



Mentoring Program

For Mentoring Justice-Involved Youth



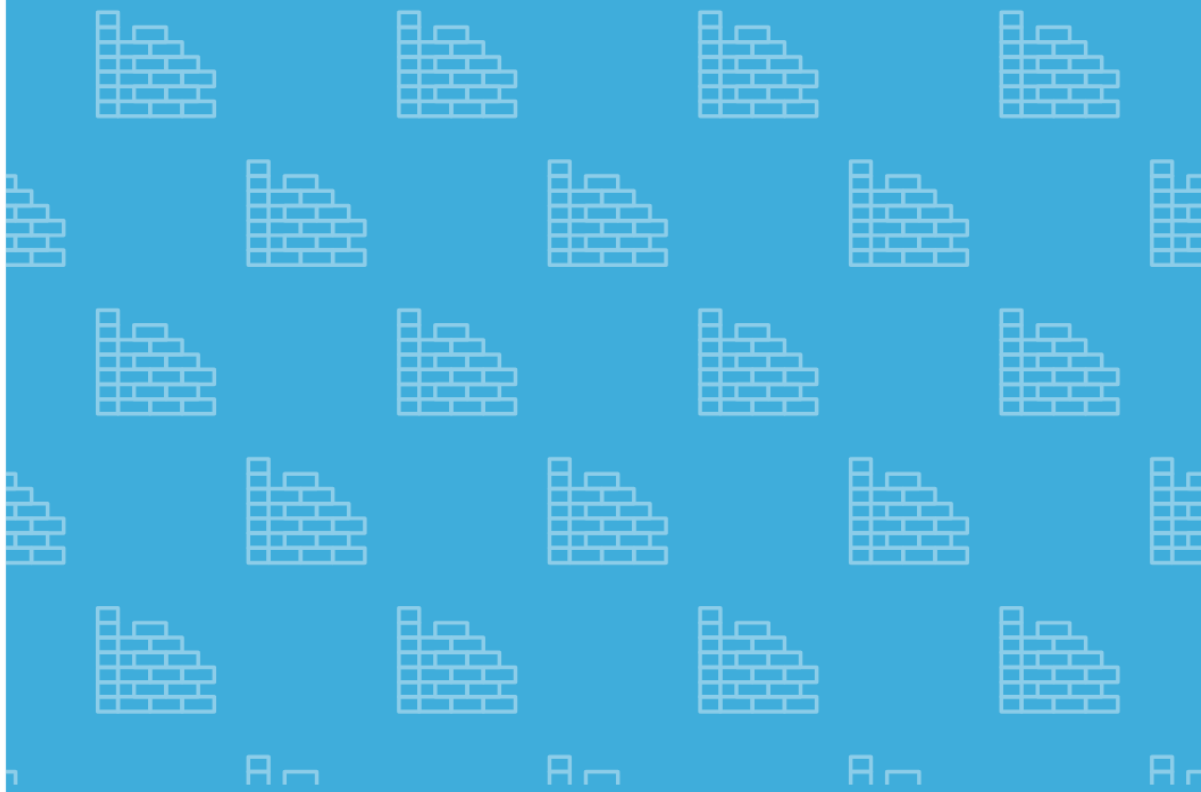
TABLE OF CONTENTS

INTRODUCTION	1
I. BASICS OF MENTORING	0
1. What is mentoring?	0
2. Mentoring models and program types	0
3. Relationship styles	2
II. MENTORING FOR YOUTH IN CONFLICT WITH THE LAW	9
1. Effectiveness / Benefits	9
2. Special considerations for a successful mentoring program	9
2.1. Program planning	10
2.2. Program implementation	10
2.3. Program evaluation	11
III. SETTING UP THE MENTOR+ PROGRAM - A STEP BY STEP FOR PROGRAM MANAGERS	13
1. Planning (needs analysis, program's purpose, objectives, mentoring model)	13
1.1. Purpose	13
1.2. Objectives	13
1.3. Mentoring model	14
2. Mentor / mentee recruitment and selection	16
2.1. Recruitment of mentors	16
2.2. Selection and screening of mentors	16
2.3. Selection and screening of mentees	18
3. Orientation and training	23
3.1. Mentor training	23
	1

3.2. Mentee training	24
4. Matching & initiating the relationship	25
4.1. Matching process	25
4.2. Mentoring relationship	26
5. Supervision, Support & Retention	26
6. Closure, recognition and evaluation	26
6.1. Evaluation model	27
6.2. Child Protection Policy	31
IV. REFERENCES	34

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INTRODUCTION



INTRODUCTION

Mentor+ mentoring program aims to support young people in conflict with the law to overcome ‘tempting stops’ in a way that reduces their negative impact on their individual development (e.g., substance use, gang affiliations, theft, school dropout). The program promotes self-awareness, self-efficacy, resilience, empathy alongside helping to develop effective, positive decision-making processes (Allbright, Hurd & Hussain, 2017; Kracker, et.al, 2006; Schwartz & Rhodes, 2016). It refers to a series of activities that are designed to address risk factors that have a high potential to cause a person commit crime.

More precisely, Mentor+ mentoring program targets youth in conflict with law, using a methodology based on the principles of non-formal education and experiential learning. As such, it can take the form of individualized or group intervention, featuring educational methods, life-skills training, counseling as well as other activities that have the potential to support the psychological, emotional, and psychosocial development of the recipients of the intervention (Jolliffe, Farrington, Piquero, Loeber, & Hill, 2017; Besemer, Farrington, Bijleveld, 2017).

