



# **MENTOR MANUAL**

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# Table of Contents

Welcome Letter .....	1
How To Be a Great Mentor.....	2
Contact Information .....	4
Mentor Expectations.....	5
Mentor Do's and Don'ts.....	6
RISE Mentor Ethics, Procedures and Guidelines.....	7
Healthy Boundaries.....	9
The Mentoring Relationship.....	10
Stages of Building a Relationship .....	11
Why Closure is so Important in Mentoring.....	13
Communication Tips .....	15
Parent Involvement.....	16
Training is over ...now what.....	17
First Meeting Tips and Ideas .....	18
Mentor Resources.....	19



# PEARLAND ISD

John P. Kelly, Ph.D.  
*Superintendent*

TO: RISE Mentors

RE: Gratitude for your service!

Dear mentors:

Many of our students face incredible challenges here in the 21st century. I won't list the various issues confronting so many but they run the gamut from family dysfunction to the new and strange world of social media. Even students from strong families can experience alienation and isolation.

There is well established research demonstrating that the educational success of individual students is directly correlated to the presence of at least one caring adult.

Thus your willingness to serve as a mentor, and that effort combined with all of the others doing so within the Pearland community, is already producing profound and positive effects on hundreds of students.

I would estimate that there are thousands of students in Pearland ISD who would benefit from what you are already doing – or what you intend to do this year. But part of our RISE program is to be selective, both about who mentors – and to whom they are matched. Thus we believe in YOU!

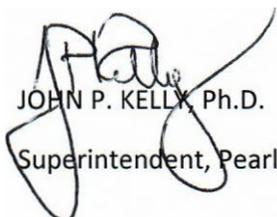
Like a pebble thrown into a larger pond, the ripple effect of your relationship with a student provides benefits that radiate outward to the entire family and to other students in our schools.

One of the other challenges presented by the 21st century is the incredible workloads and "busyness" of almost all adults. Thus your willingness to provide weekly mentoring is sacrificial.

On behalf of our teachers, staff, administration, and Board, please accept our profound gratitude for your service on behalf of our students.

May God bless you as you have blessed other(s)!

Sincerely,



JOHN P. KELLY, Ph.D.  
Superintendent, Pearland ISD

# Handout – How To Be a Great Mentor

All mentors can have anxiety about how well they are filling their role or concerns that their efforts are not making a difference. They may also worry about how well they will bond with their mentee and how they will address challenging moments. All of these concerns are perfectly normal and simply part of forming a relationship with anyone, but they can be amplified in the context of a mentoring program, especially one that emphasizes real, tangible outcomes for youth.

Mentors should keep the following principles in mind as they enter and progress through their mentoring relationships:

- **Be consistent and reliable** – Research shows that mentoring relationships are most impactful when mentors and youth meet frequently and predictably over a specified period of time. Meeting regularly maintains momentum in the relationship, aids the pursuit of goals, and keeps the pair from “drifting apart” and needing to reconnect emotionally. Research has also demonstrated the harm that can happen when mentors don’t show up to meetings, don’t keep promises, or communicate inconsistently with youth. Many mentees have been let down by numerous adults in their lives and may be particularly sensitive to the feelings of rejection or unworthiness that can bubble up when a mentor does not keep a commitment. So be a reliable, stable presence in the life of your mentee, not another source of confusion and doubt.
- **Take a developmental approach in working with the mentee** – Research has found that developmental approaches to mentoring, which take a strengths-based approach to nurturing the development of the whole child, produce the strongest results. They allow the pair to form a close personal bond and balance social-emotional development with more instrumental activities that can teach a new skill or address a challenge. Mentoring should never be presented as a way of “fixing” something with the youth. It’s about developing the whole person and maximizing their potential.

A good framework for thinking about developmental relationships can be found in [this framework from the Search Institute](#):

1. *Express Care - Show me that I matter to you.*
  2. *Challenge Growth - Push me to keep getting better.*
  3. *Provide Support - Help me complete tasks and achieve goals.*
  4. *Share Power - Treat me with respect and give me a say.*
  5. *Expand Possibilities - Connect me with people and places that broaden my world.*
- **Expect some ups and downs (and stick with it)** – Mentoring relationships, like all human relationships, will have their moments where communication is hard or it feels like progress has stalled. Mentees may be prone to withdrawing from the relationship at various points, especially as difficult topics arise or the closeness of the relationship begins to expose vulnerabilities. Alternatively, youth may also suddenly cling to the

mentoring relationship, especially if it offers stability in a suddenly chaotic circumstance. These ebbs and flows are natural and should be expected by mentors. In fact, many mentors report that for long stretches of their relationships, that they didn't feel like their mentee was benefitting from their support or did not seem invested in the relationship. But this is also to be expected. Youth are often not as skilled or comfortable expressing some emotions or complex feelings like gratitude or trust.

