** increased* the mentor's importance to the youth after mentoring.

  *non-experimental finding

Mentor Activity Logs

- After each visit, mentors completed an Activity Log to note what **they did & talked about** with their mentees

(available at website)

CIS: Mentor's Weekly Record of Mentor-Mentee Interaction

Mentor Name: _____ **Mentee name**:_____ **Date**:_____ **Length**:____ min

TYPE CODE: Check the interaction that best describes today's meeting (pick one).

	1: Individually One-on-One (during school)
	6: Group (meet with your mentee and other kids, activities with other mentoring pair, etc.)
	8: Family (meet with youth and parent[s])

FOCUS CODE: Indicate time spent on each. Check no more than four 1 5-minute intervals (total 60 min.)
Example: If you played cards for 60 minutes, while you and mentee talked about family and school, then check 30 for L (Indoor games) and 15 for both G (Relationships) and A (Academics) = total of 60 minutes.

Please circle letters indicating the discussion topics or activities that the student suggested or brought up ✍

		15 min	30 min	45 min	60 min
A	**Academics (discussion)** (Grades, school, testing, etc.)				
I	**Tutoring/Homework (activity)** (Helped with homework, di d tutoring, helped with reading, library, computer work, etc.)				
B	**Behavior** (Behavior that lead the youth to detention, misbehavior, etc.)				
C	**Attendance & Stay-in-School**				
D	**Future** (College, career, goals, dreams, etc.)				
E	**Casual conversation** (Discussion of sports, weekend activities, holiday plans, Fiesta, etc.)				
F	**Conversation on Social Issues** (Current events/news, poverty, crime, religion, race-related issues, etc.)				
G	**Conversation on Relationships:** About whom? ✍ Family ✍ Teachers ✍ Friends ✍ Romantic Friend				
H	**Listening & Learning** (Mentee's hobbies & interests, feelings, etc.) – Mentee talked most of the time while mentor listened.				
J	**Sports or athletic (activity)** (Played basketball, soccer, catch, volleyball, tennis, etc.)				
K	**Creative activities** (Drawing, arts and crafts, reading and writing for fun, photography, etc.)				
L	**Indoor games** (Board games, playing cards, chess, computer games, puzzle, etc.)				

Service Notes: Use this space to summarize today' s mentoring session in your own words . _____

_____

Who completed this log form? ✍ Mentor ✍ CM **Signature**:_____ date:_____
                                          Mentor / Case Manager

12 Focus Codes--Key code A to L

Instrumental conversations	Developmental conversations	Activities: Inst. & developmental
Academic (talk) (A)	Casual conversation (E)	Tutoring/ Homework (I)
Behavior (B)	Social issues (F)	Sports or athletic (J)
Attendance & Stay-in-School (C)	Relationships (G)	Creative activities (K)
Future (D)	Listening & Learning (H)	Indoor games (L)

Grouping Activities

Academic discussion about kid's behavior, attendance, dropping out, and importance of future; Tutoring/Homework

Generally "Instrumental" Or goal-oriented activities. (Instruments to leverage change in the mentee)

Discussion of social issues and relationships, casual discussion, playing sports, games, creative activities

Generally "Developmental" activities that strengthen the mentor-mentee relationship and promote youth development

New SBM definition hypothesis: Relationship coaches in SBM are effect when acting developmentally than instrumentally

Program-based mentors are best when
serving as *relationship coaches,*
teaching *through modeling* and instilling
confidence by *building a strong
relationship* with a youth.
What activities do that?

