



one  
to  
one

# *Mentoring Project*

“Mentor One Child, Change Two Lives”

[www.northiowamentoring.org](http://www.northiowamentoring.org)

**Mason City, Clear Lake, Ventura, Garner,  
Forest City, & West Fork Schools**

**Mentor Readiness  
Training**



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[www.northiowamentoring.org](http://www.northiowamentoring.org)

# Mentor Volunteer Description

## Position Description

A volunteer that provides a positive mentoring relationship for a youth.

## Primary Responsibilities

- Meet with assigned mentee for four hours per month for at **least one year** (not all hours can occur on one day).
- Establish a relationship with the assigned mentee that encourages a positive life-style.
- Be a positive role model by displaying responsibility, honesty, integrity, a positive attitude, and respect for others and the law.
- Be dependable and on time for all scheduled appointments with assigned mentee.
- Always maintain confidentiality in accordance with established One On One program policy.
- Immediately notify One On One project staff of any problems with the assigned match.
- Sign in and out in the mentor notebook.
- Complete a mentor journal entry after each visit.
- Attend mentor support and recognition lunches.

## Ongoing Mentor Training Opportunities

Trainings will be available upon request or offered in a large group setting on a periodic basis.

## Time Requirements

Orientation: *1 hour*

Mentor Readiness Training: *1 to 2 hours*

Meetings with Youth: *Minimum of 4 hour per month.*

Ongoing training/Support: *1 to 2 hours on a periodic basis.*

Required reporting: *a few minutes after each visit.*

## Reporting Responsibilities

Fill out appropriate time sheet after each visit and return to mentor coordinator at the end of each quarter (drop off, mail, or email).

## Contacting your Mentoring Coordinator:

Mentoring Coordinator Contact Information			
Clear Lake/Ventura	Amanda Korenberg	641-420-9660	mentorclv@yahoo.com
Forest City	Scott Jackson	641-585-2670	sjackson@forestcity.k12.ia.us
Garner-Hayfield/Ventura	Shirley Brown	641-430-4716	sbrown@garner.k12.ia.us
Mason City/Central Springs	Jessica Prazak	641.421.2708	jprazak@masoncity.net
West Fork	LuAnn Helmers	641-822-3389	lchelmers@mchsi.com

# What is Mentor?

## A MENTOR IS:

- Friend
- Positive role model
- Adult companion
- Instructor or teacher
- Limit setter
- Boundary definer
- Listener
- Resource
- Advocate
- Opener of doors
- Developer of talent
- Self-esteem builder
- Coach

## A MENTOR IS NOT:

- A Parent substitute
- A professional counselor or therapist
- A social worker
- A “savior”
- A recreational director
- Santa Claus without the suit
- A judge
- A credit card
- A babysitter
- A probation officer
- A chauffeur
- A part of the mentee's family
- A consultant for the mentee's family

Source: Big Brothers Big Sisters of Metro Atlanta, Inc., Atlanta, GA

# Mentor Qualifications

## A mentor...

- Has a genuine interest in students.
- Models positive attitudes and behaviors
- Practices confidentiality, both in the school and in the community.
- Is dependable and responsible, meeting with the student on a consistent and predetermined schedule.
  - Turns in time sheets and checks in and out at school.
  - Calls the mentee's home or their school if unable to meet, and they arranges for an alternative time
- Makes every effort to attend training and in-service sessions
- Is a good listener, remembering the focus is on the student.
- Is patient, allowing time to build trust in the relationship
- Is understanding, accepting the student's culture without making judgments.
- Explores the student's opportunities for the future in terms of his or her special interests.
- Helps the student develop to his or her full potential.

## Spending Money and Giving Gifts

Please do not overindulge your mentee with gifts of money, food, presents, etc. The focus of the program is to spend quality time together, rather than giving monetary items or doing costly activities. Birthday gifts, holiday gifts, or treats/gifts, on occasion, are acceptable. Just use your judgment and do what you feel comfortable doing. 😊

For monthly events check our your local paper or city webpage. In Mason City, check out this website: [www.visitmasoncityiowa.com/index.php/events-calendar](http://www.visitmasoncityiowa.com/index.php/events-calendar)

**For free or low cost activity ideas, get a packet from your Mentoring Coordinator and ask about the Mentor/Mentee YMCA Pass.**

# Mentoring Relationship Management- Early Issues to Think About

## Boundary Setting and the “Savior Syndrome”

Mentors decide to volunteer for a variety of reasons. One of the reasons usually includes an altruistic desire to help others. While this is obviously an admirable quality, it can sometimes get mentors into serious trouble if appropriate limits are not set. This inability to when to say “no” is sometimes called the “Savior Syndrome.”

**Boundary Setting** is the ability to set good limits. Mentors must set healthy limits on:

- the **amount of time** they are willing to spend with the mentee;
  - the **amount of money** they want to spend on their meetings (activities, food, etc.)
  - their **level of personal involvement** (e.g. Do you want your family and friends to get to know your mentee? How well should you get to know your mentee’s family and friends?).
- If healthy limits are not set a mentor may end up feeling angry and taken advantage of.
  - Mentees need to know very concretely and specifically what the rules are.
  - Remember, your role is not “rescue” kids; rather, you are there to be a role model and help them develop skills for living.

Another aspect of the “Savior Syndrome” is: **the expectation that mentees should talk about their personal problems to their mentor.** Some mentors feel that this should be the primary measure of success in the mentoring relationship. While helping mentees through difficult personal dilemmas may be a healthy part of some relationships, in other matches, mentors play a different yet similarly important role. For example, mentors can enhance the social development of their mentees by providing them with opportunities for safe, constructive fun. Tutoring or career guidance can be critical in the construction of a firm foundation for a sound future.

Mentoring relationships may have ups and downs!

## Testing and Building Trust

Building trust may take days, weeks, or months. Establishing communication and developing a relationship can often be a difficult process. Youth may be slow to give their trust or may be unusually rude or irresponsible, especially at first. While these are perhaps not altogether uncommon behaviors of young people, they may be acting out for different reasons. As a mentor, your trustworthiness and commitment may be tested.

### Some things to think about:

- Youth may feel that not having a relationship at all seems better than trusting and losing someone. You need to try to remember that the issue is not whether the youth likes you; they are protecting themselves from disappointment.
- When the youth is from an unstable background, where adults have **repeatedly disappointed** them or they have been **abandoned** by significant people, they may be less trusting.
- Some mentees experience a huge amount of **disruption in their lives**, particularly if they come from a dysfunctional family. Maybe they move several times a year and have learned to believe that all relationships are temporary. Your mentee may be wondering to him/herself “When will my mentor leave me?”