So don't expect to hit a "home run" with your mentee right off the bat and recognize that they may not always outwardly express the meaningful changes you are providing them internally. The worst thing you can do is withdraw yourself or walk away entirely when things get tough. Talk with your program staff about how to manage your expectations and keep little disappointments from taking you away from your mission.

- **Believe in yourself, but also be willing to learn** – Research has shown that mentors' feelings of self-efficacy—the belief that they can and will succeed in their role—are predictive of how long they stick with their commitments, how often they seek out support from staff, and, ultimately, how strong and impactful their relationships become. So a healthy dose of confidence goes a long ways toward mitigating those aforementioned ups and downs. Participate fully in the training offered by the program to build your mentoring skills and seek the advice of other mentors when faced with a specific challenge. The more you can learn from others, the more you will understand about how to be the mentor your mentee needs you to be, and the more confident you will feel in filling this role long term.

You can find other resources about being a good mentor on the [MENTOR website](#) and in the Resources section of OJJDP's [National Mentoring Resource Center](#).

# Campus Mentor Facilitators'

## Contact Information



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# Mentor Expectations

Expectations in the mentoring relationship are your ideas about what your mentee and your mentoring relationship will be like, including when things will happen.

Expectations are critically important. They play a big role in determining how you may feel about your mentee and ultimately, how you may act.

## Four Common Expectations and Their Consequences:

### 1. Mentee will change right away.

#### Consequence:

- Having this expectation can result in serious disappointment, if your mentee is not interested in change.
- Having this expectation could do more harm than good.
- Change can happen, but not right away.

### 2. Mentee will like you and trust you right away.

#### Consequence:

- It is unlikely that a child will trust you or seek out your advice right away.
- This expectation will result in disappointment and possibly quitting.
- Most children take time to trust and feel at ease when interacting with a new adult.
- Feel good about yourself and your ability to eventually develop a warm and trusting relationship with your mentee.

### 3. Change takes time.

#### Consequence:

- Being a successful mentor does not depend on changing your mentee.
- Have modest, patient and positive expectations.
- Think about what you have to offer, not what you want to change.

### 4. Mentee will have more fun if he or she is doing an age appropriate activity.

#### Consequence:

- Having a realistic expectation about what your mentee can and may want to do will make choosing fun and engaging activities easier.
- Your mentee will appreciate you taking his or her interests and abilities into consideration.
- You are saving you and your mentee from potential disappointment by suggesting developmentally appropriate activities.

# Mentor Do's and Don'ts

## Mentor Do's

- Focus on building the relationship before anything else.
- Come with a plan!
- Learn your mentee's name and pronounce it correctly. Let him or her know what to call you.
- Be present! Give your mentee your full attention.
- Show up! Keep your schedule with your mentee, and if you cannot meet at your regular time, be sure to inform the campus where you mentor as soon as possible.
- Maintain confidentiality (understand exceptions).
- Be encouraging and positive.
- Be yourself! Be honest about mistakes you've made or fears you have (that are age-appropriate).
- Ask for help. You don't have to figure things out on your own.
- Stay connected to the program by attending optional events or checking in with the Mentor Specialist.
- Have fun! Informal activities lay the foundation for formal ones.
- Allow your mentee to have a voice in choosing activities by helping him or her explore choices.
- Be patient. Relationships done right take time to grow, and progress may seem slow at times.
- Provide consistency without contingency.

