



Staff/Mentor Handbook

Drug Education for Youth (DEFY) Program
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STAFF/MENTOR HANDBOOK

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Introduction

Youth today face multiple challenges: substance abuse, peer pressure, gangs, violence, family instability, and excessive family mobility to name a few. These challenges create risk factors that can increase a youth's chances of engaging in negative behavior. Military families are not immune to these challenges.

To decrease the risk factors, protective factors in the youth's life must be strengthened. Protective factors include family stability, adequate social skills, effective substance abuse resistance skills, a positive outlook, higher self-esteem, and effective life skills.

Studies indicate that youth with caring, positive relationships with positive adult role models and mentors increase youth success. These studies show that youth with lasting relationships with mentors are less likely to initiate substance abuse, are less likely to hit someone, skip fewer days of school, feel more competent in their ability to succeed in school, get better grades, have more positive outlooks on school and the future, and have better relationships with peers and parents.

The Drug Education For Youth (DEFY) Program is not your typical mentoring program. Most mentoring programs allow mentors and youths to meet one-on-one in unsupervised situations. While this type of one-on-one mentoring is the most productive, it also incorporates a high degree of risk to both the youth and adult. To reduce the risk to both youth and adults, mentoring is conducted in a group, or cluster, setting.

You are required to attend training for two main reasons:

1. To make sure you know what the DEFY Program is all about. Even if you have participated in DEFY before, the program is regularly reviewed and updated. This training allows you to know what changes have occurred.
2. To improve your chances of having a positive relationship with your youth. Studies show that mentors who attend fewer than two hours of training reported the lowest quality of the mentor/youth relationship. Those that attended six or more hours reported having the strongest relationships with their youths.

DEFY provides the opportunity for youth to learn the truth about drugs and alcohol use to make informed decisions. The curriculum also supports the development of other life skills (such as study skills, conflict resolution, combating bullying, community service, gang resistance, and leadership) that nurture the self-confidence that youth need to avoid negative influences.

You must enjoy working with children to make a positive contribution to the program. If you don't like working with or around children, DEFY probably isn't the best program for you. You need to be honest about this. Youth will see right through inappropriate intentions and neither you nor the youth will have a positive experience.

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Your role is an important one. You have volunteered to become a mentor to a youth participating in DEFY. This handbook will provide you with a basic understanding of the DEFY Program and your role as a mentor to improve the chances of a positive mentoring experience.

Mission Statement

To improve combat/community readiness by providing a substance abuse prevention and comprehensive life skills program designed to improve youth resiliency and strength.

Goal Statement

To empower youth to build positive, healthy lifestyles as drug-free, successful citizens.

What is DEFY?

DEFY is a substance abuse prevention and comprehensive life skills program specially designed for 9-12 year old youth. The science-based curriculum was developed specifically for that age group and focuses on the skills most needed at that age. The program is also designed to provide an opportunity for youth to experience hands-on learning during appropriate educational trips. These trips are scheduled to support a curriculum topic or program objectives. DEFY also uses physical fitness activities to foster healthy lifestyles.

You are one of the most important aspects contributing to the success of participating youth. As a mentor, you have an obligation to provide youth with a relationship with a caring adult.

Program Structure

DEFY is a year-long program beginning with a leadership program held during the summer followed by monthly events throughout the school year. It is a 5-day residential program, where volunteers and youth stay overnight, or an 8-day residential program, where adults and youth go home every night. Your Local Program Coordinator (LPC) will determine the type of program for your site and provide a schedule. During the summer DEFY youth participate in classroom learning and other activities that cover goal setting, leadership, teamwork, relationships/conflict management, substance abuse prevention and refusal skills, and self-esteem enhancement. Participants also engage in physical fitness training, educational trips, and compete in the President's Fitness Challenge. Aside from the education and training the youth receive, youth bond with adult mentors and staff to make the program year more effective.

Youth and mentors meet at least monthly during the school year where mentoring and continued curriculum delivery is the emphasis. During regularly scheduled activities, mentors and staff provide mentoring, tutoring, and positive reinforcement through cluster mentoring and interactive workshops.

It is important that youth, as well as adults, have fun during their time with the DEFY Program. An enjoyable experience will help make a lasting impression and enable better retention of important skills and knowledge.

