

Focus on Tier 2 Small Group Intervention

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IT'S ABOUT MEETING STUDENT NEEDS



“What is the student trying to tell us?”



Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

***Culturally
Knowledgeable***
Staff



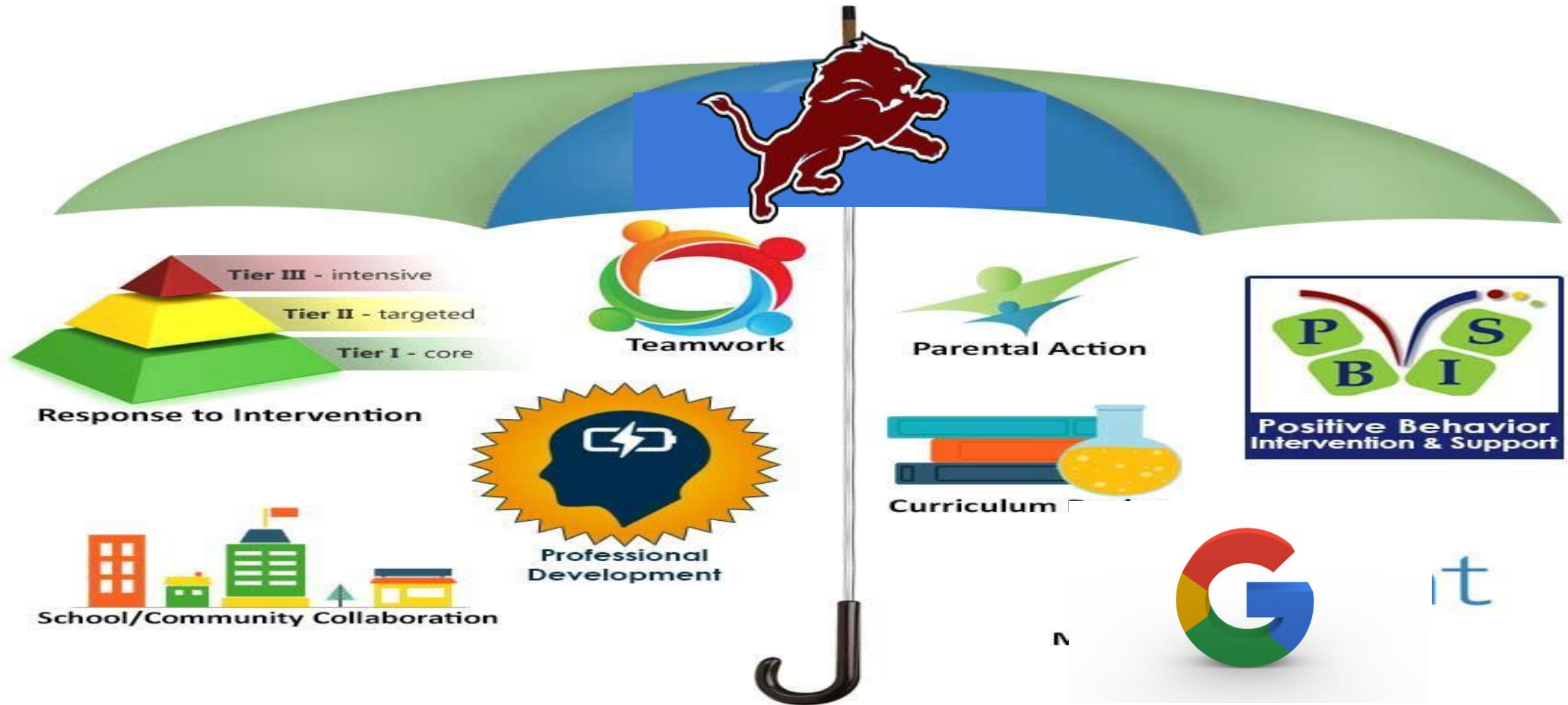
Culturally Valid
Information for
Decisions