## Kids Spell Love "T-I-M-E"

## Mentor Don'ts

- Leave the student unattended or meet somewhere you haven't been told you can meet.
- Overstay your visit.
- Miss a weekly meeting and not inform someone at the school.
- Join in or agree with mentee's criticism of school, family, or friends.
- Get discouraged if the mentee's progress does not meet your expectations.
- Give gifts without reason. Ask campus or district facilitator before giving a gift.
- Discuss your own issues with your mentee. Kids should never have to deal with adult issues.
- Give out personal information, such as phone numbers or social media contact information without permission from the parent.
- Be judgmental or critical of your mentee.
- Expect to change your mentee's life overnight. Don't take ownership of the mentee's problems.
- Lecture. Ask your mentee, "Do you want me to just listen or do you want my advice?"
- Try to do this work on your own.
- Wait too long to discuss concerns or struggles with campus mentor facilitator and/or mentor specialist.
- Post your mentee's name or picture on any form of social media without parent permission.

## **Pearland Independent School District RISE Mentor Ethics, Procedures and Guidelines**

Pearland ISD RISE Mentoring is school based mentoring that brings together caring, committed adults from across the community to help students *rise* above their obstacles to succeed in school and life. Every decision and action you make as a RISE mentor affects the entire program. Mentors need to practice asking permission first rather than acting and then asking for forgiveness. The stakes are too high and this work is too important. Please read through and adhere to the following Pearland ISD ethics, procedures and guidelines and above all else, always ask questions!

### **Prior to Mentor/Mentee Match:**

- Complete the online volunteer criminal background check.
- Complete the RISE mentor application.
- Register for and attend a 3 - hour training session

### **Campus visit procedures:**

**Sign in Procedures:** Sign in and out in the RISE notebook, with the front office staff each time you visit your mentee. You will need to present a government issued ID each time you visit a campus. You will be given a badge to wear during your time on campus.

**Dress Code:** Use common sense in your dress. Neat, conservative attire is preferred and casual dress is acceptable. Remember, you are a role model for students.

**Dependability:** Maintain consistent and regular attendance. Contact the school where you mentor if you are unable to attend as scheduled.

**Respect:** Mentors will be respectful of students and staffs' cultural, social, and religious differences. It is not our goal to impose our beliefs on the student.

**Discipline or Other Concerns:** Report discipline, academic, or social/emotional concerns to the RISE mentor facilitator and the District Mentor Specialist.

**Materials and Supplies:** Each campus will have games and activities available for mentors to use during their time with their student. However, RISE mentors are also encouraged to bring games and activities to use with their mentees during their visit. Make sure to talk to the campus RISE facilitator to find out how to access the supplies available and leave them how you found them if you use them.

**Confidentiality:** All student information should be treated confidentially. Sharing student information with others may be a violation of the law and detrimental to the reputation of the program. Early on in your relationship (first 1-3 meetings) make sure the student understands that you do not report what you guys talk about or do to anyone, including their parents, unless

it is necessary to do so for the welfare of the student and to protect you from violating the law. Let them know that there are certain things that you are required by law to tell the campus administrator.

Topics that **MUST** be reported include:

1. If a student confides that he or she is the victim of sexual, emotional, chemical or physical abuse or neglect;
2. If a student confides that he or she is involved in any illegal activity;
3. If a student confides that he or she is considering homicide or suicide.

Should one of these topics arise, you are required by law to report within 48 hours. Before doing so, please report what was shared with the campus mentor facilitator, the principal and/or the district mentor specialist. Note on your calendar when the information was reported and to whom it was given. Remember, this information is extremely personal and capable of damaging lives, so do not share it with anyone except the appropriate authorities. Anything that does not sit well with you, please share with the campus mentor facilitator or the district mentor specialist. Do not hold onto this information. The campus administrator or district mentor specialist will walk you through the process.

**Transportation:** Transporting a student in your personal car as part of your weekly mentoring activities is prohibited. Do not put yourself in the position of being alone with any student in any vehicle. Some relationships do progress to the point of the mentor meeting the parents and beginning to extend the relationship beyond school hours. Please note, if ever you meet with your mentee outside of school and off campus, know that you are fully liable for anything that might occur. In this situation you would no longer be under the Pearland ISD RISE program umbrella. You would be acting independent of that role.