This document is structured in three parts: *I - Basics of Mentoring* presents the key elements of mentoring; *II - Mentoring for youth in conflict with the law* reflects on the specificities of mentoring in the juvenile justice context; and *III - Setting up the Mentor+ Program* details the step-by-step approach to effectively implement the Mentor+ program, being structured in the main steps or components of a mentoring program for youth in conflict with the law:

- Planning
- Mentor / mentee recruitment and selection
- Orientation and training
- Matching & initiating the relationship
- Ongoing supervision and support
- Closure, recognition and evaluation

I. THE BASICS OF MENTORING



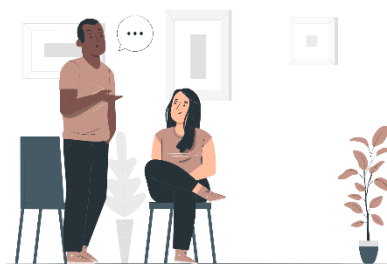
I. BASICS OF MENTORING

1. What is mentoring?

There are numerous definitions of what mentoring is. In an attempt to summarize and provide a definition that would encompass the main components of mentoring, Tolan et.al's (2014) definition will be used. According to Tolan et.al, (2014, p. 2) mentoring involves “a relationship between two individuals based on a mutual desire for development toward career goals and objectives”. Mentoring can be defined by the following four characteristics:

- Interaction between two individuals over an extended period of time.
- Inequality of experience, knowledge or power between the mentor and mentee (recipient) with the mentor possessing the greater share.
- The mentee being in a position to imitate and benefit from the knowledge, skill, ability or experience of the mentor.
- Absence of the role inequality between provider and recipient that typifies most helping or intervention relationships where the adult is in authority over of directing expertise toward the child in need of teaching or specific help.

2. Mentoring models and program types



One-on-One Mentoring: Traditional one-on-one mentoring involves pairing a single mentor with a mentee to establish a supportive and nurturing relationship. This model focuses on personalized attention, individualized support, and the development of a deep and trusting bond between the mentor and mentee (DuBois & Karcher, 2005; Rhodes & Dubois, 2006). One-on-



one mentoring programs have been witnessed to enhance academic performance, social-emotional development, and overall well-being in mentees (Rhodes, 2005).

Peer Mentoring: includes pairing mentees with more experienced peers who provide guidance and support. This model harnesses the power of shared experiences and mutual understanding. Peer mentoring programs have been particularly successful in educational settings, where older students mentor younger students (Johnson, 2013, Creany, 2020). Peer mentoring fosters a sense of belonging, promotes engagement, and facilitates the development of leadership skills in both mentors and mentees (Buck, 2018; Spencer, et.al, 2019).

E-mentoring: E-mentoring, also known as online mentoring or virtual mentoring, utilizes technology to connect mentors and mentees remotely. This model offers flexibility and convenience, breaking down geographical barriers and enabling mentorship across distances. E-mentoring programs have demonstrated positive outcomes in various domains, including career development, academic achievement, and social support (Crisp et al., 2010). E-mentoring allows for ongoing communication, resource sharing, and access to a diverse range of mentors (Shrestha, et.al, 2009).

Group Mentoring: involves a mentor working with a small group (max 6) of mentees simultaneously. This model encourages peer interaction and support while still benefiting from the guidance and expertise of a mentor. Group mentoring programs provide opportunities for mentees to learn from each other, develop social skills, and build a sense of community (Herrera et al., 2007; Dubois, et.al, 2011). Group mentoring has been found effective in improving self-esteem, reducing risk behaviors, and promoting positive peer relationships (Kuperminc et al., 2011).

School-based Mentoring: these types of mentoring programs are implemented within the school environment, where mentors and mentees interact regularly during school hours. They provide additional support and guidance to students facing academic, social, or emotional challenges (Faith, et.al, 2011; Lyons, 2019). School-based mentoring has been associated with improved attendance, academic performance, and increased positive school engagement

(Cavell et al., 2009). The school setting allows for easy coordination with teachers and other school staff, facilitating collaboration and comprehensive support for mentees (Lyons, et.al, 2019).

Conclusion

Mentoring models and program types offer a holistic view of what mentoring could be. Within the Mentor+ mentoring program, we intend using various parts from the diverse approaches mentioned above in order to provide guidance, support, and positive role modeling to youth in need. Traditional one-on-one mentoring, group mentoring, peer mentoring, e-mentoring, and school-based mentoring each have their unique features and benefits that can be an asset for any mentoring program. The choice of mentoring model and program type should be guided by the specific needs and goals of the mentees, considering factors such as age, context, and desired outcomes. Mentoring models provide a road map or a guide for Mentor + program design. Therefore, it is essential for mentoring programs such as Mentor+ to continuously be open to evaluation and growth. For that reason, evaluation is a prerequisite for determining effectiveness and sustainability of the mentoring program (growth).

3. Relationship styles



Mentoring is a powerful relationship-based approach that provides guidance, support, and developmental opportunities to individuals seeking personal and professional growth. The

success of a mentoring relationship depends on various factors, including the mentoring style adopted by the mentor. Mentoring relationships and styles can vary greatly depending on the type, focus, structure, and participants. Mentors' roles may also differ over the course of the relationship. These roles may include acting as

- a role model,
- a supporter or cheerleader,
- a policy enforcer,
- an advocate, and/or
- a friend.

Mentoring relationships can be: informal and formal. Formal mentoring programs typically have structured guidelines, goals, and activities. Mentors in formal programs receive training to ensure they can effectively support young people in conflict with the law. These programs often have defined objectives and specific interventions tailored to the needs of the mentees (Rhodes, 2005). Mentor + aim is to become such a program.

Formal mentoring relationships often include regular check-ins, goal-setting, and progress monitoring. Mentors track the mentee's development and offer support, feedback, and accountability. This structured approach helps mentees stay focused, motivated, and accountable for their actions and progress (Johnson et al., 2013). Within this type of relationship, the mentor often provides mentees with access to resources, networks, and opportunities for personal and educational growth. Here, mentors can help mentees navigate the criminal justice system, educational institutions, and community services, ensuring they have the support needed to reintegrate successfully (Gavazzi & Giacobbi, 2018).

Informal mentoring occurs naturally through relationships that develop organically between mentors and young people in conflict with the law. These relationships are based on trust, mutual respect, and shared interests. Informal mentors may be family members, community members, or individuals who provide guidance and support on an informal, voluntary basis (Warr, 2019).

