

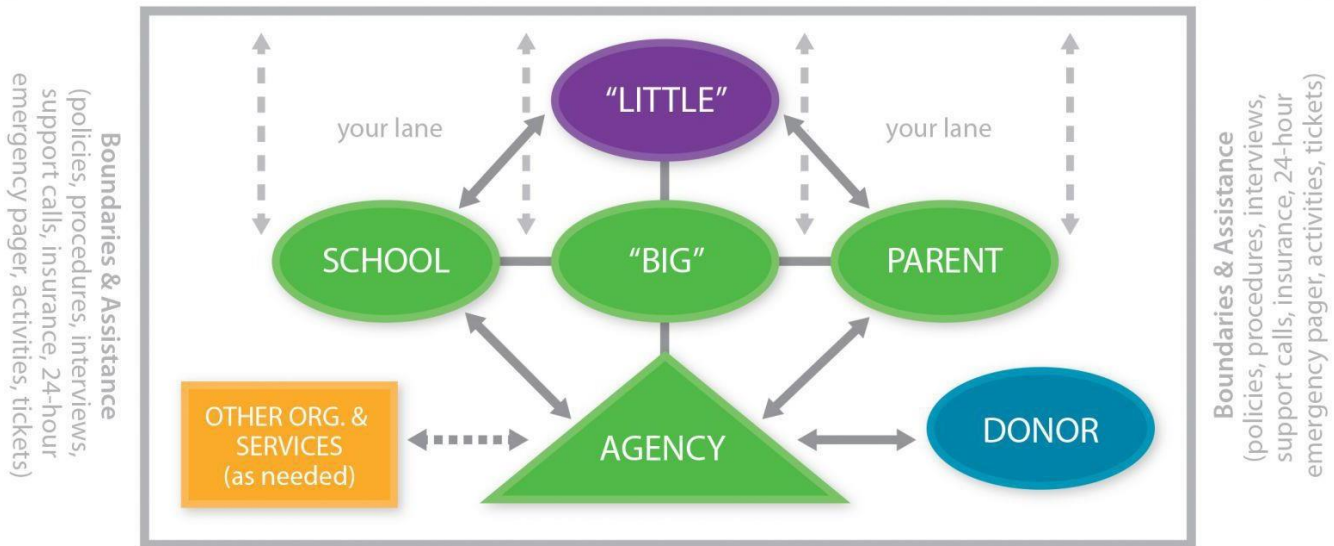


## MENTOR TRAINING GUIDE

**Mission:** To build trusting and enduring relationships that encourage and support young people.<sup>sm</sup>

# How we make a difference in the life of a Child

## Our Model



## ABCToday

We are deeply committed to our Littles having success in and out of the classroom. Through our ABCToday! program, staff partner closely with district schools, teachers and parents to keep track of how often our Littles:

- Attend school,
- Behave when they get there
- Classroom Success in reading and math

We look for ways to celebrate where they are doing well, and seek to support areas where a Little might be struggling.

# 1:1 MENTORING REPORT 2022

2022 brought continued need for focus on mentor recruitment and assisting young people with progressing.

In preparation for 2023, we hired new staff and increased efficiency in our recruitment structure. We focused on short-term and long-term efforts, particularly related to relationship retention, high school graduation, job readiness and E3 – Enrollment in college/trade school, Enlistment in the military, and/or gainfully Employed.

**GOOD NEWS:** Our data supports our decisions – 97% of the youth we serve AVOIDED some of life's riskiest behaviors.



## MENTOR APPLICATIONS

Mentors remain slow to step up, while youth enrollment is up.

**457**

Mentors  
Applied

**633**

Youth  
Waiting

## NEW MATCHES

**107**

New Littles &  
Bigs Matched

**40%**

Little Brothers  
Matched

## 1:1 MENTORING SUPPORT

**1,381**

Littles Served  
in 2022

**76%**

12-Month  
Retention

## SUCCESS TOWARD A MEANINGFUL, STABLE AND INDEPENDENT LIFE

**56** HS  
Grads

**96%**

Graduation  
Rate

**274**

BIG FUTURES  
Participants  
ages 18-25

**92%** BIG  
FUTURES  
are 3Es

Enrolled in College/Trade  
Enlisted in Military  
or Employed

**34**

FIRST JOB  
Certified

High School Ready-  
to-Work Program

## HOLISTIC SUPPORT & OUTCOMES

**235**

Resource Requests Filled  
(ie rent, utilities, technology)

**97%**  
AVOIDED

Juvenile Justice System  
Teenage Parenthood  
Drug/Alcohol Abuse  
School Suspension/Expulsion  
School Dropout  
Suicide/Self Harming

**THE POWER OF MENTORING—both for mentor and mentee—**  
is growing together and seeing the world through each other's eyes.

