

The Center for Community Engagement at Arkansas State University

# Positive Behavioral Interventions & Supports

## Facilitator's Guide to PBIS Tier II Training

### Module 7

#### *Additional Tier II Interventions: Self-monitoring and Mentoring*

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** The Tier II interventions Self-monitoring and Mentoring

**Title of Training:**



## **Module 7: Additional Tier II Interventions: Self-monitoring and Mentoring**

**Suggested Training Time:** 1-2 hours

**About this guide:**

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star**. 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

**Suggested pre-requisites to this training:**

- Tier I Modules
- Tier II Modules 1-4

## **Training Description:**

This presentation is a brief overview of the Tier II interventions Self-monitoring and Mentoring. It is designed to give administrators, schools, districts, or other personnel an introduction to these interventions and help them begin preparing for implementation.

## **Module Sections:**

**Introduction** – Purpose and objectives (slides 1 – 3) pgs. 5 – 8

### **Training Sections**

**Section 1** – Self-monitoring (slides 4 – 18) pgs. 9 – 27

**Section 2** – Self-monitoring Adaptations: Fading Tool, Classroom-wide Support (slides 19 – 24) pgs. 28 – 34

**Section 3** – Mentoring (slides 25 – 54) pgs. 35 – 71

**Conclusion** – Summary and resources (slides 55 – 59) pgs. 72 – 77

**Discussion questions, homework, resources** – pgs. 78 – 79

## **Training Materials/Equipment:**

### **PowerPoint for Module 7: Additional Tier II Interventions: Self-monitoring and Mentoring**

- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - Note that it may take a minute for the video to load.

- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

**Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



**Handouts:**

Physical and/or electronic copies of:

- [Daily Progress Report Examples](#) (pg. 22)
- [Self-monitoring Intervention Implementation Checklist](#) (pg. 27)
- [Mentoring Essential Features Checklist](#) (pgs. 52 – 53)
- [Mentoring Example](#) (pg. 60)
- [Fidelity of Implementation Checklist](#) (pg. 67 – 68)
- [Social Validity Questionnaire](#) (pg. 71)



**Activities in this Training:**

- Self-monitoring Implementation Checklist (pgs. 26)
- Building a Mentoring Program (pg. 46)
- Discussion (pg. 56)

**Essential Questions:**

These essential questions will be addressed in this training module:

- What is Self-monitoring and how can this intervention be used to support students at Tier II? How can Self-monitoring be adapted?
- What is Mentoring? Which students would benefit from Mentoring? What qualities are important when identifying mentors for students?


**Trainer Tips:**

- Self-monitoring is an intervention that is very flexible. Typically, this is for students who already have skills developed but need help learning how to monitor their use of these skills. This also means that Self-monitoring can be used to help students fade out of other supports, such as Check-in Check-out or Mentoring.
- Mentoring can be very simple or very involved. For example, younger students who are identified as needing Mentoring may just need a regular, but unstructured program; whereas older students who are very disengaged from school may need a more intense, structured, long-term program or curriculum that requires training and materials.

# Introduction


## Slides 1 - 3

- Purpose of this module
- Objectives of this module




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## Additional Tier II Interventions: Self-monitoring and Mentoring



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Images in this module were obtained at google.com/images unless otherwise specified.

**Slide #1**

**[ Additional Tier II Interventions: Self-monitoring and Mentoring ]**

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Purpose of This Module  
Provide information on implementing student self-monitoring and mentoring interventions


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**Slide #2**  
**[ Purpose of This Module ]**





**Objectives**

- Learn the purpose of self-monitoring and the resources and components needed to implement this intervention.
- Learn how self-monitoring can be adapted (e.g., fading tool, classroom support)
- Learn about mentoring and how it can be implemented in varying degrees of intensity.



**Slide #3**  
**[ Objectives ]**

## **Training Section One**

### **Self-monitoring**

**Slides 4 - 18**

#### **Goals**

Participants will learn

- The purpose of Self-monitoring
- How to implement Self-monitoring
- How to monitor student progress
- How to fade and exit from Self-monitoring

# Self-monitoring



## Slide #4 [ Self-monitoring ]

## Purpose of Self-monitoring Interventions

- To teach students how to increase and maintain a learned behavior or skill
- To help students develop self-management skills



### Slide #5

### [ Purpose of Self-monitoring Interventions ]

#### Trainer Notes:

- Self-monitoring provides a structured way for students to become more aware of their behavior and to develop skills to manage their behavior.

The slide features a blue speech bubble on the left containing the text "Which Students?". To the right, under the heading "Requirements:", there is a bulleted list of three criteria. A note at the bottom states that research suggests the intervention is suitable for a wide range of students. The slide includes logos for RTI Arkansas, Arkansas Positive Behavioral Interventions & Supports, and the Center for Community Engagement and University Studies. A citation at the bottom reads: "e.g., Lam et al., 1994; Mooney et al., 2005; Reid, 1996; Reid et al., 2005".

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**Which Students?**

**Requirements:**

- Student must have the skill in their repertoire
- Student must be able to discern when they are using the skill
- Student must be trying to escape or avoid a task, attention, a stimulus, etc.

*\*Research suggests that this intervention can be for students with a wide range of ages, abilities, and disabilities.*

e.g., Lam et al., 1994; Mooney et al., 2005; Reid, 1996; Reid et al., 2005

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**Slide #6**  
**[ Which Students? ]**

**Trainer Notes:**

- Self-monitoring is an intervention used when a student already knows a skill or behavior, but doesn't always use it.
- Because the intervention requires the student to monitor their own behavior, they need to be able to accurately discern whether or not they're using the behavior or skill appropriately.
- Though this intervention can be used for a wide range of students, it will need to be designed in an way that is appropriate for the individual student.

## Serves Multiple Purposes

Self-monitoring can be used...

- As an individual intervention
- As a group intervention
- For a behavior skill
- For an academic skill

No matter how it's used, the steps for implementing are the same.



### Slide #7

### [ Serves Multiple Purposes ]

#### Trainer Notes:

- In the next section, we will also talk about how this intervention can be adapted further.
  - Can be used as a fading tool for other interventions
  - Can be used as a classroom-wide tool

## Self-monitoring Implementation Process

- Identify the problem behavior.
- Define the replacement behavior.
- Design the procedure, process, and materials.
- Teach the student how to self-monitor.
- Teach staff about the intervention.
- Collect baseline data.
- Progress monitor student data over time.
- Follow up and fade the intervention.