# Mentoring Relationship Management- Early Issues to Think About

## Testing and Building Trust

- Youth cannot be expected to trust you just because the school staff, Mentoring Coordinator, or their parents thought it was a good idea to put the two of you together.

**The most important steps to building a successful mentoring relationship is for the mentor to be dependable, consistent, & accountable.**

Research has shown that relationships lasting 12 months or longer were associated with positive outcomes but those ending before 6 months tended to have negative outcomes than if the youth even met their mentor in the first place. Decreased confidence and decreased scholastic abilities were the top two negative outcomes effected by the relationship ending early.

- Be on time for meetings and call to let them know if you can't make it (and let them know why if applicable).
- Bring promised information or materials and follow through on promises.
- If your mentee does something inappropriate, you, as their mentor, can bring it to their attention, but do it with sensitivity. Let the mentee know specifically what she/he did that you thought was unacceptable or inappropriate. If the behavior made you angry or hurt your feelings, be honest and let your mentee know this. While confrontation can be scary for both the mentor and the mentee, it is your opportunity to model for the mentee and appropriate way to confront someone respectfully.
- Similarly, if you make a mistake with your mentee, for instance, you say or do something wrong, be honest with your mentee. Admit that you were wrong and made a mistake and apologize to him/her. This is a "teachable moment" because it not only shows the mentee an effective and respectful way to address mistakes, it also shows the mentee you are human, too.
- Just like any new friendship, it takes time. Think about your personal relationships over the years, sometimes you hit it off right away, and sometimes it takes a bit more time.
- If you need help, need guidance, or just need to talk let your Mentoring Coordinator know. It is their job to help make this relationship work.



**The key to creating effective mentoring relationships lies in the development of trust between two strangers of different ages.**

# Where can we meet? What do we do together?

## Safe Meeting locations

Whether you decide to meet with your mentee at school or in the community you should always meet in a safe location.

- Doors and/or blinds where the meeting takes place should remain open.
- Meeting locations or activities should be discussed openly.

### School based matches

Pairs may meet in the library, conference room, cafeteria, playground, or another room at school. Each school has different meeting locations. Many meeting rooms are dependent on the school "day". The school secretary can usually help in determining an area to meet in.

If it works with your schedule, meeting at lunch/recess time usually works great. After lunch, you may go outside for recess or meet in your mentee's classroom or other available room. You may bring a games or cards to the school. Many counselors let mentors borrow games or art supplies from their rooms. If you need help with meeting ideas, please talk to your Mentor Coordinator.

### Community based matches

Community based mentors have more options when meeting with their mentee. Possible locations include, but are not limited to: libraries, cafes, the YMCA, museum/art centers, or parks/outdoor areas. Check your communities local paper or community/tourism websites. Usually free community events are listed on these sites.

You may also participate in a community service activities. Many pairs have signed up for walking dogs at the shelter and helping at the local food bank. These are great activities to be involved in as it introduces your mentee in to volunteering.

Some matches may meet at the mentors home, with parental permission. It is always recommended if the pair meets at your home, there is another person present. Making dinner together, baking, yard work, and running errands are some activities mentees in the our program have reported enjoying. Involving your mentee in family activities are a great idea. The Mentoring Coordinator will also need a list of people living in your household as a sex offender check will need to be completed.

### Traveling outside of your community

Pairs may travel outside the local community **with parental permission**. An example would be going to the Minnesota Zoo, an ISU football game, or to the Des Moines Science Center.

It's important to keep the lines of communication open. Any activity with an inherently increased level of risk (archery is an example) should be cleared with the Mentoring Coordinator and parent/guardian.

The options are endless— everyone just needs to be creative!

# Risk Management: Confidentiality & Sexual Abuse Information

## Confidentiality and Reporting

Mentors volunteer because they want to help youth. Without establishing trust, mentors can never truly support their mentee. The approach of the mentor is one of the most critical factors in determining if the match develops high levels of trust. Along with trust comes the issue of sharing confidential information. Your mentee may also be unsure whether the feelings and information they share with you will be passed on to teachers, parents, etc.

**Have some ground rules about what you will or will not share and make sure that you discuss these with your mentee early in the relationship.**

For example:

- Nothing that the youth tells you will be discussed with anyone else except the school counselor or mentoring coordinator if needed.
- If the you feel it is important to involve another adult, it will first be discussed with the youth.
- If there is a threat of physical harm to the youth or others, the mentor must break confidentiality to seek protection for the endangered person (including the threat of suicide).
- If your mentee communicates to you knowledge of an unlawful act that was or will be committed, appropriate authorities must be notified.

### Reporting By Mentors

Mentors, as volunteers, have a responsibility to help protect the children with who we work from abuse. Although mentors are not bound by our state's mandatory reporting laws, their concern for the children they mentor obliges them to report any case of suspected physical or sexual abuse they observe or are told about.

## What is child sexual abuse?

Child sexual abuse is any interaction between a child and an adult (or another child) in which the child is used for the sexual stimulation of the perpetrator or an observer. Sexual abuse can include both touching and non-touching behaviors. Touching behaviors may involve touching of the vagina, penis, breasts or buttocks, oral-genital contact, or sexual intercourse.

Non-touching behaviors can include voyeurism (trying to look at a child's naked body), exhibitionism, or exposing the child to pornography. Abusers often do not use physical force, but may use play, deception, threats, or other forms of coercion to engage children and maintain their silence. Abusers frequently employ persuasive and manipulative tactics to keep the child engaged. These tactics—referred to as "grooming"—may include buying gifts or arranging special activities, which can further confuse the victim.

## Who is sexually abused?

Children of all ages, races, ethnicities, and economic backgrounds are vulnerable to sexual abuse. Child sexual abuse affects both girls and boys in all kinds of neighborhoods and communities, and in countries around the world. **The largest number of sexually abused children falls in the 8 to 11 year old age range, averaging 10 years.**

# Risk Management: Sexual Abuse

## Signs of Sexual Abuse

**Emotional & verbal evidence of sexual abuse** Children who have been sexually abused may display a range of emotional and behavioral reactions, many of which are characteristic of children who have experienced other types of trauma. The best evidence that a child has been sexually abused is that the abuse is witnessed by someone. Another excellent indication is that the child says that s/he has been abused. Oftentimes this information may not come from the child him/herself but from another source.

