

Mentoring Relationships and Substance Use Prevention

A Panel Discussion

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Panelists:

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Susannah Dunlap- Lopez Island Family Resource Center | Program Coordinator

Moriah Candler- BBBS Southwest Washington | Community-Based Program Director



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INTRODUCTION TO MENTORING AND MENTOR WASHINGTON



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MW's ROLE IN THE COMMUNITY

- Promote mentoring best practices (*Elements of Effective Practice for Mentoring*) throughout the state.
- Provide mentoring expertise and resources to programs throughout the state.
- Partner with communities to develop mentoring programs to reach specific populations.
- Conduct basic research alongside schools and programs.



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WHAT IS A MENTOR?

A Mentor IS a/an...	A Mentor is NOT a/an....
Listener	Surrogate parent
Friend	Tutor
Motivator	Savior
Coach	Psychologist
Advocate	Rescuer
Companion	ATM machine
Supporter	Social worker
Networker	Disciplinarian
Resource researcher	One way street
Door opener	A cure all or silver bullet
Partner	All knowing
Accept-er	Judge



TYPES OF MENTORING

Formal

Young person is paired up with an older individual through a formal program.

- School-based
- Community-based
- Site-based
- Programs that are larger youth service organizations.

Informal

Young person engages in a valuable relationship with a positive older individual in their community.

- Teachers
- Coaches
- Barbers/Beauticians
- Friend's parent
- Co-Workers



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LANDSCAPE OF MENTORING IN WA

- **Locations:** out in the community, school, site
- **Relationships:** 1:1, 1:2-5, 2:1, 2:2-5
- **Lengths:** 12-18 mos., school year, summer, 8 weeks
- **Purposes:** academics, substance abuse prevention, positive behavior, sense of community, support, violence prevention
- **Size:** 5 to 1,700 youth
- **Mentors:** adults, older youth, and peers
- **Focused populations:** BIPOC and Tribal youth, refugee youth, mental health recipients, HIV/Aids, youth attending behavioral health treatment
- Stand alone or site-specific locations (clubs, work, school, etc.)
- Amount of mentoring: 2-4 times a month for 2 hours each meeting (2/week), summer only, 2 weeks in the wilderness, etc.



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Funhouse Commons

GONZAGA
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TOGETHER!



RAINIER ATHLETES



evergreen
OLYMPIA, WASHINGTON



Nisqually Indian Tribe
Squally-Absch

People of the river, people of the grass



4C COALITION
clergy • community • children • youth coalition



Renton
SCHOOL DISTRICT
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**U DISTRICT
Foundation**



**Communities
In Schools**
Spokane County



PHENOMENAL SHE
MENTOR, EDUCATE & EMPOWER



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BOYS & GIRLS CLUBS
OF SKAGIT COUNTY

WHY MENTORING RELATIONSHIPS?



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WHY MENTORING?

- *Significant* reduction in symptoms of depression¹
- 46% *less likely to start using illegal drugs*²
- 27% *less likely to being using alcohol*²
- Are 36% *less likely to skip school*²
- Are 45% *more likely to enroll in post-secondary* vs. 27% of non-mentored peers¹
- Complete more homework assignments and show increased grades¹
- Express a greater desire and expectation to attend college (76% of mentored youth vs 56% of their peers)¹
- Are inspired to lead others (51% vs 22% of their peers)¹

1. MDRC- The Role of Risk, 2013 (<https://www.mdrc.org/publication/role-risk>)

2. BBBS Impact Survey, 1995 (<https://www.bbbs.org/research/>)



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SI DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

- **Express Care** Show me that I matter to you
- **Provide Support** Help me complete tasks and achieve goals
- **Challenge Growth** Push me to keep getting better
- **Share Power** Treat me with respect and give me a say
- **Expand Possibilities** Connect me with people and places to broaden my world

NOTE: Relationships are, by definition, bi-directional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