### Slide #8

### [ Self-monitoring Implementation Process ]

#### Trainer Notes:

- Identify the problem behavior you want to target.
- Define the desired replacement behavior (something that the student CAN do, but doesn't do consistently).
- Design the procedure, process, and materials (when, how, and where the self-monitoring will take place) (e.g., daily progress report).
- Teach the student how to self-monitor.
- Teach staff about the intervention and how to interact with students (teachers will be helping a lot when the student first begins the intervention).
- Collect baseline data to compare after intervention starts (progress monitoring).
- Progress monitor.
- Follow up and fade the intervention.






## Defining the Desired Behavior

Define the behavior with these characteristics:

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

The behavior/skill must already be in the student's repertoire.



### Slide #9

### [ Defining the Desired Behavior ]

#### Trainer Notes:

- As always with PBIS, the behavior must be defined in an observable, measurable, positive way.
  - For example, when working with a student on getting to class on time, be specific: Jason will be inside the classroom when the bell rings or Jason will be sitting at his desk when the bell rings.
  - A non-example would be something like this: Jason gets to class by the time the bell rings. This would leave too much room for subjectivity (do I need to be outside the door, at the door, inside the door, etc.).
  - Another non-example would be this: Jason will not be late for class. Always describe what TO do, not what NOT to do.
- The behavior or skill that the student is working on should be one that they're already able to do, but just don't do on a regular basis or consistently.



## Designing the Process

Questions to ask:

- When will the student self-monitor?
- How will the student be prompted to self-monitor?
- Will the student be reinforced for self-monitoring? How?
- When and how will students be faded from the intervention (data decision rules)?
- What will be the graduation criteria (data decision rules)?



### Slide #10

### [ Designing the Process ]

#### Trainer Notes:

- Below are some examples of further questions to ask when developing the process. The technology examples are also in the resources at the end of this module.
  - When will the student self-monitor?
    - Only during problematic times of the day?
    - At the end of class periods?
  - How will the student be prompted to monitor their behavior? Examples:
    - Timers (allow student to use personal technology?)
    - Personal pager: <https://enablingdevices.com/product/vibrating-personal-pager/>
    - MotivAider: <https://habitchange.com/motivaider.php>
  - When and how will fading occur?
    - What data decision rules will determine when it's time to fade?
    - Will fading be gradual? How long should it last?
  - What will be the graduation (exit) criteria?
    - What data decision rules will determine when the student can graduate?

## Example of Self-monitoring

DESCRIPTION	ENTRY CRITERIA	MONITORING	EXIT CRITERIA – FADING PROCESS
<ul style="list-style-type: none"> <li>Once they have generalized academic skills in the classroom, students in academic RtI groups will be taught to self-monitor.</li> <li>Student will monitor and record their academic production for completion and accuracy, as well as their on-task behavior each day.</li> <li>Students will check in and submit DPRs weekly with the reading teacher (and receive feedback).</li> </ul>	<p>AIMSweb- yellow</p> <p>Or</p> <p>Students with failing grades due to lack of work completion</p>	<p>1<sup>st</sup>- Students will monitor and record the accuracy of completion of their academic work, using the daily progress report (DPR) form</p> <p>2<sup>nd</sup>- Students will monitor their time on task, using the DPR form</p> <p>3<sup>rd</sup> - Students and teacher will monitor grades in the academic area of concern</p>	<ul style="list-style-type: none"> <li>A passing grade on the report card in the academic area of concern will indicate readiness to begin fading.</li> <li>Student will start to fade supports by receiving fewer prompts from device or teachers.</li> <li>Student must continue to maintain time on task while fading prompts.</li> </ul>

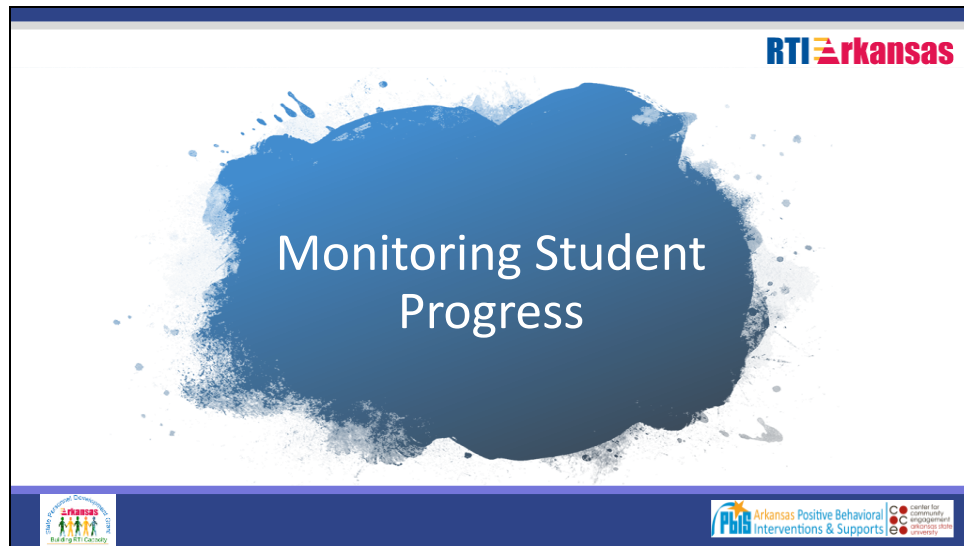


### Slide #11

### [ Example of Self-monitoring ]

#### Trainer Notes:

- Link to the example above:  
[https://pbiscompendium.ssd.k12.mo.us/images/Tier2\\_3/SelfManagement/sample SM intervention guidelines.doc](https://pbiscompendium.ssd.k12.mo.us/images/Tier2_3/SelfManagement/sample SM intervention guidelines.doc)
- RtI stands for response to intervention.
- DPR stands for daily progress report.
- AIMSweb is a tool to inform and improve student performance using a set of brief, valid standards-aligned reading and math measures for screening and progress monitoring. Yellow indicates an at-risk score. Info here:  
<https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/aimsw ebPlus-overview.pdf>



**Slide #12**  
**[ Monitoring Student Progress ]**

## Monitoring Progress

- Students use a daily progress report (DPR) to record behavior at specified times/intervals.
- Teachers...
  - Teach students how to use DPRs.
  - Give student support while first learning the intervention.
  - Gradually fade support.
  - Submit DPR data to the intervention coordinator each week to progress monitor.
- If possible, engage the student in the data process.