## **Mentor Code of Conduct**

In order to be a successful Big Brother or Big Sister, you must understand and accept the following expectations:

- **One-Year-Commitment-**Being a consistent, reliable friend is more important than what you do with your Little. It takes time to build trust and develop a friendship. That's why all of our Bigs are expected to commit to the match relationship for at least one year. This commitment is supported by research. Studies consistently show that mentoring matches lasting longer than one year are most likely to generate positive youth outcomes, while those lasting fewer than 12 months can actually be more detrimental to the child than not having a mentor at all.
- **Regular and Consistent Meetings-**Bigs are expected to make face-to-face contact with their Littles for at least 4 hours per month. It's important for you to be a consistent and reliable friend to your Little.
- All mentors will follow the policies and terms of service of all electronic communication platforms. The health, safety and privacy of one another in electronic spaces and communications should always be prioritized.
- There will come a time when your formal involvement with the agency will end, either through change in circumstances, availability, or graduation from the Big Brothers Big Sisters program. A healthy closure requires communication from all parties. We are here to work with you to find a positive and healthy way to say goodbye.
- Respect your Little's personal space. Certain types of physical touch are not permitted, such as back rubs, sitting on laps, wrestling, piggy-back rides, tickling or other contact that feels uncomfortable.
- Regular, ongoing contact with BBBS is a requirement of the program. Please, respond promptly to calls from BBBS staff, and feel free to contact us with any questions or concerns.
- If your contact information changes for any reason, please notify the agency and your Little immediately.

## Early Development Stage

Generally Within First 3-4 Months:

- You are trying to get to know each other.
- Your Little may seek your approval or try to impress you.
- Some Littles may be quiet & trying to determine if you will stay matched.
- Trust is earned and built over time!

### Be There!

- Without prying, learn facts about your Little and reference them in your conversations: e.g. favorite things, best friend, where they've traveled.
- Be consistent and flexible; setting a schedule at first can help build structure and rapport.
- Be patient and remember that relationships have ups and downs, this is typical.
- You will need to initiate calls; your Little will most likely not be comfortable

## Growth Stage

Approximately 4 Months to 1 Year:

- This may be a turning point in your relationship.
- It is common that your Little will begin testing you to see how much he/she can get away with.
- Your Little may still be hesitant to trust you.

### Be There!

- Show your Little that he /she can trust you, through reliability, consistency, kindness, patience, and time together.
- Keep in regular contact with your Relationship Specialist & the Parent .
- Recognize and praise accomplishments!
- If you need to give advice or address behavior problems, give reasons and avoid "shoulds."
- Set appropriate boundaries kindly, but firmly.

**4:1+1= The Team  
(Big, Parent, Child,  
BBBS Staff, School &  
Donor)**

## Maturity Stage

Around the One-Year Anniversary Date

- Your relationship may feel more easygoing and activities are less structured.
- You will see the maturity of your Little as he/she grows and develops.
- Your Little may be getting older and more interested in extracurricular activities which means you don't spend as much time together, this is normal and should not be received as negative.

### Be There!

- Develop long term shared interests; activities that you will do together that you both enjoy.
- Identify past shared experiences and enjoy shared "jokes."
- Learn something new, together!
- Good communication is key!

## Transition and "Closure"

- Circumstances arise, and when they do, you or your Little may decide it is time for a change—for a "transition."

### Be There!

- Celebrate the experience as much as you can together - highlights and hurdles.
- Make a plan for some form of continued contact that feels appropriate to your circumstances.
- If the transition of ending the relationship is not approached carefully, a child can be hurt by the experience. Just like with any friendship, this is an ending of a personal relationship, but remember that we are here to help!
- BBBS staff will work with you, the child and his/her parent to help you with this transition.

## **Ages and Stages of Child Development**

Understanding key aspects of ages and stages of child development can help shape and inform what Mentors experience within the match relationship with their Little. As such, please see the included document at the end of this packet to learn more.