**Physical evidence of sexual abuse** tends to be temporary including difficulty walking or pain or itching in the genital area. Some physical evidence is more ongoing including an increase in physical complaints (headaches, stomachaches and abdominal pain) as well as sexually transmitted diseases.

**The behavioral signs of sexual abuse** are likely to be more conspicuous and present themselves for longer periods of time. Specific behaviors related to child sexual abuse are:

- Age-inappropriate understanding of sex
- Reluctance to be left alone with a particular person
- Persistent and inappropriate sex play with peers or toys
- Wearing lots of clothing, especially to bed
- Drawings of genitalia
- Poor self-esteem and depression
- Nightmare or night terrors
- Poor peer relationships
- Anxiety-related illnesses
- Secretive talk in and about relationships
- Fear of touch
- Prostitution
- Abuse of animals

\*\* The presence of any of these behaviors indicates a possibility that sexual abuse has occurred. They are not, 'in and of themselves, conclusive evidence that the child has been abused.

## Disclosure of sexual abuse- how to handle the situation

Disclosure is when a child tells another person that he or she has been sexually abused. Disclosure can be a scary and difficult process for children. Some children who have been sexually abused may take weeks, months, or even years to fully reveal what was done to them. Many children never tell anyone about the abuse.

In general:

- Girls are more likely to disclose than boys
- School-aged children tend to tell a caregiver
- Adolescents are more likely to tell friends



# Risk Management: Sexual Abuse

Very young children tend to accidentally reveal abuse, because they don't have as much understanding of what occurred or the words to explain it.

Children are often reluctant to tell about being sexually abused. Some reasons for this reluctance may include:

- Fear that the abuser may hurt them or their families
- Fear that they will not be believed, or will be blamed and get in trouble
- Worry that their parents will be upset or angry
- Fear that disclosing will disrupt the family, especially if the perpetrator is a family member or friend
- Fear that if they tell they will be taken away and separated from their family

Disclosure can be particularly difficult for younger children who have limited language and developmental abilities. If the child does not understand that the abuse was wrong, this may also lead the child not to tell.

Most child sexual abuse occurs through manipulation, deception, bribery and coercive techniques; thus in many ways the victim internalizes a sense of being a willing participant. Sexual abuse less often involves violence.

## What to do if a child discloses abuse:

Should your mentee tell you of abuse, or should you observe signs of abuse, please inform your Mentoring Coordinator immediately— contact information is below. They will assist you in reporting to the proper authorities.

Please do not hesitate to bring any question or concerns that might arise in this area to your Mentoring Coordinator.

Mentoring Coordinator Contact Information			
Clear Lake/Ventura	Amanda Korenberg	641-420-9660	mentorclv@yahoo.com
Forest City	Scott Jackson	641-585-2670	sjackson@forestcity.k12.ia.us
Garner-Hayfield/Ventura	Shirley Brown	641-430-4716	sbrown@garner.k12.ia.us
Mason City/Central Springs	Jessica Prazak	641.421.2708	jprazak@masoncity.net
West Fork	LuAnn Helmers	641-822-3389	lchelmers@mchsi.com

\*\* Please refer to the steps on page 11 for reporting abuse.

### Reporting Abuse

#### **If a mentee wants to talk about the situation:**

- Support their decision to talk with you and reassure them you are a safe person to talk with and reaffirm that you will help them.
- Be aware of your own reaction to their report
- Remain calm and receptive to what they have to share
- Clearly document exactly what the child told you and what you did to respond
- Document all conversations regarding the disclosure in detail

#### **Determine what happened:**

- Who was involved (the alleged perpetrator)?
- How they know them?
- When did it happen?
- Were there any other children/victims involved?

#### **Report the Incident:**

- Inform the child you are required to inform the One on One Mentoring Coordinator and it is our job to help.
- Contact your Mentoring Coordinator immediately. All contact info is included on the previous page.
- The Mentoring Coordinator will contact the mentee's school counselor, and appropriate authorities will be contacted as applicable.

**Continue to be a constant supportive person in the life of your mentee.  
This is a time where they need your support and trust the most.**

#### **Things not to do when talking with a child regarding their report or child abuse:**

- Do not question the child regarding the incident of abuse; instead give them opportunities to bring it up to you.
- Repeated questioning can be detrimental to a child.
- Avoid leading questions
- Avoid expressing negative emotions regarding the incident of abuse.
- It is important to be aware of your own reaction and biases.

# Risk Management: Physical Contact & Communication

## Physical Contact

Some child development authorities are very concerned that society has become so afraid of providing physical nurturing to children that those children's emotional growth will be adversely affected. One On One mentors, however, find themselves in the unique position of providing the mentee with appropriate wholesome affection. Reality is that being a "one on one" mentor to a mentee makes it almost impossible or the mentor to avoid some physical contact.

Some younger mentees literally demand physical affection and they may cling to their mentor. You can use these opportunities to teach your mentee that there are social boundaries to the expressions of physical affection. You can be a role model to help your mentee learn how to set boundaries. In some instances a mentee may want to hold your hand in a crowded area or give you a hug goodbye. That is fine, it should be their idea, not yours.

The One On One Mentoring Project has the following guidelines relating to touching a mentee:

- Touching should be in response to the need of the mentee and not the need of the mentor.
- Touching should be with the mentee's permission— resistance from the mentee should be respected.
- Touching should avoid touching breasts, buttocks, and groin (this includes mentee sitting on your lap)
- Touching should be open and not secretive.

## What happens if a mentee discloses abuse by their mentor:

**The bottom line is always ask a mentees permission before you have physical contact with them.**

- If a mentee reports being touched inappropriately or in a way that makes them feel uncomfortable, by their mentor, the parents are instructed to inform the Mentoring Coordinator.
- The Mentoring Coordinator will suspend the match, involving the affected parties, immediately. Both the mentor and mentee's parent/guardian will be notified that visits and all types of communication are not allowed while the allegation is investigated.
- The Mentoring Coordinator will contact the mentee's school counselor, and appropriate authorities will be contacted as applicable. Steps may include contacting the local police department to make a report of child abuse.

**If the investigation concludes the following action will occurs:**

- If the allegation proves to be untrue, the match may resume with careful consideration and approval from all involved: the Mentoring Coordinator, mentor, mentee, & mentee parent/guardian.
- If the validity of the report is unclear or the allegation is true, the match will be terminated.

## Communication & Safety

**Mentor Address:** You are never required to give your home or work address to your mentee.

**Mentor Phone Number:** If you are a community based mentor, you may either exchange your home or cell phone. You are never required to give your work number to your mentee.

