MENTORING IN THE MIDDLE: THE EFFECTIVENESS OF A SCHOOL BASED PEER MENTORING PROGRAM

A Dissertation

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Abstract

Students enter middle school during periods of incredible change. Both personal and contextual changes make school a difficult endeavor. School counselors need to take a proactive stance to help all students navigate this developmental stage.

Mentoring is a popular intervention today. Although popular, actual effectiveness of each type of mentoring program is unclear. This study investigates school based peer mentoring as a helping intervention. Developmentally, peers play an enormous role in the lives of preadolescents. By providing positive peer role models, it is hypothesized that mentored students will have statistically significant improvement in grades, behavior, attendance, and school satisfaction as compared to unmentored students.

Using a pre-post test control group design, effectiveness of the SAGE (Supportive and Guiding Examples) mentoring program at Louisa County Middle School in Mineral, VA was examined. A split-plot design analysis of variance (ANOVA) revealed that there were no significant differences between the treatment and control group. Conclusions and implications are presented.

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APPROVAL OF THE DISSERTATION

This dissertation, "Mentoring in the Middle: The Effectiveness of a SchoolBased Peer Mentoring Program", has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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Love to all of my family and friends whom deserve credit for all of my accomplishments. And to my wife, Sloane, God bless you for all that you are, and all that you will help us become.

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CHAPTER 1

INTRODUCTION

In middle school, preadolescents present school counselors with a unique developmental challenge. As children begin the transition to adolescence, physical, cognitive, and social/emotional changes occur rapidly and differentially. This transition is often awkward and creates stress on even the most resilient children. With no formal rite of passage to mark this transition, developmental struggles are common. Because middle school counselors work with children who are shifting from childhood to adolescence, they have a unique opportunity to help preadolescents through this transition.

Counselor interventions for individuals in transition are difficult. The heterogeneous change involved in the transition from childhood to adolescence makes age less of a meaningful guide. Instead, counselors must consider a wide range of factors, including developmental stage, biology, personality, and family, among various other contextual factors. Perhaps this is best seen in the variance of cognitive ability in most middle school classrooms. Students in the same class vary widely in ability, while teachers are held responsible for student academic achievement.

With school counseling joining the accountability trend now occurring in education and psychotherapy, school counselors must provide evidence of helping students. Which school counseling interventions help which students, in what context is an amazingly complicated question (Sexton, Whiston, Bleuer, & Walz, 1997). Although school counseling has been found to be effective in reviews, scant research is available as compared to other outcome areas (Sexton et. al., 1997). "Relatively few outcome studies

have been conducted to establish the effectiveness of school counseling activities" (Sexton et. al., 1997, p 125). "The student level where there is the least amount of research on the effectiveness of school counseling is with middle schools" (St.Clair, 1989; Whiston & Sexton, 1996). Therefore, little is known about what middle school counselors can do to assist children in the developmental transition during preadolescence.

Background of the Problem

Developmental literature accentuates the difficult transitions and potential negative experiences for many entering adolescence. "Adolescence is a critical part of life, a time for crucial decisions and key experiences that resonate throughout the remainder of the life course" (Hurrelmann & Hamilton, 1996a, p. xi). The transition from elementary school to middle school can be considered a time of normal life crisis (Elias & Butler, 1999). Besides infancy, no other time of life is characterized by such intense, diverse, and abrupt levels of personal and biological change (Grave, 1974; Hurrelmann & Hamilton, 1996a). Although adult responsibilities may be daunting; an adolescent's lack of control over the environment contributes to feelings of powerlessness. "Nowhere else in the entire course of individual history is there a more dramatic meeting between biology and mind" (Solodow, 1999, p. 24). Developmental theory provides a starting point for middle school counselors who are confronted with discovering which interventions are useful to preadolescents.

Individual Development

Puberty introduces a wide range of biological changes that impact various psychological factors. Hormonal changes, body size and proportions, and sexual maturation are several of the physical changes. Each is interrelated and all tend to differentiate students by size, shape, and appearance. "Early biologically oriented theories viewed puberty as an inevitable period of storm and stress" (Berk, 1993, p. 507). Although menstruation has a large impact on girls, current research suggests that it is not always unfavorable, especially with family and social support (Berk, 1993). In contrast, little is known about the psychological impacts of puberty on males, although most research suggest that boys seem to get much less social support (Berk, 1993). With both genders, "sexual maturation produces dramatic changes in emotions" (Hurrelmann & Hamilton, 1996a, p. xi).

Physical maturity also is related to physical status in the peer group. Often late maturing boys and early maturing girls feel "out of place" because they may fall at the extremes of development. In preadolescence, the physical differences are amplified by a growing cognitive ability for self and other awareness. This cognitive shift results in dramatic revisions in the way individuals see themselves and others.

Instead of concrete operations, middle school students begin to consider multiple solutions to problems and use abstract thinking (Muro & Dinkmeyer, 1977). Schave (1989) considered this "the most drastic and dramatic change in cognition that occurs in anyone's life" (p. 7). Related, Kolberg describes how preadolescents begin to formulate some concept of a morally good self (Muro & Dinkmeyer, 1977). Using abstract and moral thinking, preadolescents make decisions about who they are and who are their friends.

Preadolescents are social and competitive with intense emotions and can often seem child like at one moment, then adult like the next. "Old ways of thinking, feeling, and behaving are discarded during middle school and are replaced by radically different modes of operating" (Solodow, 1999, p.25). The changes may cause young teenagers to be very concerned with what others think (Lapsley, 1985). As peers begin to play a major role for preadolescents, the social and emotional world becomes important.

Changes in Social and Emotional Development

According to Erikson (1968), preadolescents begin to experience an identity crisis or a search for the self. This notion of crisis has been revised, termed as exploration, where preadolescents make daily decisions that help organize a self-structure (Marcia, 1980). Still, more emphasis is now placed on social virtues, where preadolescents become preoccupied with being liked and viewed positively by others (Vernon, 1993).

Early adolescence includes great emotional variability and moodiness, often accompanied by emotional outbursts (Newman & Newmanm, 1991). Often adolescents become more aware of others' feelings and thoughts (Vernon, 1993). "Consequently, they are more sensitive to the ups and downs associated with social interactions, often overreacting to who said what about whom" (Vernon, 1993, p. 13). Preadolescents become more vulnerable in interpersonal relationships as they move away from childhood. To protect against this vulnerability, preadolescents usually choose peers who are equal and similar (Vernon, 1993). The transition to adolescence also is characterized by peer pressure surrounding norms and standards of conduct (Vernon, 1993). With all of the

influence on peers, there is increased emotional distance between parents and children (Steinberg, 1987).

Challenges Confronting Preadolescents at Home

Contextually, family life often contributes to preadolescent stress and tension. Many studies show a rise in parent-child conflict and both parents and teenagers report feeling less close to one another (Hill, 1988; Paikoff & Brooks-Gunn, 1991). The demands of working life and a more threatening social context highlight the declining capacity of families to nurture and support adolescents (Hurrelmann & Hamilton, 1996b). Not only do many students have only one parent to look toward for guidance, but also a single parent must absorb all of the challenges that a preadolescent provides. In 1998, 56% of African American families consisted of single parents (18% of Caucasian families and 26% of families labeled Other) (U.S. Census).

Single parent families, along with the increasing number of blended family situations, create situations with less or confusing adult guidance for many adolescents. Often interactions are emotionally intense and charged due to the stress and changes in structure. Parents often feel a keen sense of loss with regard to the child's emotional revolution (Solodow, 1999). The loss is not wholly due to preadolescent development however. Research has also identified that adult development (midlife transition or marital relationship) influences the stressful parent-child environment (Petersen et al., 1996). "The limited existing research suggests that there is an increase in parent-adolescent conflict during early adolescence, with subsequent declines occurring until adolescents leave the

parental home (Montemayor, 1983; Smetana, 1987). Often this strain of family life can become exasperated by the new school situation.

Challenges Confronting Preadolescents at School

"School as a social institution dominates a large sector of the adolescent social world and has a formative influence on all main sectors of the life course" (Hurrelmann, 1996, p. 59). Nine and ten year olds leave the comfort of a single nurturing class environment in elementary school, and are immersed into the world of middle school. Instead of one teacher for the entire day, students switch between several teachers. In middle school, preadolescents learn to adjust and cope with changing classes and considerably more students. They also encounter new and confusing sexual relationships and some begin to deal with conflict in violent and even lethal ways. Simultaneously, academic pressures increase. Students are pushed harder to achieve with less individual attention and more competition than ever before. Research findings show that school transitions are likely to depress adolescents' psychological well being, causing students to revisit feelings of self-confidence and self-worth (Simmons & Blyth, 1987; Simmons et al., 1987).

Several research reports point to the late elementary and early middle school years as a developmental period with a high level of risk for disengaging from the learning process (Carnegie Council on Adolescent Development, 1989). Often students who feel inferior or incompetent begin to move toward eventually dropping out. As early as third or fourth grade, students who eventually drop out of high school are significantly different in behavior, grades, retention, and achievement scores from those who eventually graduate

(Finn, 1989). A prolonged supportive environment in late elementary or early middle school can help foster success in adolescence. Through the developmental and school change, peers play an increasing role.

Peer Influence during Pre-adolescence

Peers help develop skills and tend to become role models for identity formation that supports the drive for adolescents to differentiate from parents. "One of the biggest issues in our interactions with middle school children is their growing preoccupation with the influence of the adult world on them and their powerful needs to reject such influences" (Solodow, 1999, p. 25). As early adolescents move away from their families, peers play a dominant role in and are a vital part of the growing up process (Berndt & Ladd, 1989). The peer group grows in size and complexity, with more involvement and more intimacy (sharing thoughts and feelings) than childhood peer groups (Petersen et al., 1996). Preadolescents report that they enjoy being with friends more than any other activity (Csikszentmihalyi & Larson, 1984). Starting around age 12, peer influences become stronger than all other sources of influences, including parents, school, and television (Johnson, 1997).

Erikson (1968) suggests that adolescents look fervently for people and ideas in which to have faith. Preadolescents tend to choose companions like themselves to increase support and friendship and often adopt similar attitudes and values over time (Kandel, 1978). Longitudinal studies on the development of adolescent problem behavior provide compelling evidence that such behavior is embedded within the peer group (Elliot & Feldman, 1985; Gold, 1970; Hawkins, Catalano & Miller, 1992; Short & Strodbeck, 1965). Often the peer group becomes a major factor in developmental outcomes.

Friendships also help preadolescents deal with the stresses of adolescence. Through friendships, adolescents experience opportunities to explore themselves and others, and can improve feelings about school (Berk, 1993). "Adolescents report spending more time talking to peers than any other activity and describe themselves as most happy when so engaged" (Hurrelmann, 1996, p. 51). Recognizing the importance and influence of peers, school counselors need to create helping interventions that capitalize on this developmental force.

Developmental Intervention for Preadolescents

The significant developmental difficulties during adolescence represent a normal, healthy adolescent development (Petersen et al., 1996). Even so, adolescents still navigate the developmental stage with varying levels of difficulty. Instead of a narrow problem focus approach, intervention should instead focus on basic developmental needs in a preventative mode (Grossman, 1997). "The years from ten through fourteen are a crucial turning point in life's trajectory...This period, therefore, represents an optimal time for interventions to foster effective education, prevent destructive behavior, and promote enduring health practices" (Carnegie Council on Adolescent Development, 1989, p. 2).

> Because there are so many changes during adolescence and these changes require effective coping on the part of the individual, the processes involved are likely to be ones he or she will need to use to respond to challenges throughout life (Petersen et al., 1996, p. 22).

Statement of the Problem

Traditional educational models of the past have not been effective in preventing and solving some of the current problems children face, including conflict and violence, drug abuse, eating disorders, low academic achievement, and dropping out (Tindall, 1995). "For the past 30 years, society's attention and resources were directed predominantly at teenagers' problems....with only small gains" (Grossman, 1997, p. 6). School counselors must strive to discover which interventions, for which students, in which contexts are useful in assisting all children with the transition to adolescence.

The comparatively modest amount of research on school counselor interventions is problematic for the school counselor's role and responsibilities in helping middle school students. With high counselor-student ratios, it is difficult for counselors to reach all students (Tobias & Myrick, 1999). Direct and individual counseling intervention by an adult may not always and/or sufficiently match the developmental needs of middle school students. Instead, appropriate to developmental needs, peers provide a resource and suitable approach for intervention by school counselors (Vernon, 1993).

Vygotsky (1978) argued that social relations and activities together advance human development. Peers "...can reach where not only the teacher, but any adult, cannot" (Topping, 1996, p. 23). A peer role model, or mentor, can provide support toward academic and social development. Peer groups often set standards for adolescent behavior and mentors can serve as role models, offering friendship, guidance, and stability (Bandura, 1977). Mentoring has particular relevance for preadolescents, because it provides an emotional force as a point of identity formation (Daloz, 1986). Potentially a

powerful intervention for school counselors, mentoring programs need to be enthusiastically implemented and studied (Royse, 1998).

Purpose of the Study

Peer mentoring is an intervention that is designed to capitalize on the developmental importance of peers and is an excellent means to provide developmental help for all students. The concept of peer helping requires that adults view children and youth as resources who can contribute to their families, schools, and communities (Bernard, 1990a). With proper training and supervision, empirical evidence supports the use of peer helping as a valuable educational resource (Bernard, 1990a; Myrick & Folk, 1991; Tindall, 1995). In the past several years, research studies have shown that peer interaction is conducive, perhaps even essential, to a host of important early achievements (Bernard, 1990b; Berndt & Ladd, 1989). One example that has been helpful to highlight peer helping and adolescent development is peer mediation programs (Borders & Drury, 1992; Whiston & Sexton, 1996).

"School counselors must conduct research and evaluation studies that clearly indicate whether school counseling activities are necessary and beneficial to students" (Sexton et al., 1997, p. 126). Although research on mentoring has been evolving in the last 20 years, little research has looked at the effectiveness of school based peer mentoring. This study examines school based peer mentoring as an effective counseling intervention.

The purpose of this study was to evaluate the outcomes of a peer mentoring intervention at Louisa County Middle School (LCMS). Specifically, a mentoring intervention was presented to improve the academic and school-related behaviors of sixth grade student protégés. A protégé refers to a 6^{th} grade student, recommended by teachers

based on potential to benefit from a mentoring intervention. Additionally, this research examined the effects of the mentoring intervention on the sixth grade students' school satisfaction.