<https://page.search-institute.org/relationships-first>

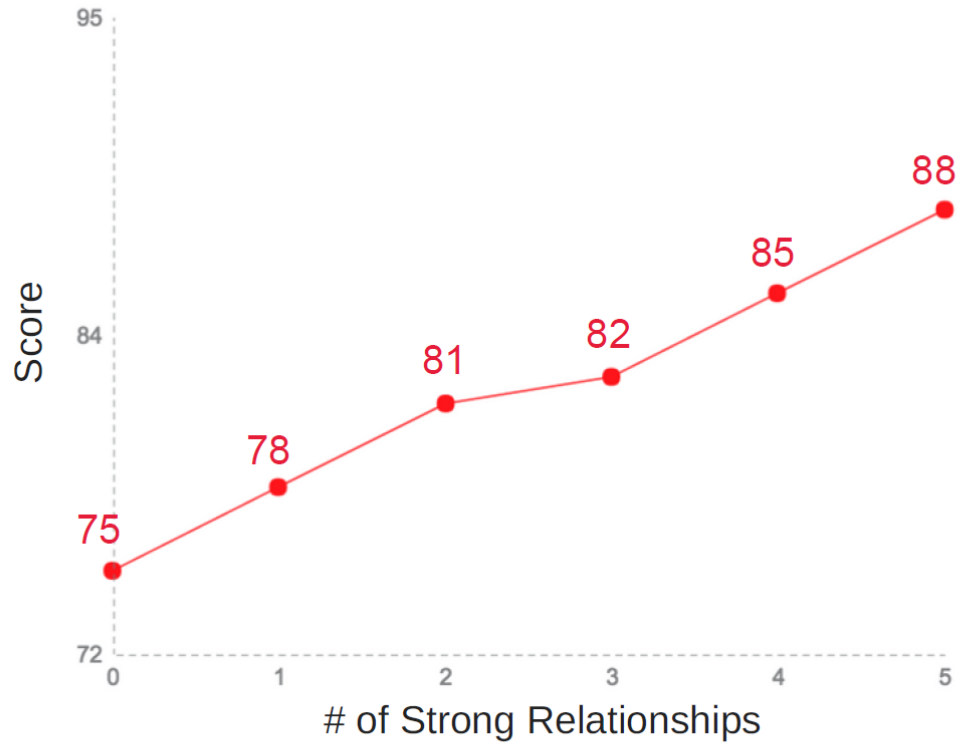
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Socio-Emotional Skills

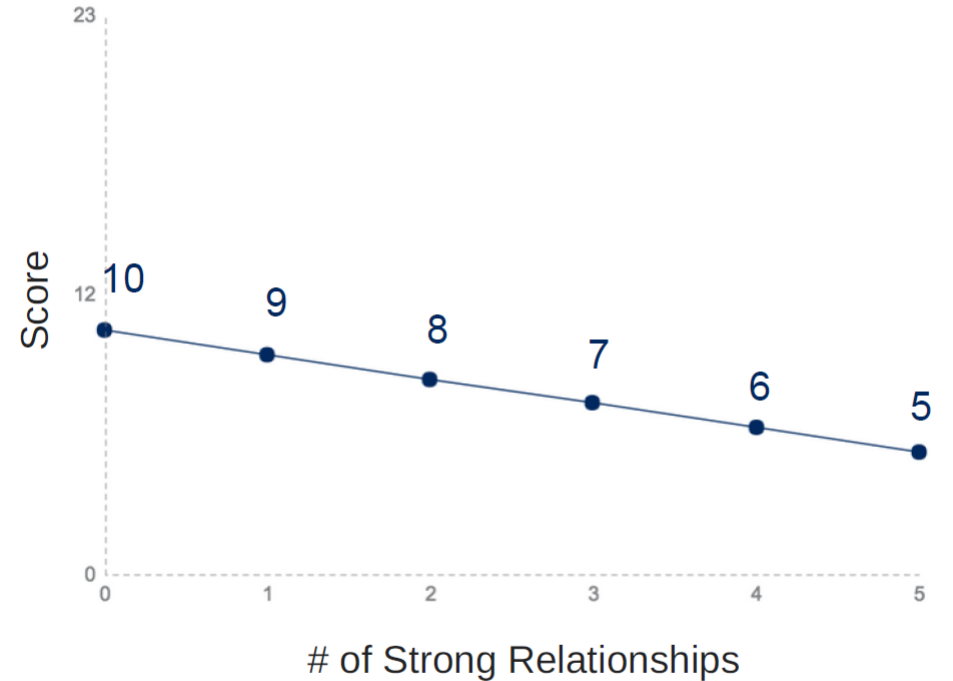
Recognize and respect other people's feelings, and are good at making and keeping friends.