*\*Research suggests that having a student both record and graph their behavior may be more effective than just recording.*



\*DiGangi, Maag, & Rutherford, 1991



### Slide #13

### [ Monitoring Progress ]

#### Trainer Notes:

- The student will be recording data on a daily progress report (DPR).
  - It is convenient to use a modified version of a standard Tier II DPR form (e.g., use the template for Check-in, Check-out and modify it for just the behavior(s) the student is learning to self-monitor). An example is on the next slide.
- The student's classroom teachers teach and help students with use of DPR at first, then gradually fade to random checks.
- Teachers then submit the DPR data to the intervention coordinator at end of each week.
- You can engage the student in the data process; have them help with entering and graphing data, etc.

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## Example: Elementary Daily Progress Report

Student Name \_\_\_\_\_ Date \_\_\_\_\_


3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe <i>Keep hands and feet to self</i>	Teacher Check	Be Respectful <i>Follow directions</i>	Teacher Check	Be Responsible <i>Use materials appropriately</i>	Teacher Check
8:30 to Morning Break	3 2 1		3 2 1		3 2 1	
Morning Break to Lunch	3 2 1		3 2 1		3 2 1	
Lunch to Afternoon Break	3 2 1		3 2 1		3 2 1	
Afternoon Break to Dismissal	3 2 1		3 2 1		3 2 1	



Total for the day \_\_\_\_\_ /36

Parent/Guardian Signature \_\_\_\_\_

*I'm proud of you today because:*



From MO SW-PBS Tier II Workbook

### Slide #14

## [ Example: Elementary Daily Progress Report ]

#### Trainer Notes:

- This example shows what a DPR might look like at the elementary level for a student in a self-monitoring intervention.
- The target behaviors will always be tied to the behavior expectations developed in Tier I.
- Note that in this example, there is a place for the teacher to give the student feedback on their self-reporting of their behavior. The teacher and student will have a brief positive interaction to discuss the student's score for using each behavior. This can be faded over time as the student and teacher agree on the scores.

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## Example: High School Daily Progress Report

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe <i>Avoid aggression</i>	Be Respectful <i>Use polite language</i>	Be a Learner <i>Follow directions first time asked</i>	Be Your Best <i>Complete and turn in required work on time</i>	Teacher Initials
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	

Parent/Guardian Signature \_\_\_\_\_

Congratulations for: \_\_\_\_\_

From MO SW-PBS Tier II Workbook

### Slide #15

## [ Example: High School Daily Progress Report ]

#### Trainer Notes:

- This high school example also shows the specific behaviors the student is targeting for each of the expectations.
- Each period, there is a space for a teacher to initial the form.
- This example and an elementary example can be found on the next page and can be downloaded here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Self-monitoring-dpr-examples.docx>.



## EXAMPLES

### Daily Progress Reports

The following page (pg. 22) contains examples of daily progress reports for elementary and secondary Self-monitoring. They can also be downloaded here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Self-monitoring-dpr-examples.docx>

### Daily Progress Report example – Elementary

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe <i>Keep hands and feet to self</i>	Teacher Check	Be Respectful <i>Follow directions</i>	Teacher Check	Be Responsible <i>Use materials appropriately</i>	Teacher Check
8:30 to Morning Break	3 2 1		3 2 1		3 2 1	
Morning Break to Lunch	3 2 1		3 2 1		3 2 1	
Lunch to Afternoon Break	3 2 1		3 2 1		3 2 1	
Afternoon Break to Dismissal	3 2 1		3 2 1		3 2 1	

Total for the day \_\_\_\_\_/36

Parent/Guardian Signature \_\_\_\_\_

*I'm proud of you today because:*

### Daily Progress Report example – High School

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe <i>Avoid aggression</i>	Be Respectful <i>Use polite language</i>	Be a Learner <i>Follow directions first time asked</i>	Be Your Best <i>Complete and turn in required work on time</i>	Teacher Initials
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	

Parent/Guardian Signature \_\_\_\_\_

*Congratulations for:*

## Fading and Exit from Intervention

- Create data decision rules for fading (*e.g., student has maintained a passing grade in the area of concern for eight weeks*).
- Create data decision rules for graduation (*e.g., student has maintained on-task behavior more than 80% of the time and maintained a passing grade in the area of concern, with no more than one prompt per day, for two weeks*).
- Create follow up process (*e.g., every two weeks, review student's grade in area of concern and discipline data*).



### Slide #16

### [ Fading and Exit from Intervention ]

#### Trainer Notes:

Some guiding questions:

- What data rules will determine when the student should begin fading from the intervention?
- What data rules will determine when the student should graduate from the intervention?
- What process will be used to follow up periodically with the student?



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## Resources Needed

- Intervention coordinator
  - Supervise implementation of intervention
  - Communicate with parents, teachers, and Tier II team
  - Train students and staff on the intervention
  - Collect and graph data and provide to the Tier II team and students in the intervention
- Prompting device
  - Beep tape
  - Timer
  - Teacher or Student delivered cue

**Slide #17**

**[ Resources Needed ]**

**Trainer Notes:**

- Self-monitoring doesn't require a lot of staff resources; the intervention coordinator will get the student started on the intervention and then the student's teacher(s) will give them some support that will fade over time.
- There will need to be communication processes in place:
  - Parent communication about the intervention and progress
  - Teacher communication about the intervention, how they will be involved, and how the student is doing
  - The Tier II team will need updates on all the students in this intervention at team meetings.
  - A data system or process will need to be in place to record and graph the student's progress with the intervention
- A device or system will need to be used by the student to get regular prompts to self-monitor.

For more information on prompting device:

[https://www.interventioncentral.org/self\\_management\\_self\\_monitoring](https://www.interventioncentral.org/self_management_self_monitoring)

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Self-monitoring  
Intervention  
Checklist

- Identify an intervention coordinator.
- Develop a plan for:
  - Identifying problem behavior
  - Identifying replacement behavior
  - Collecting baseline data
- Design the process and determine what materials will be used.
- Develop a plan for training students and staff on the intervention.
- Determine exit criteria (and fading) for intervention, and develop a follow up plan.

**Slide #18**

**[ Self-monitoring Intervention Checklist ]**

**Trainer Notes:**

This full checklist can be found on page 27.

- Identify an intervention coordinator.
- Develop a plan for:
  - Identifying the problem behavior
  - Identifying the replacement behavior
  - Collecting baseline data
- Design the process and determine what materials will be used (e.g., timers, DPRs, parent notification, etc.).
- Develop a plan for training students and staff on the intervention (teachers will have to help students when they first start the intervention).
- Determine exit criteria for intervention (e.g., student and teacher agree on assessment 80% of the time).
- Determine a follow up plan (periodic checks with staff, looking at discipline data, etc.).