Research Questions

Specific research questions include:

1) Can SAGE, a school based peer-mentoring program at LCMS, contribute to improved school attendance (raise the number of days attended) of sixth grade student protégés?
2) Can SAGE, a school based peer-mentoring program at LCMS, contribute to a reduced number of behavioral referrals of sixth grade student protégés to school administration?
3) Can SAGE, a school based peer-mentoring program at LCMS, contribute to an improved grade point average of sixth grade student protégés?
4) Can SAGE, a school based peer-mentoring program at LCMS, contribute to increased school satisfaction of sixth grade student protégés?

It is hypothesized that students participating in a nine-week mentoring program will demonstrate statistically significant improvements in school attendance, school behavior, grades, and school satisfaction as compared to unmentored students.

CHAPTER 2

REVIEW OF THE LITERATURE

Mentoring Background

Mentoring is defined in a variety of ways. Dodgson (1986) states "the definition of mentor is elusive and varies according to the view of the author (p. 29). The definition changes to match the purpose and context of the mentoring intervention. The Abell Foundation (1991) describes mentoring this way:

> A one-to-one relationship between a youth and an older person who is established, and built up over time for the purposes of providing the youth with consistent support, guidance, and concrete help as the younger person goes through challenging or difficult periods of life (p. 5).

It is not necessarily the content that differentiates mentoring from other relationships, but more so the process (selection of mentors, matching of participants, frequency and type of mentor meetings) and context (school or community based, adult or peer mentor, one-on-one or group mentoring) of the relationship. Instead of an all or nothing dichotomy, a continuum of developmental alliances are emerging in mentoring (Hurley, 1988). This heterogeneity of mentoring definitions and programs has been evolving for some 400 years.

The original definition and model for mentoring originates in classical Greece from the poet Homer in *The Odyssey* (Weinberger, 1992). Mentor was the name of a friend trusted to take care and nurture King Ulysses's son. In the United States, a mentoring program called Friendly Visiting began in the late 19th century (Freedman, 1991). This first

mentoring effort in the United States attempted to provide middle class role models for poor children. In 1904, the most well known mentoring program, Big Brother promoted relationships between adults and disadvantaged youth. Ernest Coulter, the founder, suggested that

> There is only one possible way to save the youngster....volunteer to be his big brother, to look after him, help him to do right, make the little chap feel that there is at least one human being in this great city who cares whether he lives or dies (Walker & Freedman, 1996, p. 76).

Mentoring was rediscovered in the 1960's as a way of meeting situations of acute need (Goodlad, 1979; Topping, 1988). Mentoring programs expanded from helping children into helping adults in business, nursing, and teacher training. A 1989 study found more than 1700 mentoring and tutoring programs operating in institutions of higher education across the nation (Reisner et al., 1990). Since 1986, when the original I Have a Dream (IHAD) mentoring program was founded by Eugene Lang, the IHAD model has spread to over 150 sites (Higgins, Furano, Toso, & Branch, 1991). Today, mentoring has expanded to virtually every profession to meet the demands among various stages of life.

While mentoring programs continue to increase and expand, the dispersion has generated a highly decentralized array of programs. Each program is designed to capitalize on the goals of each distinct institution. Hence, variance among programs include whom the mentors are, the duration of the relationship, and the number of protégés assigned to each mentor (Johnson & Sullivan, 1995). Sipe and Roder (1999) of the National Mentoring Partnership conducted a survey of mentoring programs for school-age children. Focused just on mentoring programs for children, they classified 722 programs into a

range of 11 types (Sipe & Roder, 1999). Programs were classified by group or one-on-one relationships, site or community based, long or short term, intensive or non-intensive, and high, medium, or low infrastructure (Sipe & Roder, 1999). Even within each classification, a wide range of purpose and goals existed (including relationships, role models, personal or academic development, reduce delinquency, or job skills). They also suggested that longer established programs focused on general goals (relationship formation), while new programs were more specific (academic or career development).

Over the last fifteen years, mentoring has received increased attention in research literature. Wunsch (1994) indicated that "from 1980 to 1990, over 380 articles appeared in the popular press and academic journals on mentoring in business and education" (p. 1). "The current mentoring movement has spawned not only a flurry of activity, but enormous expectations for its effectiveness in helping disadvantaged youth" (Freedman, 1991, p. 41). "Many texts on mentoring (Shea, 1992; Hamilton, 1993; MacLennan, 1995) tend to be prescriptive 'how to' guides for setting up formal mentoring programs rather than research-based explanations of the effectiveness and efficiency of mentoring" (Gibb, 1999). "The current mentoring movement can be described three ways: there is rampant growth; it is highly decentralized; and there is little available research to help direct practice" (Johnson & Sullivan, 1995, p. 43). This variation in the definition of mentoring and variation in programs has lent to difficulty with research. Even with mentoring popularity, consistent or extensive effectiveness research is lacking.

Mentoring Effectiveness

The concept of mentoring has been prevalent, but its practice and research validity has been inconsistent (Carmin, 1988; Cohen, 1995; Jacobi, 1991). First, the variety of programs limits the generalizability of research results. Each mentoring study must be scrutinized by all components of program definition and process. Second, Johnson and Sullivan (1995) indicate "that there simply are not many well-designed evaluations from which to draw conclusions" (p. 45). Most of the evaluations focus on input measures (e.g. number of students mentored) rather than output measures (e.g. grades, attendance). Therefore basic research and solid data is lacking to show that mentoring is consistently or generally effective (Hurley, 1988).

Even though mentoring has been investigated using diverse research designs (Jacobi, 1991), most effectiveness research struggle to isolate and attribute outcomes to mentoring. One of the best-known investigations of the effectiveness of mentoring comes from a random-assignment impact study completed on the Big Brother/Big Sister program. In an 18 month treatment evaluation of eight Big Brother/Big Sister mentoring programs, Public/Private Ventures discovered that mentored students were less likely to start using drugs, were less likely to start drinking, and were less likely to resort to violence as compared to students on a waiting list (Grossman, 1997). Also, the mentored students skipped half as many days of school, felt more competent, and got slightly higher grades (Grossman, 1997). Most other mentoring or peer helping research has had less conclusive results.

Sharpley and Sharpley (1981) scrutinized 82 peer-tutoring programs and found that 35 studies reported positive effects, 27 reported non-significant effects, and 20 had mixed

effects, while none of the studies reported negative effects. A review by Johnson and Sullivan (1995) of fifteen quantitative evaluations of mentoring programs showed 30% of all findings to be positive with over 60% of the findings non-significant.

Although numerous studies have suggested a positive influence on protégés, few have adequately addressed or formally measured the effectiveness when applied to a public school population (Walker & Freedman, 1996).

School Based Peer Mentoring

There is increasing interest in the importance of the social context of the school as a nonintellectual factor contributing to children's school success (Baker, 1998). "The school environment provides children and adolescents with a milieu in which they have the opportunity to experience a variety of social roles" (Henggeler et al., 1998, p. 145). The school can provide a tremendous resource to provide opportunities to engage students in prosocial activities and promote the development of skills. Although teachers view academic success as a main goal, peer relations are among the most important aspects of a child's life (Williams et al., 1989). "The importance of social, peer-related forms of adjustment is being recognized as necessary for a satisfactory quality of life, as a buffer against the stress induced by major transitions, and as being of critical importance in developing social networks" (Noll, 1997, p. 239). Elizabeth Dole (Weinberger, 1992, p. 10) stated that "educational programs that involve structured mentoring work better, provide more benefits and change more lives... and they make a difference."

> The unmistakable benefits of mentoring that have occurred in natural settings have led schools, juvenile justice, and mental health professionals to believe that the institutionalization of such relationships through mentoring programs can

> accomplish positive outcomes for young people considered at risk for school failure or delinquency (Rockwell, 1997, p. 111).

The popularity of peer helping grew in the 1960's and 70's at a time when people felt that students could relate more closely with peers than adults (Tindall & Salmon-White, 1990). The last two decades have seen educators and administrators incorporating mentoring in school settings. In 1978, the American School Counselor Association supported the premise that peer helping could be of valuable assistance to school counselors, and they emphasized this position in 1984 and 1990 (Myrick & Sorenson, 1992).

Schools have adopted mentoring programs for several reasons. Mentoring appears simple, direct, cheap, legitimate, positive, and flexible (Berdiansky, Johnson, McKinney, Pettyjohn, and Tucker, 1996, p. 141). "Mentor-rich environments can and must be built into the fabric of the school" (Rockwell, 1997, p. 113).

> As significant role models, mentors psychologically and emotionally supplement the group experience of large classes and counter the prevalent attitude that 'nobody cares', often expressed by words and actions by many frustrated, confused, and directionless individuals in our secondary schools (Cohen & Galbraith, 1995, p. 7).

School based peer mentoring is an effort to increase the school's capability to promote academic achievement as well as interpersonal growth. Mentors are a source of parallel academic learning because they help support, sustain, and expand the instructional activities conducted in the classroom (Orr, 1987). "A cross-age peer mentoring program established by a school counselor can serve as a reinforcement of appropriate social

behavior and is an essential and beneficial addition to the daily routine of the students" (Noll, 1997, p. 240).

Effectiveness of School based Mentoring

In various forms, students have obtained academic, psychosocial, and career benefits from participating in formal mentoring programs (Blum & Jones, 1993; Bush, 1994; Joseph, 1992; Lee & Cramond, 1999; McPartland & Nettles, 1991; Mosely & Todd, 1983; Russ, 1993; Slicker & Palmer, 1993; Tierney & Branch, 1992). Nasrallah (1995) investigated the effectiveness of adult mentors for high school students in Florida. The protégés reported that they felt their mentors were the primary catalyst for improved grades, establishment of goals and development of self-esteem (Nasrallah, 1995). Rowland (1991) used the perceptions of adults as assessment tools for an elementary school mentor program. The research results indicated that 88% of the mentors, teachers, and parents felt the student was helped by the mentor (Rowland, 1991). Among the areas of improvement, self-esteem was rated highest, followed by grades, attitude, and behavior.

Organized mentoring programs have become a component of many school systems over the past several years (Brown, 1996). "There is empirical support for peer counseling and peer mediation programs both at the elementary and secondary level (Borders & Drury, 1992; Whiston & Sexton, 1996). Many research studies have shown that peer tutoring can improve the academic performance of both students being tutored and the tutors themselves (Johnson, 1997; Myrick & Sorenson, 1992; & Tindall, 1995).

Research has shown that a properly mentored student over time (one year) will exhibit benefits not seen by an unmentored student (Walker & Freedman, 1996). Further research has shown that students who are provided an opportunity to form a supportive

relationship with a mentor complete more years of education (Torrance, 1984). The use of mentors allows for multiple sources of helping, including multiple perspectives and an increase in human capital. In summary, the literature suggests that school based mentoring programs can provide support systems for preadolescents. At the same time, such programs can be additional resources for school counselors when trying to meet the dynamic needs of today's students.

Even so, school based peer mentoring has not been investigated systematically. "Less is known about the benefits of mentoring for preadolescent youth" as compared to older adolescents (PPV, 1996, p. 5). "Little objective data exists on the effects of mentoring programs on adolescents" (Royse, 1998, p. 2). Hamilton and Hamilton (1992) suggest that mentoring literature has been inconclusive to benefits because mentors often have different views of their purpose. Even within school based mentoring, programs differ to population served, type of mentor (peer or adult), long or short term, programs goals, and amount of infrastructure included (Sipe & Roder, 1999). "Careful attention to program design and to effectiveness in achieving program goals is a critical first step in providing adequate and appropriate services and in furthering our knowledge as to how best to serve today's young adults" (Johnson & Sullivan, 1995, p. 55). Although mentoring has shown to be an effective helping tool in the schools, continued investigation specific to each program structure and goals is needed.

The SAGE Mentor Program at Louisa County Middle School

Louisa County Middle School's (LCMS) peer mentoring program, termed SAGE (Supportive and Guiding Examples) involved 8th grade mentors and 6th grade protégés. Although no perfect definition of mentoring exists, the meaning of the word is defined by

the scope of the research investigation or by a particular setting where it occurs (Marriam, 1983). Based on classification of mentoring programs by Sipe and Roder (1999), SAGE is a one-on-one, site based, short term, and high infrastructure program. Program goals include the improvement of grade point average, a reduction of behavior referrals, improved attendance, and increased school satisfaction. SAGE mentors serve as role models for protégés, based on social learning and psychosocial support.

Theoretical basis of the SAGE program

The term social learning is used to describe an approach with a strong emphasis on learning by imitation and instrumental learning. Albert Bandura's classical "Bobo Doll Experiment" demonstrated "vicarious learning" or that people are capable of learning rules that generate and regulate their actions without going through trial and error (Bandura, 1965). Bandura later conceptualized his thoughts into a cognitive behaviorist framework wherein people not only model and imitate behavior, but also integrate experience in cognitive processes (memory, language, etc.) (Bandura, 1977).

The SAGE program philosophy is based in social learning through observational learning, modeling, and mentoring. "Mentoring supports much of what is currently known about how individuals learn, including the socially constructed nature of learning and the importance of experiential, situated learning experiences" (Kerka, 1998, p. 2). Protégés learn through interaction, where mentors model problem-solving strategies and guide learners as protégés internalize processes and construct their own knowledge (Kerka, 1998).

According to Bandura (1986) people actively select and construct their environments. He suggested that if a behavior fails to produce desired results, a new

course of action will be constructed and tested. The purpose of the SAGE program is to purposefully provide environmental stimuli directly related to outcome goals. In the SAGE mentoring program, the mentors act as co-constructors of the new course of action by protégés. Bandura (1996) suggested that in the course of socialization, moral standards are constructed, information is conveyed by direct imitation, social reactions to one's conduct is evaluated, and exposure to self-evaluative standards is modeled by others. The observational learning opportunities include imitation of new behaviors, inhibition of unsuccessful behaviors through observation of negative consequences, disinhibition of formerly constrained behavior, and increasing use of successful behavior through observation of positive consequences (Bandura, 1969).