**Communication with student outside of school:** Communication with the student through the use of electronic media without permission from the parent is prohibited. The term – electronic media includes all forms of social media, such as text messaging, instant messaging, email, blogs, chat rooms, video sharing websites such as YouTube, and social networking sites. Electronic media also includes all forms of telecommunication such as landlines, cell phones, and web-based applications. A mentor may communicate with the parent of a student about mentoring activities by telephone or email. If a mentor does communicate via email with a parent regarding the student, the mentor will either CC the district mentor specialist or will provide a copy of the email communication upon request. If requested by the parent or the district administrator, the mentor will cease calls and/or emails to the parent. As with transporting students, please note, that if you do share your cell phone number or email with a student you are fully liable for anything that might occur. In this situation, you would no longer be under the Pearland ISD program umbrella. You would be acting independent of that role.

# Healthy Boundaries

## What is a boundary?

- A protective barrier that keeps us safe
- Must be applied on a consistent and ongoing basis
- They teach kids what healthy boundaries look like in relationships

## How do I know if my personal boundaries have been crossed?

### *You feel...*

- Angry
- Used/violated
- Drained
- That you want to walk away from the relationship

## What are the areas where boundaries are important?

- Money: How will I react if my mentee or their family requests money?
- Behavior: How will I respond if my mentee uses foul language, mistreats others, or is disrespectful to me during one of our meetings?
- Self-disclosure: How will I respond if my mentee asks about my previous experience with drug use, past relationships, or other personal issues?
- Time: How will I respond if asked why I only come once a week or if I am invited to a weekend or evening outing with the mentee?
- Religion: How will I respond if my mentee brings up the topic of religion? How much are we allowed, in a public school, to share?
- Working with parents/guardians: How will I respond if a parent asks for my contact information? When is the right time to connect with parents?

## Some things to keep in mind:

- Planning your response in advance will help to prevent being caught off guard.
- If you are not sure how to respond, you have every right to request time to think about it.
- Make adjustments to the relationship if necessary. It is better to adjust a boundary than to walk away from a relationship.
- You do not have to do this alone! If you are unsure about a situation, you can go to the campus mentor facilitator or the district mentor specialist.

# The Mentoring Relationship

Any successful mentoring relationship will move through four definite stages. The time spent in each one of these areas differs from relationship to relationship, but the progression is uniform. **Healthy mentoring relationships are evolutionary rather than static.** Over time, the relationship changes as the mentee grows and develops new knowledge, skills and standards of social competence.

## Getting Acquainted: The First Stage

Mentors may feel nervous or uncomfortable in anticipation of the mentee introduction. In addition to age differences, you and your mentee may come from very different cultural and socio economic backgrounds and have very different life experiences. Your mentee is probably equally nervous! Go out of your way to make the first experience as comfortable as possible.

Relationships get off to a better start when mentors and mentees take time to become acquainted with one another's interests, values and goals. In the early stages, 1-6 meetings, communication may be awkward or difficult. For many kids, you may be the first adult that has invested time in getting to know them so this is a *teachable* moment for them to learn how healthy relationships form. What an awesome opportunity!



# Stages of Building a Relationship

<p>Stage 1:</p> <p>Building Trust</p> <p><b>R</b></p>	<p>Characteristics:</p> <ul style="list-style-type: none"><li>• Getting to know each other</li><li>• Making a first impression</li><li>• Trying to see the positive in the relationship</li><li>• Bonding</li></ul>	<p>Effective Communication:</p> <ul style="list-style-type: none"><li>• Ask open-ended questions</li><li>• Use body language that is open and not guarded</li><li>• Show active listening</li><li>• Demonstrate empathy</li><li>• Avoid “prescriptive” communication</li><li>• Use prompts</li><li>• Speak with language you are comfortable with</li><li>• Don’t be afraid of silence</li></ul>
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<p>Stage 2:</p> <p>Challenging and Testing</p> <p><b>I</b></p>	<p>Characteristics:</p> <ul style="list-style-type: none"><li>• Mentee challenges and tests the relationship</li><li>• Rethinking first impressions</li><li>• Difficult feelings or emotions may surface</li></ul>	<p>Effective Communication:</p> <ul style="list-style-type: none"><li>• Be consistent in your communication, even if it is hard</li><li>• Demonstrate respect</li><li>• Build problem-solving techniques into your open-ended questions</li><li>• Make sure to separate behaviors from who the mentee is</li><li>• Disclose some of your own personal feelings, experiences and failures when appropriate</li></ul>
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# Stages of Building a Relationship