While the ultimate goal of all mentoring relationships is to enhance outcomes for young people, there can be variations in the program's scope and the specific focus of the relationship. Two distinct types of mentoring have been identified: instrumental mentoring and psychosocial mentoring. Instrumental mentoring, also known as topic-focused mentoring, concentrates on addressing specific issues and aims to assist the mentee in achieving particular goals. These goals could include improving academic performance, preparing for employment or career opportunities, or addressing substance abuse concerns. This type of mentoring places emphasis on taking action and engaging in activities. On the other hand, psychosocial mentoring, also referred to as open-ended mentoring, places greater emphasis on the process and involves working with the mentee to foster positive youth development. This style of mentoring is often characterized by meaningful conversations and interactions between the mentor and mentee (Jekielek, Moore, & Hair, 2002; Darling, Bogat, Cavell, Murphy, & Sanchez, 2006).

Instrumental mentoring



I. Task-Oriented style: Task-oriented mentoring focuses on providing guidance and support in achieving specific goals or tasks. Mentors in instrumental mentoring relationships prioritize skill development, knowledge transfer, and goal attainment. The focus is on practical aspects such as career advancement, academic achievements, or specific projects (Rhodes, 2005). This style is often utilized in professional or academic settings where mentees require specific expertise or guidance.

II. Performance-Based style: Performance-based mentoring emphasizes improving mentees' performance in specific areas, such as academics, sports, or artistic pursuits. Mentors provide feedback, constructive criticism, and strategies for enhancing skills and achieving excellence. The focus is on performance improvement, motivation, and achievement (Eby et al., 2013).

Psychosocial mentoring

I. Developmental Mentoring: Developmental mentoring focuses on the overall personal and professional development of mentees. Mentors in psychosocial mentoring relationships provide support, guidance, and role modeling to help mentees navigate various life domains, build self-confidence, and develop a sense of identity. The emphasis is on holistic growth, including emotional well-being, self-awareness, and resilience (Rhodes, 2005).

II. Emotional Support Mentoring: Emotional support mentoring centers on providing empathy, understanding, and a safe space for mentees to express their emotions and concerns. Mentors in psychosocial mentoring relationships offer active listening, validation, and guidance on managing stress, coping with challenges, and building healthy relationships (Sánchez et al., 2017). This style is particularly relevant for mentees who may be facing emotional difficulties or struggling with personal issues.

III. Role Modeling Mentoring: Role modeling mentoring involves mentors who serve as positive examples and sources of inspiration for mentees. Mentors exhibit desired qualities, values, and behaviors, providing a model for mentees to emulate. This style focuses on instilling positive attitudes, values, and ethical behavior in mentees (Sánchez et al., 2017).

Relevance for the Mentor + program

The relevance of relationship styles in the Mentor + program is crucial for the overall development and success. The choice of mentoring style can greatly impact the effectiveness of the program and the outcomes for the mentees.

Formal mentoring programs, characterized by structured guidelines and goals, provide mentees with a clear framework and specific interventions tailored to their needs (Rhodes, 2005). As such, the mentors from our program will undergo training to effectively support young people in conflict with the law. We will include regular check-ins, goal-setting, and progress monitoring within our program (Johnson et al., 2013). This structured approach will ensure accountability and will help our mentees stay focused and motivated. Mentor + mentors will provide access to resources, networks, and opportunities for personal and educational growth, assisting young people (mentees) in navigating the various challenges they face (Gavazzi & Giacobbi, 2018).

On the other hand, including informal aspects will benefit the mentoring relationship as a whole. It will facilitate the development of trust, mutual respect, and shared interests, and can also be valuable for young people in conflict with the law (Warr, 2019). Mentors will provide emotional support, acting as positive role models, and offering guidance in navigating various challenges and decision-making processes faced by the mentee.

Instrumental mentoring, with its task-oriented and performance-based styles, ensures that the Mentor + program maintain focus on achieving specific goals and improves the performance of both the mentee and the mentor (Rhodes, 2005; Eby et al., 2013). This can be particularly beneficial in addressing academic, career, and skill development needs of the mentee. Within the Mentor + Program, mentors will focus on skill building, knowledge transfer, and goal attainment, contributing to the mentees' personal growth and increased self-efficacy.

Psychosocial mentoring, encompassing developmental mentoring, emotional support mentoring, and role modeling mentoring, will facilitate our program's emphasis on holistic growth and positive youth development (Rhodes, 2005; Sánchez et al., 2017). Through

developmental mentoring processes, Mentor + program will focus on the overall growth, helping mentees navigate various life domains and build self-confidence. With the aid of emotional support, our program will provide a safe space for mentees to express their emotions, manage stress, and develop healthy relationships. Our mentors will become role models offering positive examples for mentees to imitate, thus, promoting positive attitudes, values, and pro-social behavior.



II. MENTORING FOR YOUTH IN CONFLICT WITH THE LAW



II. MENTORING FOR YOUTH IN CONFLICT WITH THE LAW

1. Effectiveness / Benefits

Mentoring is one of the most commonly used interventions to prevent, divert, and remediate youth engaged in, or thought to be at risk for, delinquent behavior, school failure, aggression, or other antisocial behavior (Tolan, et.al, 2013; Dubois, et.al, 2011). Although it is largely used all over the world in many domains, mentoring for justice-involved youth is considered to be a very promising intervention (Dubois, et, al, 2011, Adler, et.al, 2016, Jolliffe and Farrington, 2008).

2. Special considerations for a successful mentoring program

Factors that are deemed to be critical for the success of a mentoring program for justice involved youth are: emotional closeness (Dubois, 2002; DuBois, et.al, 2011); weekly meetings, emotional support, advocacy (DKR,2012; Tolan, et.al, 2014); trust, empathy and mutuality within the relationship (Sale, et.al, 2008; Jolliffe & Farrington, 2008; Adler, et.al, 2016).