## ACTIVITY

### Self-monitoring Implementation Checklist

- Use the “resources needed” on slide 17 and the checklist presented on slide 18 (it can also be found as a handout on pg. 27 or downloaded at the following link: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Self-monitoring-implementation-checklist.docx>) to begin preparing for the Self-monitoring intervention.
- Consider...
  - What device(s) might be used?
  - How will data be collected?
  - How often will students self-monitor?
  - Will incentives be used?

## Self-Monitoring Intervention Implementation Checklist

- Identify an intervention coordinator.
- Develop a plan for:
  - Identifying problem behavior
  - Identifying replacement behavior
  - Collecting baseline data
- Design the process and determine what materials will be used.
- Develop a plan for training students and staff on the intervention.
- Determine exit criteria:
  - Fading criteria
  - Graduation criteria
  - Follow up plan

## **Training Section Two**

# **Self-monitoring Adaptations: Fading Tool, Classroom-wide Support**

**Slides 19 - 24**

### **Goals**

Participants will learn

- How to use Self-monitoring as a fading tool
- How to use Self-monitoring as classroom-wide support

# Self-monitoring Adaptations: Fading Tool, Classroom-wide Support



**Slide #19**

**[ Self-monitoring Adaptations: Fading Tool, Classroom-wide Support ]**

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## Self-monitoring as a Fading Tool

- Fade students from other interventions, such as Check-in, Check-out.
- Move student from receiving feedback from teachers to monitoring their own behavior.

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### Slide #20

### [ Self-monitoring as a Fading Tool ]

#### Trainer Notes:

When a student has made positive progress with another intervention (based on the student's goals and the data decision rules), but the team decides that the student needs some additional time to build self-management skills to maintain the new skills and behaviors they have learned, they can move the student to Self-monitoring.

## How it Works

- Students responding positively to other interventions (e.g., Check-in, Check-out or social skills groups) move to self-monitoring:
  - Help increase and maintain new skills
  - Build self-management skills
- Teacher feedback fades over time:
  - Less frequent check-ins
  - Student rates their own behavior, with teacher discussion
- Same DPR can be used, with some modifications.



### Slide #21

### [ How it Works ]

#### Trainer Notes:

- As students are learning to maintain a skill and learn self-management, the teacher will play a decreasing role over time.
- At first, the teacher will help the student learn the intervention (e.g., how to use the prompting device, how to complete the DPR), and will discuss the student's ratings.
- As the student learns the intervention and begins to self-manage, the teacher will be less involved. The student will do their own ratings, with only minimal input from the teacher.
- The DPR can be a modified version of one used for other Tier II interventions. The expectations will always be the same, but some specific skills can be included with each expectation.



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## Self-monitoring as Classroom Support

- Improve social behavior skills
- Improve academic behavior skills
- Set individual student goals
  - Student sets goal to **Be Responsible** by getting to class on time everyday.
- Set group goals
  - Class sets goal to **Be Responsible** by each student getting to class on time everyday therefore decreasing classroom tardies.

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### Slide #22

### [ Self-monitoring as Classroom Support ]

#### Trainer Notes:

- Self-monitoring can be used to improve behavior at the classroom level.
  - The whole class focuses on improvement in meeting a school-wide expectation and each student self-monitors their progress towards reaching goal.
- The teacher can use this intervention for improving behavior related to social skills or academic skills.

## Steps for Designing the Intervention

- Determine the problem behavior.
  - Example: voice level is too high during group work time
- Define the replacement behavior or skill precisely.
  - Example: use voice level two when talking to others in your group during group work time
- Determine how students will monitor their behavior.
- Determine how students will be incentivized.



### Slide #23

### [ Steps for Designing the Intervention ]

#### Trainer Notes:

The next slide contains some guiding questions for designing the intervention, using student input.

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**Involve the Class in the Design Process**

**Questions to ask:**

- When will students self-monitor?
  - Examples: at a specific time, during group work
- How will they be prompted?
  - Examples: teacher sets timer, group has timekeeper
- With whom will they check accuracy?
  - Examples: with a buddy, with the teacher
- How will they record their checks?
  - Examples: DPR, on a graph
- How will students be reinforced?
  - Examples: acknowledgements, class activities, parties, privileges

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**Slide #24**

**[ Involve the Class in the Design Process ]**

**Trainer Notes:**

- By involving students, there will be greater buy-in and students will learn self-management skills.
- Also, by involving students, they may take ownership and look after one another for the benefit of the class.

## **Training Section Three**

### **Mentoring**

**Slides 25 - 54**

#### **Goals**

Participants will learn

- The purpose of mentoring
- The steps to implementing mentoring programs
- Types of mentoring programs (basic vs. formal)
- Qualities and expectations of mentors
- How to monitor progress

# Mentoring



## Slide #25 [ Mentoring ]

## What is Mentoring?

- Mentoring is all about **building a relationship** between a student and an adult.
- **The purpose** of mentoring is to increase the student's engagement in school.
- Mentoring can be very basic, or an intense, formal program.
- Mentoring is **not** discipline or a time to reprimand student for past failures.



### Slide #26

### [ What is Mentoring? ]

#### Trainer Notes:

- Mentoring is all about increasing a student's engagement in school by building a relationship with an adult.
- Mentoring can be very basic, with an adult simply spending time with a student on a regular basis – eating lunch together, doing an activity before or after school, or during a scheduled time in the school day.
- There are also a lot of formal programs with training materials and possibly outside mentors used. These typically require a lot more time commitment and may need to continue through the summer and multiple school years.
- An example of a formal program is *Check and Connect*. Adults connect with at-risk students in a meaningful way – especially students at risk of dropping out or graduating late.

## Which Students?

Mentoring is for students that are not engaged in school.

**Students who feel connected to the school and an adult within the school are more likely to attend school regularly, stay in school, and graduate.**

*- Centers for Disease Control and Prevention (CDC) (2009)*



**Slide #27**  
**[ Which Students? ]**

## Why Provide Mentoring?

### Increase

- Attendance
- Persistence in school
- Accrual of credits
- School completion rates

### Decrease

- Truancy
- Tardiness
- Behavior referrals
- Dropout rates



### Slide #28

### [ Why Provide Mentoring? ]

#### Trainer Notes:

The next slide shows research on outcomes of mentoring.



## Research — Outcomes of Mentoring

- Mentored youth are promoted at a higher rate than non-mentored students.
- Grades are improved.
- Parent-child relationship is strengthened.
- Student's self-perceptions of academic abilities are improved.
- Attendance is increased.
- Overall attitudes about school are improved.
- Sense of belonging in school is improved.
- Classroom disruptions are less likely.
- Classroom engagement is more likely.
- There is a reduction in disciplinary incidents.