<p>Stage 3: Going Deeper</p> <p><b>S</b></p>	<p>Characteristics:</p> <ul style="list-style-type: none"><li>• The relationship begins to feel right again</li><li>• Trust is established</li><li>• Growth in the mentee can be observed</li><li>• A “deeper” bond and connection has formed</li></ul>	<p>Effective Communication:</p> <ul style="list-style-type: none"><li>• Continue with personal disclosures when appropriate</li><li>• Avoid advising and allow youth to actively problem solve</li><li>• Build off your knowledge of mentee’s strengths to foster deeper discussions</li><li>• Give positive, growth-minded feedback and don’t be afraid to let your mentee know when something has hurt you</li></ul>
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<p>Stage 4: Closure and Launch</p> <p><b>E</b></p>	<p>Characteristics:</p> <ul style="list-style-type: none"><li>• Preparing for closure</li><li>• Relationship may become deeper or mentee may start pulling away</li><li>• Reflecting</li></ul>	<p>Effective Communication:</p> <ul style="list-style-type: none"><li>• Find common language to sum up your feelings</li><li>• Provide feedback that describes the growth you observe</li><li>• Be prepared to listen and affirm fears your mentee may have</li></ul>
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## **Why Closure is So Important in Mentoring**

*Seedling Mentor Program: Mentoring Children Challenged by Parental Incarceration*

As a mentor, your primary focus is getting to know the wonderful young person for whom you have created a space in your heart. As your relationship progresses from week to week, the farthest thing from your mind is the thought of saying goodbye. Some mentors even imagine that they will someday watch their mentee graduate from high school, and maybe even college!

There are relationships where this happens, but more often than not, the reality is different, and mentoring ends at different times, for all sorts of reasons. The most common reason, life happens. Your mentee moves away suddenly, it is no longer feasible for you to leave the office to mentor at lunch once a week, or sometimes a mentee's poor school attendance makes it impossible to continue. Or, sometimes the mentor or mentee realizes that mentoring just isn't what they imagined and the relationship is cut short due to dissatisfaction.

The natural breaking point of a mentoring relationship is the best time to have a healthy goodbye. For example, when mentors and mentees agree their relationship will end when he/she moves into middle school or high school, or closure is planned in advance due to a pending move. Closure is a stage in the relationship that cannot be skipped over. As the adult it is your responsibility to plan for closure with your mentee and that it happens well! Sometimes researchers talk about good closure as "starting a relationship at the beginning with the end in mind."

### **How can you plan ahead for the healthiest closure?**

1. Make a firm resolution that you will try to make the relationship last as long as you can when it is to the benefit of your mentee. Research is clear that longer is better, and that a relationship that ends in fewer than three months is more damaging than if there had never been a relationship at all. Try to be in it for the long haul.
2. When thinking ahead to the next school year, if you have plans to return, tell your mentee that you are hopeful that the two of you will be together again, but if it does not work out, you treasure the time you have spent together.
3. Rituals and systematic check-ins can form the foundation of good closure by creating a common understanding of the relationship as you go along. A mentoring ritual can be as simple as beginning each visit by asking each other, "What was the high point of your week?" and "What was your low point?" Rituals are celebrations of your bond and wonderful ways to say "I care about you." They are also beneficial if it happens that you are not able to share a meaningful goodbye.



4. Be cautious about assuming that you know what is in your mentee's head or even the child's life outside of you. For example, we have no evidence that a parent's release means that the mentor is no longer needed. A child under stress can be hard to deal with, but it may be when you're needed most. Your Mentor Director can help you process whether it's time to close.

5. Good closure happens over several (*at least two*) meetings with your mentee. Take the time to allow for the reality to set in. Share memories and what you are proud of regarding your mentee's growth, and share wishes for his/her future. It's critical to arrange closure in such a way that the child does not feel at fault. In the absence of a story, the child will fill in his own, and it usually includes self-blame. Sometimes when a relationship closes for good, a mentor wants to let a child down easy or feels too guilty about leaving and so you promise to stay in touch or you ask to continue being a pen pal or you really, really want to tell the child how to reach you. But here is a time when you take better care of not only the child but also yourself by just bringing things to a definite end. At some point, you will tire of trying to keep up those extending promises such as "I will write to you," and then what? The child has expectations that are not fulfilled.

Finally, closure is something that happens inside you, too, and your Mentor Director is there to support you, to listen and to guide, and sometimes to help you grieve.