A critical component of a mentoring program is **emotional support** within the mentoring relationship mentor-mentee (Schwartz & Rhodes, 2016;) When emotional support was central to the mentoring program design and mentors participated for professional development, there were enhanced outcomes for youth in conflict with the law (Abrams, Mizel, Nguyen & Shlonsky, 2014; Tolan, et.al, 2014; Raposa, et.al, 2019; DuBois, et.al, 2011). Looking forward to the sustainability of the mentoring program, having at least one full-time staff member in the young offender mentoring program can provide essential program coordination and oversight (Bazron, et.al, 2006; Duriez, et.al, 2017). While university student mentors may be highly motivated and passionate, they may also have academic commitments and limited availability. In consequence, a full-time staff member can ensure that the program runs smoothly, matches mentors and mentees effectively, and maintains consistent communication and support for all participants.

2.1. Program planning

When planning a mentoring program for youth in conflict with law, a community partnership scheme should be developed in sync to help create responsive programming and to recruit participants. Research and best practices (Ungar, 2005; Tolan, et.al, 2014; Wagner, Gander, Proyer & Ruch, 2020) suggest establishing a network including community partners and parents. Developing a network composed of community programs, probation services, schools, parents and youth court judges (if available) has the potential to facilitate the recruitment of mentees with criminal justice involvement and support them throughout the mentoring process.

Mentoring programs that are embedded into other interventions or partnered with youth courts are recommended because this model streamlines the mentee referral process and the program has an easier time maintaining connection with the youth (Heller, et.al, 2017).

If working with other agencies, there should be a Memorandum of Understanding completed before the program begins to outline roles and expectations; for how to write MoUs, please see *Referring youth in juvenile justice settings to mentoring programs* (Miller, et.al, 2012a). Programs that operate in a secure facility must be designed in accordance with the facility rules and regulations alongside addressing safety considerations. Mentoring staff should be trained on strategies and protocols for working with youth in the facility by staff at the facility. (Miller, et.al, 2012a; Bazron, et.al, 2006).

2.2. Program implementation

Literature reviews (Tolan, et.al, 2014; Wagner, Gander, Proyer & Ruch, 2020; Kern, Waters, Adler & White, 2015; Heller, Pollack, Ander & Ludwig, 2013;) and best practices gathered during implementation of EQUIP (Gibbs, Potter, DiBiase & Devlin, 2008); BAM (Heller, Shah, Guryan, Ludwig, Mullainathan, & Pollack, 2017); Adolescent Diversion Program (Smith, Wolf, Cantillon, Thomas, & Davidson, 2004); YAR Belgium; JIM (Your Introduced Mentor); GLM (Whitehead, Ward, & Collie, 2007; Ward, 2002) provided a unique opportunity to identify some key points as regards to successfully implementing Mentor+ program for youth in conflict with the law. Those are:

- Mentor coordinators should have contact with the youth participants' mentors, the Probation Officers, the teachers, the parents or any person of reference in order to provide updates and collaborate to help the youth avoid some "tempting stops".
- **Meaningful activities**, which engage mentees with their community and provide opportunities to bond with their mentors and peers should be included.
- **Match meetings** should take place in public spaces or other familiar, open spaces in order to help the mentors feel at ease when working with youth who have had contact with the criminal justice system.
- **Individual support** is important for the mentees and thus **one-on-one components** should be included in any program design.
- There are some **important key skills for mentees** who have been involved with the criminal justice system; these are **life skills** (e.g., finding employment or housing), **critical thinking, communication and healthy relationships**.
- **Increased number of meetings** should be arranged within limits of possibility, since the likelihood of goal achievement is greater with more frequent meetings.
- When done safely, social media can be used to keep in touch with youth as much as possible.
- **Male mentors are harder to recruit** and therefore if same-gender matching is the goal of the program, small group mentoring can be employed as an interim solution to finding an appropriate mentor for each and every male-identified mentee.

2.3. Program evaluation

Programs should evaluate not only mentee recidivism rates, but also other changes in the mentee, such as:

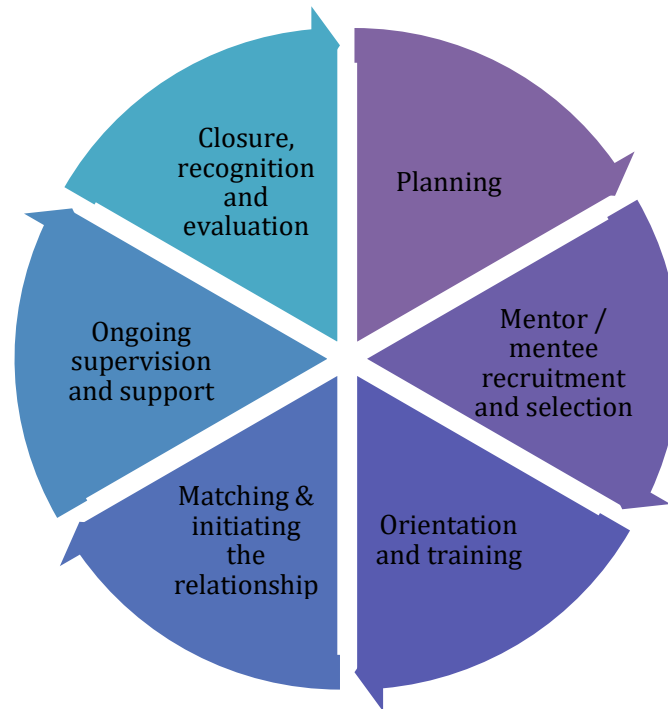
- Satisfaction of mentors and mentees (Duriez, et.al, 2017; Tolan, et.al, 2014)
- Academic and behavioral successes (Raposa, et.al, 2019; Tolan, et. al, 2014)
- Mentor and mentee retention (holding on ; keeping) (Higley, Walker, Bishop & Fritz, 2016)
- Quantity and quality of mentoring sessions (Raposa, et.al, 2019; Duriez, et.al, 2017)

III. SETTING UP THE MENTOR+ PROGRAM - A STEP BY STEP FOR PROGRAM MANAGERS





III. SETTING UP THE MENTOR+ PROGRAM - A STEP BY STEP FOR PROGRAM MANAGERS



1. Planning (needs analysis, program’s purpose, objectives, mentoring model)

1.1. Purpose

Considering all the above, and using Giordano and colleagues’ (2002) terms, which are corroborated by other opinions (Maruna & Mann, 2019, Rhodes & DuBois, 2008) in this field, **Mentor+ program proposes to motivate at-risk youth to desist from crime and reduce gang participation; to improve academic performance and reduce the dropout rate for at-risk youth.**

1.2. Objectives

- Expose at-risk youth to hooks for change and help them to see them as such.
- Promote new prosocial ways of being and facilitate reflection among at-risk youth in order to consciously be aware of the positive steps they have made.
- Help at-risk youth reflect on their new lifestyle and how incompatible it is with offending/reoffending.