Although it is relatively safe to give your address, phone number, or cell number to your mentee but it can still be abused. If you decided to give any of this information to your mentee you should **set limitations** for its use. An example of limitations could be: times during the day you will allow calls and days of the week if necessary.

**Texting, Email, Facebook/Social Media:** It may be easier to connect with the family/mentee by email or messaging. But, actual conversations are preferred. We recommend not being Facebook friends, everything you do will be available for your mentee & their parents to see. Instead, you may think of personal messaging on Facebook without "friending" them.

# Risk Management: Liability

**Overnight Visits-** Overnight visits between *One on One* Mentors and mentees are NOT AUTHORIZED !!

The Nonprofit Risk Management Center defines risk management as a “discipline for dealing with uncertainty.” The area of greatest uncertainty, or risk, in a mentoring program involves the potential for harm to the young person being mentored or the mentor themselves. A growing body of research and information on mentoring best practices provides a framework for designing a prudent risk management system.

**Liability Insurance** To protect our mentors, families, and our program as a whole; we have liability insurance. Certain issues are important when the insurance company determines the acceptability of a risk. Our liability insurance carrier **does not allow overnight visits**, and also does not recommend that mentors be totally alone with a mentee for an extended period of time.

Why you ask? Our agent explained to us that insurance carriers are always concerned when there is isolation of a person of authority paired with a child. They would like to encourage and emphasize with all parties their stance on overnight visits. Our liability policy would be voided if something happened.

That being said, there have been a few incidences where a mentor invited their mentee to go on a family camping trip or family trip to an amusement park, as a one time event. Here is the information that was shared with them:

- If there was an accident, you would be held solely responsible.
- If there was a claim by a parent, or mentee, that inappropriate action or accident occurred on the overnight visit, whether something did or did not happen, you or family member, would be held responsible.
- Do you have 100% trust your mentee and their family members?

If you decide the benefit to the mentee outweighs the possible risk, it is recommended that you have a professional document drawn up and signed by both you and the mentee’s guardian; a parent permission form or statement of the event with emergency contact. Make sure you are never alone with the mentee.

**If you do this, it is not considered a part of the One on One Mentoring Program and you can not count these hours towards your mentoring time.** This is a situation between you and your mentee’s family and is considered separate of the mentoring program. Also, visit your homeowner’s policy and see what is covered in case there would be an accident or incident.

***We don’t have these rules to be mean and cruel, we have the rules to keep all parties safe.***

## **Other questions we have answered:**

- 1. My church is having an overnight retreat. Could I invite my mentee?** Yes. Just make sure their parents fill out the appropriate paperwork work with the church/youth group.
- 2. Can my mentee’s family members or their friends come with us on our visits?** If you would like to invite a sibling or friend along on your meetings, parent permission should always be secured for youth participation. I would limit the number of times a friend or sibling attends your meetings as the goal of the program is the one on one relationship. If siblings are going to be involved on a regular basis, they should be enrolled in the program.
- 3. My mentee’s mom has asked me to watch my mentee, so they can have a “break”. What should I tell her?** If this works into your schedule, and you would like to spend time with your mentee, great. But, if you are feeling pressured or you get asked multiple times to do this, please call me. When families sign up, they are explained the “do’s and don’ts” of mentoring. The role of the mentor is to spend time with their mentee, not to babysit. When families get comfortable, sometimes boundary lines get blurred and sometimes parents feel that they are entitled to ask mentors for favors. Remember you are their child’s mentor, not the family’s go to in rough times. **If a family is in need financial or other family services, we can help hook them up with those resources.**

## Risk Management: Transportation & Liability

**Transportation:** Some families may not have transportation for their child to be involved in the mentoring program. If you do not feel comfortable transporting your mentee, you may want to stick to school based mentoring.

If you do transport your mentee, please remember: **All mentees must be secured by a seat belt.**

It is recommended by the State of Iowa that all kids UNDER AGE 13 or under 5 foot tall SHOULD RIDE IN THE BACK SEAT. This is due mostly to the possible injury of an air bag.

**Liability:** The City's liability policy protects mentors when they are meeting with their mentees. The automobile liability policy protects the City if a volunteer uses their personal automobile while involved in YTF activities. This coverage is on an excess basis, i.e., the volunteer's automobile liability policy would pay first, and the City's policy would pay after their insurance is exhausted. There is no physical damage coverage in the City's policy for a volunteer's vehicle. Liability policies would provide legal defense as well as other covered damages up to policy limits.

**You must have a valid driver's license and proof of insurance.  
Please get a copy of these items to the coordinator.**

**If you have any questions related to the risk management policy or any questions in general, please contact your coordinator (page 2). The following letter is from our insurance carrier:**

### *FIRST INSURANCE AGENCY, INC*

June 7, 2006  
Mason City Youth Task Force  
City of Mason City  
10 First St NW  
Mason City, Iowa 50401

Re: Mason City Youth Task Force Mentoring Program

I have reviewed the information you provided in regard to the Mentoring Program. Because the Youth Task Force activities are a budgeted item and under overall control of the City the City's liability policies would apply. These policies provide coverage for bodily injury, property damage, and public official's liability that result in claims where there has been negligence by the City of Mason City employees or volunteers while involved in Youth Task Force activities including the Mentoring Programs in the Outreach Programs.

The automobile liability policy also protects the City if a volunteer uses his or her personal automobile while involved in Task Force Activities. This coverage is on an excess basis, i.e., the volunteer's automobile liability policy would pay first, and the City's policy would pay on the City's behalf after their insurance is exhausted. There is no physical damage coverage in the City's policy for a volunteer's vehicle.

Liability policies would provide legal defense as well as other covered damages up to policy limits. I suggest you obtain evidence of insurance and driving record information for any volunteer using their personal vehicle.

Your volunteers are not covered by the City's workers compensation insurance. Any on the job injuries suffered by a volunteer will have to be handled at their expense.

As we discussed, you are performing background checks, checking references, and the sexual abuse registry as you screen your volunteers.

Please let me know if you have questions or concerns.

Sincerely,

Richard R. Price, CPCU, First Insurance Agency

# Procedure Guidelines

## Relationship Check



Relationships are dynamic, so it is a good idea to occasionally check with your mentee about **how things are going with your relationship**. This will help you find out about the things that are working well, so you can keep doing them. It will also help identify any issues or concerns that need to be addressed. When discussing this with your mentee make sure to let them know that you want them to be honest so you can be the best mentor that you can to them. Make sure they know that you won't be disappointed if they have negative things to say– you just need to know so that you can make changes.