## **Big Brothers Big Sisters of Eastern Missouri Policies**

### ***1. HOME VISITS***

- Visiting the mentor's home becomes an option after we have been matched for at least 3 months.

### ***2. OVERNIGHTS & OUT-OF-TOWN VISITS***

- Overnight visits are only allowed in authorized exceptions after we have been matched at least 1 year.
  - If a match is considering an overnight visit, each occurrence must follow an agency approval process.
  - The authorized exceptions include visit that provide a significant developmental or educational benefit to the Little and could not be possible without the Mentor accompanying the Little.
  - **UNDER NO CIRCUMSTANCES** should a Mentor & Child sleep together in the same bed, sleeping bag, or be in the same place while changing clothes.
- Out-of-town visits become an option for Mentors and Littles after we have been matched at least 1 year. We must notify BBBS staff each time an out-of-town visit takes place.
  - Out-of-Town visits are considered any location which is more than 30 miles outside of the BBBS Service area. (Our service area consists of St. Louis City & Co., St. Charles Co., Jefferson Co., Scott City & Cape Girardeau)

### ***3. USE OF ALCOHOL AND OTHER SUBSTANCES***

- Usage, or being under the influence of any substance (including alcohol, illicit drugs, and legal drugs, including medical marijuana, "legalized" marijuana, and prescription medications) that could potentially affect their judgment, driving, reaction time, or otherwise jeopardize a child's safety and wellbeing while the Little is in the Mentor's care or company are not allowed before or during outings.

### ***4. FIREARMS AND WEAPONS***

- The Mentor will inform Big Brothers Big Sisters if firearms or weapons are present in their home, regardless of ownership and agree to keep the firearm or weapon inaccessible to the Little at all times. If acquiring a firearm or weapon, the Mentor will notify BBBS staff and review and sign the firearm and weapons policy at that time. Mentors who own a firearm or weapon, or have a firearm or weapon in his/her home, must agree to the following policy:
  - Inform the agency of the ownership or presence of a firearm or weapon in their household, regardless of ownership.
  - Firearms, weapons and ammunition must be inaccessible to a child at all times.
  - Agency will disclose to the Parent/Guardian ownership or presence of a firearm or weapon, as well as the agency's policy.
  - If acquiring a firearm or weapon, the Mentor will notify BBBS staff and review and sign the firearm and weapons policy at that time.
  - Mentor must obtain parental permission and inform BBBS staff before participating in any activity dealing with firearms (i.e. hunting, target practice, skeet shooting).

## **5. LIABILITY**

- As the screened Mentor, you are the only one responsible for your Little.
  - Under no circumstances should anyone but you drive your Little
  - You should never leave your Little alone or in the care of others (i.e. significant other, friend).

## **6. DRIVING**

- The Mentor is the only individual permitted to drive the Little.
  - Mentors must adhere to all driving safety requirements in accordance with state law (e.g. seat belt use, car seat use, and prohibitions on use of cell phone).

## **7. BACKGROUND CHECKS & UPDATES**

- A background check will be conducted on each Mentor annually and the Mentor will be required to update driver's license and auto insurance information each year.

## **8. AGENCY CONTACT**

- Mentors, families, and littles will stay in contact with BBBS staff on a monthly (matches less than one year) and quarterly basis (matches over one year). Always contact BBBS staff with any questions/concerns.

### **Agency Contact**

We have a match support team on staff and your match will be assigned an agency contact person from our match support team.

#### **Big Brothers Big Sisters Staff:**

- BBBSEMO employs 21 mentor managers who support over 700 matches in the City and County of St. Louis, St. Charles County and Cape Girardeau and Scott Counties.
- Come from a variety of different backgrounds and have different degrees.
- Many of our staff members are also current or former Bigs themselves!

#### **What is Match Support:**

- A required monthly check-in via phone, virtual or in person with your BBBS staff member
- Typically takes 10-20 minutes.
  - The purpose is to encourage, coach and guide the whole match (Parent, Little and Mentor)
  - We may review school performance, provide community resources, outing ideas, ticket opportunities, etc.
  - Periodically includes engagement and satisfaction surveys to understand successes and areas for growth
- Things you may have questions about and/or that we may discuss:
  - Questions about BBBS policies
  - Exciting things happening at home, school or within your match
  - School performance
  - Expectations and goals of the match
  - Changes in contact information or schedule
  - Outing ideas
  - Anything that you want to celebrate, have questions about, want more information on, etc.