- Increase participation of at-risk youth in elementary and secondary education and enhance their ability to benefit from schooling.
- Discourage use of illegal drugs and firearms, involvement in violence, and other delinquent activity by at-risk youth.
- Discourage involvement of at-risk youth in gangs.
- Encourage participation in service and community activity by at-risk youth helping them consider the possibility of desisting.

1.3.Mentoring model



Offender mentoring schemes are often based on the 'social deficit' model, perceiving individuals as having significant problems or lacking necessary knowledge and skills to become law-abiding citizens (Fletcher & Batty, 2012; Maruna, 2001). Consequently, mentoring projects typically focus on 'fixing' offenders' identified deficits. However, the Mentor+ program takes a constructive view of human nature, believing that all humans are inherently good and continuously seek to fulfill their needs. Therefore, the program shifts the focus from deficits to strengths and opportunities for adaptation to environmental demands.

One crucial indicator of a person's ability to adapt to their environment is their competences. The main objective of the Mentor+ program is to enhance key competences relevant to personal, professional, and social development. Among these, socio-emotional competences (Kerry & Crooks, 2020; Yeager, 2017; Frank & Herold, 2017) are emphasized,



moving away from the basic RNR model towards a more inclusive framework (Ward & Maruna, 2007; Maruna & Mann, 2019). The program utilizes risk and need assessment, as well as responsivity factors (Bonta & Andrews, 2017) to tailor the intervention to each mentee's unique assets and challenges (Polaschek, 2012; Vincent, et.al, 2016; Peterson-Badali, Skilling, & Haqanee, 2015).

Emotional support plays a vital role in mentoring interventions, and the Mentor+ program acknowledges the importance of mentor-mentee relationships in fostering motivation, behavior changes, and goal achievement (Rhodes & DuBois, 2008). The program focuses on identification and matching of mentor-mentee pairs, providing information and advocacy, and offering emotional support to promote self-efficacy, confidence, and a sense of appreciation.

Socio-emotional development is a significant aspect of the Mentor+ program, as it helps individuals manage developmental tasks in appropriate ways (Tzeng & Yi, 2012). The program aims to develop core competences such as managing emotions, self-efficacy, self-image/self-esteem, healthy interpersonal relationships, and a healthy lifestyle (Farrell, Thompson, & Mehari, 2017).

The program also draws from the Good Lives Model and positive psychology elements (Yates, Tyrell & Masten, 2015; Hill, et.al, 2016; Boniwell & Zimbardo, 2015; Larson & Dawes, 2015). Mentor+ embraces a wellness model, focusing on character strengths and factors that lead to well-being and personal optimal happiness (Seligman, 2009). Positive psychological capital, including self-efficacy, hope, compassion, and resilience, forms a central part of the program (Luthans and Youssef, 2004; Luthans et al., 2007).

Through adopting an eclectic integrative mentoring approach, the Mentor+ program aims to enhance the overall well-being and personal development of its participants, recognizing the importance of a therapeutic alliance between mentors and mentees (Higham, Friedlander, Escudero & Diamond, 2012). The program recognizes the unique physical and interpersonal changes experienced by young people and seeks to provide a balanced intervention that caters to their biological, emotional, and cognitive needs (Steinberg & Morris, 2001). Through comprehensive support, Mentor+ aspires to empower young offenders to



achieve positive outcomes, reduce deviant behaviors, and work towards fulfilling their personal goals in life.

2. Mentor / mentee recruitment and selection

2.1. Recruitment of mentors

Main points to consider when recruiting mentors are complete criminal background checks and assessments which are crucial for the matching process (strengths, areas of improvements, etc.). Also, it is of great interest for mentoring programs to focus during the recruitment procedure on the young people's preferences as one of the main pillars for any mentoring process as a whole (Spencer, Gowdy, Drew & Rhodes, 2019; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). This way their opinion is taken into account from the inception of the mentoring process.

2.2. Selection and screening of mentors

Semi structured interview (proposal)

The purpose of this interview is to assess your suitability for the role of a mentor and gain a better understanding of your experiences, skills, and motivations. The interview will consist of both structured questions and open-ended prompts to allow for a comprehensive assessment. Please provide honest and thoughtful responses.

The interview is divided in 8 sections:

I. Background and Experience:

1. Can you briefly describe your relevant background and experience working with young people, particularly those involved in the criminal justice system?
2. What motivated you to apply for a mentorship role specifically focused on young offenders?
3. Have you had any prior experience working with individuals who have committed offenses? If so, can you tell us more about that experience?

II. Understanding of the Role:

1. What do you believe are the primary responsibilities and objectives of a mentor working with young offenders?



2. What do you perceive as the key challenges and potential rewards of mentoring young offenders?
3. How do you envision building a trusting and supportive relationship with a young person who has been involved in the criminal justice system?

III. Approach and Attitudes:

1. How do you approach working with individuals who have made mistakes or engaged in criminal behavior?
2. What is your perspective on the potential for rehabilitation and positive change in young offenders?
3. How do you manage your own biases or judgments when working with individuals who have committed offenses?