## Troublesome Behavior

First determine if the behavior is simply troubling to you because you would do it differently, or whether it **is truly and indication of a more serious problem**. If you feel the troublesome situation facing your mentee is harmful to them or others, you have an obligation to discuss this with the project coordinator, school counselor, or referral source. You are not expected to solve the problem or to be a therapist, but there may be situations where you can be helpful. You may be able to get suggestions from the school counselors, referral resource, or project coordinator about ways that you can be helpful and supportive.



## Disciplining Your Mentee

You and your mentee will need to feel safe and secure. You have the responsibility to provide that sense of security and safety. You can accomplish this by providing rules of behavior and by insisting that your mentee follow the rules. The main rule that all mentors must follow is that no one should be allowed to physically endanger themselves or others. You must decide what rules you will enforce and be consistent in enforcing them. You also need to tell your mentee what the rules are when they are with you. You may want to include your mentee in helping decide what these rules should be.

### Suggestions for Disciplining the Mentee

- ☺ Say “NO”. Say it loudly and firmly.
- ☺ Praise and reward good behavior.
- ☺ When misbehavior is not too serious, ignore it. It could be an attempt by your mentee to get attention.
- ☺ Watch your own behavior. Be a model for your own rules.
- ☺ If your mentee is endangering themselves or others and will not listen to you, you may **carefully** and **gently** restrain them.
- ☺ When your mentee's behavior is unacceptable but not threatening, give them a time limit to straighten out or you will end the meeting. Then if they don't straighten out, leave. Your mentee will have to learn that you are good as your word. If this happens, reassure your mentee that you'll be back next week.

### Deficient Disciplining

- ☹ Yelling and screaming. All it does is teach your mentee an inappropriate way to react when they're angry.
- ☹ Threatening to tell their parents.

**NOTE: ONE ON ONE MENTORS CAN NOT HIT, SLAP, OR PHYSICALLY PUNISH THE MENTEE IN ANY WAY.**

# Procedure Guidelines

This is a sample of the One on One Mentoring Accident/Incident report. If an accident or incident would occur during your meeting with your mentee, this form would need to be completed. Reports may include, but are not limited to: injury at the park or mentor's home, mentee/parents habitually not showing up for meetings, a disclosure of abuse by your mentee, or any other incident you would like to have documentation on.

\*You may request a copy of the incident report from your Mentoring Coordinator.



## Accident/Incident Report Form

Date: \_\_\_ / \_\_\_ / \_\_\_

Name of Mentee: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Description of Accident or Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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### Action Taken:

- Meeting ended early
- Talked to school staff person about incident
- Mentoring Coordinator talked to party involved
- Mentor or mentee on probation period
- Mentor or mentee terminated or withdrawn from program
- Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

## Before You Meet

The first meeting is where you and your mentee will form your first impressions, so it is important for that first meeting to go well. A little advanced planning can help to make sure that your first meeting is a success! Here are some things to think about before you meet.

- Who is in charge?- A mentoring relationship should be a partnership. Start with the thinking of shared responsibility.
- Planning vs. Spontaneity- Planning is a good idea for all of your meetings. A little planning makes things more comfortable. Another option is giving your mentee a few things to choose from- play a game, do an art project, or go for a walk. And remember, having something planned doesn't mean that you can't take advantage of a spontaneous idea!

The mentoring coordinator will attend the first meeting with you- whether or not you are a school or community based mentor. Some mentors like to meet with the parents and mentee together that first time- we can set that up. If you are only a school based mentor, you or the parents may not feel it is necessary to meet.

## The First Meeting

Meeting your mentee for the first time can be exciting and a bit uncomfortable- for both of you. Both mentors and mentees often worry about the other person's opinion and what they will say. To help your first meeting go smoothly, prepare yourself. One way to do this is to think about what you would like to know about your mentee and also what you would like them to know about you. Setting ground rules and relationship goals are also ideas of things to do at your first meeting.

### Setting Ground Rules

Doing this early in your relationship will help avoid many problems later on. The ground rules that you set establish the framework of your relationship. It is important that both of you are comfortable and agree on the ground rules you set. The ground rules you set can deal with:

- ☺ When and where to meet
- ☺ What to do if one partner is unable to make a meeting
- ☺ Bringing friends to mentor meetings
- ☺ Confidentiality
- ☺ Dealing with problems



### What do you want to work towards in this relationship?

During your first meeting or two it is important to talk to your mentee and their parents about what they hope to get from the relationship. Your mentoring relationship will be successful if you can find out what goals your mentee has and help them work towards them. During your first meeting just try to get a broad idea of their goals and interests. You can define them more later.



**First Meeting Idea!** Fill a baggie with items or photos that represent important things in your life: pictures of your family, a plastic dog to represent your pet, etc. Exchange the bag with your mentee, explain the items or let your mentee guess what each item means. The next meeting, let your mentee fill the baggie with things that are special to them.



## Meeting Guidelines

### School Based Mentoring

1. The Mentoring Coordinator will contact you to schedule a time to meet with the counselor/school staff and youth.
2. We will meet with counselor/school staff to discuss reason for mentee's referral, and set up a schedule when you and your mentee can meet.
3. Every time you arrive at school for your meeting, go to the office and tell the secretary who you are and who you are meeting with.
4. Follow the schools visitor policy (may need to sign in or get a visitors badge). Each school has different areas to meet. Ask the secretary or counselor which places are available to meet during the time you are there.
5. **Have fun!** Before you leave, remember to discuss when you'll meet again.
6. Please record your hours on the mentor timesheet to send to the mentoring coordinator monthly.

### Community Based Mentoring

1. The first meeting usually takes place at the mentee's home. You, the youth, their parents, and the Mentoring Coordinator will meet and go over the guidelines and rules of the program.
2. At the meeting we will go over various contact information, allergies or medication youth is taking, transportation issues, meeting guidelines, and goals to work on. We will also go over drop off instructions. You are not to leave the youth at home alone, unless the parent(s) specify otherwise.
3. When scheduling meetings, it is up to you and the mentee's parents what you would like to do. Some mentors have set schedules-same day and same time every week, but others like to mix it up a bit because of changing schedules and do not want a set routine every week.
4. Before you leave, remember to discuss when you'll meet again.
5. Please record your meeting hours/times on the mentor timesheet to send to the

### Large Group Activities

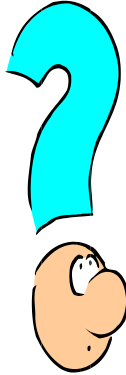
Usually our mentoring program holds large group event every 3 to four months. We invite all matches, but attending the event is up to you and your mentee.