### Slide #29

### [ Research – Outcomes of Mentoring ]

## Steps In Building A Mentoring Program

1. Complete a Needs Assessment.
2. Gain an understanding of mentoring research and best practices.
3. Create a “logic model”- the framework for program implementation, evaluation, and future planning.



Source: *Foundations of Successful Youth Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities* Michael Garringer and Patti MacRae National Mentoring Center (NMC) at Northwest Regional Educational Laboratory (NWREL) and Hamilton Fish Institute on School and Community Violence (HFV)



### Slide #30

### [ Steps In Building A Mentoring Program ]

#### Trainer Notes:

- [Link: Foundations of Successful Youth Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities](#)
- The link above directs to a wonderful publication on mentoring programs, with many valuable resources cited throughout.
- From page eight of the publication: “If your program is getting started in school settings, make sure that a school principal or other key administrator is involved in your planning. Their buy-in is critical to ensuring that other school personnel are supportive and committed once the program is underway.”
- The publication also contains self-assessment questions along the way to guide implementation of a mentoring program.

# 1. Needs Assessment

- Determine which student issues need to be addressed.
- Make note of any staff members who are already providing informal support to students.
- Decide how the needs assessment data will be incorporated into the program planning, goals, and operations.



**Slide #31**

**[ 1. Needs Assessment ]**

## 2. Understanding Mentoring

- Ensure that the program design is evidence-based.
- Review specific research about how to best serve YOUR youth.
- Determine which consultants, technical assistance providers, and state partnerships can help improve your understanding of mentoring models and best practices.



**Slide #32**

**[ 2. Understanding Mentoring ]**

### 3. Logic Model (Goals and Objectives)

Guiding questions for building a logic model:

- What are the needs?
- How will we plan for delivery of services and sustainability?
- What services or activities will the program provide?
- Does our program have clear and achievable goals?
- What are the short-term and long-term outcomes?
- How will we know if it is working as intended?



**Slide #33**

**[ 3. Logic Model (Goals and Objectives) ]**

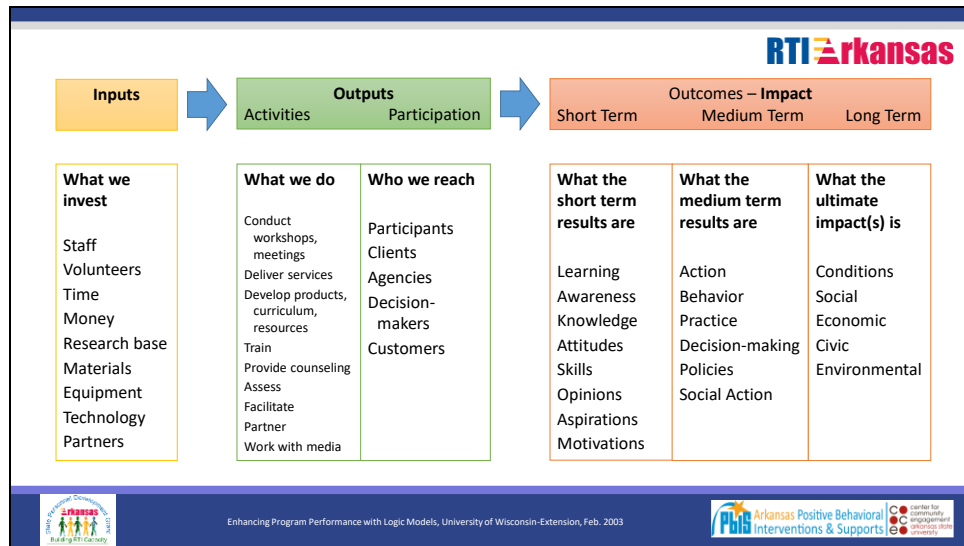
## Example of a Logic Model Template

Need →	Resources/ Inputs →	Activities →	Outputs →	Intermediate Outcomes →	Long-Term Outcomes →
The problem(s) your program will address	Program ingredients, such as funds, staff, volunteers, materials, partners, etc.	Specific activities and services the program will provide	Specific evidence of services provided (numbers)	Positive changes that will take place as a result of services	Lasting and significant results of your program over the long term



**Slide #34**

**[ Example of a Logic Model Template ]**



**Slide #35**  
**[ Logic Model Example ]**



**ACTIVITY**

**Building a Mentoring Program**

Slides 30 – 33 discussed the three steps in preparing to implement a Mentoring program. Take some time to create a schedule and timeline and assign tasks for completing each step.

## Basic vs. Formal Mentoring Programs

Basic Mentoring Programs	Formal Mentoring Programs
Any staff member	Trained mentors
Voluntary mentors	FTE assigned or outside mentors
One Student: One Mentor	Multiple students (10-20)
Fifteen minutes/week	One hour/week minimum
One-year commitment	Multi-year commitment (summer)



**Slide #36**

**[ Basic vs. Formal Mentoring Programs ]**



## Basic vs. Formal Mentoring Programs cont.

Basic Mentoring Programs	Formal Mentoring Programs
Designed to foster a relationship	Designed to foster a trusting relationship
Behavior data, DPR, and self report to progress monitor	May have defined levels of intensity Monitor attendance, behavior, coursework Regular parent contact



**Slide #37**

**[ Basic vs. Formal Mentoring Programs cont. ]**

## Developing a Mentoring Program

- Identify mentors (e.g., staff, other adult volunteers, peers, etc.).
- Determine goals and objectives.
- Determine target student population.
- Determine how students will be identified or nominated.
- Develop a plan for weekly mentor sessions.
- Develop an orientation plan.
- Determine how you will progress monitor.



### Slide #38

### [ Developing a Mentoring Program ]

#### Trainer Notes:


- Identify who will be mentors (e.g., staff, volunteers from the community, etc.).
- Determine goals and objectives.
- Determine which students will be the target population and how they will be identified and/or nominated.
- Develop a plan for weekly mentor sessions (when, where, what activities, etc.).
- Develop an orientation plan for mentors and students.
- Determine how you will progress monitor and evaluate effectiveness.
- There is a two-page checklist that follows on the next two slides.

**RTI** 

# Checklist of Essential Features

Essential Features for Mentoring Intervention

Items	Implementation Plans
1. Name and description of intervention Function addressed with this intervention: <input type="checkbox"/> Obtain _____ <input type="checkbox"/> Avoid/Escape _____	
2. Intervention coordinator and mentors identified	Coordinator: Mentors:
3. Entry Criteria  <small>List sources of data used to identify students for intervention (e.g., existing school discipline or academic data, teacher or parent referral, behavioral screener)</small>	
4. Description of system to determine function of behavior	
5. Description of procedures for introducing and orienting (or formally training) new participants to the mentoring intervention	Orientation process for new students: Orientation process (or formal training) for mentors: Orientation process for families:
6. Description of materials required for this intervention (detail how to obtain materials, cost, etc.)	