IV. Boundaries and Ethics:

1. How would you maintain appropriate boundaries in your mentorship relationship with a young offender?
2. Can you describe your understanding of confidentiality and the limitations it may have in the context of working with young offenders?
3. How would you handle situations where you become aware of a potential risk or harm to the young person or others?

V. Communication and Support:

1. How would you approach establishing effective communication with a young offender who may have limited trust or a history of challenging behaviors?
2. What strategies would you employ to provide emotional support and guidance to a young person dealing with the consequences of their actions?
3. How would you handle situations where there is a disagreement or conflict between you and the young person?

VI. Self-Care and Personal Development:

1. How would you define self-care?
2. How do you prioritize self-care and manage any potential emotional challenges that may arise from working with young offenders?
3. What steps do you take to continue your own personal and professional development in the field of mentoring or working with young offenders?

VII. Scenario-based Questions:

(Note: Provide a few hypothetical scenarios related to mentoring young offenders and ask the candidate how they would respond or handle the situation, specific to each country)

VIII. Conclusion

Is there anything else you would like to share or any questions you have about the mentorship role or working with young offenders?

Thank you for your time and responses. Your answers will be carefully considered as part of the mentor selection process.

2.3. Selection and screening of mentees

Probation services can make mentoring a court ordered program, which would reduce the challenges associated with having parental support of the program. Additionally, referral of youth who are currently in custody to mentoring programs can be done through youth's treatment team or by self-referral. (Miller, et.al, 2012; Raposa, et.al, 2019).

When selecting mentees, the length of custody/detention and probation should be considered because if the relationship is cut short, there could be greater harm done to the young person. Ideally, mentoring relationships should last at least one year.

Youth should also not be excluded based on involvement with certain illegal activities (Miller, et.al, 2012; Bazron, et.al, 2006). It is important to have measures in place to ensure youth in conflict with the law are voluntarily participating in the mentoring program (Miller, et.al, 2012; Raposa, et.al, 2019; Duriez, et.al, 2017)

It would be preferable if the Mentor + program personnel could screen mentees for mental health issues and assess the home life of the young person prior to involvement with the criminal justice system so that the mentoring intervention can be designed to best support the unique assets and challenges of each mentee. (Bazron, 2006; Higley, et.al, 2016; Pullmann, Kerbs, Koroloff, Veach-White, Gaylor & Sieler, 2006; Ford, Kering, Desai & Feierman, 2016).

Below, we present a short screening tool for mentees:



Screening Tool for Mentees

1. Mental Health Assessment:

- In the past month, have you often felt sad, down, or hopeless?

- Do you find it challenging to control your temper or anger? If the answer is yes, what is your biggest challenge?

- Yes
- No

- Challenge:

- Have you experienced changes in your appetite or sleep patterns recently?

- Do you often feel anxious, nervous, or worried about things?

- Yes
- No

What worries you the most?



2. Home Life Assessment:

- Do you feel safe and supported at home?
 - Yes
 - No

Let's imagine that you are safe and supported at home. Please describe how does your home looks like, what are people living there do?

- How often do you communicate with your family members or guardians about your feelings and concerns?

- Are there any ongoing conflicts or issues within your household that affect your well-being?
 - Yes
 - No

If you feel comfortable, please describe what affects you?

3. Coping Strategies:

- How do you typically cope with stress or difficult emotions?



- Are there any healthy activities or hobbies that you engage in to manage stress? Please describe

4. Educational and Vocational Aspirations:

- What are your goals for education or career development?

Do you face any challenges in pursuing your educational or vocational aspirations?

- Yes
- No

If yes, please list the main ones:

5. Social Support:

- Do you have positive and supportive relationships with friends or peers?

- Are there any social challenges or conflicts that you encounter in your daily life?



6. Substance Use:

- Have you ever used:

<input type="checkbox"/> Marijuana	<input type="checkbox"/> MDMA (Ecstasy, Moly)
<input type="checkbox"/> Alcohol	<input type="checkbox"/> Prescription meds
<input type="checkbox"/> Methamphetamine (Meth)	<input type="checkbox"/> Synthetic cannabinoids (K2, Spice)
<input type="checkbox"/> Cocaine	<input type="checkbox"/> Inhalants
<input type="checkbox"/> Heroin	<input type="checkbox"/> Hallucinogens (PCP, psilocybin mushrooms)

- If yes, how often?

- Do you feel pressured by peers or others to engage in substance use?
 - Yes
 - No

7. Personal Strengths and Interests:

- What are your talents, hobbies, or interests that bring you joy and fulfillment?

- Are there any specific strengths or skills that you would like to develop further?



The purpose of this screening tool is to identify potential mental health issues and assess the mentee's home life and overall well-being. The mentee's unique assets, challenges, and support systems will help design a mentoring intervention that can effectively address their needs and promote positive growth and development. This tool should be administered with sensitivity and confidentiality, ensuring that the mentee feels safe and comfortable in sharing their responses. The insights gained from this screening process will enable mentors to tailor their support and guidance to best meet the mentee's individual circumstances and aspirations.

4. Orientation and training

3.1. Mentor training

The Mentor training activities should explore, discuss, and analyze all the following main topics:

- Understanding the youth criminal justice system (particular to each country);
- Working with the unique needs of youth who have been in conflict with the law;
- Handling difficult behaviors of the mentees, such as testing boundaries, disrespect, and lack of cooperation;
- Learning about services available in the community to refer their mentee(s) when a specific concern arises (particular to each country, it is a great way to identify services that may lack in specific communities);
- Understanding of learning disabilities, mental health issues, cultural issues and strategies to support youth dealing with these issues.
- Defining expectations for the match early on about length of the mentoring relationship, meeting activities/ frequency, and possible outcomes;
- Understanding that the children may have difficulty trusting others, which can make building the relationship more difficult;
- Information about the unique strengths and needs of children of prisoners;
- Explain the context in which the children live and how the parent incarceration can lead to stigma and shame and their impacts on the development of the child;
- Strategies to building healthy relationships;