1. If your mentee only has permission for school based visits, they will need special permission to participate in large group activities.
2. If you are interested in taking your mentee to the event, please contact the parent(s) and the set up a time to pick up or meet your mentee.
3. Exchange current contact information and emergency information, just in case something would occur.
4. Inform the parent(s) what time you will be dropping your mentee off at home or desired location.

# Mentoring Relationship Management

## Am I Making A Difference?

Most mentors choose to mentor because they want to make a positive difference in the life of a young person. Sometimes it will be hard to tell if you are really making a difference. Most mentees aren't going to gush about the positive difference you are making in their life.



However, there will be times where it will be easy to see the impact you are having. Here are a few signs to look for-

Your mentee:

- did well on a test or project that you helped with
- successfully resolved a problem with your guidance
- is talking to you more freely, asking you more questions, being clearer about what they need from you, or acknowledging something about you.
- smile when they see you
- show appreciation or thank you when you do something for them
- introduces you to their friends or family or refer to you as their "friend"

### Practices of Effective Mentors

- ☺ Involve youth in deciding how time will be spent.
- ☺ Make a commitment to be consistent and dependable– to maintain a steady presence in the student's life.
- ☺ Recognize that the relationship may be fairly one-sided for some time– **mentors**, not youth, are responsible for keeping the relationship alive.
- ☺ Pay attention to the youth's need for fun.
- ☺ Respect the youth's viewpoint.
- ☺ Allow the youth to make mistakes.
- ☺ Leave your personal agenda behind.
- ☺ Do not focus on the negative aspects of the youth, neighborhood, or parents– leave it alone.
- ☺ Seek and utilize the help and advice of your coordinator.

### Practices of Ineffective Mentors

- ☹ Have difficulty meeting the youth on a regular basis.
- ☹ Attempt to transform the youth by setting goals and tasks early on; adopt a parental or authoritative role in interaction with the youth.
- ☹ Emphasize behavior changes over development of trust and respect.
- ☹ Attempt to instill a set of values inconsistent with those the youth is exposed to at home.
- ☹ Pushing your interests & hobbies onto your mentee
- ☹ Ignores or doesn't seek the advice of project staff.

## When The Relationship Ends Early

Mentoring relationships can come to a close in many different ways and for many different reasons.

- Mentor or mentee moves out of the area.
- Other major life changes (health concerns, major career shifts) make continuing impossible.
- One of the pair decides to end the relationship
- Major personality differences between the mentor and mentee

If the relationship ends because of an unavoidable circumstance, consider taking the time to get closure between you and celebrate what you have accomplished. It is helpful to acknowledge that there is probably some disappointment on both your parts; make sure that your mentee knows that it is not a reflection on them or how much you care. Make sure you explain the situation if you are the one ending the match.

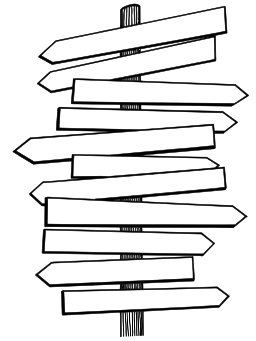
## Crisis Management-Closing the Match

### Steps to Take When You Are Ending The Mentoring Relationship

Sometimes, despite everyone's best efforts, a mentoring relationship comes to an early conclusion. Common reasons for this to happen are:

If one or both of you truly feels that it would be best to end the relationship, then your goal should be to make the ending positive and affirming for you both. Ask your mentee for a last meeting to talk about the ending and say good bye. At that last meeting, remember to:

- Emphasize what has gone well– ways you have seen your mentee grow, and ways you have benefited.
  - Acknowledge that sometimes relationships are challenging, and you hope you have both gained some skills in working with interpersonal issues.
  - Reaffirm your faith in the young person's abilities and potential.
  - Encourage your mentee to keep reaching out to others who can make a positive difference in his or her life.
1. When you know that the relationship is going to end– let the mentoring coordinator and school staff know as soon as possible.
  2. The coordinator will contact the parents, teacher, and other involved parties know about It is a good idea to start talking about it with your mentee in advance– don't wait until the last scheduled meeting.
  3. The close of a mentoring relationship is more of a transition than an end; and transitions **take time**. Remember that this doesn't mean this is goodbye. You can talk to your mentee about whether you would like to remain in touch– and if so, how. If you decide to continue your relationship on an informal basis it is a good idea to renegotiate your ground rules.
  4. You should also celebrate your successes. Don't forget to talk about your mentoring relationship and what your mentee accomplished.



**Where To Go?**

### Reasons For Terminating a Mentor

- Sexual Misconduct
- Emotional or physical abuse or physical punishment of a mentee.
- Repeated undermining of One On One Mentoring Project objectives.
- Repeated inability to work with parents, project staff, or others involved in the One On One Mentoring Project.
- Reckless Driving, Driving Under the Influence, Careless Driving, or Driving While Impaired.
- Substance abuse/usage in the presence of the mentee.
- Conviction of a crime.
- Engaging in activities that would reflect negatively on the mentor as a role model or the One On One Mentoring Project as a whole.

## Contacts

### Mentoring Coordinator Contact Information

Clear Lake Ventura	Amanda Korenberg	641-420-9660	mentorclv@yahoo.com
Forest City	Scott Jackson	641-585-2670	sjackson@forestcity.k12.ia.us
Garner-Hayfield Ventura	Shirley Brown	641-430-4716	sbrown@garner.k12.ia.us
Mason City Central Springs	Jessica Prazak	641.421.2708	jprazak@masoncity.net
West Fork	LuAnn Helmers	641-822-3389	lchelmers@mchsi.com

### What is next?

1. The Mentoring Coordinator will meet with prospective mentees to complete an interest inventory and other pre-match information. This process may take up to 4-6 weeks. After mentors are trained, we look for the best match for you. We do not inform families of a potential mentor until the mentor has completed training because we do not want to let the parents and the mentee down if a mentor would back out.
2. Once we have completed training with the parents and mentee, we will contact you to set up your first meeting with your mentee.
3. You may meet once a week for at least one hour with your mentee or at least twice per month for a total of 4 hours.
4. Track and document your meetings with your mentee. Turn your time sheet to the Mentoring Coordinator by email, mail, or phone at the end of the quarter (March 31, June 30, Sept 30, & Dec 31)
5. Contact the Mentoring Coordinator or school counselors with any questions, concerns, or ideas of group or special activities.