## Child Abuse and Neglect

- ❖ The following information is to help you gain a clearer understanding of what child abuse and neglect is, and what to do if a situation arises that may suggest that your Little could be experiencing child abuse and/or neglect. **ALWAYS CONTACT BBBS STAFF WITH ANY CONCERNS**

### General Information

- Big Brothers Big Sisters is required by law to report child abuse or neglect—either actual or suspected.
- Disagreeable and/or bad parenting does not necessarily constitute child abuse or neglect.
- Values on how we were parented or how we would parent can dictate our beliefs and we need to be careful to not cause friction.
- It is not the role of the Big or the agency to teach or demand good parenting skills.
- Kids rarely disclose sexual abuse, as they believe that the consequences of disclosing the abuse will get them or someone they care about into trouble.
- Some victims may try to hide the abuse – many feel they are somehow guilty or caused the abuse. Of course, this is never true.

### Four Types of Child Abuse

#### 1. Neglect

- *When a child's essential needs are not met (physical or educational).*
  - Physical neglect can include not providing adequate food, clothing, medical care, supervision (including abandonment), or weather protection (heat, winter wear, etc.).
  - Educational neglect can consist of not providing appropriate schooling or special educational needs, and also failure to send children to school regularly.
  - Victims of abuse may be hungry, dirty, tired, dressed inappropriately, or lack medical care.

#### 2. Emotional Abuse

- *When a child does not receive the love, affection, and support required for a healthy psychological development.*
  - Can include belittling the child, using derogatory comments, habitual blaming, and etc.
  - May be difficult to identify because victims may suffer from psychological and emotional disorders such as depression, apathy, and behavioral problems

#### 3. Physical Abuse

- *When a child suffers from physical injuries inflicted by parents or other adults.*
  - Injuries can include broken bones, bruises, welts, bites, burns or cuts. Victims may try to hide the signs of abuse and often make excuses such as “I fell,” “I bumped into a door,” etc.

#### 4. Sexual Abuse (Molestation)

- *When adults use children for sexual pleasure.*
  - Abusive behavior may range from inappropriate touching, viewing, or rape. The victim's clothing or undergarments may appear torn and bloody. The child may have bruises, tears, redness, or pain in the areas of the mouth, anus, or genitals.



## Safety Tips, Laws And Other Important Guidelines

- Big Brothers Big Sisters strongly encourages the use of appropriate safety gear on all of your outings and be aware that some gear is required by law.
- Missouri and Illinois law states that all children must wear a seat belt. Missouri law requires children under 4 to be in a car or booster seat, whereas in Illinois all children under 6 must ride in an approved car or booster seat. Please be aware of this if crossing over the state line for an activity.
  - Consider your Little's age and size and whether or not your vehicle has an air bag when deciding if they should ride in the front or back seat. A Missouri law, effective August 28, 2006, says:
    - Children less than 4 years old or less than 40 pounds must be in an appropriate child safety seat.
    - Children ages 4 through 7 who weigh at least 40 pounds must be in an appropriate child safety seat or booster seat unless they are 80 pounds or 4'9" tall.
    - Children 8 and over or weighing at least 80 pounds or at least 4'9" tall are required to be secured by a safety belt or buckled into an appropriate booster seat.
- When boating, by law all passengers must have a life jacket in the boat. BBBS encourages that Littles always wear a life jacket.
- While biking or rollerblading, we encourage both Bigs and Littles to wear helmets. Bike helmets are required by law in Creve Coeur, unincorporated St. Louis County and Florissant.
- It is recommended that swimming occur only in areas that are approved for swimming and that proper safety equipment/personnel are present and be aware of your little's swimming abilities.
- Be aware of any allergies or medical conditions your Little might have, or any medications he/she might be taking. Do not give medication (even Tylenol) without first checking with your Little's Parent/Guardian.
- Remember to have the proper licenses and insurance information with you as needed. (i.e. driving, fishing, hunting, boating, etc.).
- If using firearms for hunting or target shooting, participation in a gun safety course is recommended for the Little prior to the activity. Remember to make sure the Parent/Guardian has given permission for this activity and BBBS staff have been notified.
- When introducing your Little to your pets, be mindful that your Little may have a fear of animals and may be scared of your pet regardless of how gentle they are. Allow your Little the time he/she needs to become comfortable with your pet.
- Make sure to carry your Match Card with you at all times when your Little is with you.
- Think about your home environment when having your Little over to visit – firearms and weapons are inaccessible, alcohol is out of sight, etc.
- Be respectful of the child's need for personal space. Be Sensitive to whether a hug or other form of physical touch, would or would not be comfortable for a child. Certain forms of physical touch are **not** permitted, such as, back rubs, sitting on laps, wrestling and tickling of any kind.