- Communication styles, including how to approach a mentee's request to visit their parent in prison;
- How to support the child in responding to stress related to having a parent in prison, and coping with the situation parent leaves prison;
- Exploring personal values and beliefs;
- Establishing boundaries with the child and their family. (Tolan et al., 2014, Bilchik, 2007; Eddy. Et.al, 2013)
- How mentors can foster a positive relationship with their mentees;
- Consistency, patience, flexibility
- To be realistic regarding the expectations about possible outcomes
- Support mentees in meeting those expectations.
- Accountability.
- Involvement of the staff in challenging situations
- Create and maintain a support network
- Foster self-efficacy & resilience (Luthar, 2015; Martinez-Marti & Ruch, 2017)

All of the above-mentioned topics are extremely useful in reducing mentor attrition and burnout. (Eddy, et.al, 2013; Miller, et.al, 2012a; Miller, et.al, 2012b). Mentor training should take place on an ongoing basis with regular supervision sessions. (Miller, et.al, 2012a; Raposa, et.al, 2019; Kupersmidt, et.al, 2017)

3.2.Mentee training

Youth in conflict with the law may have difficulty being emotionally available (Kerig, Bennett, Thompson & Becker, 2012; Allen & Anderson, 2017), which can limit their ability to connect with their mentor. Mentee training should take place to help individuals understand the parameters of the program and consequently also to reduce mentee attrition.

The Mentor + mentoring process (training), according to the literature and best practices should include the following:

- Clear understanding of the mentoring process and the roles played by all parties involved.



- Clear expectations and responsibilities.
- Explicit boundaries of the relationship.
- Developing and practicing healthy relationship skills.
- Promote hope and optimism in the pursuit of self-efficiency and resilience.
- Promote openness and communication within the program.
- Foster compassion towards self and others to reduce feelings of shame and guilt.

5. Matching & initiating the relationship

4.1. Matching process

For the matching process, there should be consideration to the following factors:

- The matching process should be well thought out. Within the Mentor+ program, matching will begin with small group activities, so both parties involved (mentor and mentee) are provided with an opportunity to get to know each other and afterwards the matching will become as natural as possible (Dubois & Rhodes, 2006; Dubois, 2001).
- Young people who have been in conflict with the law are more likely to have had experiences of violence (physical, sexual). Hence gender or race-based / ethnic matching can be something the Mentor+ program will be mindful of because studies show that matching mentees with mentors of same cultural and gender background have more positive effects on the overall process (Schwartz, et.al, 2013; Rhodes & Grossman, 2002) .
- The matching process will be interest-driven and strength-based (Eddy, et.al, 2013, Miller, et.al, 2012a; Miller, et.al, 2012b, Rhodes, et.al, 2006).
- The mentoring coordinators should aim for a short waiting list (Grossman & Garry, 1997).
- Ideally, the relationship should start while the mentee is in custody or on probation (if it is the case) to ensure continuity both in terms of the relationship and support (Miller et.al, 2012a).



4.2. Mentoring relationship

At the beginning of the mentoring relationship activities will be structured by the program to help the match build a connection (Miller et.al, 2012a). Mentors and mentees will set goals early on in the relationship, especially if the mentee will be exiting custody soon or is in the evidence of probation services (Miller, et.al, 2012a; Raposa, et.al, 2019). Research suggests that once mentees set their goals, mentors should set goals as well so the pair can work on their goals together and hold one another accountable (Miller at.al, 2012a; Raposa, et.al, 2019; Schwartz & Rhodes, 2016). Regular contact with mentees will be maintained, due to the fact that youth in conflict with the law are often transient and difficult to connect with regularly (Grossman & Garry, 1997).

6. Supervision, Support & Retention

Expectations of mentors and mentees about the type of relationship desired will be established prior to matching to avoid setting the pair up for failure (Gur & Miller, 2004, DuBois & Rhodes, 2006). Mentors will keep in regular contact with mentees, their family members, and mentors to assess progress and support the mentors in responding to any issues or conflicts (Dubois, et.al, 2011). If youth will be released from custody, representatives of the Mentor+ program will be in touch with mentees 24 hours after to provide support (Gur & Miller, 2004, Miller, et.al, 2012a).

Program coordinators should connect with parents and caregivers regularly to address issues (White, 2014). Mentors should also actively build relationships with family members and friends to help ensure the mentee has support for being involved in the program (Gur, Miller, 2004). From the initial stages of the mentoring relationship, it is important to maintain ongoing communication with the parents or legal guardians so as to inform about the child's or young person's progress (if it is the case).

7. Closure, recognition and evaluation

A closure procedure will be established in order to deal with closure and re-matching. These situations can evolve as a natural result of the mentoring program , agreed by all parties (DeWit, et.al, 2016) or they can be totally unexpected due a rupture within the mentoring

relationship or due to external factors (such as family arrest, sudden departure from the city, etc.) (Cawood & Wood, 2014; Kupersmidt, et.al, 2017).

6.1.Evaluation model

Within the Mentor + mentoring program, we will assess self-compassion using the Self-Compassion Short Form (Raes, et.al, 2010) which is composed of 12 items, equivalent to the six facets of self-compassion: Self-Kindness, Self-Judgment, Common Humanity, Isolation, Mindfulness and Over-Identification, thus keeping in line with the original 24 item Scale developed by Neff (2003). Mentors will be assessed prior and after the training, mentees after and before the mentoring process.