Information for this training manual was compiled from a variety of sources including: Search Institute, Minneapolis, MN; Mentor Training Curriculum, A Product of the National Mentoring Working Group convened by United Way of America and One to One; The National Mentoring Partnership ([www.mentoring.org](http://www.mentoring.org)); Be a Mentor Program ([www.beamentor.org](http://www.beamentor.org)).

### What do young people want from a mentor?

#### 1. Advice-

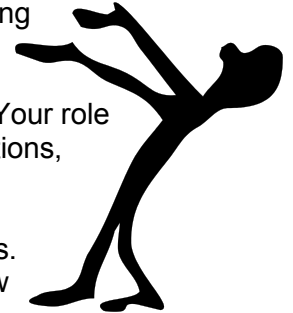
As a mentor, you bring a wide range of life experiences to the relationship; therefore, you can be a great source of advice and information. Once in awhile your mentee may need a second opinion or a different perspective that you can provide. Help your mentee gain a new perspective by sharing your experiences. What did you do in a similar situation? How did it work out? Be willing to share, but check to make sure your mentee is interested first! Remember that you are different people. Your mentee will have their own values, which may be different from yours and may lead them to very different ideas about what to do. Your role is to offer insight, advice and suggestions. It is a mentor's role to evaluate the options, consider what you have said, and then make the best decision.

#### 2. Access-

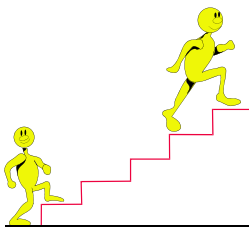
One of the most valuable things you can do for your mentee is to help open doors. That's what access is all about– helping your mentee find and get involved in new situations. You can help your mentee find people, opportunities, and information they might not have found on their own.

#### 3. Advocacy-

Have you ever had someone stand up for you when you needed it? Or speak on your behalf? That's what advocacy is all about. For mentors with an older mentee, they may need a job reference or later down the road a college recommendation. In order to be an effective advocate, you have to really get to know your mentee. You will have to create opportunities to get to know your mentee in person. The more you learn about your mentee, the stronger an advocate you can be!



### Setting and Reaching Goals



Once the “testing” is over, the rocky part of the relationship usually ends and the youth becomes more committed. At times, however, old behaviors may appear, usually if the youth is under stress. Now you and your mentee should identify and work towards some short-term goals. This is a time of closeness in the relationship. During this time young people will view their mentors as important in their lives. Since each relationship is unique, the timing and intensity will vary.

### Giving Feedback

As your relationship continues to grow, there will be times when both of you will need to give the other feedback. This is important to both correct problems and reinforce positive aspects of the relationship. An effective feedback message has three parts:

- Behavior
- Effect
- Change



1. The first step in giving feedback is to figure out what behavior you want to call the other person's attention to. Feedback should always be focused on behavior. Many times people are not aware of the impact their behavior has.
2. In the second step of giving feedback you describe the effect of the other person's behavior– on you or on others.
3. Next, you tell the other person what change in their behavior you would like to see. Again, be specific and focus on behavior.

## Reference EXTRAS!

### Problem Solving

Problems will occur in any relationship, mentoring included. These may be problems between the two of you or between your mentee and someone else. There may even be problem with your mentee that don't involve others. As a mentor you can help your mentee find a solution to the problem and you can model a problem solving process that your mentee can use to help solve other problems.

The problem solving process consists of six steps:

- 1. Define the problem**—This can be a challenge! You will need to work with your mentee to clarify just exactly what the problem is that you are trying to solve. This sounds obvious, but it really isn't. Sometimes it is just a symptom not the root cause of the problem.
- 2. Define success in solving the problem**— Once you are both clear and in agreement on the real problem, you need to generate a picture of success— what would success look like? How will you know when the problem is solved?
- 3. Generate alternatives**— This area is where you can be a big help to your mentee. Youth often have trouble generating more than one or two potential solutions to the problem. You can help them look at the problem from a different perspective, and help come up with additional alternatives. The more alternatives you can identify, the more likely it is that one of them will work. With a picture of success in mind, you can map out several different ways to get there. A good approach is to generate lots of alternatives together, then pick the top 3-5 you both like best.
- 4. Evaluate alternatives**— Once you have generated a list of possible alternatives, you can help your mentee realistically evaluate the potential of each. This is another area where you can be really helpful. You can help your mentee assess what would happen if each alternative was implemented. Some criteria for evaluating alternatives include: how much time will this take? How much money? Are there downsides? Will this yield other benefits beyond solving the problem? You can also help your mentee evaluate if each alternative would really solve the problem.
- 5. Agree on action**— Once you have identified the best alternative, you can help your mentee determine what has to happen to implement the solution. Here, you and your mentee do a quick action plan, breaking the alternative you've selected into specific steps, identifying who is responsible for each and by when it must be completed.
- 6. Schedule follow-up**— Set a date with your mentee to revisit the issue after the solution has had a fair chance to work. If the problem persists, you might want to go back to the Evaluation step and repeat the process. This will help your mentee learn that not all problems are solved in the first pass.

## Web Pages and Other Reference Material

### Web Pages

#### Mentoring Sites

- National Mentoring Partnership: [www.mentoring.org](http://www.mentoring.org)
- Iowa Mentoring Partnership: [www.iowamentoring.org](http://www.iowamentoring.org)
- Be a Mentor Program: [www.beamentor.org](http://www.beamentor.org)
- National Mentoring Center: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)
  - Search Institute: [www.search-institute.org](http://www.search-institute.org)



#### Other Reference Material

- Asset building information can be checked out at the YTF office.

#### Games, Crafts, & Ideas

[www.familyfun.com](http://www.familyfun.com)  
[www.aboutourkids.org/](http://www.aboutourkids.org/)  
[www.kids.msn.com](http://www.kids.msn.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.makingfriends.com](http://www.makingfriends.com)  
[www.talkingwithkids.org](http://www.talkingwithkids.org)  
[www.craftsforkids.com](http://www.craftsforkids.com)  
[www.atozkidsstuff.com/iowa](http://www.atozkidsstuff.com/iowa)  
[www.papercreate.com](http://www.papercreate.com)

## Reference EXTRAS!

### Listening Skills

Strong communication skills are critical to building a relationship with a young person.