Culturally Relevant & Effective
Instruction

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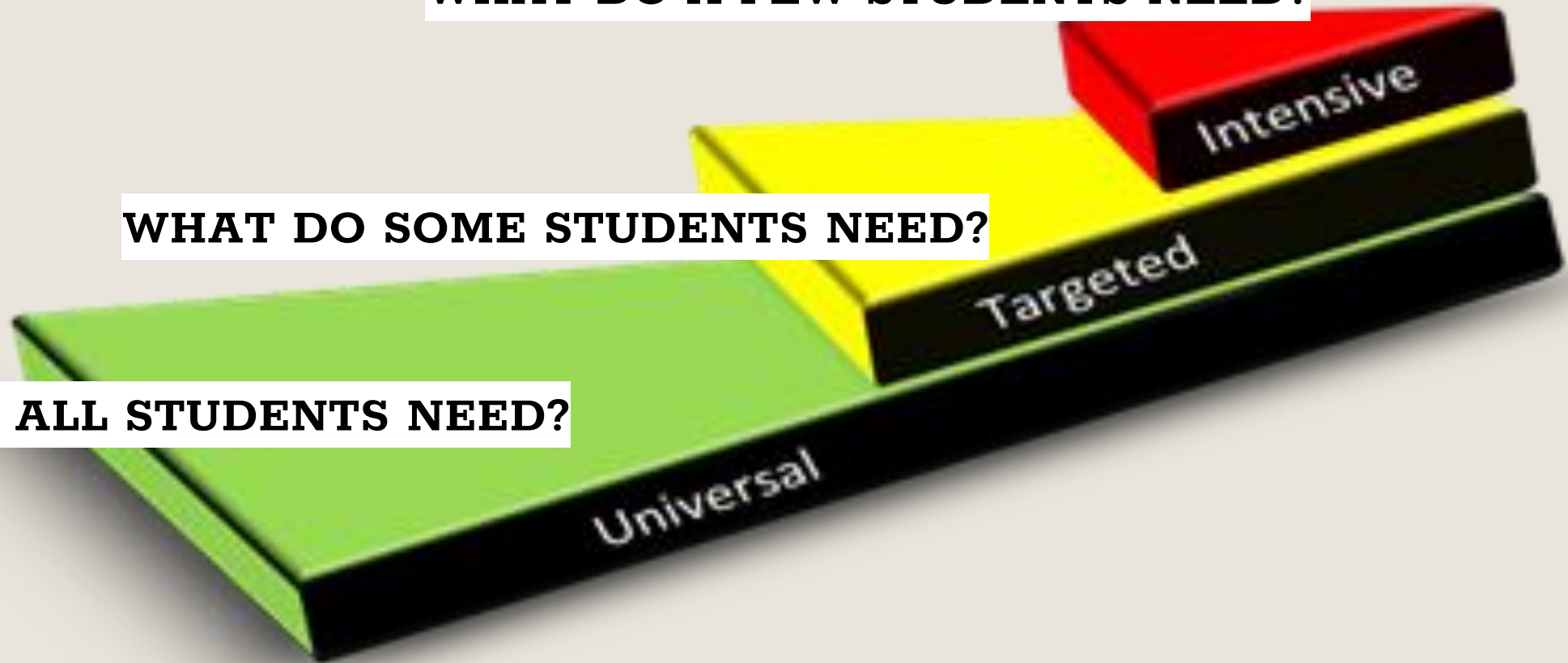
What lives under the MTSS Umbrella



WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?



TIER 2-FOR SOME STUDENTS

Data-informed meetings

- Review team and process team
- Focus on targeted group intervention
- Review team weekly-review RFAs and decision rules
- Process team every 8 weeks-**Progress Monitoring of intervention, not students**



Tier 2 Interventions

Continuum of Groups: Why Try, social skills

Mentoring: Hobart College, Leadership Class, Teacher to student mentoring

Academic Interventions: AIS Reading/Math, Academic Seminar, IReady

Community Services: 3 full-time counselors from community agencies in house

Check in Check out: 1st Tier 2 intervention for most students



Best Practices

Next
Exit



TIER 1 Programs

How to Adult

SW-PBIS

Second Step

Botvin's Life Skills

Project Success

RRR

Incredible Years

TIER 2 Interventions

Primary Project

NYS Mentoring

Check In/ Check Out

FACT

Why Try

Goal Attainment Scaling

TIER 3 Interventions

Wrap/Renew

YAP Mentoring (before
involvement with court)