Self-Compassion Scale Short Form, (Raes, et.al, 2011)

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

Almost Never				Almost Always
1	2	3	4	5

_____1. When I fail at something important to me I become consumed by feelings of inadequacy.

_____2. I try to be understanding and patient towards those aspects of my personality I don't like.

_____3. When something painful happens I try to take a balanced view of the situation.

_____4. When I'm feeling down, I tend to feel like most other people are probably happier than I am.

_____5. I try to see my failings as part of the human condition.

_____6. When I'm going through a very hard time, I give myself the caring and tenderness I need.

_____7. When something upsets me I try to keep my emotions in balance.

_____8. When I fail at something that's important to me, I tend to feel alone in my failure

_____9. When I'm feeling down I tend to obsess and fixate on everything that's wrong.

_____10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.

_____11. I'm disapproving and judgmental about my own flaws and inadequacies.

_____12. I'm intolerant and impatient towards those aspects of my personality I don't like.

Coding Key:

Self-Kindness Items: 2, 6

Self-Judgment Items: 11, 12

Common Humanity Items: 5, 10

Isolation Items: 4, 8

Mindfulness Items: 3, 7

Over-identified Items: 1, 9

Subscale scores are computed by calculating the mean of subscale item responses. To compute a total self-compassion score, reverse score the negative subscale items - self-judgment, isolation, and over-identification (i.e., 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) - then compute a total mean.

The mentees will also be assessed using the WHO 5 Well-being Questionnaire. If the scores are below 13 a depression inventory (ICD-10) could be administered. These two assessment tools are free of charge and available below:

The WHO-5 questionnaire

Instructions:

Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks.

<i>Over the past 2 weeks</i>	All of the time	Most of the time	More than half the time	Less than half a time	Some of the time	At no time
<i>... I have felt cheerful and in good spirits</i>	5	4	3	2	1	0
<i>... I have felt calm and relaxed</i>	5	4	3	2	1	0
<i>... I have felt active and vigorous</i>	5	4	3	2	1	0
<i>... I woke up feeling fresh and rested</i>	5	4	3	2	1	0
<i>... my daily life has been filled with things that interest me</i>	5	4	3	2	1	0



Scoring principle: The raw score ranging from 0 to 25 is multiplied by 4 to give the final score from 0 representing the worst imaginable well-being to 100 representing the best imaginable well-being.

6.2. Child Protection Policy

As described in Article 1 of the Convention on the Rights of the Child (1989), anyone under the age of 18 is a child. This means they have some specific rights alongside those enjoyed by other members of the society as they are in the process of development.

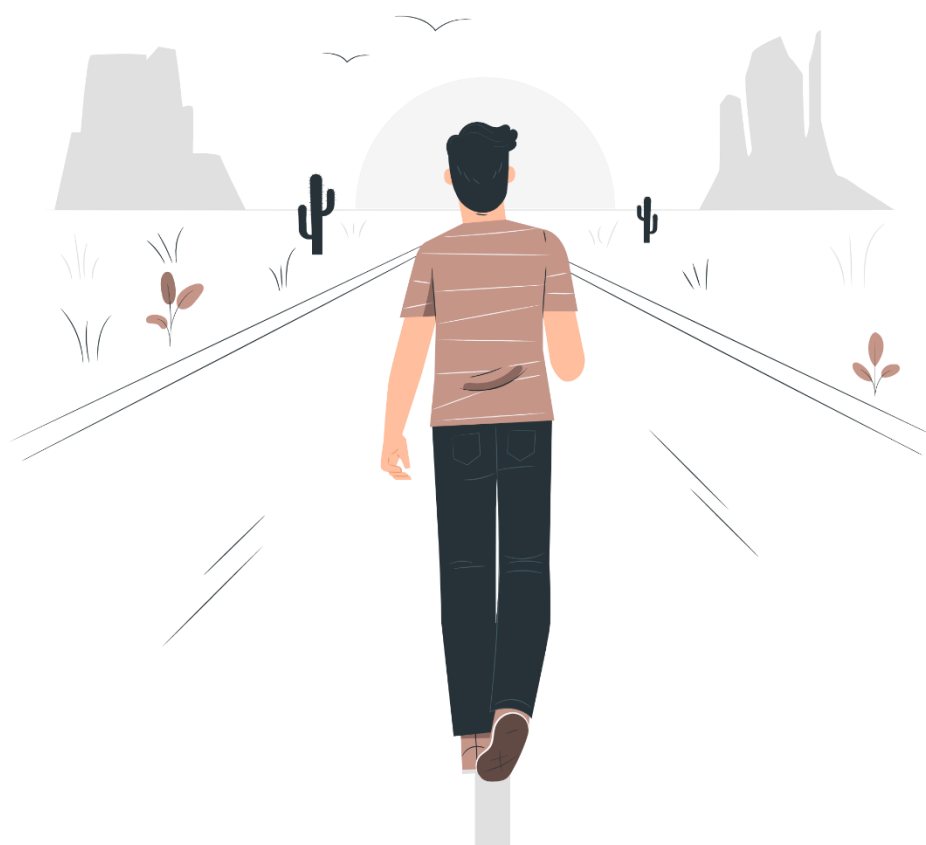
Adults must respect their maturity and capacity to negotiate situations which vary depending on the phase of growth.

Mentor+ Partners highly esteem the principle that children and young people can benefit immeasurably from supportive relationships with adults who can guide and help them. To make this principle work seamlessly, the partnership considers the code of conduct outlined here below is extremely important. Those should be assimilated with the fact that especially the mentors' behaviour may be open to scrutiny and that they are expected to be models of best practice in relation to working with children and young people and not engage in any of the following behaviours:

- Bullying, harassment, or discrimination against any child (even in subtle ways such as drawing attention to personal or physical differences).
- Belittling or shaming a child who is struggling or who finds the work difficult.
- Hitting, smacking, or causing physical harm to a child as an outlet for frustration or as a means of discipline.
- Interacting with children in an inappropriate way, singling them out for praise or attention or trying to humiliate them or make them feel uncomfortable.
- Entering an intimate or sexual relationship with a child or using sexual language around them including suggestive comments or conversations.
- Entering a relationship with a mentee outside of the project.
- Engaging one-to-one with the mentees on social media, such as WhatsApp, Snapchat, Instagram or another social media service, messaging service or game. Accepting friend invitations or sharing personal numbers with any of the children in the project.



- Taking pictures of the children or sharing photos of yourself.
- Giving gifts, privileges, or rewards to a child to build a special relationship with them.
- Undertaking mentoring duties whilst under the influence of alcohol or drugs.



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