The average score (1-100) that youth report on measures of socio-emotional skills.

High-Risk Behaviors

Engage in high-risk behaviors, such as alcohol use, tobacco use, or violent behaviors.



The average score (1-100) that youth report on measures of high-risk behaviors.

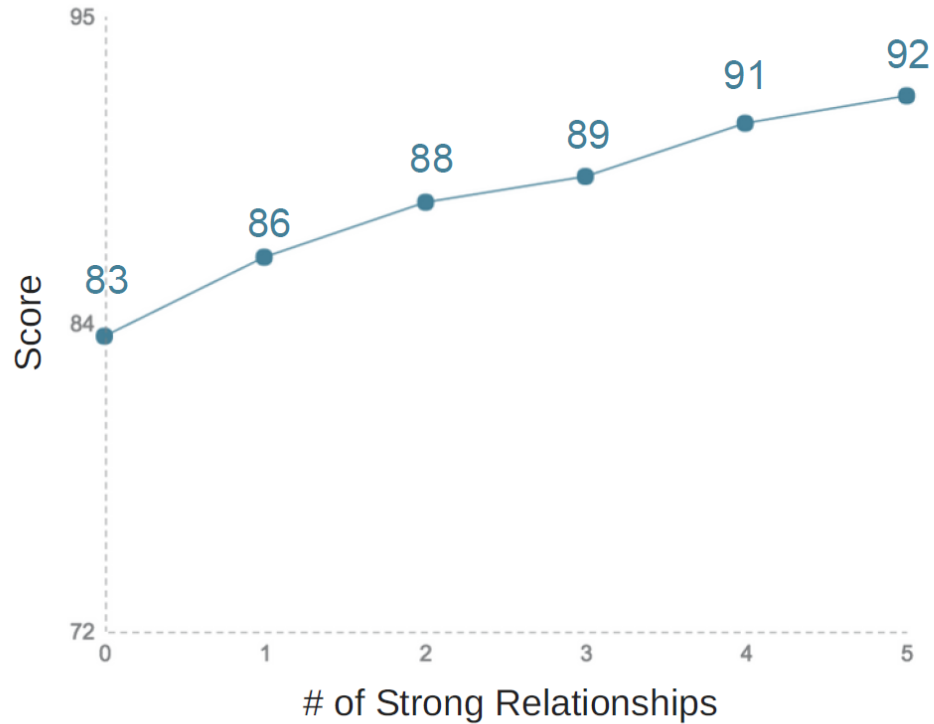
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■ Academic Motivation

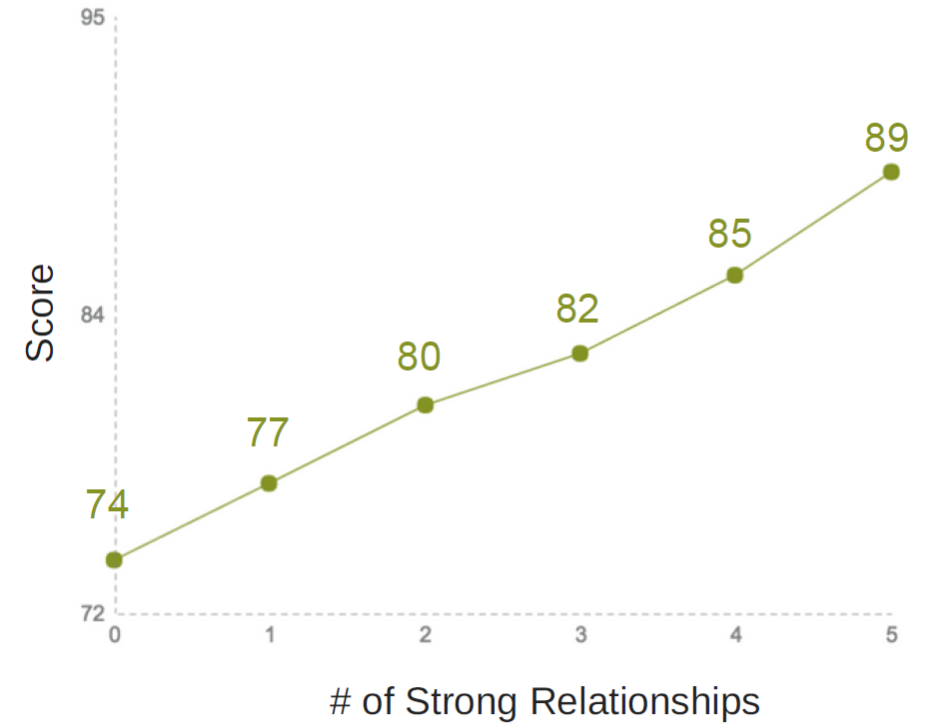
Care about how they do in school, and try as hard as they can to do their best work.