People tend to think of listening as something passive, or they tend not to think about it at all. But listening is actually a skill— a valuable skill that can be practiced and learned. Listening skills are founded on respect; respect for the person with whom you are communicating. A good listener actively tries to catch and understand a speaker's words. Some common traps that people fall into as they listen to other people are:

- **Listening to respond**  
⇒ *When you are thinking about what you are going to say next, you aren't truly listening to what the person is saying.*
- **Making Assumptions**  
⇒ *This is always a mistake! To make sure you understand someone else's meaning or intent, you must check it out. Tell the other person what you think he/she meant and ask if it is correct.*
- **The Emotional Shut-Down**  
⇒ *When someone says something that upsets you or hits a button for you, you probably stop listening. The problem here is that you may not have understood— and when you stop listening you shut down the chance of really getting the other person's meaning.*

Here are some useful tips on how to be a much better listener.

- ☺ **Stay focused** on the speaker and what he/she is saying until it is your turn to talk.
- ☺ **Check out what you heard**— you do this by playing back what you think the other person said in two ways:
  - Summarize** the content to check for understanding. You might say, “so you are finding English really difficult?” or “you had a hard time with that test— is that right?”
  - Reflect** back the feeling— here you check to see if you understand how the other person feels about the subject. You might say, “you sound really frustrated,” or “sounds like that hurt your feelings.”
- ☺ **Make eye contact** with your mentee— be aware of body language too. When you sit with your arms crossed you probably look closed— consider leaning forward a little. It also helps to sit when the speaker is sitting and stand when the speaker is standing.

Effective listening skills lead to good communication which in turn is part of the foundation for building the mentor/mentee relationship. These skills are based on respect, honesty, and responsibility. In communication we need to take responsibility for our own actions, words, and feelings. People, especially young people, rarely feel that they have been listened to and understood— so it is a powerful thing when you show that you are really listening to them!

### Questioning Skills

To get your mentee to open up and talk to you, it's a good idea to practice asking “open ended” questions. Open ended questions are questions that can't be answered with a simple “yes” or “no.” These questions invite the speaker to talk. Examples:



#### Closed Ended

Do you like school?

Are you good at sports?

#### Open Ended

How do you feel about school? What subjects are you most interested in?

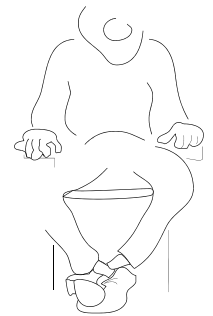
I wasn't good at most sports when I was in school, but I do like soccer. How about you?

## Reading Body Language

Kids often have a hard time expressing their feelings to adults. Sometimes their body language says more than their words do. By paying attention to your mentee’s body language you may be able to understand better how they are feeling. The following are some examples of body language that you may encounter and what it may mean.



Body Language	Possible Meaning
Looking away– avoiding eye contact	Discomfort, upset, disagreement, embarrassment
Crossed arms	Anger, defensiveness
Head in hands	Upset, fatigue
Moving backward, tilting a chair back	Feeling his/her space is invaded
Fidgeting, foot tapping	Anxiety, boredom
Hands covering eyes or mouth	Sadness, shame



It's very important to note that body language indicates possibilities, not certainties. Be **SURE** to ask your mentee whether these body language signs mean what you think they do - you can ask this directly or indirectly.

Some ways you might ask:

- ☺ You seem sort of stressed out...
- ☺ I am getting the feeling you're mad about something...
- ☺ I'm concerned I've embarrassed you...

If you get no answer, you might pause, then add, "is that right?"

Keep in mind that there are cultural differences regarding what body language means, In some cultures- including some Hispanic and Asian cultures - direct eye contact and leaning forward can be interpreted as rude. It's important to be sensitive to these differences.

## Roadblocks to Communication



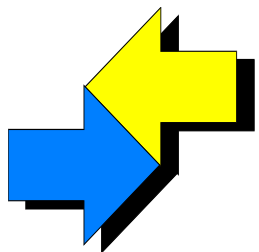
Just as there are common mistakes and barriers to good listening, the same can be said about talking. The following are some communication styles that tend to get in the way of good interaction.

- **Ordering**– Telling your mentee what he/she should do.
- **Threatening**– Telling your mentee to do something, “or else...” suggesting there’s only one acceptable course of action.
- **Preaching**– Telling your mentee how to act or behave.
- **Avoiding**– Trying to avoid problems or uncomfortable situations in the hope that they might go away on their own.
- **Pacifying**– Trying to make your mentee feel better without really addressing the problem. Even though you may be sincere, you haven’t helped your mentee resolve the issue.
- **Lecturing**– Giving your mentee unsolicited advise.





# Diversity Sensitivity and Appreciation



Diversity is more than a difference in race or ethnicity; it encompasses values, lifestyle and social norms, including such things as economic background, different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation, response to authority and more. Often times mentors are matched with young people who may be very different from themselves. A lack of understanding and appreciation of diversity can result in mentors becoming judgmental; therefore, decreasing the chance to develop a trusting relationship.

## What To Know

- You **will** encounter differences.
  - ⇒ *Mentees often differ from their mentors in age, racial or ethnic background, and/or socioeconomic status.*
- Diversity is a two-way street.
  - ⇒ *You may represent a different world to your mentee.*
- Poverty has it's own culture.
  - ⇒ *Many young people come from economically deprived backgrounds. Poverty often prevents people from believing that their future holds any promise of getting better.*

## What To Do

- Don't be afraid of diversity.
  - ⇒ *Take time to get to know your mentee, and his/her "differences" will no longer be so apparent. The more you begin to learn and understand about your mentee the less likely you will be to make negative judgments.*
- Share your culture.
  - ⇒ *Young people are curious. Answer questions with patience and candor. Use this questioning and answering as a means to build trust.*
- Be understanding and nonjudgmental.
  - ⇒ *Your mentee may come from a world very different from your own. Don't make judgments, and your relationship will develop trust.*

## Youth Culture

Take time to remember what it was like to be your mentee's age. Many of the characteristics of adolescence are normal, common, developmental traits and consequently don't vary significantly from one generation to the next. Think about the following questions:

- When you were in (your mentee's) grade:
  - ☺ *What was a typical day like?*
  - ☺ *What was really important to you at that time?*
  - ☺ *What was your father/mother like? Did you get along? Were you close?*
  - ☺ *Think of your friends. Were friendships always easy or were they sometimes hard?*
  - ☺ *In general, did you feel as though adults typically understood you well?*