PINS

Satellite MH Office in School
Building

@jfantigrossi



4528 to 2361



Melinda Sanderson,
Regional Director
NYS Mentoring Program





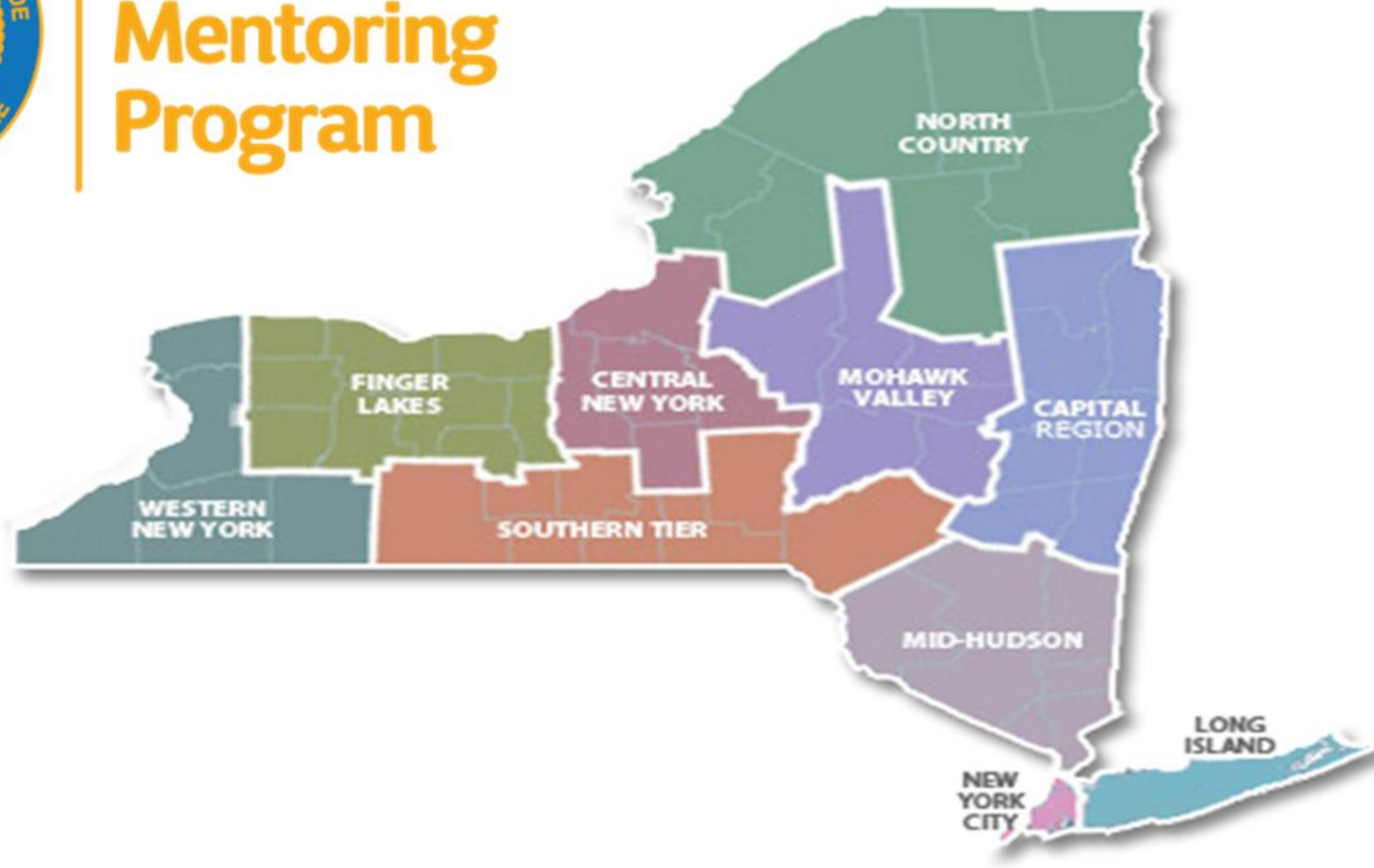
**Office of Children
and Family Services**

New York State Mentoring Program

New Mentor Training



New York State Mentoring Program



The New York State Mentoring Program

The New York State Mentoring Program began in 1984, founded by the late Governor Mario Cuomo and former First Lady, Matilda Raffa Cuomo.