The average score (1-100) that youth report on measures of academic motivation.

■ Responsibility

Take responsibility for their own actions, and do their best even on tasks they don't like.



The average score (1-100) that youth report on measures of responsibility skills.

<https://page.search-institute.org/relationships-first>



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POSITIVE YOUTH DEVELOPMENT OUTCOMES

- Avoided use of illegal substances
- Reduced/absence of contact with juvenile authorities
- Avoided violence
- Avoided early parenthood
- Identity development
- Increased school attendance and success
- Increased post-secondary enrollment
- Reduced symptoms of depression
- Improved social functioning
- Increased civic engagement

TRAUMA-INFORMED CARE AND MENTORING

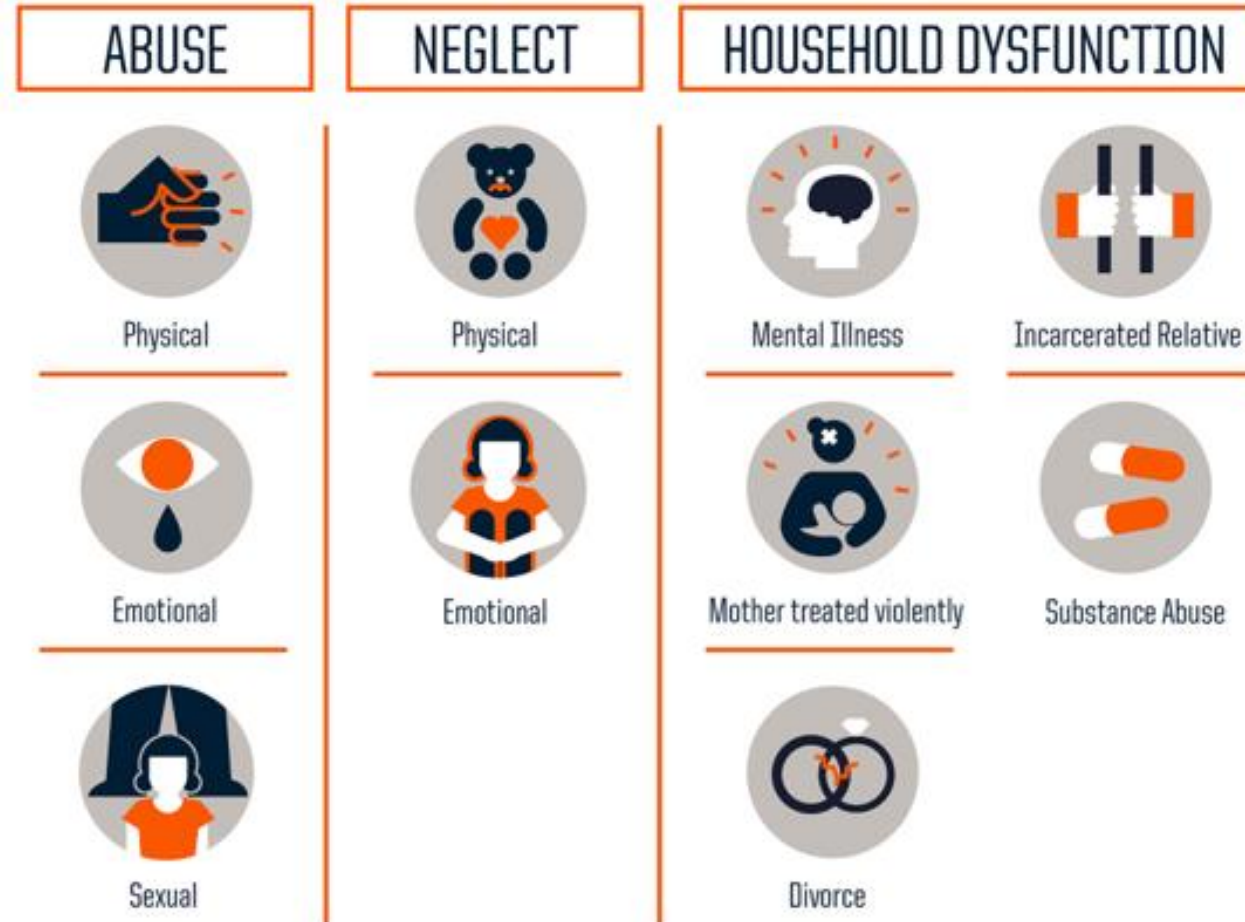


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ACE CATEGORIES





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BEHAVIORS

ELEMENTARY SCHOOL CHILDREN

- Becoming anxious or fearful
- Feeling guilt or shame
- Difficulty concentrating
- Hard time sleeping

MIDDLE AND HIGH SCHOOL YOUTH

- Feeling depressed or alone
- Developing eating disorders or self-harming behaviors
- Beginning to abuse substances
- Becoming sexually active



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TRAUMA-INFORMED

A framework that understands, recognizes, and responds to the effects of trauma on individuals.

Emphasizes both physical and psychological safety for everyone involved.

Switches from “What is wrong with you?” to “What happened to you?”



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TRAUMA-INFORMED ORGANIZATIONS

- ✓ Realize the widespread impact of trauma.
- ✓ Recognize the signs and symptoms of trauma in clients, families, and staff.
- ✓ Integrate knowledge about trauma into policies, procedures, and practices.
- ✓ Work to actively avoid re-traumatization.



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CONSIDERATIONS FOR MENTORING