## Meeting your Little

After acceptance into the program, BBBS enrollment staff will identify a potential match for you. After you, the Parent/Guardian and the Little agree to that match, you will meet your Little and the Parent/Guardian for the first time at a Match Introduction! Here is a little more info on what that will be like...

A BBBS staff member will conduct your Match Introduction, which generally occurs at the office. Once everyone has arrived you will . . .

- Discuss expectations for your match, agency policies, and everybody's role in the match. Then all parties will sign a Match Agreement.
- Exchange contact information cards. This card will also serve as a "Permission to Seek Emergency Medical Treatment" card and lists the emergency pager number.
- Have an option to go out for your first activity! If you choose this option there are various places close to the office that you can enjoy with your Little. When you are done you will return your Little to their home.
- If you, the child, or the parent are not comfortable doing an activity that night you may have the option to play a game or two at the office.
- Set up the first 2 planned outings to get you off to a good start with planning consistent outings.

It is important to note that it is very common for the child, Parent/Guardian and mentor to be nervous at the Match Introduction. Children react differently to feelings of nervousness. Some children may be very talkative, some may be very shy. Any reaction is normal. The best thing you can do to help everyone feel more at ease is to be yourself and show your excitement when talking about making plans.

Soon after the Match Introduction, you will receive a call from BBBS staff to see how you felt about the Match Introduction meeting!

**Check out the following resources for information about events at BBBSEMO!**

### Online:

- Go to [www.bbbsemo.org](http://www.bbbsemo.org)
  - Receive regular event update emails from BBBS
  - Find us at BBBSEMO on:



## Ages and Stages of Development

Ages 5-7

### General Characteristics

- Eager to learn, easily fatigued, short periods of interest.
- Learn best when they are active while learning.
- Self-assertive, boastful, less cooperative, more competitive.

### Physical Characteristics

- Are very active and need frequent breaks from tasks. They like to do things that are fun and involve use of energy.
- Need rest periods.
- Large muscles are well developed. Activities involving small muscles are difficult (i.e., working on models with small pieces).
- May tend to be accident prone.

### Social Characteristics

- Like organized games and are very concerned about following rules.
- Can be very competitive. May cheat at games.
- Are very imaginative and involved in fantasy playing.
- Are self-assertive, aggressive, want to be first, less cooperative than at five, and boastful.
- Learn best through active participation.

### Emotional Characteristics

- Are alert to feelings of others, but are unaware of how their own actions affect others.
- Are very sensitive to praise and recognition. Feelings are easily hurt.
- Inconsistent in level of maturity evidenced; regress when tired, often less mature at home than with outsiders.

### Mental Characteristics

- Are very eager to learn.
- Like to talk.
- Their idea of fairness becomes a big issue.
- Have difficulty making decisions.

### Developmental Tasks

- Sex role identification.
- Early moral development.
- Concrete operations - the child begins to experience the predictability of physical events.

## Ages 8-10

### General Characteristics

- Interested in people, aware of differences, willing to give more to others but expects more.
- Busy, active, full of enthusiasm, may try too much, accident prone, interest in money and its value.
- Sensitive to criticism, recognize failure, capacity for self-evaluation.
- Capable of prolonged interest, may make plans on own.
- Decisive, dependable, reasonable, strong sense of right and wrong.
- Spend a great deal of time in talk and discussion, often outspoken and critical of adults although still dependent on adult approval.

### Physical Characteristics

- Are very active and need frequent breaks from tasks to do things that are fun for them and involve use of energy.
- Bone growth is not yet complete.
- Early maturers may be upset with their size.
- May tend to be accident prone.

### Social Characteristics

- Can be very competitive.
- Are choosy about their friends.
- Being accepted by friends becomes quite important.
- Team games become popular.
- Worshipping heroes, TV stars, and sports figures is common.

### Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults' rules and friend's rules. You can help by your honesty and consistency.