**Slide #39**

**[ Checklist of Essential Features ]**




**Trainer Notes:**

- This two-page checklist continues on the next slide.
- The full checklist is printed after slide 40 and is available for download here:  
<http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Mentoring-Essential-Features-Checklist-11-12-19.docx>.

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## Checklist, cont.

7. Detailed description of system for data-based progress monitoring of students in the intervention	
8. Exit Criteria	Data decision rules:
<ul style="list-style-type: none"> <li>• Data decision rules</li> <li>• Description of fading and graduation process</li> </ul>	Description of exit process:
9. Description of strategies for family communication and feedback regarding intervention and progress of student	
10. Description of strategies for communication and feedback with classroom teachers regarding student progress	
11. Description of plan for regular updates to staff regarding overall progress of intervention	
12. Description of system or process for reviewing fidelity of implementation of intervention when student data indicate a questionable or poor response	
13. Description of system or process for regularly assessing social validity of intervention	
14. Description of system or process for annually evaluating intervention outcomes (e.g., number of students participating, number of students graduating, number of students needing more intensive supports)	

**Slide #40**  
**[ Checklist, cont. ]**



## EXAMPLES

### Mentoring Essential Features Checklist

The following pages (pgs. 52 – 53) contain the Essential Features Checklist for implementing a Mentoring intervention. The form can also be downloaded here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Mentoring-Essential-Features-Checklist-11-12-19.docx>

## Essential Features Checklist for Implementing a Mentoring Intervention

Items	Description and Implementation Plans
<p>1. Name and description of intervention</p> <p>Function addressed with this intervention:</p> <p><input type="checkbox"/> Obtain _____</p> <p><input type="checkbox"/> Avoid/escape _____</p>	
<p>2. Intervention coordinator and mentors identified</p>	<p>Coordinator:</p> <p>Mentors:</p>
<p>3. Entry Criteria</p> <p>List sources of data used to identify students for intervention (e.g., existing school discipline or academic data, teacher or parent referral, behavioral screener, etc.)</p>	
<p>4. Process or system to determine function of behavior</p>	
<p>5. Procedures for introducing and orienting (or formally training) new participants to the mentoring intervention</p>	
<p>6. Materials required for this intervention (detail how to obtain materials, cost, etc.)</p>	
<p>7. System for data-based progress monitoring of students in the intervention</p>	
<p>8. Exit Criteria</p> <p>Data Decision Rules</p> <p>Description of fading and graduation process</p>	
<p>9. Strategies for family communication and feedback regarding intervention and progress of student</p>	

10. Strategies for communication and feedback with classroom teachers regarding student progress	
11. Plan for regular updates to staff regarding overall progress of intervention	
12. System or process for reviewing fidelity of implementation of intervention when student data indicate a questionable or poor response	
13. System or process for regularly assessing social validity of intervention	
14. System or process for annually evaluating intervention outcomes (e.g., number of students participating, number of students graduating, number of students needing more intensive support)	

**Qualities of a Good Mentor**

- Has positive self-esteem
- Reacts well to stressful, frustrating situations
- Is a good listener
- Provides leadership
- Is a positive role model
- Is reliable
- Is non-judgmental

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**Slide #41**  
**[ Qualities of a Good Mentor ]**

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## What is Expected of the Mentor

- Commit to at least one year.
- Engage positively with the student.
- Give the student attention.
- Communicate on the student's level.
- Reinforce the student's successes.
- Nurture a relationship that respects the student's dignity.

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**Slide #42**  
**[ What is Expected of the Mentor ]**



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What is  
NOT  
Expected of  
a Mentor

- Replace the role of a parent or guardian.
- Expect quick, dramatic changes in the student's attitude, self-esteem, or attendance.
- Provide solutions to all the student's issues.
- Break the trust established, unless it is life threatening to the student or others.

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**Slide #43**

**[ What is NOT Expected of a Mentor ]**



**ACTIVITY**

**Discussion**

Discuss who will be the coordinator for this intervention and which staff (or community members) might be willing and able to be mentors.

- Slides 41 – 43 give some criteria for mentors.



**Slide #44**  
**[ Examples of Mentoring Programs ]**

## Elementary Example

### Kansas City Public Schools (KCPS) Lunch Buddies

- A mentor is matched with an elementary school student in grades K-5 and visits the school each week to eat lunch with their mentee.
- Lunch buddies provide guidance, support, encouragement, and friendship.



**Slide #45**

**[ Elementary Example ]**

**Trainer Notes:**

- This example will be provided on the following page.

## KCPS Lunch Buddies, cont.

- What can a lunch buddy expect?
- Lunch buddies will:
  - Be matched with an elementary school student in grades K – 5
  - Attend an initial two-hour, pre-match training
  - Serve as a positive role model and friend
  - Commit to supporting their mentee for an entire school year
  - Check in with their mentees over one lunch period, at least once a week
  - Invest in the present and future success of a student



### Slide #46

[ KCPS Lunch Buddies, cont. ]



## EXAMPLES

### Mentoring Example

The KCPS Lunch Buddies example can be found on the next page (pg. 60). The example gives a short description of how mentors will be involved, what is expected, and how people can apply to be a mentor. The hyperlink leads to the district website for more information.

## Kansas City Public Schools Lunch Buddies Program

Below is an example of an elementary mentoring program called Lunch Buddies. Other mentoring examples from this school district can be found here: <https://www.kcpublicschools.org/how-to-get-involved/mentoring#:~:text=The%20KCPS%20Lunch%20Buddies%20is,support%2C%20encouragement%2C%20and%20friendship.>

### LUNCH BUDDIES

The KCPS Lunch Buddies is a program in which a mentor is matched with an elementary school student in grades K-5 and visits the school each week to eat lunch with their mentee. Lunch Buddies provide guidance, support, encouragement, and friendship.


#### What can a Lunch Buddy Expect?

Lunch Buddies will:

- Be matched with an elementary school student in grades K – 5 at Kansas City Public Schools
- Attend an initial 2 hour, pre-match training
- Serve as a positive role model and friend
- Commit to supporting their mentee for an entire school year
- Check in with their mentees over one lunch period on a weekly basis; at minimum
- Invest in the present and future success of a student in Kansas City Public Schools

#### How to Apply




Complete this [application](#) to become a Lunch Buddy. Someone from the Office of Equity, Inclusion and Innovation will be in touch with you regarding next steps. Please email questions to [mentoring@kcpublicschools.org](mailto:mentoring@kcpublicschools.org).