EXPRESS CARE

Trauma-Informed Considerations (trauma is directly connected to race/culture)

Be dependable - Be someone I can trust

Abandonment is often a huge challenge for trauma survivors. They may be expecting you to abandon them. Prove them wrong. Be trustworthy.

Listen - Really pay attention when we are together

When dealing with a youth who is highly dysregulated, this may mean listening when they “vent” in a manner and with language you don’t approve of. Listen anyway.

Believe in me - Make me feel known and valued

This may be difficult if you are mentoring a youth whose traumatic experiences have begun to define them. Remember that their behavior is a symptom of trauma, not who they are. Accept them “as-is.”

Be warm - Show me you enjoy being with me

Be thoughtful about how you show “warmness.” Being exposed to overly expressive/caring behavior and language can actually be triggering for a trauma survivor.

Encourage - Praise me for my efforts and achievements

See efforts to survive and cope with trauma as positive even when they are “acting out” behaviors and help them see the same. As you develop rapport you can propose healthier alternatives to coping. Be careful not to only praise achievements and successes.

From Search Institute’s Developmental Relationship Framework



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SHARE POWER

Trauma-Informed Considerations (trauma is directly connected to race/culture)

Respect me - Take me seriously and treat me fairly

Avoid labeling (bad, at-risk, unfortunate, victim, Etc.) Remember that acting out behavior is a youth's way of communicating feeling. Don't make your respect contingent on them "acting right."

Include me - Involve me in decisions that affect me

Remember that they were/are powerless in situations of neglect, abuse, etc. Including them in decisions helps to empower them. Having control is often comforting. Always facilitate choice and control.