Weekly Activity Logs Completed by Mentors
Record Developmental and Instrumental Activities
YOU ENTER: WHAT HELPED/HURT MENTEE BOYS

Instrumental conversations	Developmental conversations	Activities: Inst. & developmental
Academics (A)	Casual conversation (E)	Tutoring/ Homework (I)
Behavior (B)	Social issues (F)	Sports or athletic (J)
Attendance & Stay-in-School (C)	Relationships (G)	Creative activities (K)
Future (D)	Listening & Learning (H)	Indoor games (L)

SMILE

SMILE: Developmental Focus by Grade (Boys are Navy; Girls are Magenta)
Discussion   Activities
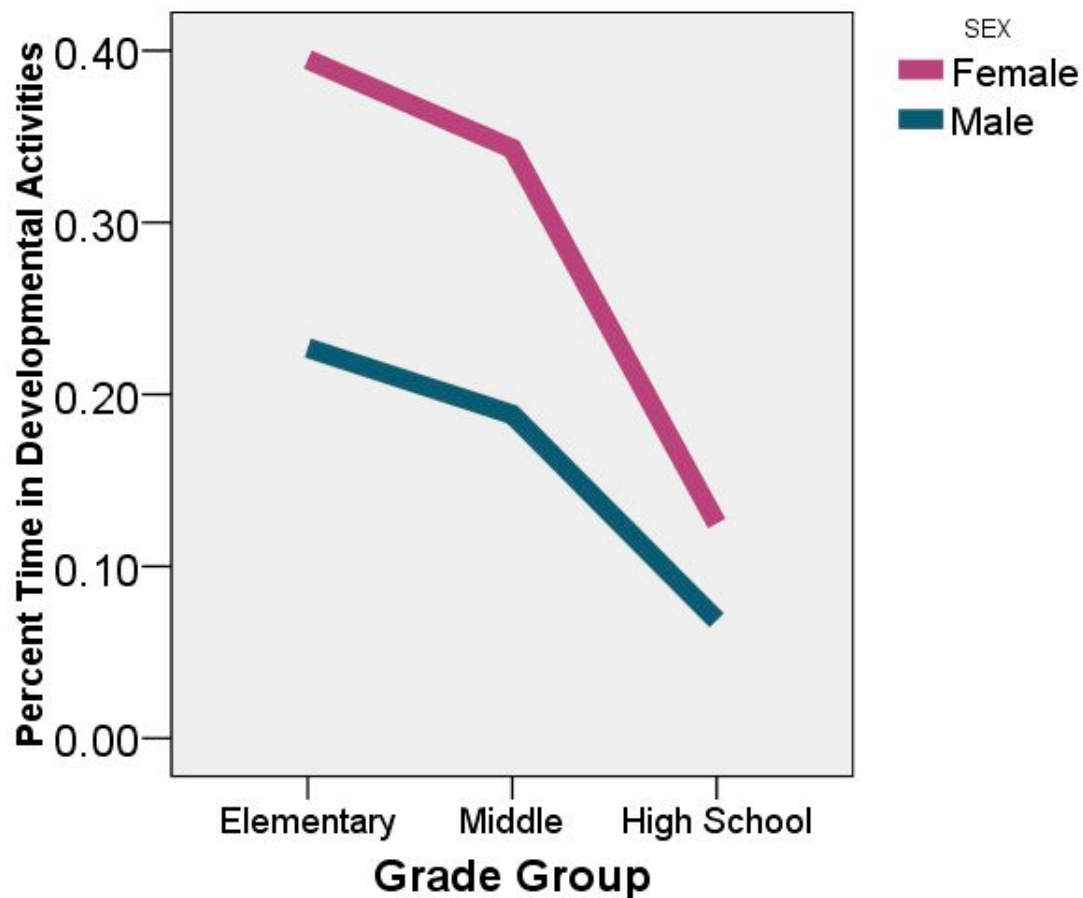
SMILE: Instrumental focus by Grade
(Boys are Navy; Girls are Magenta)
## Percent of time in discussions of academics, behavior, attendance:
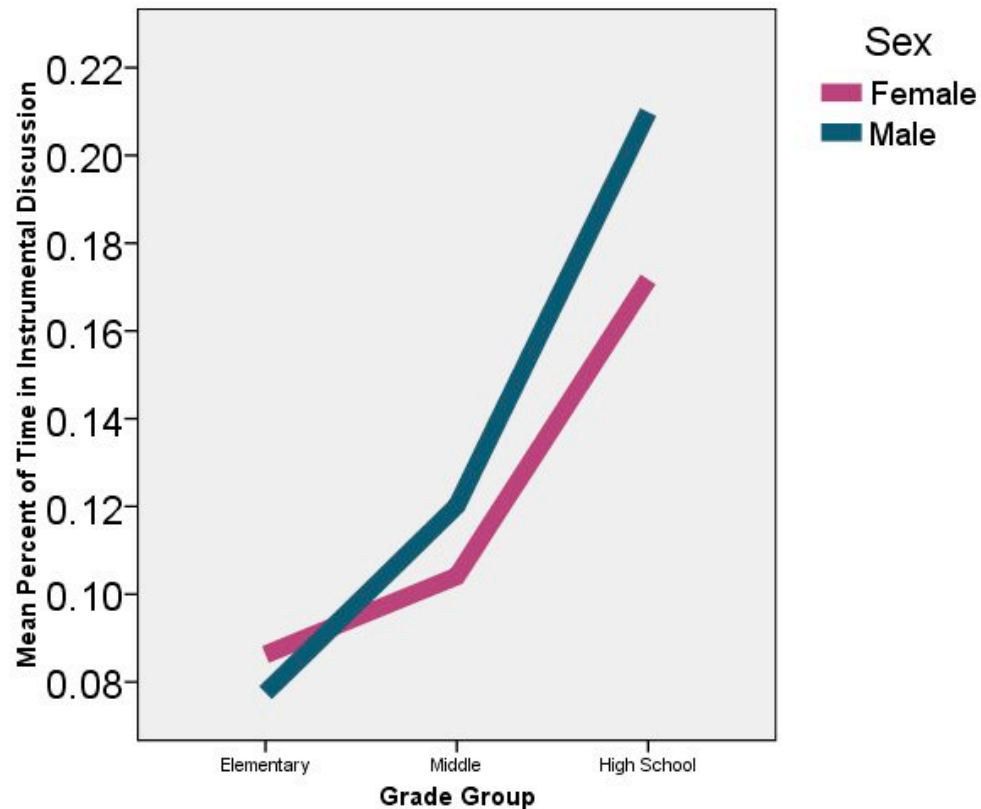
Do no harm:
When mentoring can result in disconnection