**Example**  
*Check and Connect -*  
 PBIS Tier II  
 Tremper High School  
 Kenosha, Wisconsin

**YOUR RELATIONSHIP MAKES ALL THE DIFFERENCE!**

- **Entry:** DEWS – Dropout Early Warning System, a database created by Wisconsin Dept. of Public Instruction, of students at moderate or high risk of dropping out. Student identification is based on attendance, GPA, credit attainment, course failures, and daily attendance rate.
- **Description:** Check and Connect – Tremper High School’s design for staff members to have the opportunity to connect with at risk students in a meaningful way.
- **Format:** A weekly check in with students you have chosen.
- **Documentation:** Monitoring form (or through Infinite Campus Contacts if that is your preference) that will be collected quarterly. If something concerns you, make resource/administrative staff aware of the situation.
- **Use of collected information:** Documentation of connections, CSI meetings, counselor meetings, parental meetings, and IEP meetings.

**Slide #47**

**[ Example Check and Connect ]**

The slide features a blue watercolor-style background on the left with the title text. On the right, there is a list of areas for documentation. The top right corner has the RTI Arkansas logo. The bottom of the slide contains several logos: the Arkansas Department of Education logo on the left, the Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and University Studies logo on the right.

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**Example**  
*Check and Connect -*  
 PBIS Tier II  
 Tremper High School  
 Kenosha, Wisconsin  
 (cont.)

You are encouraged to document notes in the following areas:

- Academic data: number of missing assignments, grades, credits
- Behavior data: tardies, truancies, excused/unverified absences, excused absences, behavior referral/infractions, detentions, suspensions
- Communication with student: formal/informal
- Communication with family: attempt/not reached, left message, note home, phone conversation, meeting home visit
- Basic intervention: share “checked” data, provide regular feedback, discuss staying in school, problem solve about risk
- Intensive intervention: facilitate goal setting
- Activity data

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**Slide #48**

**[ Example Check and Connect (cont.) ]**

**Trainer Notes:**

A presentation on Check and Connect, which includes school examples, can be found here:  
[http://pbissmissouri.org/wp-content/uploads/2017/06/STI2017\\_5C\\_Check-Connect-An-Overview-of-a-Tier-2-Intervention.pdf](http://pbissmissouri.org/wp-content/uploads/2017/06/STI2017_5C_Check-Connect-An-Overview-of-a-Tier-2-Intervention.pdf).



**Slide #49**  
**[ Progress Monitoring ]**



## What Needs to be Monitored?

- Fidelity of implementation (is it being implemented as intended)
- The social validity of the intervention (is it relevant and useful for the student)
- Outcomes (is the intervention making the intended impact)
  - Based on student goals



**Slide #50**

**[ What Needs to be Monitored? ]**

**RTI Arkansas**

## Checklist: Fidelity of Implementation

Pg. 1

Items	Yes/No/NA	Action Plans Needed
1. Was function of behavior correctly identified?		
2. Were the student and the mentor an appropriate match?		
3. Did the student meet the entry criteria?		
4. Were student, mentor and family formally introduced and oriented to the intervention?		
5. Are all relevant intervention materials available and used appropriately? Does student understand how to use the materials?		
6. Are data collected and reviewed on a regular basis?		
7. Are data decision rules defined for exiting the intervention (fading and graduating)?		
8. Is there regular family communication and feedback regarding intervention and progress of student?		

**Slide #51**

**[ Checklist: Fidelity of Implementation ]**

**Trainer Notes:**

- This fidelity check aligns with the Essential Features Checklist (see slides 39 and 40). It continues on the next slide.
- The full checklist is printed after slide 52 and can be downloaded here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Fidelity-of-Implementation-of-Mentoring-Intervention-11-12-19.docx>.

# Checklist: Fidelity of Implementation

Pg. 2

9. Is there regular communication and feedback with classroom teachers regarding student progress?		
10. Are there regular updates to staff regarding overall progress of intervention?		
11. Is social validity regularly assessed?		
12. Are intervention outcomes annually evaluated (e.g., number of students participating, number of students graduating, number of students needing more intensive supports)?		



**Slide #52**

**[ Checklist: Fidelity of Implementation ]**



## EXAMPLES

### Fidelity of Implementation Checklist

The next two pages (pgs. 67 – 68) contain the full Mentoring intervention Fidelity of Implementation Checklist.

**Mentoring Intervention Fidelity of Implementation**  
**Name of intervention: \_\_\_\_\_**

<b>Items</b>	<b>Yes, No or N/A</b>	<b>Action Plans Needed</b>
1. Was the function of behavior correctly identified?		
2. Were the student and the mentor an appropriate match?		
3. Did the student meet the entry criteria?		
4. Were student, mentor and family formally introduced and oriented to the intervention?		
5. Are all relevant intervention materials available and used appropriately?  Does student understand how to use the materials?		
6. Are data collected and reviewed on a regular basis?		
7. Are data decision rules defined for exiting the intervention (fading and graduating)?		
8. Is there regular family communication and feedback regarding intervention and progress of student?		

9. Is there regular communication and feedback with classroom teachers regarding student progress?		
10. Are there regular updates to staff regarding overall progress of intervention?		
11. Is social validity regularly assessed?		
12. Are intervention outcomes annually evaluated (e.g., number of students participating, graduating, needing more intensive supports, etc.)?		

# Social Validity

Examples of methods to measure social validity:

- Rating scales
- Interviews
- Questionnaires

Examples of what to measure:

- Was it worth it? Did the targeted student behavior improve?
- Was the intervention easy to implement?
- Were the goals reasonable and appropriate?



**Slide #53**  
**[ Social Validity ]**

**RTI Arkansas**

## Social Validity Questionnaire (Student)

Example

1. Did you like being in this special program?

2. What did you like best about the special program?

3. Did you like ...

	Not much	A little	A lot
Being out of class?			
Spending time with the group leader?			
Earning prizes?			
Earning new skills?			

4. Do you feel you learned important things?  
If yes, what is/are the most important thing(s) you learned?

5. Did you learn things that will ...

	Not much	A little	A lot
Help you do better in school?			
Help you get along with other kids?			
Help you make good choices?			
Help you at home?			

6. Do you use the skills that you learned in our special program?  
If yes, where do you use these skills ...

	Not much	A little	A lot
In class?			
With your teacher?			
With your friends?			
With other kids?			
At home?			

7. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have last?