Collaborate - Work with me to solve problems and reach goals

Ensure you are working on what the youth identifies as their goals, not your goals for them. Otherwise, you are being controlling which can retraumatize

Let me lead - Create opportunities for me to take action and lead

Let them define their success. This gives them the power to choose as well as practice using their voice.



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PROVIDE SUPPORT

Trauma-Informed Considerations (trauma is directly connected to race/culture)

Navigate - Guide me through hard situations and systems

Don't judge or label them because of their challenges or experiences. Consider where you are on the relationship journey and always ask for permission to guide. Do things with them, not for them.

Empower - Build my confidence to take charge of my life

Remember to ask questions rather than give answers. Remind them of their power to choose and acknowledge that they have not had power in the traumatic experiences they encountered. Balance focus on academic success and drug use prevention encouraging physical, emotional, and spiritual health.

Advocate - defend me when I need it

In cases of significant acting out behavior, remember that the behavior is a symptom of the trauma. When advocating for them, help others understand this as well. Being an advocate may include referring for services, collaborating with others involved with them and their family, and helping them understand services and systems the family is involved with.

Set boundaries - Put in place limits to keep me on track

Communicate boundaries with sensitivity as they can be perceived as harsh and hurtful.

[From Search Institute's Developmental Relationship Framework](#)



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EXPAND POSSIBILITIES

Trauma-Informed Considerations
(trauma is directly connected to
race/culture)

Inspire- Inspire me to see possibilities
for my future

Broaden horizons - Expose me to new
ideas, experiences, and places

Make sure that in introducing new ideas
and possibilities that you are not judging
or belittling the visions and perspectives
they currently have. Watch your
language. Identify and build on their
strengths. Be thoughtful about your
timing for these actions. Rapport and
trust must be in place first.

Connect - Introduce me to more people
who can help me grow

Be thoughtful about possible triggers
that may arise when introducing them to
others. Also consider how you can
facilitate the introduction in a helpful
manner.

From Search Institute's Developmental Relationship
Framework



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CHALLENGE GROWTH

Trauma-Informed Considerations
(trauma is directly connected to race/culture)

Expect my best - Expect me to live up to my potential

Don't lower your expectations just because they have been through a lot. They are not what happened to them. They need empathy, not pity.

Stretch - Push me to go further

Vacillate between gentle and stern. Gauge where they are in the moment and where you are in the relationship to gain insight as to what stretching them looks like. Help them understand that you are challenging them because you believe in them and see their abilities and potential and help them identify and build on their resilience. Remember there is often challenges with esteem because of the trauma.

Hold me accountable - Insist I take responsibility for my actions

Be very thoughtful about the approach and language you use in holding them accountable. Ensure you are including complimentary language about strengths when giving constructive criticism.

Reflect on failures - Help me learn from mistakes and setbacks

From Search Institute's Developmental Relationship Framework

PANEL DISCUSSION



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PANELISTS



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Mentoring & Prevention during COVID-19



Organizational Opportunities

- Become local point of contact for COVID-19 protocols.
- Build and support a [Resilient Workplace](#).
- Expand our “site” to include: interactive online, local businesses, [outdoors](#), school & community partners.
- Expand our own learning circles, communication and collaboration with funders, advocates, peers, and community.
- Operationalize equity: JEDI



Community Opportunities

- Destigmatize lived experiences of trauma, mental health and substance (ab)use.
- Model self-care, prevention and resiliency.
- Destigmatize hunger, poverty and struggle for self-sufficiency.
- Increase food security systems.
- Build a generation of public health advocates.
- Commit to equity and racial justice.



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Dual Approach to Trauma-informed Mentoring and Prevention

Mentors

- Help Mentors meet basic needs.
- Develop safe and accurate COVID-19 Mentoring protocols.
- Emphasize consistency.
- Provide structured activities: [tandem](#), [virtual](#) and [group](#).
- Provide formal training and informal learning.
- Provide clinical supervision.
- Create a space to practice self-care and sharing.
- Provide accessible SEL classes, sessions or education.



Mentees

- Help Mentee and Mentee meet basic needs.
- Expand opportunities to engage.
- Expand small group sessions in addition to one-on-one.
- Create a space to practice self-care and sharing.
- Create an appropriate space for parent/guardian involvement.
- Provide mental health support services and intervention.
- Expand support services to whole family when necessary.
- Provide accessible SEL classes, sessions or education.
- Listen to Youth!