Kemper (1968) defined a role model as one who demonstrates for the individual how something is done in the technical sense, the how question. Mentors posses skills and display techniques that the other lacks (or think they lack), from whom, by observation and comparison with his or her own performance, the actor can learn. In SAGE, mentors role model a variety of thought and behavior including, but not limited to, school related situations.

Protégés learn primarily from the environment, by the models and social training experiences the environment provides (Crain, 1992). Even so, to internalize this learning, protégés must pay attention to mentors and be motivated to reproduce the modeled behavior. Therefore, along with modeling, a supportive relationship is a necessary component of the SAGE program.

Psychosocial support. For psychosocial support, SAGE operates on the notion of social capital, which is defined as the relationships inherit in family and community that

enable children toward success in school (Coleman, 1991). A mentoring relationship constitutes social capital that is critical to human development, because it engages students in relationships to develop the necessary attitudes, effort, and conception of self that is needed to succeed in school and as adults (Coleman, 1987, 1991). These personal networks might be looked upon as a resource needed to promote cognitive development as well as social skills and mental health (Cochran & Brassard, 1979; Epstein, 1983; Galbo, 1986). The resources, in this case 8th grade mentors, provide support in the development of skills and knowledge to allow them to adapt to a new environment (middle school) and stage of development (pre-adolescence). This psychosocial function, which enhances protégés' esteem and confidence, is identified as a primary function within mentoring (Kram, 1983).

The relationship between mentor and protégé is an essential aspect. The psychosocial function allows for interpersonal dialogue, collaborative critical thinking, planning, reflection, and feedback (Galbraith & Cohen, 1995). The proximate role model allows for frequent contact where protégés can be taught the informal rules of the game that contribute to success (Perkins, 1981). The SAGE program purposefully incorporated both theoretical components, role modeling and psychosocial support, through program infrastructure.

SAGE Program Components

As suggested by Bernard (1992), no ideal model exists; mentoring programs must grow out of their local contexts, be based on local needs and resources, and be developed collaboratively by representative participants. SAGE utilizes the local resources (8th grade role models) at Louisa County Middle School to help meet the needs of the 6th grade students in the midst of transition. Participants who would be most likely to benefit from

mentoring were recommended for SAGE. Research suggests that students most likely to benefit from a mentoring program are 1) passing about half of their classes, 2) have behavior problems that tend to result in detention rather than suspension/expulsion, and 3) who receive little support from home (Fehr, 1993). At LCMS, teachers recommend students to the SAGE program according to these three criteria.

A highly structured, school based peer mentoring program must be managed so that both the mentor and the student feel that a majority of their objectives, needs, and requirements are being met (Glasgow, 1996). Common objectives of school based mentoring include improved school related outcomes. Structured, school based peer mentoring programs help assist in developing academic and personal and social skills (Slicker & Palmer, 1993). SAGE selected student mentors that excelled in school-related behavior and cognition, including grades, behavior, attendance, and school satisfaction, to serve as role models. The targeted behaviors for improvement by the SAGE program included those outcome variables suggested by previous research (Sexton, 1997) and LCMS school counselor goals for middle school students.

Based on the Big Brother/Big Sister program, researchers recommend meetings at least three times a month, defining the mentor as friend rather than teacher, proper screening of volunteers, mentor training in communication skills, and proper supervision and support (Grossman, 1997). Additionally, Saito and Blyth (1992) indicate that the most successful programs include appropriate screening, matching, and training; structure for communication and support; opportunities for social activities; and a good match between program goals and mentor expectations. Although the characteristics of the mentor

relationship will be subjective in process, SAGE used program infrastructure suggested by previous research.

The mentor roles may include guide, adviser, coach, motivator, facilitator, and role model in a contextual setting (Galbraith & Cohen, 1995). "Functioning as experts, mentors provide authentic, experiential learning opportunities as well as in intense interpersonal relationship through which social learning takes place" (Kerka, 1998, p. 2). Clemson and Bradford (1996) suggest that guided learning, support without rescuing, is characteristic of the most effective mentoring. Lee and Cramond (1999) recommend school counselors assist students by initiating, coordinating, and cooperating in the use of resources available within the school setting. SAGE incorporated mentor orientation, training, and mentor manuals for consistent and replicable intervention efforts.

There is disagreement about how mentors should be matched to protégés. Social learning suggests that the greater the similarity between a model and an observer, the more likely it is that observer will imitate the model's behavior (Bandura, 1969). Although social learning theory suggests mentors should be similar in characteristics to protégés (Ensher & Murphy, 1997), none of the Big Brother/Sister effectiveness research showed any differences according to age, race, and gender matching (U.S. Department of Justice, 1996). SAGE attempted to follow theoretical guides and maximized participant's interests and characteristics to like mentors.

Summary

Outcome based studies of school based peer mentoring are scarce and the results of mentoring studies are inconsistent in the current literature. Innovative educational programs and strategies worthy of consideration are common, yet peer helping is one

method of delivering services to students which had been considered by many educators as effective (Tindall, 1995). Given what is known about the needs and development of preadolescents, school based peer mentoring appears to be a viable approach to helping students. This study is an examination of the effectiveness of a peer-mentoring program on 6th grade student achievement, behavior, and school satisfaction at Louisa County Middle School.

CHAPTER 3

METHODOLOGY

Introduction

It is a challenge to examine the effectiveness of any counseling intervention. The challenge becomes greater when a large number of people are involved in an treatment study. Even so, "the nature of the comparison and treatment groups is a critical component of outcome study methodology" (Sexton et al., 1997, p. 28). "School counseling research needs to use methodologies used in other research areas, such as control groups, manualized interventions and multiple outcome measures" (Sexton et al., 1997, p. 126). This study used a pretest-posttest control group research design to examine the effectiveness of the peer mentoring program (SAGE) at LCMS. 'Effective' was determined by school related behaviors (attendance, behavior, and grades) and school satisfaction in the 6^{th} grade student protégés.

Based on mentoring efforts that have existed in various forms at LCMS for three years, a pilot program was conducted for the Fall of 1999. The pilot program included 15 protégés and 15 mentors for a 10 week period. Teachers nominated students with poor academic performance or behavioral problems as student protégés. Each student was matched to an 7^{th} or 8^{th} grade mentor. The mentoring meetings consisted of structured activities centered on tutoring, academic, and personal/social development. Although outcome data were collected informally for the pilot program, each student in the program reported positive feelings about the program as well as a specific ways the mentor provided

help. Although process and personal opinion data were promising, treatment outcome data was needed to verify the success of the intervention.

Setting

The participants in this study were students enrolled in the Louisa County School District. Louisa County is a large rural county in central Virginia. In the 1999-2000 school year, the school district served approximately 5,380 students. The students enrolled in Louisa County Schools included 23% African American, 53% Caucasian, and less than 1% indicating Other (with 23% not reporting race). The county reported a 4% dropout rate for students in grade 7-12. The county also reported serving approximately 479 special education students. The pupil to teacher ratio was 1:18.

The county of Louisa is diverse economically. A large nuclear power plant is the major employer within the county, with farming as the second source of employment. Louisa is also home to a large commuting population who travels to Charlottesville or Richmond for employment (approximately 30 miles west and east respectively).

Population

The population for this study consisted of 6th grade students enrolled at Louisa County Middle School. The length of enrollment at Louisa County Middle School was approximately five months or two academic marking periods. In the 1999-2000 school year, the middle school served approximately 1035 students, 337 of those in 6th grade. The students in 6th grade included less than 1% American Indian, Asian, or Hispanic, 34% African American, and 66% Caucasian. Eighty-eight 6th grade students receive special education services. The middle school was provisionally accredited according to Standards

of Learning testing by the state of Virginia. Approximately 74% of the students missed school 10 or fewer days. Safety information provided by the school for the 1998-99 school year indicated 14 incidents of physical violence against students, 12 incidents of physical violence against staff, 12 incidents of possession of non-firearms, two incidents of possession of drugs/alcohol, and no incidents of possession of firearms.

Participants

The 6th grade at Louisa County Middle School is divided into four teaching teams. Three of those teams are made up of four teachers serving approximately 95 students in four core subjects (mathematics, social studies, science, and English), while one two-person team serves approximately 50 students. Each four-person team recommended 30 students appropriate for the mentor program. The two-person team recommended 15 students. Previous research suggested that students passing about half of their classes, with behavior problems that tend to result in detention rather than suspension/expulsion, and those students who receive little support from home are students most likely to benefit from a mentoring program (Fehr, 1993). Teachers recommend students based on this criteria using their personal knowledge of the students over two academic marking periods. The 6th grade teaching staff recommended a purposeful sample of 115 6th grade students on SAGE program recommendation sheets (Appendix A).

All protégés were provided permission letters and consent forms (Appendix C & D). All of the participants were assured anonymity in subsequent research reports. Each parent/guardian and the associated minor who participated in the mentoring program signed letters of consent. The cover letter attached to the consent form explained that, by returning the completed consent forms, the protégé and parent were giving consent to

anonymously participate in the mentoring program and research study. All students participated on a voluntary basis and any student without parental consent was eliminated from the study. Researcher and other school counseling staff further informed parents about research protocol and the SAGE program as requested by parent or protégé.

Upon receiving parental consent, all participants attended an orientation session (Appendix B) for protégés. At the orientation, protégés completed an interest inventory (Appendix K) for future matching purposes and were administered the School Satisfaction (Huebner, 1994) measure. The orientation also described the SAGE program philosophy and procedures in a handout distributed to participants (Appendix B). All of the participants who agreed to participate in the study were also fully apprised of the reasons for the research study. The orientation session included the necessary time commitments and expectations for student behavior. Also prior to the intervention, researchers accessed school records to provide remaining pre-test data (including attendance, grade point average, and behavioral referrals for the second marking period). Time was permitted for questions and clarification.

After students completed the consent forms and orientation sessions, the group was randomly assigned into two groups using the SPSS® statistical analysis computer software package. One of the groups was designated as the treatment group, while the other group served as the wait list/control group. Each participant was informed individually by a school counselor when they would be assigned a mentor (January 31st for treatment group and April 10th for a control group).

Procedures

The implementation of the SAGE program included three distinct phases. First, prior to the intervention was the publicity of the program, recruitment and selection of mentors, informed consent and parental permission, mentor and protégé orientation, mentor training, referral and random assignment of protégés (subjects), mentor matching and pre-tests. Phase two was the intervention phase where nine weekly structured mentor meetings and nine unplanned contacts occurred (following LCMS 3rd marking period). Phase three included post-testing procedures.

Phase One – Pre-Intervention

Mentor screening and selection. All mentors were recruited into the study and agreed to participate on a volunteer basis. Counselor presentations, poster advertisements, and school wide announcements recruited 8th grade students. Each mentor had to proceed through a two-part application process. First, mentors had to complete an interest form (Appendix E) that explained the desired characteristics of mentors. These characteristics included 1) regular school attendance (no more than 3 absences), 2) competent academic achievement (no grade lower than a B), and 3) appropriate school behavior (no administrative behavioral referrals) during the second marking period. This form also required students to receive two recommendations from teachers or other staff at the school. Teachers were requested to nominate students based on abilities to role model and interact or help others. As interest forms were completed, school counseling staff verified the desired characteristics of mentors through school records.

The second part of the application process required students to complete an interest inventory and provide parental consent for participation in the study. The application form (Appendix F) briefly explained the program to mentor parents and asked questions of mentors concerning demographics and interests for matching purposes. Consent forms (Appendix C) for mentors and mentor parent/guardians were also attached to the application form. LCMS and the Institutional Review Board of the University of Virginia approved all informed consent forms. Mentor screening was designed to find students who would be appropriate role models (grade point average, attendance, behavior referrals, and school satisfaction), who had good social skills to facilitate relationship formation (teacher recommendations), and who had provided similar demographics and interest matches to 6th grade protégés.

Mentor training (Appendix I) consisted of two 45 minute sessions. Several mentors met individually with school counselors for an explanation of the program and training due to prior commitments. In the first training session, mentors received a manual for mentoring practice (Appendix G) and contact log (Appendix H). Mentor training started with an orientation to the SAGE program. The orientation included an explanation of program goals, philosophy, requirements, and expectations. All mentors also completed the school satisfaction inventory to validate criteria as a role model. Time was permitted for questions and clarification. Any mentor who was not interested in further participation, or unable to complete program expectations was invited to remove them self from the program. The second training session covered curriculum in basic relationship skills such as listening, reflection, non-verbal communication, and tutoring skills.

To limit the variation in mentoring relationships and standardize the mentoring intervention, each mentor involved in the program shared similar backgrounds (8th grade, academics, attendance, discipline profile, and school satisfaction), common goals (e.g. role modeling and providing support), had completed mentor orientation and training, and followed a mentor manual. All mentors were also responsible for recording meetings with protégés. To ensure intervention integrity, all mentors met with school counseling staff at the midpoint of the intervention to discuss progress and problems.

As an incentive, mentors were granted community service hours that could be applied to a variety of awards and privileges provided by the school. All mentors were also recognized with certificates of participation, a post intervention celebration, and various school wide announcements.

Mentor matches. Prior to the intervention, mentor matches were made according to a variety of demographic and personality characteristics reported by participants. Factors included in this matching process were gender, race, family structure, and personal interests and abilities. Although random assignment placed students in treatment and control groups, matches were sought to mentors that maximized similar personal characteristics and interests. Both social learning theory (Bandura, 1977) and mentoring research (Bolton, 1980; Halcomb, 1980; Fitt & Newton, 1981; Merriam, 1983) suggest that matching similar characteristics and interests may be useful to mentor matching. Although research data is not conclusive about the importance of demographic matches, similar matches were preferred based on providing a like model.

Phase Two - Mentoring Intervention

The mentoring intervention consisted of nine weekly sessions between mentor and protégé, as well as nine additional mentor contacts (also weekly). Every Monday the students reported to a large auditorium near the end of the school day during a class called "Bobcat Block." Mentor meetings lasted from 2:25-3:10 for approximately 45 minutes each Monday. The weekly meetings included structured activities, along with time for tutoring or talking.

Each week, the students were instructed to sit in an assigned seat with their partner (mentor/protégé). Also at each session, students were asked to follow instructions on an overhead. The students were given a worksheet that included questions and/or activities intended to last ten to thirty minutes. Weekly worksheets are provided in Appendix J. Students were asked to spend any additional time either on homework or quietly talking in their seats.