In High School:

1. Fewer games available, less free/play space.
2. More pressure to help youth academically.

Both resulted in more goal-oriented, academically focused interactions.

HS Latinos mentees reported more disconnection from teachers compared to non-mentored boys after being "mentored."
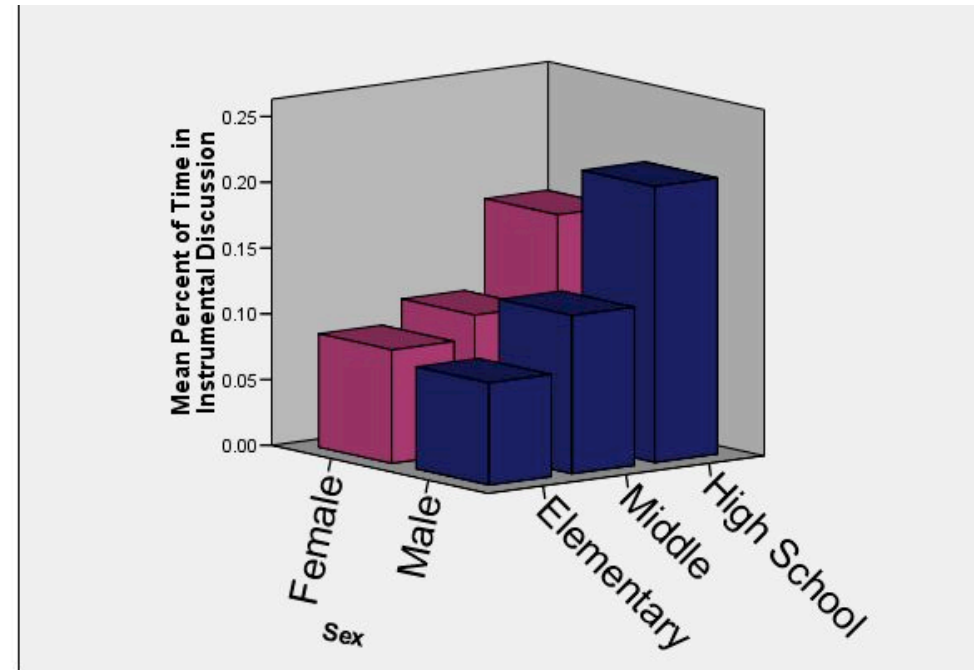
Why might this be? A developmental connectedness perspective on SBM