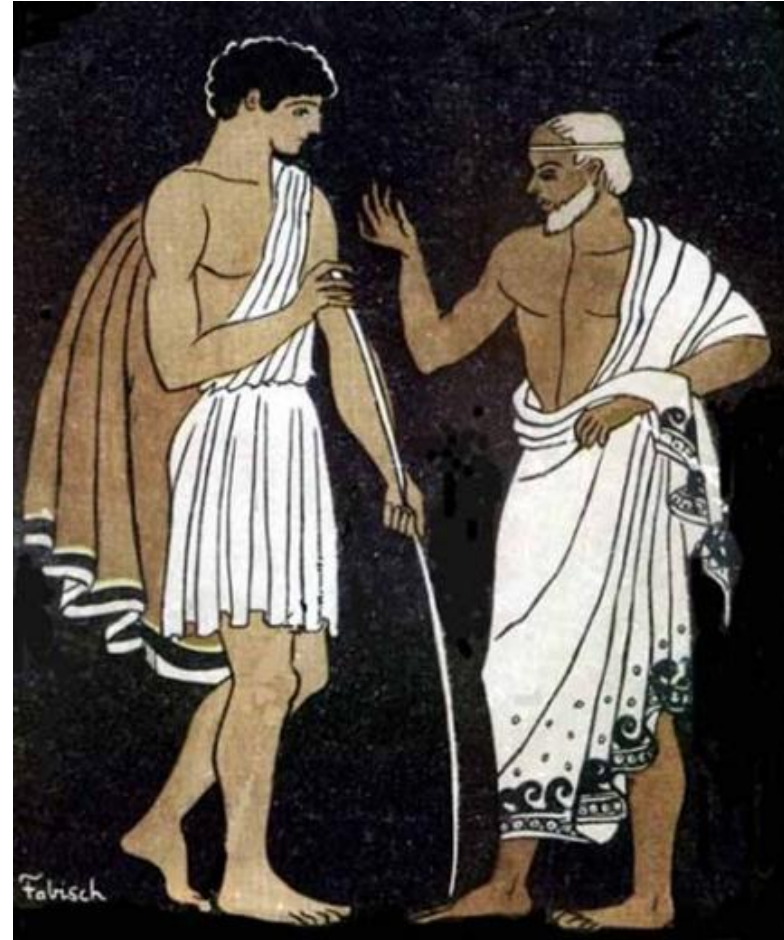
Over 10,000 students received mentoring during the program's decade-long tenure. Since that time, Mrs. Cuomo has continued to be a world-renowned champion of mentoring programs for all youth.

In 2015, Governor Andrew Cuomo announced the relaunch of the New York State Mentoring Program, which is once again led, pro bono, by Chairwoman Matilda Raffa Cuomo.



The History of the Term “Mentor”

‘Mentor’ comes from Homer's *Odyssey*. Odysseus, King of Ithaca, leaves home to fight the Trojan War and entrusts the care of his household to a friend. This friend, Mentor, would serve as a trusted advisor and overseer to Telemachus, the son of Odysseus.



The Definition of Mentoring

Men-toring (*n*):

A structured and trusting relationship that brings a young person together with a caring individual who offers guidance, support and encouragement aimed at developing the competence and character of the mentee



Program Overview

School-Based Programming

- Same location, time and day
- Commitment of one academic year
- 1-to-1 matches
- Evaluate progress
- Session support & supervision
(Site Coordinator)



Site Coordinator

- Mentors first point of support
- Present at every session
- Helps ensure a positive experience
- Will help facilitate sessions and occasional group activities



Role of a Mentor

Characteristics of a Mentor

What are the characteristics of a good mentor?

Role of a Mentor

Characteristics of a Mentor

What are the characteristics of a bad mentor?

Mentoring Strategies

Active Listening

Physical

- Eye contact
- Body language
- Facial expressions

Verbal

- Asking clarifying questions
- Minimal encouragement (e.g., Oh? Mmhm, Ahh)



Role of a Mentor

A Mentor's role is NOT:

Teacher

Therapist

Parent

ATM



Role of a Mentor

A Mentor's role is NOT:

Teacher However, there are teachable moments.

Therapist That doesn't mean that you can't give some friendly advice

Parent Be caring, nurturing, protective, give them your attention and time

ATM Your gift to your student is your presence; not your presents



Role of a Mentor

Mentor Do's

- **Do** listen. Function as a sounding board for questions and ideas.
- **Do** guide. Mentors help their mentee find a life direction that works for them, without pushing them.
- **Do** be supportive. Encourage a mentee in learning and in self-improvements.
- **Do** provide a **SAFE SPACE**.



Role of a Mentor

Mentor Do's

- **Do** notify your Site Coordinator of any upcoming or last-minute absence from a session
- **Do** allow a second student to join you for a session if a fellow mentor is absent
- **Do** bring age-appropriate games that you may want to play with your student
- **Do** be in a good mood when you enter the parking lot

Role of a Mentor

Mentor Don'ts

- **Don't** expect to have instant rapport with your mentee. All kids will react and behave differently
- **Don't** *tell* them what to do. Use a suggestive or encouraging approach
- **Don't** be afraid to admit that you don't know an answer. This can be a good learning opportunity
- **Don't** be lenient in order to be liked – it won't earn respect and won't provide needed structure



Role of a Mentor

Mentor Don'ts

- **Don't** follow students into the hallways or around the room.
Allow them to move freely.
- **Don't** feel you need to force conversation with students.
Mirror their energy level and mood.
- **Don't** let students win games or break rules. Winning and losing appropriately are good teaching moments.
- **Don't** restrain students or physically intervene in reaction to negative behavior.