Planned meetings for the mentor program were provided based on the site based, short term, intensive and high infrastructure profile of SAGE. With extreme variations among mentor programs, it is important to specify program characteristics. Structured activities also correspond to the high infrastructure nature of the program and were provided due to developmental age of participants. The worksheets and structured activities engaged students in conversation in matched dyads to stimulate relationship development. The structure also purposefully promoted a focus toward school related topics and attempted to clarify expectations and minimize behavioral problems for this large group, middle school population. The structured activities included opportunities to get to know each other, developmentally appropriate questions centered on developmental tasks for preadolescents, and academic help in tutoring and goal setting. The structured

activities also included termination activities designed to bring closure to the mentor relationships. Two school counselors supervised each meeting.

Each mentor was required to also make a weekly contact with the protégé outside of the planned meeting. These unplanned contacts were again used to maximize the contact for role modeling (again consistent with the intensive profile of SAGE). Although in person contact was preferred, telephone contacts were also permitted due to time and population constraints (geographic location, class schedules, etc.). Although the contacts were unstructured and unplanned by research staff, each mentor was required to log protégé contacts in a logbook.

Instruments

Outcome measures were determined based on previous mentoring and school counseling research, LCMS student needs, and school counseling goals. Specifically, previous school counseling research has recommended outcome measures such as improved attendance, improved academic achievement, and improved behavior for school counseling interventions for elementary and middle school students (Gerler, 1985; St. Clair, 1989). The SAGE mentor program proposed similar goals through social learning and selected appropriate role models.

Pre- and post-test data were collected on four dependent variables for the 6th grade protégés. Grade point average, school absences, and discipline referrals to school administration were used as dependent variables. Additionally, school satisfaction was measured through a written inventory.

Behavioral Measures

The school database provided information on student behaviors. The school calendar is divided into four equal, nine week marking periods. Grade point average was calculated for the four core academic classes (English, math, social studies, and science). Elective courses and physical education were excluded due to the variation among students. The second semester grade point average was used as the pretest in comparison to the third semester grade point average (post-test). Attendance was recorded as the number of absences during each marking period. Attendance is collected by first period teachers and recorded by school administration into the school database. Any student arriving late to school after the tardy bell is marked absent. If the student arrives to school late, the absent mark is changed to a tardy. The number of school absences was compared from second marking period (pre-test) to third marking period (post-test). Students who are disruptive in school or on a school bus are referred for discipline through a written report to the school administration. The uniform code of student conduct at the school allows for consistent referrals among staff. The number of behavioral referrals during the second marking period (pre-test) was again compared to the number of referrals during the third marking period (post-test).

Psychosocial Measure

The school satisfaction measure was adapted from Huebner's (1994) Multidimensional Life Satisfaction Scale (MSLSS). The MSLSS consists of five subscales aimed at measuring global life satisfaction or "a general evaluation of the quality of a person's life according to her or his own unique standards" (Shin & Johnson, 1978). Previous self-concept research with children has proposed the need and ability to

differentiate specific domains of life satisfaction (Huebner, 1994). Each of the five scales of the MSLSS; family, friends, school, living environment, and self, comprise a general assessment of life satisfaction. The school satisfaction subscale was used for this study. Each scale consists of 8 questions. Responses ranged from never to almost always within a 4-point Likert scale. For example, students are to report how they thought about school in response to a statement like, "I like being in school." The school scale attempts to measure a cognitive, evaluative assessment of life satisfaction specific to school. The school satisfaction subscale is reproduced in Appendix K (part two of the protégé application).

Originally designed for elementary school students, the MSLSS was also assessed with a middle school sample. The MSLSS demonstrated preliminary evidence of reliability and validity for research purposes. Internal consistency reliability estimates were computed with a coefficient alpha of .92 for the total score and .85 for the School items specifically (Huebner, 1994). Further research provided similar evidence with coefficients ranging from .78-.92 (Huebner et al., 1998; Huebner, 1994). Test-retest reliability estimates (based on a 4-week interval) ranged in the .70-.80 range, specifically .70 for the school scale (Huebner et al., 1998).

Validity estimates have also proven acceptable. Convergent validity was assessed with the MSLSS school subscale as compared to the Quality of School Life Scale (Epstein & McPartland, 1977) and the Self-Description Questionnaire – I General School Subscale (Marsh, 1990). Significant correlations ($p < .01$) were found for the school subscale suggesting acceptable convergent validity (Greenspoon & Saklofske, 1997; Huebner, 1994). Evidence of discriminate validity was also suggested by general lower correlations with nontargeted measures (Greenspoon & Saklofske, 1997; Huebner, 1994). Females tend

to score higher on the school satisfaction scale then males (Huebner, 1994). This trend toward gender differences was consistent with prior research (Epstein & McPartland, 1977) on global school satisfaction (Huebner, 1994).

The school subscale of the MSLSS was chosen to include a psychosocial measure to expand outcome measurement beyond behavioral measures for a multidimensional view of change. It also corresponded to SAGE specific social learning goals in matching to 8th grade role models. Research has shown that a subjective appraisal of satisfaction or affiliation to school has an influence on the students' acceptance of educational values, motivation, and commitment to school (Goodenow & Grady, 1992; Wehlage et al., 1989). Kamman, Ferry, and Herbison (1984) suggest the MSLSS may operate as a global and domain-specific "affectometer" providing increased sensitivity to changes across the full spectrum of well-being. Positively focused measures, such as the MSLSS, should enable prevention and wellness-oriented mental health professionals (school counselors) to assess and develop strategies to enhance the functioning of individual children who do not display symptoms of psychopathology (Huebner et al., 1998). Huebner (1994) also suggests that the MSLSS assessment may contribute to more focused prevention, intervention, and enhancement efforts to improve the quality of children's life.

Operational Definitions

School based peer-mentoring refers to a variety of supportive or helping services (including tutoring) provided through an interpersonal relationship by peers who serve as role models (based on grade point average, attendance, behavior, and school satisfaction) but share common characteristics and experiences and are approximately the same age under the guidance and control of school personnel.

Mentor refers to an 8th grade student designated as a role model to provide a variety of helping behaviors including social support to a younger or less experienced protégé.

Protégé refers to a 6th grade student, recommended by teachers based on potential to benefit from a mentoring intervention.

Absence refers to a student missing school for any reason (excused or unexcused).

Grade point average is the numerical designation for the collection of a students assigned letter grades for school performance in the four core classes, English, math, social studies, and science.

Behavior referral is used for any student who is disciplined beyond routine classroom procedure (school wide policy) and is referred for administrative discipline.

School Satisfaction is an evaluation of the quality of a person's life, specifically in school, according to her or his own unique standards (Shin & Johnson, 1978).

Data Collection and Analysis

Data Collection

Mentors. A mentor profile is desirable to identify role model characteristics and provide information for program replication. Each mentor selected was administered the school satisfaction measure. Additionally, researchers compiled attendance, behavioral, and grade point average data to profile the mentor group. Demographic information was collected on application forms. The final mentor group was purposefully selected to match the participant group profile.

Protégé pre-tests. All participants (control group and treatment group) completed the eight question School Satisfaction Scale and an interest inventory at protégé

orientation. The complete directions were read aloud and each student had unlimited time to complete the measure. After instructions were completed, all students finished the measure in approximately ten minutes. Each scale was collected and recorded. Grade point average, school absences, and behavioral referrals were recorded school wide by administrative staff. Remaining pre-test data were gathered through computerized school database. Each participant's scores were recorded in the SAGE research database using the SPSS® software package.

Protégé post-test. School satisfaction data were collected at the termination session of the mentoring program for the treatment group. Each 6th grade student was asked to complete the eight question measure, while 8th grade mentors started on an activity worksheet. Directions were again read aloud and students had unlimited time to complete the measure. All students completed the measure in approximately 10 minutes. Subjects in the control group met the following day to complete the School Satisfaction post-test at an orientation for the next round of SAGE. This orientation session was identical to the first orientation and the school measure was administered at the start of the meeting. Again instructions were read aloud and each student had an unlimited time to complete the eight questions. The students completed the measure in less than 10 minutes. Grade point average, school absences, and behavioral referral data were collected from the school computer database at the end of the 3rd marking period.

Data Analysis

Preliminary data analysis profiles the mentor and protégé groups. Additionally, the treatment and control groups were evaluated for independence and random assignment

prior to analysis of research questions. Demographic characteristics were examined in frequencies.

Graphic examination and tests of assumptions for statistical procedures were performed to ensure correct data analysis. Independence, homogeneity of variance, normality, and compound symmetry (sphericity) were investigated. A split-plot design analysis of variance (ANOVA) was used to investigate the effects of mentoring on the treatment group as compared to the control group (wait list) on attendance, discipline, grade point average, and school satisfaction.

The split-plot design analysis of variance (ANOVA) is a two-factor design including a repeated measure (i.e., pre and post) and a between group component (i.e., experimental and control). Each subject responds to each level of the repeated factor (pre/posttest), but only appeared in one level of the non repeated factor (group). (Lomax, 1992). In this way the subjects serve as their own control and help eliminate individual differences. The repeated-measures ANOVA is preferable to MANOVA because of its greater power (Glass & Hopkins, 1996). It is also more precise in terms of estimating the effects and needs fewer subjects than most mixed ANOVA models. Due to tests on multiple dependent variables, the Bonferroni adjustment to level of significance was necessary (.05/4 = .01).

CHAPTER 4

RESULTS

Summary Statistics and Preliminary Analysis

Mentors. A profile is presented for replication of SAGE program and future mentoring effectiveness studies. Data were also collected on the mentors to verify appropriate role model qualifications in grades, attendance, discipline, and school satisfaction. Over 85 students completed the interest form to become a mentor. The majority of applicants were female (71%). Performance on the second marking period was the primary screening characteristic for identifying mentors. After screening for grades, behavior, and attendance, 40 females and 12 males remained. Due to the low number of interested and qualified male mentors, the grade criterion was lowered from B to C and school counselors actively recruited males to participate. Mentor students were only accepted with one grade of C. To keep the mentor profile above average, those students with more than one C were not eligible. This resulted in 8 additional male mentors. A total of 60 mentors (40 female and 20 male) were given the school satisfaction measure at mentor training. Two female mentors withdrew from the study due to extracurricular activities.

The remaining mentors (n =58) were compared to protégés based on demographic characteristics and interests listed on the application form. This resulted in 20 females and 18 males being matched to protégés. Twenty female mentors were put on a wait list for the next round of the SAGE program. The final mentor group included 21 Caucasians, 14 African Americans, and 3 students identified as Other.

The mentor profile included less than one (M.= .8, SD = 1.19) school absence, no discipline referrals (M = 0, SD = 0), and a mean grade point average of M = 3.28 (SD = .61). The school satisfaction mean was M = 3.00 (SD = .47). School satisfaction was high as compared to the range presented in previous research with middle school populations (M = 2.65 – 3.02; SD = .64 - .63) (Huebner, Laughlin, Ash, and Gilman, 1998).

Protégés. Of 115 sixth grade students recommended by teachers, 78 students completed the consent forms and orientation sessions. Seventy-six students completed the study. One student moved to another school and another student was removed from the school for disciplinary reasons. These two students were not included in the research data due to incomplete participation.

Six protégés were absent for one Monday session and two students missed two Monday sessions. Students absent from the Monday session were provided the weekly worksheet and encouraged to meet together with their mentor during another day the same week. One mentor was absent for one Monday session. One of the 8th grade mentors from the second round substituted for the absent mentor. According to mentor log books, all pairs made contact (phone, bus, lunch, or other) at least one time per week outside of Monday meetings.

Protégé participants were comprised of 37 (49%) females and 39 (51%) males. The mean age of the participants was M = 12.3 (SD = .04). Similar to school population demographics on race, the participant group was characterized by 45 (59%) Caucasians, 28 (37%) African Americans, and three (4%) students who selected "Other" as a designation.

Further data collected for matching purposes revealed that students' family structure included 34 (48%) of the students living in a traditional nuclear family, with

24(32%) in a single parent family, and 12 (16%) of the students in a blended or step family, and 6 (8%) of the students in various other arrangements. While 32 (42%) of the participants received free or discounted lunch from the school (indicating low socioeconomic status), 44 (58%) did not receive any assistance. The majority of students were not involved with any special education services (14% did receive services for a learning disability, but were mainstreamed in regular academic classes).

Pretest data on all of the protégés included a school absence mean of M = 1.54 (SD = 1.8) days and a discipline mean of M = .79 (SD = 1.39) administrative referrals for the pretest (2nd marking period). The mean pretest GPA for all of the 6th grade participants was M = 2.13 (SD = .83). The mean School Satisfaction score was M = 2.83 (SD = .60).

Treatment and Control Groups.

Participants were randomly assigned to either treatment group or wait list control group. The SPSS® statistical analysis computer program executed random assignment. Demographic data for the treatment and control group are presented in Table 1.

Table 1.

Demographic Characteristics of Treatment and Control Group

	Treatment	Control
Gender		
Female	20 (26%)	17 (22%)
Male	18 (24%)	21 (28%)
Race		
Caucasian	21 (28%)	24 (32%)
African Am.	14 (18%)	14 (18%)
Other	3 (4%)	0

Family Structure		
Traditional	19 (25%)	15 (20%)
Single Parent	11 (14%)	13 (17%)
Blended (step)	5 (7%)	7 (9%)
Other	3 (4%)	3 (4%)
Free/Reduced Lunch		
Free/Reduced	13 (17%)	19 (25%)
No assistance	25 (33%)	19 (25%)
Special Education		
Yes	6 (8%)	5 (7%)
No	32 (42%)	33 (43%)

Tests of assumptions

All dependent variables were examined for accuracy of data entry, missing values, outliers, and fit between their distributions. The variables were examined separately for control and treatment group. There were no missing values or significant outliers in either data set.