Finding: Younger Latinos benefitted most.

Interpretation 1: Younger youth want to have fun (present > future focus), and Elementary mentors tended to be more playful and less "instrumental".

Interpretation 2: The absence of opportunities to "have fun" with a mentor in HS may interact with heightened machismo/bravado (need to appear strong) to make older boys less open to "help".

Implication: Target mentors to younger Latinos unless training and school support are available to fully counteract these cultural and developmental factors.

Why might this be? A developmental connectedness perspective on SBM

Finding: Older Latinas can benefit uniquely (stronger peer relations and self-esteem) from developing a close relationships with a mentor.

Interpretation: These changes in "unconventional connectedness" might serve as the foundation for later changes in connectedness to school and to teachers, or in academic achievement. (However, these could be "authority undermining" effects too.)

Implication: Give scarce mentors to older Latinas; but track their long-term outcomes.

What am I missing?

- How else might we make sense of these cultural and developmental differences in program effectiveness?

- What does this mean for program planning, for mentor training, or even for mentee and parent training?

Good news, bad news:

An overly simple view might be…
Bad news: It is hard to recruit men
Good news: You may not need them

Here is why…

Understanding the difference between Tutoring vs. Homework as like Process vs. Outcome

- Development is a process. Developmental activities and talk focus on the general processes of youth development (e.g., skills)

- Outcomes are achievements, tasks completed correctly or incorrectly. Similarly, instrumental activities are tools used to achieve successful (correct) achievements.

May I generalize? No, okay. Here is what Deborah Tannen said:

- Men tend to want to effect change when posed with a problem. Approach: "Okay, your grades are bad. Uh, where's your homework? Let's take care of this."

  (Homework emphasis)

- Women tend to place attention on the process. Approach: "I can see you are really frustrated. You feel like you can't get better grades. Tell me what you're struggling with."   (Tutoring emphasis)

BBBS Mentoring Activities Report (by Hansen and Corlett 3/07): Tutoring vs. Homework

- Good news: When less than half of the match time was spent on <u>general</u> tutoring, mentors reported **greater** relationship satisfaction.

- Bad news: *Core subject* tutoring and homework occurred at higher rates in the **failed matches**, and were especially problematic in Elementary School.

From Hansen and Corlett BBBSA Report ,

Big Brothers Big Sisters

More good news, bad news

Bad news: The use of moderate amounts of general tutoring (good) declined between Elem. and Middle School.

From Hansen and Corlett BBBSA

Big Brothers Big Sisters

What's sex got to do with it?

- Men were 50-60% more likely to report helping mentees with homework—a task that is either completed correctly or not.

- Women were up to twice as (100% more) likely to help through general tutoring on topics, which emphasizes learning new skills more than getting specific task

From Hansen and Corlett BBBSA

Big Brothers Big Sisters

How activity types can influence mentors' outcomes too

Instrumental discussions were associated with lower levels of mentor satisfaction (see -.47); whereas, **developmental discussions and activities** predicted higher (see +.40) satisfaction among mentors.