*The following resource was used to write this article: [Collaborative Mentoring Webinar Series, June 2015.](#)*

# Communication Tips

## When talking to your mentee, remember to...

- Clear your mind of unnecessary thoughts and distractions so you can give him or her your undivided attention.
- If your mentee is smaller than you, sit when you talk, so you are at about the same level.
- Make eye contact.
- Be aware of your body language.
- Pay attention to your mentee's facial expressions, gestures and body language.
- Read between the lines for your mentee's feelings. Learn to say, "How did that make you feel?"
- Ask open-ended questions. Don't ask, "How was school yesterday?" Instead ask, "What did you do in school yesterday?"
- Restate in your own words what you think the child has said. When paraphrasing is accurate, your mentee will feel understood. If it is off the mark, it invites him or her to clarify and also reminds you to listen more closely.
- Ask questions when you don't understand.
- Put yourself in your mentee's "shoes," and try to understand the world from his or her perspective.
- Put aside preconceived ideas and refrain from passing judgment.
- Acknowledge that you are listening by occasionally nodding your head and saying things like, "I see."

## How to kill a conversation:

- Tell the speaker that the way he or she feels is wrong: "It's silly to feel that way."
- Don't make eye contact.
- Sit slouched over, look distracted, drum your fingers on the table or use some other body language to signal to the speaker that you are not really interested.
- While the speaker is talking, think about what you are going to say in reply.
- Be judgmental and challenging. Ask questions that put your mentee on the spot: "Why didn't you do better on the test?" "Why did you say that to her?"
- Interrupt the person who is talking. Finish his or her sentences.
- Be totally silent for minutes at a time while your mentee is talking. Don't say "I see," or "OK," or ask any questions. That way, your mentee will wonder if you are even there.

*Kavanaugh, J. (1998). Everyday heroes: A guidebook for mentors. Santa Fe, NM: Wise Men & Women Mentorship Program, "Los Sabios," and Injury Prevention and Emergency Medical Services Bureau, Public Health Division, New Mexico Department of Health*

# Parent Involvement

Research clearly shows that when parents, guardians and other caregivers are somehow involved in the mentoring services that are provided by a program, there is an increase in positive outcomes.

RISE Mentoring sees parents as an asset to the mentoring relationship and understands that the parent is the most influential adult in a child's life. Therefore, we want the mentor/mentee relationship to help strengthen the parent/child relationship.

## **What does the RISE program do to include parents in the mentoring relationship?**

Parents are required to give permission and complete a permission form before their child can be matched.

RISE provides each parent with a brochure that outlines the goal of the program, lays out healthy expectations and provides contact information for parents that might have questions or concerns.

RISE provides Parent Orientation meetings that are not required, but provide an opportunity for program staff to share program guidelines, expectations of mentor, mentee and parent, and allow a space to ask questions.

RISE does not give parents the contact information of the mentor without first contacting the mentor. The only info given at the time of the match is the mentor's name.

## **When is the right time for a mentor to reach out to the parent of their mentee?**

This depends on many things. The child. The relationship. The mentor. Each relationship is different. Do NOT compare yours to someone else's. Comparison is the THIEF of joy!

Before the end of the school year, the mentor should at least reach out (via email, letter, or phone call) and thank the parent for allowing their child to be in the program. This is a great way to show your appreciation even if you aren't ready to open up communication. There are sample "thank you" letters on the Pearland ISD mentoring website under the "Mentor Toolkit" and "Closure" links.

## **What are some things to consider?**

Parents gave them permission to be matched. They wanted this for their child. They are on your side.

You might be ready for this step (meeting parents) and the parent might not be. Or vice versa. That's okay. We will follow their lead as much as possible.

Parents can remove their child from the program at any time.

Older kids (junior high/high school) should feel like they have a voice and choice in you reaching out to their parents. Involve them in the process. Talk to them about their thoughts concerning the interaction.

Always consult the RISE Mentor Specialist when considering parent contact. You don't have to traverse any part of the mentoring relationship alone.

## **Training is over...now what?**

- You will be notified via email and/or phone call that you have been matched. This notification will include the name of your mentee, the name of the school, the grade level of your mentee, information about your mentee and also your start date and time to mentor.
- With this email you will also receive a campus info sheet with specifics about RISE at your assigned campus.
- Every time you arrive on campus to mentor you must check in at the front office with your driver's license.
- Sign in and out of the RISE Mentoring Notebook at the front desk. (Notebooks are organized alphabetical by your LAST NAME).
- The campus mentor facilitator or other staff member will be there to greet you your first meeting and show you where you can meet with your mentee.
- Student will be called down to the office and you two will head to one of the approved meeting places (determined by campus.)