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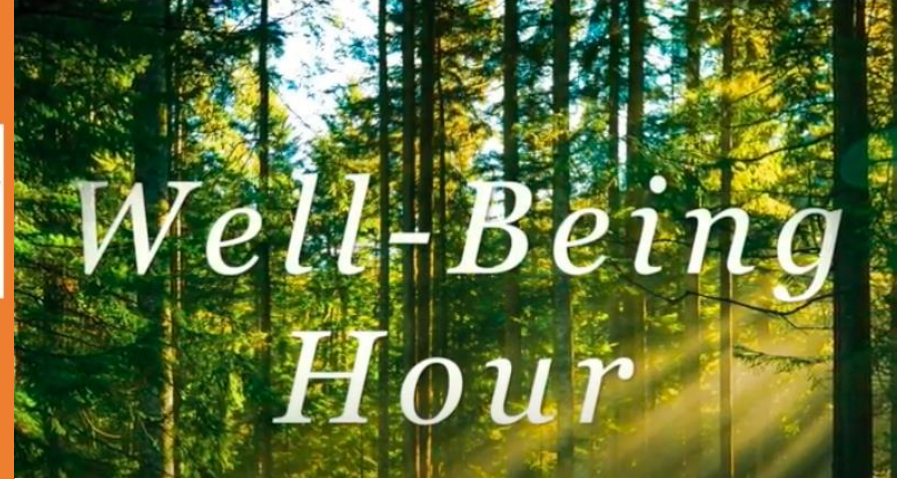


Mentoring Virtual Cupcake Social 2020



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♥ Thank You ♥



Well-Being Hour

BIG BROTHERS BIG SISTERS OF SOUTHWEST WA

Mission: Create and support one-to-one mentoring relationships that ignite the power and promise of youth.



Why, How, Who, What?



Why Mentor? Statistics show that every successful youth had at least one caring adult in their life.* That adult could be a parent/guardian, coach, teacher, counselor, or mentor. We believe the more support that youth have, the better!

How Safe is it? Mentors and families are screened, interviewed, trained, and assessed before being accepted. All parties are supported throughout their time in the BBBS program.

Who are Mentors? There is no “Mentor type”—we need all kinds of mentors for all kinds of kids.

What is a Mentor’s Role? Mentoring is about building a supportive relationship—that comes through time, shared experiences, and conversations. Mentors are friends who have an adult perspective and support.

* <https://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf>



FAMILIES AND PROGRAMS

The Families

- Community youth
 - Thurston, Mason, Lewis, Grays Harbor and Pacific Counties
- No cost to participate
- Youth ages 5-18 **matched up to 24 yrs old*
- Caring families who reach out to BBBS for extra support
 - Most are self-referral
 - 76% of children enrolled receive free or reduced lunch
 - 74% live in a single parent/guardian or foster home

The Programs

- Site-based
 - MentorU
- Community-based
- Military Mentoring
- Bigs with Badges

Minimum commitment: one year

Goal commitment : through Little's high school graduation or 24th birthday.



WHAT IMPACT DOES BBBS MAKE?



- After one year in the program:
 - 69% of Littles felt socially accepted by their peers
 - 94% of Littles are confident they will finish high school
 - 99% of Littles avoided risky behavior



Youth Services of Kittitas County

Mission: We Mentor Youth in Kittitas County

Vision: Every child in Kittitas County will reach their full potential.
We support youth by connecting them with trusted adults.

Programs we offer:

- One on one youth mentoring (Community & School)
- Career/Vocational mentoring
- Youth Leadership Advisory Board
- Cascade Prevention Coalition (CPWI)

Visit us @ www.youthserviceskc.org



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DISCUSSION QUESTIONS

How is your organization working to help prevent substance use in the communities and youth you serve?



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DISCUSSION QUESTIONS

How have you incorporated Trauma-Informed Practices to better support the youth, mentors, and your staff?

QUESTION & ANSWER



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RESOURCES

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