Notice that boys (m = 1) got more **developmental** discussion than did girls (f = 0, see -.39); and **Instrumental** interactions occurred more among older youth regardless of sex.
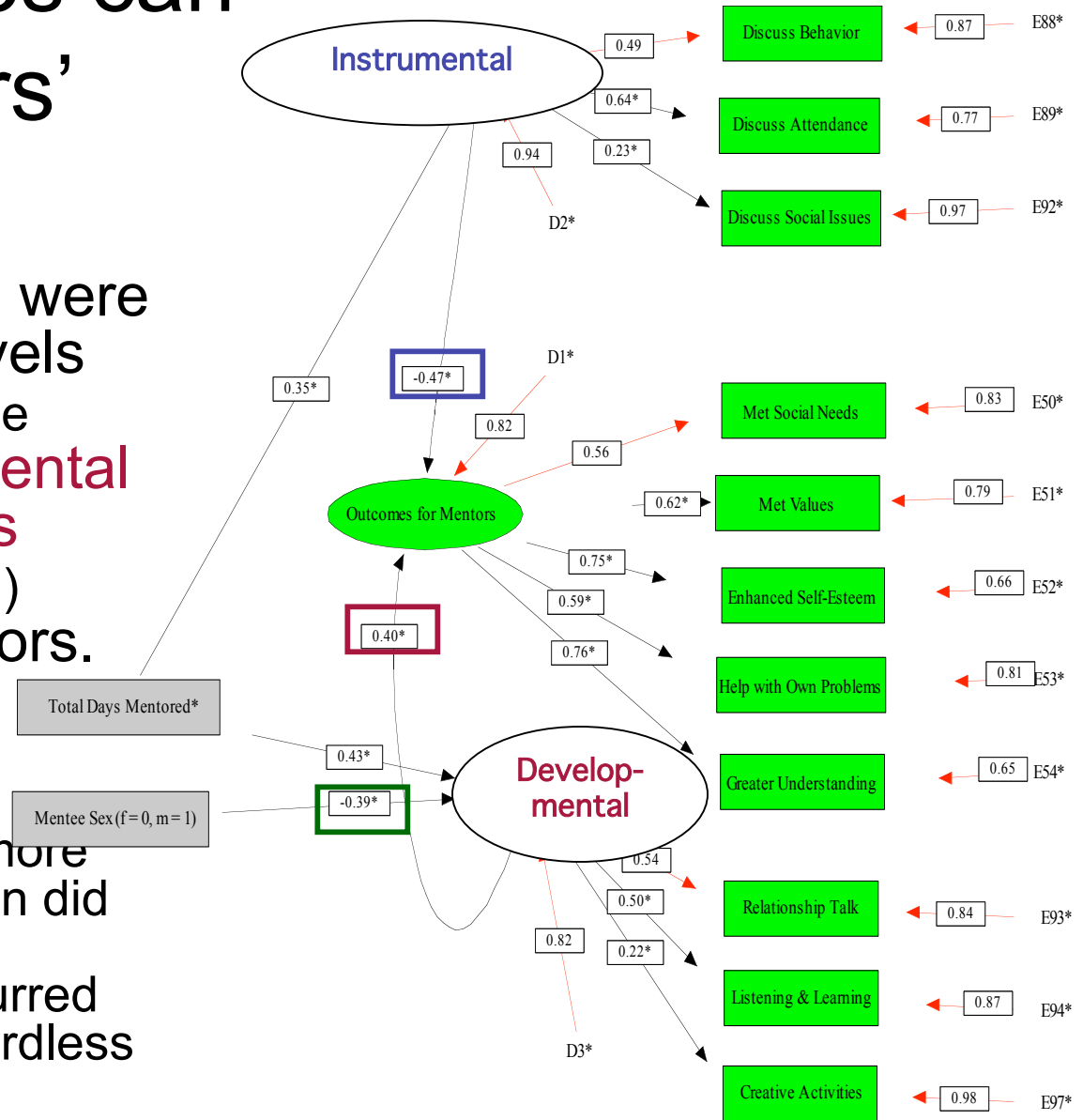
School-level Patterns to Consider

- While academic activities tend to predict poor outcomes for boys, the may be okay for girls. Appear most beneficial when done from a developmental approach (general tutoring).