## **Remember:**

- You **MUST** notify the campus ASAP if you are running late or if you need to reschedule for a different day that week.
- Always bring an activity (cards, board game, etc.) to do. Never come empty handed. Schools do have some activities and games that you can use. Check with your campus facilitator to find out how to access these things. You can check our Mentor Toolkit for other ideas and activities.
- Never, ever hesitate to ask questions. The District Mentor facilitator is always here to help guide you through sticky situations or just help you brainstorm ideas. Don't try and do this alone.

# First Meeting Tips and Ideas

## Introductions:

- Greet the student with a smile and a handshake.
- Introduce yourself to your mentee and let him/her know how to address you.
- Be confident and smile!
- Ask the student if he/she has a nickname and what name he/she would like to be called.

## Dependability:

- Give your mentee the confidence that you will be dependable and will visit regularly. Let them know that you will contact the school if you have to miss a meeting.
- Talk with your mentee about your role in the mentoring relationship.
- Ask the mentee to tell you what he/she expects of you and his/her hopes for the relationship. Ask them what they were told having a mentor would be like.

## Acceptance:

- Let your mentee know that you intend to be non-judgmental.
- Get to know your mentee by talking about shared interests.
- Maintain composure if he/she initially acts in a shocking manner. He/she may try to test your limits. Be the consistent “safety bar.”

## Be a Friend:

- Express the desire to be an encouragement, support, and friend.
- Explain that you will keep everything that he/she says confidential, unless it is about something that might harm him/her in any way. See RISE mentor ethics, policies and procedures on page 5 and 6 of this manual.
- Emphasize the relationship over specific goals.
- Establish your own traditions (ex: special handshake or fist bump)

## Activities Help Break the Ice:

- Consider a game such as a simple card game and chat while you play.
- Ask the student to give you a school tour--- walking and talking might be more comfortable than sitting and talking. Also, this activity lets the mentee be in charge.
- Consider an icebreaker to tell about yourselves. You might bring some questions to get things started. See Mentor Toolkit at [pearlandisd.org/mentoring](http://pearlandisd.org/mentoring)
- Always be willing to do or discuss whatever you are asking them to do or discuss.

## Closure:

- End each session on a positive and encouraging note.
- If you are unable to continue mentoring or if you suspect the child no longer wants to have a mentor, contact the District Mentoring Specialist.
- There is a procedure to close a mentoring relationship early. DO NOT just stop showing up.

## Mentor Resources

**RISE website:** [www.pearlandisd.org/mentoring](http://www.pearlandisd.org/mentoring)

*Website contains link to district calendar, program overview, campus locations, Frequently Asked Questions, and other important info for mentors.*

### Mentor's Tool Kit

*Online links to activities and ideas found on the RISE website.*

### Mentor Manual

*Link found in Mentor's Tool Kit on RISE website.*

### Facebook group: **Pearland ISD RISE Mentoring**

*Closed group for mentors and campus facilitators only. Must ask to join.*

**National Mentoring Partnership Website:** [www.mentoring.org](http://www.mentoring.org)

*Website contains webinars and other resources that can help mentors with specific aspects of mentoring.*

### Additional RISE Mentor workshops

*In addition to the required training, optional workshops are offered throughout the year and are designed to focus on a key component of mentoring that will serve to increase your ability to connect with your mentee and grow your relationship.*

*Below is a list of the Additional RISE Mentor Workshops that are scheduled:*

**RISE 101: December 9 @11:30-1pm OR 6-7:30pm  
(panel of school counselors and SROs)**

**Mentor Roundtable: January 9 @ 9-10:30am OR 6-7:30pm**

**Mentor Closure Workshop: March 30 @ 9-10:30 OR 6-7:30pm**

**Mentor Appreciation Luncheon: April 24, 11:30-1pm (Knights of Columbus Hall in Pearland)**

**\*unless otherwise specified, each workshop will be held at the Virgil Gant Education Support Center @ 1928 N. Main St. Pearland, Tx 77581**