Prior to evaluating the difference between attendance, discipline referrals, grade point average, and school satisfaction for the two groups (mentored, not mentored) assumptions underlying the split-plot ANOVA were examined. A purposeful sample was used from teacher recommendations. Even so, random assignment to individual treatment and control groups was employed to provide for independently distributed errors. Each distribution from each group was evaluated for normality. Shapiro-Wilk tests of normality (Lomax, 1992) indicate that the distributions for (pretest and posttest) school absences and discipline referrals ($p = .01$ for each) were not normally distributed. Similarly, pretest school satisfaction for the control group was not normally distributed as indicated by the Shapiro-Wilk test ($p = .03$). Even so, violation of the normality assumption has "minimal

effect with equal or nearly equal n's" (Lomax, 1992, p.235). Additionally, "when the n's are equal, violations of the homogeneity of variance assumption have negligible consequences on the accuracy of the probability statements" (Glass & Hopkins, 1996, p. 405). All the distributions met Levene's test of the homogeneity of variance assumption except posttest discipline, $F(1,74) = 7.05$, $p = .01$. When using a repeated measure design, the additional assumption of sphericity must be investigated. With a two level repeated measure design, the conditions for sphericity were met by definition.

Results Related to Research Hypotheses

Although slight mean differences were observed between the treatment and control group, none of the differences on the dependent variables were statistically significant for group membership or testing intervals. There were also no significant interactions between group membership and testing intervals (additive model). Pretest and posttest means are displayed in Table 2.

Table 2.

Pretest and Posttest Means (and Standard Deviations) on Dependent Measures for Treatment and Control Group

Dependent Variable	Pretest Mean (SD)	Posttest Mean (SD)
School Absences		
Treatment	1.58 (1.95)	1.50 (1.57)
Control	1.50 (1.67)	1.55 (2.00)
Discipline referrals		
Treatment	.74 (1.46)	.45 (.76)
Control	.84 (1.33)	.92 (2.04)

Grade Point Avg.		
Treatment	2.15 (.78)	2.04 (.81)
Control	2.11 (.89)	1.96 (.83)
School Satisfaction		
Treatment	2.79 (.62)	2.74 (.60)
Control	2.87 (.58)	2.88 (.60)

Research Question #1: Effects of Mentoring Intervention on Protégé School Attendance

Levene's test of equality of error variances revealed that the pretest and posttest variances were not significant, pre - $F(1,74) = .59$, $p = .45$; post - $F(1, 74) = .53$, $p = .47$. A split-plot design (ANOVA) indicated that group membership [$F(1,74) = .00$, $p = .97$] and the difference between pre and posttest [$F(1, 74) = .00$, $p = .95$] were not significant. Additionally, the interaction effect was also not significant, [$F(1,74) = .18$, $p = .73$]. These results demonstrate that there were no significant differences between groups, testing intervals (pre/post), or interaction on school absences.

Research Question #2: Effects of Mentoring Intervention on Protégé School Behavioral Referrals

Levene's test of equality of error variances revealed that the pretest variances were not significant [$F(1,74) = .02$, $p = .88$], while posttest variances were significant [$F(1, 74) = 7.05$, $p = .01$]. Even with significant error variance, Lomax (1992) suggests that there is a small effect on data analysis with balanced designs. A split-plot design (ANOVA) indicated that group membership [$F(1,74) = 1.04$, $p = .31$] and the difference between pre and posttest [$F(1, 74) = .33$, $p = .57$] were not significant. Additionally, the interaction effect was also not significant, [$F(1,74) = 1.01$, $p = .32$]. These results demonstrate that

there were no significant differences between groups, testing intervals (pre/post), or interaction on discipline referrals.

Research Question #3: Effects of Mentoring Intervention on Protégé School Grade Point Average

Levene's test of equality of error variances revealed that both the pretest and posttest variances were not significant; pre $F(1,74) = .91$, $p = .34$, post $F(1, 74) = .08$, $p = .78$. A split-plot design (ANOVA) indicated that group membership [$F(1,74) = .11$, $p = .75$] and the difference between pretest and posttest were not significant [$F(1, 74) = 5.19$, $p = .03$]. Using the Bonferroni adjustment, significance levels were adjusted for multiple tests ($.05/5 = .01$). Additionally, the interaction effect was also not significant, [$F(1,74) = .09$, $p = .77$]. These results demonstrate that no significant differences occurred between groups, testing intervals, or with the interaction.

Research Question #4: Effects of Mentoring Intervention on Protégé School Satisfaction

Levene's test of equality of error variances revealed that the variances for pretest and posttest were not significant; pre $F(1,74) = .53$, $p = .47$, post $F(1, 74) = .02$, $p = .89$. A split-plot design (ANOVA) indicated that group membership [$F(1,74) = .84$, $p = .36$] and difference between pre and posttest [$F(1, 74) = .08$, $p = .78$] were not significant. Additionally, the interaction effect was also not significant, [$F(1,74) = .33$, $p = .57$]. These results demonstrate that no significant differences occurred between groups, testing intervals (pre/post), or the interaction on school satisfaction.

Summary

The statistical analyses applied to the research questions examined in this study indicated that group membership and testing interval had no statistically significant effect.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Review of the Study

As students transition from elementary school to middle school, a variety of changes occur. Already in a state of transition biologically (puberty), preadolescents often struggle to successfully cope with contextual change. The school plays an important role in this transition. Entering a new school creates a great deal of stress (new school context, procedures, and pressures) and school counselors play a major role in helping students cope with this transition. With large caseloads and ever-increasing and changing needs of students, school counselors struggle to help all students in transition (Lee & Crammond, 1999).

Developmental theory provides a guide for school counselors in designing interventions. Preadolescents often report peers as important, if not the most important sources of social support (Csikszentmihalyi & Larson, 1984). This period of development is often characterized by strained relationships with adults and highly influential peer structures. School counselors can maximize their helping efforts and utilize this developmental focus by implementing peer helping. This study investigates if peer mentoring, based in social learning theory, can be a useful and effective means to help students achieve school success and satisfaction.

This study is an examination of the effectiveness of SAGE, a structured peer-mentoring program at Louisa County Middle School. SAGE utilizes 8th grade students as role models (based on grades, attendance, behavior, and school satisfaction) for 6th grade

students. The program consisted of nine planned weekly mentor meetings (45 minutes each), as well as nine unplanned mentor-protégé contacts. The program lasted over a nine-week period, or one academic marking period. An experimental design was used to compare randomly assigned mentored students to unmentored (waitlist) or control group students. The research hypotheses examined whether mentoring would improve school attendance, school behavior, grade point average, and school satisfaction.

Summary of Procedures

Participants. The sample used in this study consisted of 76 sixth grade students recommended by teachers. Teachers were asked to recommend students who were likely to benefit from mentoring. Although the recommendation criteria was based in previous research (Finn, 1989), several teachers recommended students that did not correspond to the criteria. Students were recommended who had major behavioral suspensions and some students were recommended for mentoring due to the perceived need for social support (help with making friends). Several recommended students had maintained excellent school records (grade point average, attendance, and behavior). Although these individuals may have benefited from mentoring, this sampling deviated from the proposed study.

The participants were randomly assigned to either a nine-week peer mentoring intervention, or a wait list control group. Recruitment of male mentors was difficult and therefore the grade requirement was lowered (from B to C). After rigorous mentor recruitment, selection, orientation, and training, 8^{th} grade mentors were matched to 6^{th} grade protégés based on similar demographic characteristics. Student matching was not an exact science, but all students were matched to the same gender and race. Further

matching decisions were based on student interests and teacher input. Pretest data collection went as planned.

Intervention. Several incidents of note occurred during the structured meetings. The first session included many student behaviors (wandering the halls, shouting, etc.) unacceptable for a school related activity. Although rules were intended to be flexible to maximize student contact, hall passes were eliminated, assigned seats were required, and 6th grade teachers provided school counselors homework expectations for protégés. In session four and session eight, the mentor meeting moved to the school gym for the last 20 minutes of meeting time so that students could interact in a less formal setting. Although students appeared to enjoy the free time, contact between dyads was not as purposeful.

Each session provided and prompted students to interact about a variety of topics and often requested mentors to ask questions and share information. With any additional time, school counselors directed students toward homework and peer tutoring. Protégés who were absent for the Monday meeting met with their mentor to complete the activity worksheet during Bobcat Block at a later day during the same week.

Each mentor relationship set its own norms and boundaries. Each dyad was unique and observation by school counselors suggests that student dyads had varied levels of interaction (intimacy). Some pairs appeared to be motivated upon arrival and exhibited a high level of effort into worksheets, activities, and homework. At the same time, some dyads were off task or appeared to engage in less interaction.

Absences from structured meetings may have been influential to results. Both mentor and protégé were permitted to meet at alternate times to make up missed meetings.

Even so, the different context of these make up sessions may have had caused a different experience for protégés.

Mentor manuals, a mentor-only meeting, and mentor contact logs were useful for supervision of mentors. Further, school counselors supervised each Monday mentor meeting.

Post-intervention. Post-intervention data collection proceeded as planned. The posttest for school satisfaction was administered during the termination session for the treatment group. The posttest for the control group was administered during the orientation session for the new round of mentoring. Testing was completed in a large group format with instructions read by a school counselor.

Findings and Conclusions

In summary, the effectiveness of peer mentoring to improve school related variables (attendance, grades, behavior, and school satisfaction) is not supported by this research. Dependent variables may not exhibit short term change in one academic marking period, and may have been more appropriately measured for long term results. Even if mentoring was successful, the short-term nature of the program may not be long enough exposure to mentoring for protégés to change these school-related measures. Each dependent variable is considered below.

Research question one: Attendance. Although the school absence mean decreased for the treatment group and increased for the control group, the differences were negligible and not statistically significant. School absences occur for a multitude of reasons. Often school absences do not have a direct behavioral link and social learning influence may not

affect all reasons for school absences. For example, mentoring may affect unexcused school absences, but doctors appointments and absences due to family situations are beyond protégé control. In the largest random assignment control group study to date about mentoring, the Big Brother/Sister program examined "skipped" days of school (Grossman & Tierney, 1998). Unexcused or skipped absences may be a more precise measure of change for mentoring treatment.

Along with measurement of absences, research suggests that intervention for improving attendance requires factors beyond peers. Although peers have influence on student's decisions to skip school, the learning environment and teacher relationships are also crucial factors (DeKalb, 1999). Even further, research indicates that intervention for nonattendance must extend to families including factors such as health care, child care, and family counseling (Haslinger, Kelly, & O'Lare, 1996).

Additionally, 30 (40%) of the research participants had zero school absences in the second marking period (pretest), as well as 26 (34%) with zero absences in the third marking period (posttest). Absenteeism was not an existing problem for a portion of the research participants.

Research question two: Behavior. The behavioral referral mean decreased for the treatment group and increased for the control group, although not at a statistically significant magnitude. Similar to attendance, behavior in school is a long-term pattern built up over five years of schooling. A nine-week intervention may not be potent enough to allow for significant change. Also similar to attendance, several participants recorded zero behavioral referrals in pretest (n = 48, 63%) and posttest (n = 53, 70%).

Similar to attendance, behavioral referrals were not a considerable problem for the majority of the research participants.

Several other measures may have been more appropriate for school behavior. Teacher reports, observation of classroom behavior, and behavioral rating scales may be more significant or precise ways to examine change within the classroom. Additionally, some of the previous mentoring results for behavior change occurred outside of school. Grossman & Tierney (1998) found behavior change for mentored children in drug and alcohol use, lying, and parental relationships. Perhaps measurement of behavior change would be more illuminating when examining several contexts.

Research question three: Grade Point Average. The treatment group and control group means decreased. Although the treatment group declined fewer points, the difference was not statistically significant. As with attendance and behavior, grade point average is a complex factor that is influenced in multiple ways. Previous research has shown grades to be fairly stable over time and non-instructional interventions have had little impact (Grossman & Tierney, 1998). Although mentoring had some instructional type activity (tutoring), it may not be intentional enough to influence grade point average. Also, previous research indicating effectiveness of mentoring on grade point average may be limited by the use of self-report data (Grossman & Tierney, 1998).

The decline in grade point average for both groups from the pretest to posttest is consistent with overall school performance in the population. The entire 6^{th} grade grade point average for the school declined from a pretest mean of $\underline{M} = 2.83$ to a posttest mean of $\underline{M} = 2.75$. The third marking period at Louisa County Middle School is the longest

marking period without any significant holidays or breaks. It also appears to be one of the most challenging academically for students.

Research question four: School Satisfaction. The results for school satisfaction too were not significant. Although the change from pretest to posttest may be due to chance (as with each dependent variable), the unmentored group mean actually rose one tenth of a point where the mentored group declined. Further investigation into school satisfaction may be warranted, although means for both groups remained close to norm group means (M = 2.83) (Huebner, Laughlin, Ash, & Gilman, 1998).

The different posttest administrations of the school satisfaction measure for treatment and control groups may have been influential. The treatment group was ending the mentoring intervention, which was seen by students as a privilege. Observations by school counselors suggested that the treatment group participants may have been disappointed with SAGE ending. The control group appeared excited that their mentoring program was just beginning. It may be possible that a sense of optimism influenced the control group on the school satisfaction measure at the posttest. It is also important to note that each group was sensitized to the measure from the pretest.

Additionally, school satisfaction is influenced by a number of factors in a complex relationship. Baker (1998) showed that school stress, class climate, psychological distress, quality of family life, academic self-concept, and social support influence school satisfaction. In fact, correlations between these variables showed only a slight relationship (r=.12) between social support and school satisfaction (Baker, 1998). Mentoring may not have the impact needed to affect change in the multidimensional nature of school satisfaction.

Limitations of the Study

Although previous research has shown significant effects of mentoring, several factors suggest that the design, program structure, and goals of SAGE may have contributed to nonsignificant results.

After random assignment was completed, school counselors informed students of placement into treatment or control groups. Protégés were notified of their starting date for the mentor program. Although a pre-posttest control group design accounts for most of the threats for internal validity, students who were assigned to the wait list group may have been motivated due to selection for the later starting date (compensatory rivalry). Similarly, all protégé students might have been motivated because they were aware of participation in the research study.

A considerable limitation is the cross sectional design of the study. A more informative measurement may occur after two academic marking periods. A performance trend during and after receiving the mentoring may be even more revealing. Related to the time limited design, the study investigated global, school specific dependent variables. Much of the previous mentoring research investigates more specific variables loosely associated to school. Some of the effectiveness of mentoring has been with social support, self-esteem, and enhancing learning opportunities (Russ, 1993; Morrissey & Helfrich, 1996). Variables such as skill development may have a more direct link to mentoring. Peer influence often operates with respect to everyday behavior and transient attitudes, not enduring personality traits and values (Brown, 1990).