Boundaries

Respecting Students' Boundaries

1. Always be mindful of the questions you ask.
2. Always be mindful of the comments you make.
3. Always be mindful of the way you interact with your student.



Boundaries

Respecting Your Personal Boundaries

1. Don't answer questions you are uncomfortable answering.
2. Students must interact respectfully with you.
3. Any time you are uncomfortable, you must let the site coordinator know how you feel.

Red Flags

Indicators of a Red Flag

There are three distinct actions that constitute a Red Flag:

Student is planning to hurt him or herself



Student is planning to hurt someone else

Student is being abused or neglected



****Immediately tell the Site Coordinator****



Closure

A Break in Mentoring

At the end of the year, the program will create an opportunity to celebrate the year together and to bring closure to the mentoring relationship

Returning mentors and students will stay matched together if they both wish to continue

*****Do not promise a student you will return the following school year*****

Thank you for being a mentor!



New York State Mentoring Program

<https://www.ny.gov/programs/new-york-state-mentoring-program>



Office of Children
and Family Services

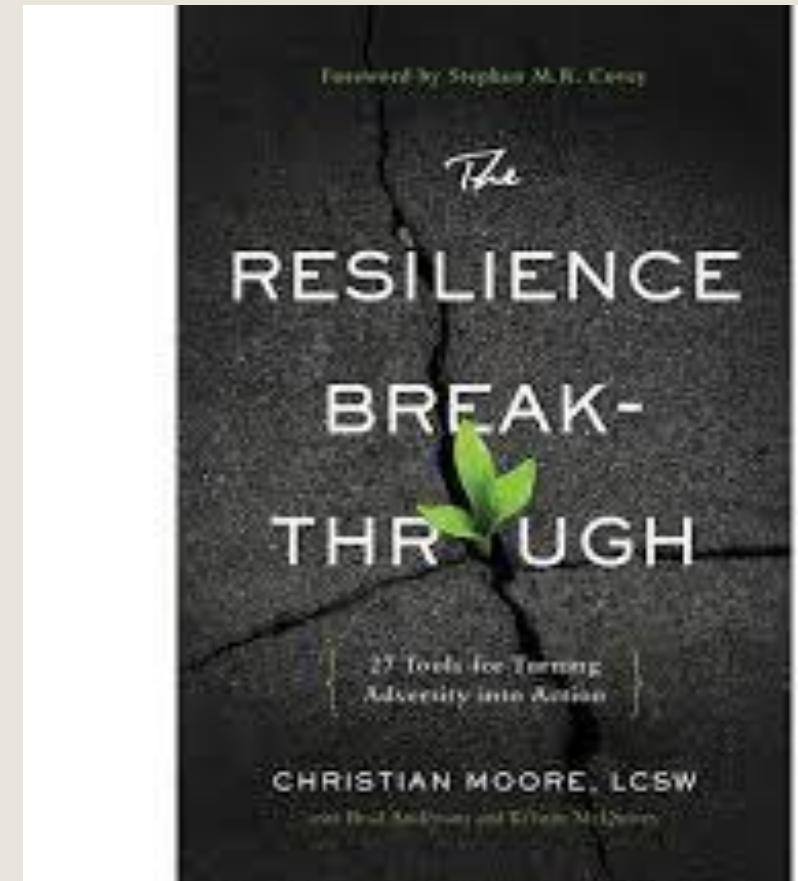
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The Resilience Break-Through (C. Moore)

- Adversity and Anger = Fuel
- Flip the Switch
- 4 types of resilience
 - Relational
 - Street
 - Resource
 - Rock Bottom



Relational Resilience

- Others depend on you
- Draw strength from others
- Loneliness is a powerful enemy of resilience
- “Everyone needs to be needed by someone.”



Street Resilience

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- Channeling your emotions, instead of letting your emotions use you
- Use disrespect, discrimination, or regret for good, no matter the circumstances.
- Thriving on mistakes



Resource Resilience

- Resilience can be increased by tapping into resources you currently possess
- Realization that you have undeveloped talents and untapped capabilities
- What are you doing when you are feeling most fulfilled?



Rock Bottom Resilience

- Ability to flip the switch when you're at your lowest point
- Believe in your ability to change your circumstances , combat hopelessness, and fight on
- “Losing in the past does not equal losing in the future.”

Focused Skills Groups

- Review Data from Universal Screener
 - COMET K-2
 - SRSS 3-6
- Form groups focused on specific, identified skills
- Reassess after 8 weeks
- Up, Down, or Different



Thanks for joining us!

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