### Mental Characteristics

- Their idea of fairness becomes a big issue.
- Are eager to answer questions.
- Are very curious, and are collectors of everything. However, they may jump to other objects of interest after a short time.
- Want more independence, but know they need guidance and support.
- Wide discrepancies in reading ability.

### Developmental Tasks

- Social cooperation.
- Self-evaluation/Skill learning
- Team play

## Ages 11-13

### General Characteristics

- Testing limits, “know-it-all attitude.”
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Identification with admired adult.
- Bodies are going through physical changes that affect personal appearance.

### Physical Characteristics

- Small-muscle coordination is good, and interests in art, crafts, models, and music are popular.
- Bone growth is not yet complete.
- Early maturers may be upset with their size.
- Are very concerned with their appearance, and very self-conscious about growth.
- Diet and sleep habits can be bad, which may result in low energy levels.
- Girls may begin menstruation.

### Social Characteristics

- Being accepted by friends becomes quite important.
- Cliques start to develop outside of school.
- Team games become popular.
- Crushes on members of the opposite sex are common.
- Friends set the general rule of behavior.
- Feel a real need to conform. They dress and behave alike in order to “belong.”
- Are very concerned about what others say and think of them.
- Have a tendency to manipulate others (“Mary’s mother says she can go. Why can’t I?”).
- Interested in earning own money.

### Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults’ rules and friends’ rules.
- Are caught between being a child and being an adult.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

### Mental Characteristics

- Tend to be perfectionists. If they try to attempt too much, they may feel frustrated and guilty.
- Want more independence, but know they need guidance and support.
- Attention span can be lengthy.



### General Characteristics

- Testing limits, "know-it-all attitude."
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Identification with admired adult.
- Bodies are going through physical changes that affect personal appearance.

### Physical Characteristics

- Are very concerned with their appearance and very self-conscious about growth.
- Diet and sleep habits can be bad, which may result in low energy levels.
- Rapid weight gain at beginning of adolescence. Enormous appetite.

### Social Characteristics

- Friends set the general rules of behavior.
- Feel a real need to conform. They dress and behave alike in order to "belong."
- Are very concerned about what others say and think of them.
- Have a tendency to manipulate others ("Mary's mother says she can go. Why can't I?").
- Going to extremes, emotional instability with "know-it-all" attitude.
- Fear of ridicule and of being unpopular.
- Strong identification with an admired adult.
- Girls usually more interested in boys than girls, resulting from earlier maturing of the girls.

### Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are easily hurt.
- Are caught between being a child and being an adult.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

### Mental Characteristics

- Can better understand moral principles.
- Attention span can be lengthy.

### Developmental Tasks

- Physical maturation.
- Formal operations.
- Membership in the peer group.
- Relating to the opposite sex.

## Ages 17-18

### Physical Characteristics

- Their growth has tapered off.
- They are not as preoccupied with body changes.
- They have adult bodies, but are not always prepared entirely for adulthood.

### Social Characteristics

- They value committed relationships.
- They're looking for more adult social settings, looking at moving on from "teen" activities.
- They make their own decisions.
- They want support from adults, but only in guidance.
- They are developing community consciousness.

### Emotional Characteristics

- Previous activities have lost their appeal.
- They enjoy looking back on their achievements.
- They look for recognition in bigger picture accomplishments.
- They feel as if they have reached the stage of full maturity.
- They expect others to treat them as if they are "fully" grown.

### Mental Characteristics

- They're making future plans.
- They're setting long-term goals.
- They make their own schedule, plans, etc.

Ages 18-19

### Physical Characteristics

- Avoid comments that criticize or compare stature, size, or shape.
- Encourage healthy activities that provide exercise but not competition.

### Social Characteristics

- Provide activities that are just for older teens, young adults.
- Provide opportunities for them to plan, facilitate and carry out their own program.
- Involve them as spokesperson around reflecting on their involvement/accomplishments.

### Emotional Characteristics

- Provide them with next step opportunities to stay involved.
- Give them opportunities to “try” on the “adult hat”.
- Provide opportunities for learners to talk about their own beliefs.

### Mental Characteristics

- Involve them in planning and carrying out programs, allow them to teach or be the leaders.
- Involve them in advisory groups, decision making groups, giving them major roles.
- Offer vocational/career exploration activities.
- Plan group time where learners can discuss ideas and concepts.