Yet another consideration is the precision of dependent variables. Although role models were chosen who exhibited a positive profile on the dependent variables, short-term indicators of change may have been measured on a smaller scale (on task behavior in the classroom).

The independent variable may have been the most influential aspect of the study. The mentoring effectiveness study with the Big Brother/Big Sister program showed slight mean changes in grades and attendance similar to this study, although change in previous research was statistically significant (Grossman & Tierney, 1998). Although there are several differences between SAGE and the Big Brother/ Sister program, an important difference is the length of the mentoring relationship. Mentoring relationships in the Big Brother/Big Sister program lasted one year or longer. In fact, in a review of 722 current mentoring programs by Sipe and Roder (1999), only 18% of the programs met less than 18 months. "Mentoring is as varied as people are" (McHale, 1990, p. 9). Although developmental age may mediate the time needed to establish a relationship, research suggests 6 months of regular consistent meetings are needed for appropriate relationship development (Sipe & Roder, 1999).

School counselors observed variations in the type or quality of relationships that occurred among mentors and protégés in SAGE. It is difficult to assess the optimal time required for social learning to take place, but the length of the intervention may have limited results.

The influence of selection and matching may have also been limitations in this research. First, purposeful selection limits the generalizability of results. The students involved in the research were all selected by teachers based on their potential to benefit

from mentoring. Due to the purposeful selection, results of the research can only be generalized to these teacher recommended participants.

Additionally, teacher recommendations do not take into account the motivation of protégés. Motivation is an essential factor to the level of influence in social learning. Although the SAGE program attempted to promote motivation through interaction and support in activities, it may have been unsuccessful. Bandura (1986) suggests that how closely one observes a model becomes a key variable that determines how well the modeled behavior is learned. In fact, studies suggest that success for mentoring and protégé relationships require desire by both parties (Gehrke, 1988; Phillips-Jones, 1983). Zey (1985) suggests that the most productive mentoring relationships have been those that allow the participants to freely choose one another.

It may be useful to advertise a mentoring program to seek interested and thus motivated students creating participatory matching. Observation and interaction with appropriate role models may produce limited results if protégés are not interested or attracted to the role model. Although Ensher and Murphy (1997) found liking, satisfaction, and contact with mentors is greater when protégés perceived themselves to be similar to the mentors, similarities between a model and protégé may be less important than how much the observers are invested in the model. "Equating peer influence with peer similarity overstates considerably the extent of peer influence, because the equation fails to take into account the selection effect" (Bauman & Fisher, 1986). Only 12% of current mentoring programs complete matching with self-selection, while 68% rely on interest and demographic matching (Sipe & Roder, 1999). It may be important to create a level of participation for mentors and protégés when matching.

Not only must protégés be motivated to reproduce modeled behavior, but they must also be motivated to take actions. Adolescents differ considerably in their susceptibility to peer influence (Maccoby, 1992). Although some protégés may be motivated by seeing mentor benefits, other factors such as self-efficacy may mediate actions taken by protégés (Bandura, 1986). It may be important to assess self-efficacy of protégés to investigate effects on behaviors.

Another possible limitation of the research could be the large group format of the SAGE program. In all, over 80 students were involved for the weekly Monday meetings in the school auditorium. The large number of students may have contributed to weaker relationships than intended. It is possible that the social learning process was inhibited when the observer (protégé) was distracted by competing stimuli (other students) (Bandura, 1986). Although a large sample size is preferable for research purposes, a smaller size may have created a more potent intervention.

Implications

Due to the failure to achieve significant results, it is important to consider implications of this research without overstating influence. First, this research leads school counselors at Louisa County Middle School to reevaluate SAGE procedures and goals. The SAGE program should extend the mentoring intervention to at least one year. Although this is difficult in a school setting, it may be necessary to relationship formation and influence to appear in measuring change. Both short and long term effects must be investigated using multiple measures (behaviors, attitudes, affect, and cognition). Similarly, selection and mentor matching should include input from both mentor and

protégé. Most importantly, research should continue on SAGE as well as other interventions to maximize school counseling efforts.

Counselors continue to be challenged to determine appropriate and useful interventions to help students navigate preadolescence. This research raises questions for school counselors using mentoring as a helping intervention. Counselors must consider which students and what goals may be appropriate for a mentoring intervention.

This research also adds to the vast research on mentoring. "Results of a single study are important primarily as one contribution to a mosaic of study effects" (Wilkinson, 1999, p. 602). It is important to note that this study is consistent with some current research that suggests non-significant results of mentoring. To be more accurate, using Sipe and Roder's (1999) classification system, this study raises questions about the effectiveness of short-term mentoring. Although social support seems intuitively helpful, short-term mentoring in the current SAGE format is limited in what it can accomplish.

Recommendations for Future Research

It is important that future research avoids some of the pitfalls encountered in this study. Within the context of previous findings, this research highlights the importance of selection and matching of participants. It is also important to conduct mentoring research longitudinally in order to measure effects during and after mentoring. Although most new mentoring programs focus on specific goals, the more established programs focus on relationship formation. Future research on school based mentoring should consider appropriate and realistic goals.

Mentoring intervention should continue to be evaluated on behavioral indicators. In a comprehensive study of current mentor programs, Sipe and Roder (1999) reported that although over 94% of the programs cite specific goals, only 7% of mentoring programs have goals focused on the development of hard skills (e.g., academic development). Kelly (1988) suggests that to really understand the impact of interventions with adolescents, it is important to assess short and long term impact, as well as both the expected intervention outcomes and real world outcomes. Along with school performance variables, other outcome measures could include measures such as percentage of homework completed or teacher reports of protégé behaviors. Perhaps outcomes should also be investigated outside of the school context (interpersonal, home environment). At the same time, research can also expand to investigate effects of mentoring on the mentors. It is important that future research scrutinize the outcomes of mentoring according to each unique program definition and process.

Current research has presented the subtle and powerful influence of peers. In fact, negative peer influence has been shown to increase problem behavior and negative outcomes in adulthood (Dishion, McCord, & Poulin, 1999). Although peer influence was not significant in this study, research should continue on the positive influence peers may have in helping roles. Which students, in what context, and in what ways, are influenced by peers toward positive ends? Future research can also compare adult helping intervention to peer helping, especially in light of preadolescent development in middle school.

School counselors must strive to discover which interventions are useful when helping students with the transition to adolescence. This study adds to previous research in search for these complicated and elusive answers.

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APPENDIX A
Protégé Recommendation Form

SAGE Mentor Program Recommendations

Students with large academic deficits or students who are continually behavior problems are not good candidates for mentoring. Research shows that mentoring is not as helpful for these students as direct adult (teacher/counselor) intervention.

Specifically students passing about half of their classes, with behavior problems that tend to result in detention rather than suspension/expulsion, and those students who receive little support from home are students most likely to benefit from a mentoring program.

Can you please recommend 30 students from your team that would be appropriate for the mentor program.

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.

APPENDIX B
Protégé Orientation

SAGE Protégé Orientation 1/24/00

2:25-2:35 Introductions and Overview of SAGE mentor Program
Name tags
Introduce 8th grade counselor
What SAGE stands for?
What is mentoring?
Why you are in program?
Who are the mentors?
How we will match mentors?
Where will SAGE take place?
When will SAGE take place?
How will it work?

2:35-2:45 Expectations, Commitment, and Possible Benefits
Rules for participation – role, responsibilities of protégés
Attendance, punctuality, and behavior
Effort to get to know and work with mentor
Possible benefits
Opportunity to remove self from program

2:45-3:05 Protégé application (interest form and school satisfaction survey)
Distribute application
Complete side one
Read directions together for side two
Complete side two and collect

3:05-3:10 Questions and Snacks

APPENDIX B
Protégé Orientation Cont.

SAGE

WHO?

- 8th grade role model
  - grades, behavior, attendance and want to help others
- 6th grade protégés
  - All students – teachers recommended
- Matching
  - Find someone similar to you (gender, race, and interests)

WHAT?

- SAGE - Supporting and Guiding Examples.
  - Support - Talk to them, older friend
  - Guide - Tutor (mentors have been through 6th and 7th grade already).
- Not a boss or teacher – not someone who tells somebody what to do

WHERE ?

- Always in the Forum unless announced

WHEN?

- Mondays during Bobcat Block
  - Round one - Feb 7th to April 3rd (Nine meetings)
- Report to Bobcat Block teacher – show them your pass – go directly to Forum to check in and meet with your mentor.

WHY?

- 6th grade is not always easy.
  - New school – new bus – harder classes – new people
  - Mentors got through it well – help you do it well too.

HOW?

- Part One - every Monday meet with mentor in Forum during Bobcat Block
  - First couple will be structured (icebreaker, tutor, conflicts)
  - Last 5-6 meetings, it will be up to you and the mentor
- Part Two - something you have to do on your own.
  - Mentor will contact you ONE time per week OUTSIDE of our meeting

APPENDIX C
Research
Approval Letter

Institutional Review Board for the Behavioral Sciences
University of Virginia -
Washington Hall, East Range
P.O. Box 9025
Charlottesville, Virginia, 22906

In reply, please refer to: Project # 2000-012

January 20, 2000

Patrick Akos
Spencer Niles
Counselor Education
Ruffner Hall

Dear Patrick Akos and Spencer Niles:

The Institutional Review Board for the Behavioral Sciences has approved your research project entitled "Mentoring in the Middle: The Effectiveness of a School Based Peer Mentoring Program". You may proceed with this study. Please use the enclosed Consent Form as the master for copying forms for participants.

This project # 2000-012 has been approved for the period 1/12/2000 to 1/12/2001. If the study continues beyond the approval period, you will need to submit a continuation request to the Review Board. If you make changes in the study, you will need to notify the Board of the changes.

Sincerely,

Luke Kelly, Ph.D.

Chair, Institutional Review Board for the Behavioral Sciences I.

Appendix C
SAGE Consent Form: Protégé

Page 1 of 1.

Informed Consent Agreement

Project Title: Mentoring in the middle: The effectiveness of a school based peer mentoring program

Please read this consent agreement carefully before you decide to participate in the study.

PROTÉGÉ

Purpose of the research study:
The purpose of the study is to examine if mentoring is a helpful intervention for students.

What you will do in the study:
Each student will complete questionnaires about school satisfaction. Participants in the treatment group will meet on Mondays from 2:30 p.m. to 3:15 p.m. for 9 consecutive weeks with an assigned mentor (supervised by two school counselors). School related data (grades, attendance, behavior) will be collected for the purpose of the study. Students will be matched with an 8th grade mentor based on a variety of characteristics including gender, race, family structure, and interests.

Time required:
Over approximately 9 weeks, students will meet one time a week for 45 minutes. Mentors will also make one contact per week outside of the planned meeting time. Total time will be approximately 7 hours.

Risks:
There are no anticipated risks.

Benefits:
There are no direct benefits to you for participating in this study.

Confidentiality:
The information in the study will be handled confidentially. The information will be assigned a code number. The list connecting names to numbers will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Names will not be used in any report.

Voluntary participation:
Your participation in the study is completely voluntary.

Right to withdraw from the study:
You have the right to withdraw from the study or the mentor program at any time without penalty.

How to withdraw from the study:
If you want to withdraw from the study, indicate to the school counselor that you would like to be removed from the study.

Payment:
You will receive no payment for participating in the study.

Who to contact if you have questions about the study:
Patrick Akos, School Counselor, Louisa County Middle School, P.O. Box 448, Mineral, VA 23117 Telephone: (540) 894-5457, email akos@virginia.edu OR
Spencer G. Niles, Deans Office, Ruffner Hall, University of Virginia, Charlottesville, VA 22903. Telephone: (804) 924-3702, e-mail: niles@virginia.edu

Who to contact about your rights in the study:
Dr. Luke Kelly, Chairman, Institutional Review Board for the Behavioral Sciences, Washington Hall, East Range, P.O. Box 9025, University of Virginia, Charlottesville, VA 22906. Telephone: (804) 924-3606

APPENDIX C
SAGE Consent Forms: Protégé Cont.

Agreement:
I agree to participate in the research study described above.

Student Signature: _____ **Date:** _____
You will receive a copy of this form for your records.

APPENDIX C
SAGE Consent Form: Protégé Parent/Guardian

Page 1 of 1.

Informed Consent Agreement

Project Title: Mentoring in the middle: The effectiveness of a school based peer mentoring program

Please read this consent agreement carefully before you decide to participate in the study.

PROTÉGÉ PARENT/GUARDIAN

Purpose of the research study:
The purpose of the study is to examine if mentoring is a helpful intervention for students.

What you will do in the study:
Each student will complete questionnaires about school satisfaction. Participants in the treatment group will meet on Mondays from 2:30 p.m. to 3:15 p.m. for 9 consecutive weeks with an assigned mentor (supervised by two school counselors. School related data (grades, attendance, behavior) will be collected for the purpose of the study. Students will be matched with an 8th grade mentor based on a variety of characteristics including gender, race, family structure, and interests.

Time required:
Over approximately 9 weeks, students will meet one time a week for 45 minutes. Mentors will also make one contact per week outside of the planned meeting time. Total time will be approximately 7 hours.

Risks:
There are no anticipated risks.

Benefits:
There are no direct benefits to your child for participating in this study.

Confidentiality:
The information in the study will be handled confidentially. The information will be assigned a code number. The list connecting names to numbers will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Names will not be used in any report.

Voluntary participation:
Your child's participation in the study is completely voluntary.

Right to withdraw from the study:
Your child has the right to withdraw from the study or the mentor program at any time without penalty.

How to withdraw from the study:
If you want your child to withdraw from the study, indicate to the school counselor that you would like your child to be removed from the study.

Payment:
Your child will receive no payment for participating in the study.

Who to contact if you have questions about the study:
Patrick Akos, School Counselor, Louisa County Middle School, P.O. Box 448, Mineral, VA 23117 Telephone: (540) 894-5457, email akos@virginia.edu OR
Spencer G. Niles, Deans Office, Ruffner Hall, University of Virginia, Charlottesville, VA 22903. Telephone: (804) 924-3702, e-mail: niles@virginia.edu

Who to contact about your rights in the study:
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APPENDIX C
SAGE Consent Forms: Protégé Parent/Guardian Cont.