8. Is there anything else you would like to tell me about our special program?

Adapted from: Lane, K. L. and Beabe-Frankenberg, M. (2004). School-Based Interventions: The Tools You Need to Succeed. Boston, MA: Pearson

### Slide #54

## [ Social Validity Questionnaire (Student) ]

#### Trainer Notes:

- This questionnaire is on the following page.



## EXAMPLES

### Social Validity Questionnaire

The next page (pg. 71) contains the Social Validity Questionnaire for students.

## Social Validity Questionnaire

1. Did you like being in this special program?
  2. What did you like best about this special program?
- 

3. Did you like...

	Not much	A little	A lot
Being out of class?			
Spending time with the group leader?			
Earning prizes?			
Learning new skills?			

4. Do you feel you learned important things?

If yes, what is/are the most important things you learned?

---

5. Did you learn things that will...

	Not much	A little	A lot
Help you do better in school?			
Help you get along with other kids?			
Help you make good choices?			
Help you at home?			

6. Do you use the skills that you learned in our special program? If yes, where do you use these skills...

	Not much	A little	A lot
In class?			
With your teachers?			
With your friends?			
With other kids?			
At home?			

7. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have met?
8. Is there anything else you would like to tell me about our special program?



# Conclusion

Slides 55 - 59

- Summary
- Resources

# Summary and Resources



**Slide #55**

**[ Summary and Resources ]**

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# Summary

- Self-monitoring is an intervention for students who have a skill but need help increasing and maintaining their use of it.
- Self-monitoring requires a process for teaching the student the behavior and giving the student prompts to self-assess with feedback provided from teachers.
- Self-monitoring can be adapted for fading from another intervention or as a classroom-wide support.
- Mentoring is about building a relationship with the student and helping them become more engaged with school.
- Mentoring can be implemented in a very basic way, or in a very formal, intense way, depending upon the student's needs.

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**Slide #56**  
**[ Summary ]**

## Self-monitoring Resources

- [Step-by-Step: Teaching Students to Self-Monitor](#) by Lisa A Rafferty
- [Missouri SW-PBS workbook](#)
- [Intervention Central: How to Teach Students to Change Behaviors Through Self-Monitoring](#)
- Personal pager: <https://enablingdevices.com/product/vibrating-personal-pager/>
- MotivAider: <https://habitchange.com/motivaider.php>



**Slide #57**

**[ Self-monitoring Resources ]**

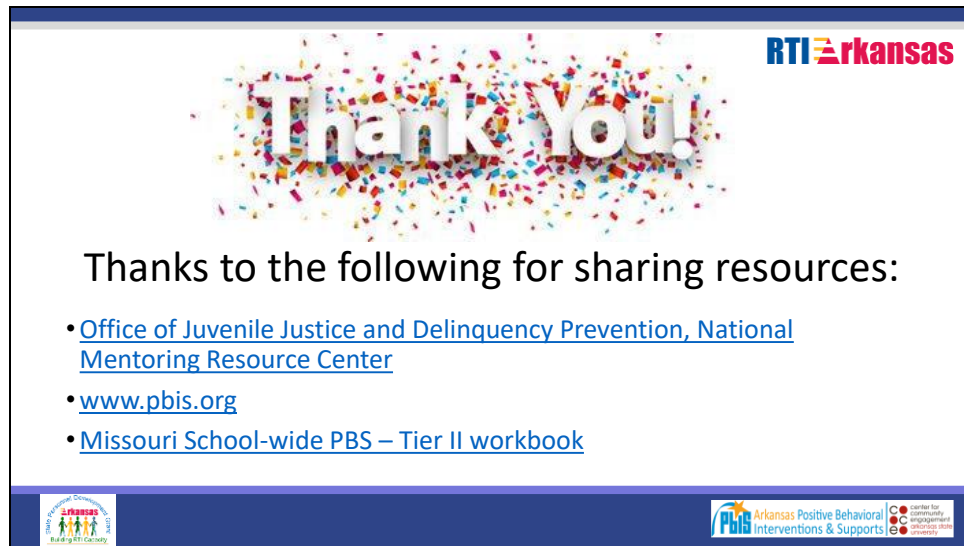
## Mentoring Resources

- [Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities: Foundations of Successful Youth Mentoring](#)
- [Enhancing Program Performance with Logic Models](#)
- [Check and Connect](#)



**Slide #58**

**[ Mentoring Resources ]**



The slide features a white background with a blue border. At the top center, the words "Thank You!" are written in a large, white, 3D font, surrounded by a cloud of colorful confetti. In the top right corner, the "RTI Arkansas" logo is displayed in blue and red. Below the confetti, the text "Thanks to the following for sharing resources:" is centered. Underneath, there is a bulleted list of three resources. At the bottom of the slide, there is a dark blue footer bar containing three logos: the Arkansas Department of Education logo on the left, the PBIS Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and Leadership at the University of Arkansas on the right.

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**Thank You!**

Thanks to the following for sharing resources:

- [Office of Juvenile Justice and Delinquency Prevention, National Mentoring Resource Center](#)
- [www.pbis.org](http://www.pbis.org)
- [Missouri School-wide PBS – Tier II workbook](#)

Arkansas Department of Education | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement and Leadership at the University of Arkansas

**Slide #59**  
**[ Thank You! ]**

**Discussion Questions:**

The following questions will help schools start thinking about the first steps involved in implementation of Self-monitoring and Mentoring interventions. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How will you identify students who could benefit from Self-monitoring? How will you train staff on this intervention?
2. What methods or devices will you use to remind students when to self-monitor? How will teachers provide feedback to the intervention coordinator? What data tools will be used?
3. How will you begin to develop a program for Mentoring? Who will do the research on programs, and how will you determine the need in your school?
4. How will you identify mentors among school staff? What criteria will you use? How will staff provide feedback on student progress in the Mentoring program?

**Homework:**

- Use the checklists provided in this module to begin planning for these additional interventions.
- Research self-monitoring devices. You may need a variety of choices depending on the needs of your students.
- Research data tools to determine what will work best for your school.
- Research mentoring programs to determine what would be a good fit for your needs and your budget.
- Identify staff who would be committed to a long-term mentoring program that may involve training.

**Resources:**

The following resources will give attendees more information on Self-monitoring and Mentoring.

- [Arkansas State University CCE PBIS Resource Center](#)
- [Missouri SW-PBS Tier II Workbook resources](#)

**Next Module:**

The suggested next module is Module 8: Collecting and Using Data for Tier II Decision Making. Other Tier II interventions are presented in Module 5: Check-in Check-out and Module 6: Social Skills Groups.