- In Middle School (but not Elementary) there may be increased benefits of matches engaging in social interactions (games) with other matches;

- Game playing in Elementary should not exceed 50%, but increased time spent "just talking" did no good. Balance of talking and doing seems best.

- Mentors can be told what helps most and least at each grade level and of the problematic declines in developmental activities and conversations in HS.

Let's redo our activity log

- Pick an age
- Pick a sex
- Pick cultural
     influences

- How can we create a log that encourages the kinds of activities, especially

Given these gender, cultural and developmental influences, programmatic support (or its absence) may make or break your mentoring relationship

Mentors need on-site support as well as extended support from programs/program staff after the initial training. Why? <u>Because they need to feel connected</u> to the program too.

OPRAH WINFREY mentored by Mrs. Duncan (4th grade teacher)
GEN. COLIN POWELL mentored by his father Luther Powell
DR. MARTIN LUTHER KING mentored by Dr. Benjamin E. Mays
US PRESIDENT JOSIAH BARTLET mentored by Mrs. Landingham (The West Wing)
MITCH ALBOM mentored by Morrie Schwartz (Tuesdays with Morrie)
LUKE SKYWALKER mentored by Obi-Wan Ben Kenobi (Star Wars)
HENRY DAVID THOREAU mentored by Ralph Waldo Emerson

WHO MENTORED YOU?™
Pass it on. Mentor a child.

SEN. JOHN MCCAIN mentored by William Ravenel (high school teacher/coach)
WALTER CRONKITE mentored by Fred Birney (high school journalism teacher)
SEN. HILLARY RODHAM CLINTON mentored by Rev. Donald James
GLORIA ESTEFAN mentored by her grandmother Consuelo Garcia
HARRY BELAFONTE mentored by Paul Robeson
BOB DYLAN mentored by Woody Guthrie
QUINCY JONES mentored by Ray Charles
HELEN KELLER mentored by Anne Sullivan
MARTIN SHEEN mentored by Rev. Alfred Drapp
DENZEL WASHINGTON mentored by Sidney Poitier
HARRY POTTER mentored by Professor Dumbledore
ROSA PARKS mentored by Alice L. White (headmistress)

When you were growing up, was there someone who encouraged you and showed you the ropes? Pass it on. Mentor a child.
www.mentoring.org

The Harvard Mentoring Project

DuBois' meta-analysis of program practices across 55 published studies

Biggest effects found for programs providing:

- Monitored implementation

- Structured (planned) activities

- Ongoing training after the initial orientation (not just orientation or supervision)