Agreement:
I agree to participate in the research study described above.

Student Name: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____
You will receive a copy of this form for your records.

APPENDIX C
SAGE Consent Form: Mentor

Page 1 of 1.

Informed Consent Agreement

Project Title: Mentoring in the middle: The effectiveness of a school based peer mentoring program

Please read this consent agreement carefully before you decide to participate in the study.

MENTOR

Purpose of the research study:
The purpose of the study is to examine if mentoring is a helpful intervention for students.

What you will do in the study:
Each student will complete questionnaires about school satisfaction. Mentors will meet on Mondays from 2:30 p.m. to 3:15 p.m. for 9 consecutive weeks with an assigned protégé (supervised by two school counselors). School related data (grades, attendance, behavior) will be collected for the purpose of the study. Students will be matched with a 6th grade protégé based on a variety of characteristics including gender, race, family structure, and interests.

Time required:
Over approximately 9 weeks, students will meet one time a week for 45 minutes. Mentors will also make one contact per week outside of the planned meeting time. Total time will be approximately 7 hours.

Risks:
There are no anticipated risks.

Benefits:
There are no direct benefits to you for participating in this study.

Confidentiality:
The information in the study will be handled confidentially. The information will be assigned a code number. The list connecting names to numbers will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Names will not be used in any report.

Voluntary participation:
Your participation in the study is completely voluntary.

Right to withdraw from the study:
You have the right to withdraw from the study or the mentor program at any time without penalty.

How to withdraw from the study:
If you want to withdraw from the study, indicate to the school counselor that you would like to be removed from the study.

Payment:
You will receive no payment for participating in the study.

Who to contact if you have questions about the study:
Patrick Akos, School Counselor, Louisa County Middle School, P.O. Box 448, Mineral, VA 23117 Telephone: (540) 894-5457, email akos@virginia.edu OR Spencer G. Niles, Deans Office, Ruffner Hall, University of Virginia, Charlottesville, VA 22903. Telephone: (804) 924-3702, e-mail: niles@virginia.edu

Who to contact about your rights in the study:
Dr. Luke Kelly, Chairman, Institutional Review Board for the Behavioral Sciences, Washington Hall, East Range, P.O. Box 9025, University of Virginia, Charlottesville, VA 22906. Telephone: (804) 924-3606

APPENDIX C
SAGE Consent Form: Mentor Cont.

Agreement:
I agree to participate in the research study described above.

Student Signature: _____ **Date:** _____
You will receive a copy of this form for your records.

APPENDIX C
SAGE Consent Form: Mentor Parent/Guardian

Page 1 of 1.

Informed Consent Agreement

Project Title: Mentoring in the middle: The effectiveness of a school based peer mentoring program

Please read this consent agreement carefully before you decide to participate in the study.

MENTOR PARENT/GUARDIAN

Purpose of the research study:
The purpose of the study is to examine if mentoring is a helpful intervention for students.

What you will do in the study:
Each student will complete questionnaires about school satisfaction. Mentors will meet on Mondays from 2:30 p.m. to 3:15 p.m. for 9 consecutive weeks with an assigned protégé (supervised by two school counselors). School related data (grades, attendance, behavior) will be collected for the purpose of the study. Students will be matched with a 6th grade protégé based on a variety of characteristics including gender, race, family structure, and interests.

Time required:
Over approximately 9 weeks, students will meet one time a week for 45 minutes. Mentors will also make one contact per week outside of the planned meeting time. Total time will be approximately 7 hours.

Risks:
There are no anticipated risks.

Benefits:
There are no direct benefits to your child for participating in this study.

Confidentiality:
The information in the study will be handled confidentially. The information will be assigned a code number. The list connecting names to numbers will be kept in a locked file. When the study is completed and the data have been analyzed, this list will be destroyed. Names will not be used in any report.

Voluntary participation:
Your child's participation in the study is completely voluntary.

Right to withdraw from the study:
Your child has the right to withdraw from the study or the mentor program at any time without penalty.

How to withdraw from the study:
If you want your child to withdraw from the study, indicate to the school counselor that you would like your child to be removed from the study.

Payment:
You will receive no payment for participating in the study.

Who to contact if you have questions about the study:
Patrick Akos, School Counselor, Louisa County Middle School, P.O. Box 448, Mineral, VA 23117 Telephone: (540) 894-5457, email akos@virginia.edu OR Spencer G. Niles, Deans Office, Ruffner Hall, University of Virginia, Charlottesville, VA 22903. Telephone: (804) 924-3702, e-mail: niles@virginia.edu

Who to contact about your rights in the study:
Dr. Luke Kelly, Chairman, Institutional Review Board for the Behavioral Sciences, Washington Hall, East Range, P.O. Box 9025, University of Virginia, Charlottesville, VA 22906. Telephone: (804) 924-3606

APPENDIX C
SAGE Consent Form: Mentor Parent/Guardian Cont.

Agreement:
I agree to participate in the research study described above.

Student Name: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____
You will receive a copy of this form for your records.

APPENDIX D
SAGE Parental Permission Letter

1/5/00

To Parents/Guardian

Congratulations! Your son or daughter has been selected to participate in the mentor program at LCMS. The program is called SAGE (Supporting and Guiding Examples). The program includes 8th grade mentors who have been recommended by teachers and trained by counselors. The mentor program enables 6th graders to talk with and learn from 8th grade role models. For example, last semester the mentors provided tutoring as part of the program.

The mentor will meet with your son or daughter one day a week over nine weeks. The meetings will take place during Bobcat Block (Mondays) and two school counselors will supervise each meeting. The program will run during the 3rd and 4th marking period. Due to our limited amount of mentors, your son or daughter will participate in one of those two sessions.

As part of the program, we are doing research to see how well the mentor program helps our students improve grades, behavior, and school satisfaction. To protect your child, all names will be kept confidential and will not be used in research reports.

Please sign the attached form indicating that you give your son or daughter permission to be a part of the mentor program and the research study. If you have any questions, please call Patrick Akos, the 6th grade counselor at (540) 894-5457.

Please have your son or daughter sign and return both of the attached forms to Mr. Akos at LCMS.

Sincerely,

Patrick Akos

APPENDIX E
SAGE Mentor Interest Form

SAGE – Supportive and Guiding Examples

MENTOR APPLICATION

Name: _____ Date: _____
Bobcat Block Teacher: _____

The spring **SAGE** program needs 8th grade mentors for the spring. A mentor is a person who enjoys helping and talking with others and can serve as a role model for 6th grade students. To be a good role model, students must meet the following criteria:

Attendance:	A mentor must attend school regularly and on time.
Academics:	A mentor does not have to be a perfect student, but they must work hard in the classroom. They must care about school and do the best they can.
Behavior:	A mentor should follow all school rules and set a good example for others.

If you are interested in becoming a mentor, you need to have two people (teachers, staff members, or administrators) recommend you for the program.

Recommendation 1 Name: _____ Signature: _____
Recommendation 2 Name: _____ Signature: _____

RETURN THIS FORM TO MS. STEWART

APPENDIX F
SAGE Mentor Application

SAGE – Supportive and Guiding Examples

LCMS Mentor Program

MENTOR APPLICATION - PART TWO

Name: _____ Date: _____
Bobcat Block Teacher: _____

Part A. – To be completed by your parent.
Parent Permission

The SAGE program is a mentor program where 8th grade students serve as role models for 6th grade students. Congratulations, your son/daughter has been recommended as a mentor! To be a part of the SAGE program, the mentors will have to attend two training sessions. The mentors will meet with the 6th graders during Bobcat Block one day a week for a total of 10 times. If you have any questions, please call Jen Stewart – the eighth grade counselor (540) 894-5457. Please sign this form to indicate you give permission for your son/daughter to participate. Also attached is a permission form that will allow us to research how well the mentor program works.

Name: _____ Signature: _____ Date: _____

Part B. – To be completed by you.
Mentor Questions

- Gender: Male Female
- Race/Ethnicity: Caucasian African American Hispanic
  Asian American Other _____
- Who do you live with at home (for example, mom, aunt, brother, etc.)?
- Please list your favorite school subjects:
- Please list your *least* favorite school subjects:

PLEASE COMPLETE THE OTHER SIDE

APPENDIX F Continued
SAGE Mentor Application and Parental Permission

SAGE – Supportive and Guiding Examples

LCMS Mentor Program

- List some of the things you enjoy doing in your free time:

- What type of music do you normally listen to?

- What are some of your favorite T.V. shows?

- Pick three words to describe yourself.

- List two things that you really like about yourself.

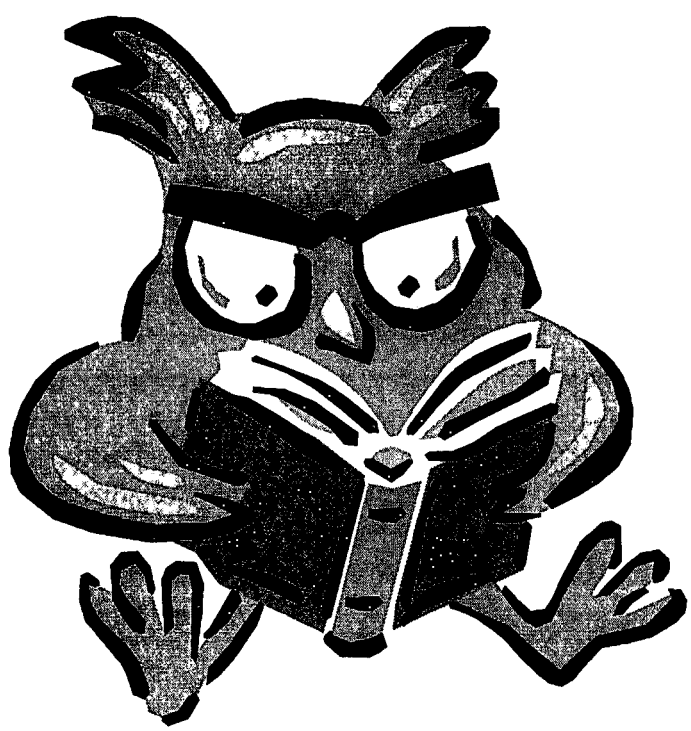
- Why do you believe you would be a good mentor?

APPENDIX G
SAGE Mentor Manual – cover page

SAGE

(saj) *n.* A person who is respected for his/her experience, judgment, and wisdom.

Supportive and Guiding Examples
LCMS Spring 2000
Mentor Handbook



NAME: _____

APPENDIX G
SAGE Mentor Manual – page 1

SAGE PROGRAM

Dear Mentors:

Welcome to the spring 2000 SAGE Program at LCMS! We are excited about working with you and appreciate your willingness to participate in the program as a peer mentor. You have been selected among your peers as students who excel academically and model good behavior for others. We hope that you will take advantage of this opportunity to serve as a role model for your sixth grade protégé and make a difference in their lives!

We have compiled this handbook for you to provide guidelines and strategies for being a good mentor. In the handbook you will find the SAGE information sheet that you received at the first training. Please remember that we will meet every Monday in the forum unless otherwise announced.

Also in the handbook, you will find a log sheet where you should record all contact with your protégé, including Monday meetings. You should log in one contact with your protégé a week outside of Monday meetings as well. At the end of the program, you will turn in your log sheet to us; so please don't lose it!

Finally, the handbook includes tips on how to tutor and mentor, and do's and don'ts for mentoring. It's important to remember this "code of ethics" as a mentor:

- I will have respect for the people I help.
- I will keep confidentiality at all times except in situations where there is a threat to the safety of others.
- I will not give advice, but will only offer solutions.
- I will refer a protégé to a responsible adult if there is a problem.

Most importantly, remember that you can come to us with any questions, concerns, or feedback you have about the SAGE Program. We are looking forward to a successful semester of mentoring!

Sincerely,

Miss Stewart, 8th grade counselor

Mr. Akos, 6th grade counselor

APPENDIX G
SAGE Mentor Manual – page 2

SAGE

WHO?

8th grade role model
grades, behavior, attendance and want to help others
6th grade protégés
All students – teachers recommended
Matching
Find someone similar to you (gender, race, and interests)

WHAT?

SAGE - Supporting and Guiding Examples.
Support - Talk to them, be an older friend
Guide - Tutor them and talk with them about things that trouble them.
Not a boss or teacher – not someone who tells somebody what to do

WHERE ?

Always in the Forum unless announced

WHEN?

Mondays during Bobcat Block
Feb 7th to April 3rd (Nine meetings)
Report to Bobcat Block teacher – show them your pass – go directly to Forum to check in and meet with your protégé.

WHY?

As you remember, 6th grade was not so easy.
New school – new bus – harder classes – new people
Since you did it well – help protégés do it well too.

HOW?

Part One - every Monday meet with mentor in Forum during Bobcat Block
Each meeting you will start with a worksheet, but it will be up to you and the protégé to see how your relationship develops
Part Two - something you have to do on your own.
Make contact with protégé ONE time per week OUTSIDE of our meeting

APPENDIX G
SAGE Mentor Manual – page 3

What is mentoring?

Mentoring is a relationship over a prolonged period of time between a youth and an older person who provides consistent support, guidance, and help as the younger person goes through a difficult or challenging period in life. The goal of mentoring is to help the protégé gain the skills and confidence to be responsible for their own future. Mentoring is the act of caring.

What is a mentor?

A mentor is a sponsor, supporter, teacher, and guide.
A mentor encourages his protégé to think, act, and evaluate his or her actions and decisions.
A mentor praises, supports, and listens.
A mentor helps a young person identify and develop his or her potential.
A mentor encourages the protégé to use his strengths, follow dreams, and accept challenges.

What mentors are not?

A mentor is not a parent.
A mentor is not a disciplinarian.
A mentor should not:
- Break promises
- Encourage negative behavior
- Talk down to a protégé
- Be inconsistent
- Break confidentiality (except in cases of potential harm)

(Material reproduced from various mentoring handbooks)

APPENDIX G
SAGE Mentor Manual – page 4

A mentor is:

A wise an trusted friend; a good listener; someone who cares; someone who will help you get where you want to go. Want one? Here's how to find one.