- Parent involvement

- Clear guidelines regarding frequency of contact and length of the relationship
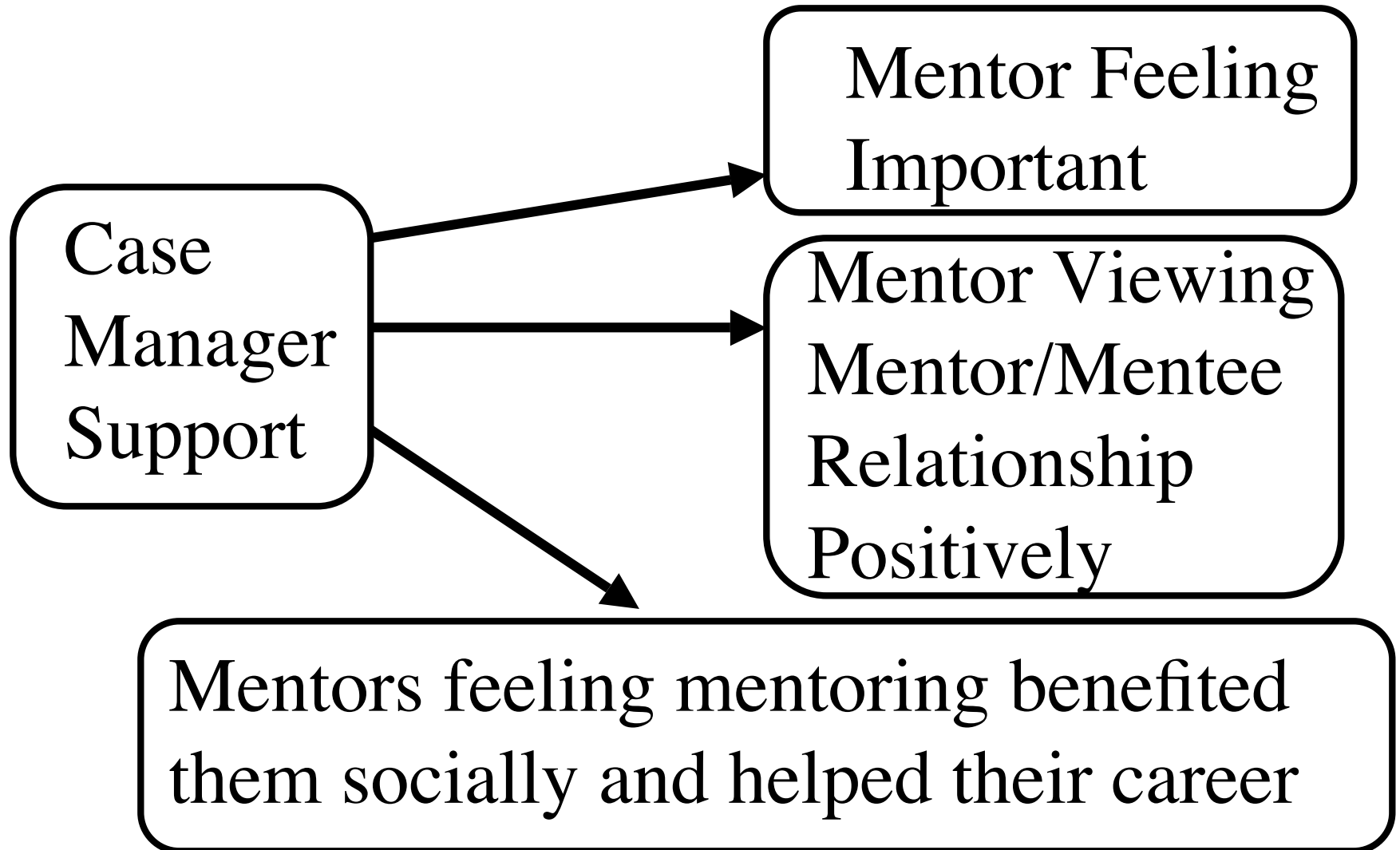
Mentors' Survey Items Assessing Staff Support

- The program staff seem willing to help me.

- The program staff has shared important information with me about my mentee.

- The program staff has given suggestions on what I can do with my mentee.

- The program staff seems truly concerned about how well our match is going.

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Effect of Case Manager Support of Mentors

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Case Manager Support → Mentor Feeling Important

Case Manager Support → Mentor Viewing Mentor/Mentee Relationship Positively

Case Manager Support → Mentors feeling mentoring benefited them socially and helped their career

Questions about satisfaction with space and resources

- At my school, I have easy access to the Activity Logs I complete.
- At my school, I have easy access to games and other activities.
- At my school, I have a satisfactory space to meet with my mentee.
- At my school, I have easy access to resources I can use with my mentee (e.g., college info.).

Space Concerns:
"Make room for mentors…."

- Mentors who felt the **space and resources** were adequate were 2.5 times more likely to return for a second year.

- Those with no complaints about space and resources **also mentored more days** than those feeling they did not have enough space or resources.

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Acknowledgements

www.adolescentconnectedness.com

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