1. Think about what you want help with.

A mentor can

- Listen to you and help you stay motivated to succeed
- Help you with your studies
- Help you plan for your education
- Help you find a job
- Help you learn a particular skill, like how to fix a car

2. Make a list of all the people you know who might be able to be your mentor or help you find a mentor; for example, family members, neighbors, teachers, coaches, ministers, peers or recreation center staff.

Here is what to look for:

- Someone who believes in you and will got to bat for you.
- Someone who will tell you the truth.
- Someone who is not afraid of hard work.
- Someone who cares about doing the right thing.
- Someone you can trust.

(Material reproduced from various mentoring handbooks)

APPENDIX G
SAGE Mentor Manual – page 5

How to Tutor/How to Mentor

How to Tutor

Use structure. Try to follow the same routine every session until the protégé feels comfortable.
Make sure you use your protégé's name when you are with him or her.
Give positive feedback as much as possible. It's very important for people to feel special.
Give clear directions
Make sure you understand what you're supposed to be doing with the protégé.
If the protégé isn't cooperating, talk to the school counselor about finding ways to solve the problem.
Start a session off with easy questions and work up to the harder ones.
Never resort to put-downs or threats. Remember how important you are to the Protégé.
Be enthusiastic.

How to Mentor

Interact with your protégé in school and involve him or her in conversations or activities
Try to get your protégé involved with other kids his or her age.
Have conversations in which you and your protégé discuss how to get along with others. Conversation is as important as the worksheets.
Sometimes your protégé may not feel like talking with you. Respect his or her right to choose. Try to think of ways to establish the relationship so that the protégé isn't withdrawn from you.
Don't develop a relationship in which you and your protégé only interact with each other
Don't discipline the protégé. If she or he misbehaves, refer the matter to the school counselor.

Your first meeting with Your Protégé

Introduce yourself. As the first meeting may be awkward, talk about yourself to reduce the tension. The situation will improve over time.
Ask if the student likes the idea of having a mentor
Define your role with the protégé: the schedule, what you will be doing, etc.
State your desire to help and be available for the person.

(Material reproduced from various mentoring handbooks)

APPENDIX G
SAGE Mentor Manual – page 6

Do's and Don'ts for Peer Helpers

Do interact with younger students by engaging them in conversation
Do follow through on your commitments to the person who needs your help
Do maintain your own good grades and good relationships
Do reach out and help others become successful
Do accept people as they are
Do listen and pay attention
Do give support and encouragement
Do realize that not all problems can be solved and not all people want to be helped
Do refer serious problems to a professional at school
Do be available
Do listen between the lines
Do be genuine and sincere
Do respect other people's need for privacy

Don't judge people
Don't put people down
Don't gossip about what is said during peer helping sessions
Don't expect all problems to be solved quickly and easily
Don't argue

(Material reproduced from various mentoring handbooks)

APPENDIX H
SAGE Mentor Contact Log

Mentor Name: _____ Protégé Name: _____

Please keep this log sheet in your SAGE folder. It will be collected and reviewed periodically. Please record any contacts that you have with your protégé.

DATE	TIME	ACTIVITY (What we did)

APPENDIX I
SAGE Mentor Training Schedule

MENTOR TRAINING
SAGE Mentor Training – Day one – January 14, 2000

2:25 – 2:35	Icebreaker – Rules for training days
2:35-2:45	Orientation – Structure of Program – permission forms
	Screening, Expectations, and Commitment
	Benefits of Participation
	Problems 6th graders face
	Roles and Responsibilities – role model and psychosocial support
2:45- 2:55	Matching – needs, strengths, and fit
	Sharing self with another – self awareness
2:55-3:10	Review Handbook and Handouts
	Protégé meetings and introductions

SAGE Mentor Training – Day two – January 27, 2000

2:25-2:45	Skills Development – in small groups
	Communication and active listening skills
	Diversity awareness
	How to Tutor
	Demonstrating and modeling
2:45-2:55	Relationship Management – in small groups
	How to get most our of relationship
	Do's and Don't
	Values and trust activity
	Limits of confidentiality
	Crisis and problem solving
	Role play helping behaviors
2:55-3:10	Support and Tracking
	Log book of contacts
	Meetings with school counselors
	Contacts outside of planned meetings
	Termination

Homework assignment – read selected handouts distributed by counselors

APPENDIX J
SAGE Mentoring Intervention Worksheets

SAGE

session one

Find five things that you have in common together (not including physical stuff like hair, clothing, etc.).

Find five things that are different about both of you (not including physical stuff like hair, clothing, etc.).

What is one thing you both like to do outside of school?

What is one thing you both look for in a friend?

If you two were the principals of the school - what would you do to stop the violence in the school?

If you could go anywhere in the world, where would you go?

If you were a type of animal, what type of animal would you be?

If you were a TV show -- what TV show would you be?

If you were a type of food-what type of food would you be?

If you could be any famous person, who would you be?

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

Goals

- Come to the front of the room and pick up your report cards.
- Talk about the grades you received.
- Make a list of goals for each class you have for this new marking period.

MENTOR PROTÉGÉ

English:
Social Studies:
Math:
Science:

(Make sure the goals are realistic! – talk about how you will reach these goals)

Make 2 other goals (outside of academic stuff in school) that you would want to accomplish this marking period.

Mentor (8th grade)-

1.

2.

Protégé (6th grade)-

1.

2.

Meet me when?

You will need to talk with each other at least once outside of the regular meeting in the Forum. Possible ways include by telephone, by the busses, or outside of school. Figure out the best way to do this for both of you.

- When you are finished with this worksheet – **come to the front of the room and do the helping hand activity and turn in your worksheet.** For the rest of the time to dismissal – please work quietly together (homework).

HELPING HANDS

Each mentor should trace the right hand of the protégé and write his/her name on it. Each protégé should trace the left hand of the mentor and write his or her name in it.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

SessionTwo

Happy Valentines Day!!

Please discuss the questions below and fill in an answer. If you feel uncomfortable with a question, you can skip it. Make sure you are working with your mentor. Please sit and talk with your partner until dismissal.

RELATIONSHIPS

Name five things you look for in a friend.

Name three things that make you a good friend.

What types of things do you look for in a boyfriend/girlfriend?

Do you get along with your parents/guardians? Why or why not?

SITUATIONS

How would you deal with the following situations?

Situation 1

- You and your parents/guardians used to be really close. Lately you hardly spend any time together. It seems like something is always going wrong.

Situation 2

- People make fun of you behind your back. When you try to talk to them, they just look at you and walk away. You don't have any friends.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

Situation 3

- Your parents got divorced a few months ago. Your dad is always bugging you for information to find out what your mom is doing. Your mom does the same thing. You keep getting caught in the middle.

Situation 4

- Your best friends have really gotten into some bad stuff lately (stealing, drinking, etc). You know they will drop you if you don't go along, and you don't have any other friends.

Situation 5

- Your best friend's boyfriend (girlfriend) has been seeing someone else at another school. You just found out about it, but your best friend doesn't know yet.

Situation 6

- A boy (girl) asked you to the dance but he (she) has a bad reputation. You went to the dance with them last night. Nothing happened and everything was great, but today in school he (she) is spreading rumors that you did stuff together.

TUTORING

For the rest of the Bobcat Block – each of you should work quietly on some homework. Mentors – please help your 6th grader by tutoring or helping them with homework. You are not to do any of their homework for them – but should help them learn the material.
If you have any questions – see Mr. Akos or Ms. Stewart.

PLEASE MAKE SURE YOUR NAMES ARE ON THIS PAPER. PLEASE TURN THE PAPER IN ONCE YOU HAVE FINISHED.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

SessionThree

Where should we meet?

Talk with each other about where and when you can meet (or talk) outside of our mentor meeting. Most of you should already have this worked out. Make plans to meet or share phone numbers. Mentors – remember – you should be recording the days and times you meet!

Please write out your plans for meeting outside of the regular Monday meeting.

Tutor Time

The rest of the time needs to be focused on schoolwork. Any pair not working on something related to schoolwork will be sent back to Bobcat Block. Here are some ideas on how to get started. You do not have to answer these questions on this paper – but talk about each of the questions together.

Pull out your agenda and look at the week ahead.
- What days do you have homework due?
- What days do you have tests and quizzes?
- What nights will you have to study to get ready for the work in class?

Talk again about your goals you have for each class.
- What grade do you want to get in each class?
- What will you have to do during the semester to get that grade?

Talk about which class (or classes) is most difficult.
- Why is it difficult?
- What can you differently to make it better?

Get out any homework you have for the week. Mentors can help you learn the material (but not do any work FOR you). Take some time to review a chapter or two you have been reading in your classes. Mentors can quiz protégés on the material in the book.

Keep working until dismissal for the bell.

Next week will be up to you to decide what to do during the Monday meeting. I recommend you bring schoolwork – you will have to work with your partner and stay in the Forum the entire period.

Make sure both names are on this worksheet.
Make sure you turn it in before you leave!

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session four

Make sure both names are on this paper and you turn it in to Mr. Akos before you leave.
This is how I take attendance!

TODAY - Please work on your schoolwork 1st. If you finish and have time left over - you may talk with your partner. Some topics you can discuss may be: teachers, relationships, popularity, 7th grade, sports, music, home or family, or peer pressures.

- Partners must stay together and stay in your seats.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session five

Interim grade reports went out Friday.
Review your goals for the semester and see how you are doing at the half way point.

6th grader

Class	Interim Grade	Goal
English		
Social St.		
Science		
Math		

Mentor

Class	Interim Grade	Goal
English		
Social St.		
Science		
Math		

Steps you need to take to achieve your goals?????

1.
2.
3.
4.
5.

When you are done with this worksheet
– turn it in to Mr. Akos.

- Only 4 more meetings until report card!
- April 3rd will be last meeting.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session six

Great job last week!
We have only 3 more meetings after today.

2 things to do today.

1) Word search race. First pair to finish finding all of the words (HAVE TO WORK TOGETHER) – ON BOTH PUZZLES (front and back) – each wins a CD case. Second place and third place finishers win candy. ALL of the words must be found before prizes are awarded – we will check each puzzle.
   ** Both mentor and 6th grader must be in seats before Mr. Akos will give you the puzzle sheet.

2) After working with the puzzles – please work on homework. Write below what work you have done in today's meeting so I can let teachers know what you were able to finish.

When you are done with this worksheet (make sure names are at top) and turn it in to Mr. Akos.

- *April 3rd will be last meeting.*

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session seven

3 weeks to report card!

Answer these questions.

- What have you learned about your partner that you did not know when we started?

Mentor -

6th grader -

- What are a few things that your 6th grader should know about 7th grade?

- Mentors - If you had to start over in 6th grade, what would you do differently? What would you do the same? Share your answers with your 6th grader.

Please get out some homework and work with your partner for the rest of the Bobcat Block - NO WANDERING.

When you are done with this worksheet (make sure names are at top) and turn it in to Mr. Akos.

April 3rd will be last meeting.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session eight

2 weeks to report cards!

Answer these questions.

Next week will be our last meeting. Will both of you keep in touch after that last meeting? Why or why not?

If you will, when and how?

If you had to give your partner 3 pieces of advice – what would they be?
1)

2)

3)

Please work on the attached peer pressure worksheet. I will call on groups to share answers around 2:50. (or do homework!)

When you are done with this worksheet (make sure names are at top) and turn it in to Mr. Akos.

Next Monday will be last meeting.

APPENDIX J
SAGE Mentoring Intervention Worksheets Cont.

SAGE

session nine
last meeting

6th graders – make sure you have completed the pink worksheet before you start this one!

As you both finish the SAGE program today, do not forget that you are allowed to continue your relationship outside of SAGE. Thank you for participating!!

Please answer the following questions.

MENTOR (8th grader) - Please list something you liked about SAGE.

MENTOR - Please list something you did not like about SAGE.

MENTOR - If you would, how would you change the SAGE program?

MENTOR - List 2 of your protégé's (6th grader) **strengths**.

PROTEGE (6th grader) - Please list something you liked about SAGE.

PROTEGE - Please list something you did not like about SAGE.

PROTEGE - If you would, how would you change the SAGE program?

PROTEGE - List 2 of your mentor's (8th grader) **strengths**.

When you are finished – make sure names are on forms and return to Mr. Akos. Once you are done the MENTOR will get pizza and drinks for both of you.

APPENDIX K
Protégé Application and SAGE School Satisfaction Scale

SAGE – Supportive and Guiding Examples

LCMS Mentor Program

PROTEGE APPLICATION

Name: _____ Date: _____
Bobcat Block Teacher: _____

Part A. – Interests
Please answer each question.

- Gender: Male Female
- Race/Ethnicity: African American (Black) Caucasian (White) Other
- Please list who you live with at home (example – mom, brother, aunt, etc.)
- Please list your favorite school subjects:
- Please list your *least* favorite school subjects:
- List some of the things you enjoy doing in your free time:
- What type of music do you normally listen to?
- What are some of your favorite T.V. shows?

PLEASE COMPLETE THE OTHER SIDE

APPENDIX K Continued
Protégé Application and SAGE School Satisfaction Scale

SAGE – Supportive and Guiding Examples

Part B. – School Satisfaction Scale

DIRECTIONS: I would like to know what thoughts about school you've had during the past several weeks. Think about how school has been during most of this time. Here are some questions that ask you to tell how often you think a certain way. Circle the words next to each statement that tell how often you have had these thoughts.

For example, if you almost always think school is great, you would circle the words "ALMOST ALWAYS" on the following question:

I think school is great. NEVER SOMETIMES OFTEN ALMOST ALWAYS

It is important to know what you REALLY think, so please answer the questions the way you really feel, not how you think you should. This is NOT a test. There are NO right or wrong answers. Your answers will NOT affect your grades, and no one will be told your answers.

1. I feel bad at school.	Never	Sometimes	Often	Almost Always
2. I learn a lot at school.	Never	Sometimes	Often	Almost Always
3. There are many things about school I don't like.	Never	Sometimes	Often	Almost Always
4. I wish I didn't have to go to school.	Never	Sometimes	Often	Almost Always
5. I enjoy school activities.	Never	Sometimes	Often	Almost Always
6. I like being in school.	Never	Sometimes	Often	Almost Always
7. School is interesting.	Never	Sometimes	Often	Almost Always
8. I look forward to going to school.	Never	Sometimes	Often	Almost Always