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Curriculum

The curriculum was developed using science- and evidence-based practices. This helps make the program effective. You may be asked to provide a curriculum topic. If so, it is very important that you prepare and provide a quality lesson. Nothing turns off a youth faster than being read to. While you must stick to the curriculum, you can use your own creativity to present the topic. The more creative you are, the more enjoyable the learning experience is and the better skills and knowledge are retained.

Your Role

As an adult staff member, you are obligated to participate for the entire program year. This is particularly important if you are going to develop a mentoring relationship with the DEFY youth. Mentoring relationships depend upon stability and consistency for effectiveness. Adults that must leave the program due to planned job changes, PCS orders, or other known commitments adversely impact the youth they become involved with. Therefore, it is highly encouraged that you take a less active role in the program if you know you will not be able to participate in the entire program. This is an important obligation that should not be taken lightly. Studies show that ineffective mentoring (such as premature ending of the relationship) can have negative effects on youth.

Adults participate as indirect or direct support. Indirect support involves jobs or tasks that do not have oversight of the DEFY youth. Examples of indirect support include budgetary/financial support, logistics planning, meal preparation/serving, etc. Direct support is a daily, intensive interaction with the youth. Team Leaders and mentors are perfect examples of direct support participation. Regardless of what area you volunteer or are assigned to, your contributions are essential for a successful DEFY program.

While providing direct support, adult staff members assist DEFY youth with curriculum lessons and activities, provide encouragement, maintain positive role model behaviors, supervise youth, and function as mentors throughout the DEFY program year. **You** are the primary reason DEFY is effective. Doing your job well will ensure that DEFY youth gain the self-confidence, knowledge, and skills they need to avoid drugs, gangs, violence, and other negative behavior.

General Roles and Responsibilities

The success of the DEFY program depends on the adult staff. Staff composition should reflect the demographic makeup of the participating youth as much as possible. A criminal history check, a Childcare National Agency Check and Inquiry (CNACI), an Installation Record Check (IRC), and a Family Advocacy Program (FAP) check will be conducted on each staff applicant to make sure applicants are suitable for the program.

There are physical requirements to volunteering. Program activities may be conducted outside in extreme weather conditions including excessive heat and cold. Other activities can require physical exertion (hiking, swimming, etc.). If you are not physically able to perform some activities, there is still a place for you in DEFY. Do not let the aspect of physical activity keep

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you from being a mentor. Applicants with disabilities are encouraged to volunteer and may participate to the level of their abilities.

If you are participating in a residential program, some arrangements (such as sleeping, rooming, showering, and eating) may be in primitive camp conditions. Residential programs provide an intense experience for both youth and adults. If you are a participant in a residential program, you will be around youth 24/7 for a week. You may also be required to stand “watch” overnight to ensure the safety of youth, adults, and property.

Tobacco and Alcohol Use Policy

As an adult, it is legal to use tobacco and alcohol responsibly. However, you must understand that if you smoke and drink, it is important to convey a consistent message to youth. In other words, as a role model, you can't tell youth “do as I say, not as I do.” Youth see right through that and you lose credibility.

Program policy prohibits the consumption of alcohol or any evidence of its use (odor of alcoholic beverage on your breath, empty containers in vicinity, etc.) during DEFY hours and activities. Violation of this policy is grounds for dismissal.

It is highly recommended that you refrain from using tobacco products during DEFY hours and activities. There is no way to prevent the smell of tobacco on your breath or clothing from being detected by youth. Any designated smoking areas must be out of view of DEFY youth.

Key DEFY Staff Positions

There are five key staff positions that are described below. LPCs have the flexibility to establish other positions as necessary to distribute workload or handle special tasks (such as purchasing, food preparation, etc.). The positions below are not necessarily all-inclusive.

Local Program Coordinator (LPC)

The LPC manages the entire program. Specific duties include:

- Operate the DEFY program according to SECNAVINST 5355.3A, the Program Management Guide and the DEFY curriculum.
- Supervise the program staff, operations, and administration.
- Ensure that all staff members are trained to fulfill their responsibilities and know the youth protection guidelines and mandatory reporting requirements.
- Maintain a comprehensive inventory of all DEFY program information, materials, and equipment.
- Ensure that the DEFY Program Office is promptly notified of all accidents, incidents or emergency situations involving DEFY.
- Obtain supplies, materials, and resources for the program.

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- Oversee arrangements for educational trips, physical challenge activities, graduation ceremonies, and special events.
- Recruit staff and youth ensuring all forms are properly maintained.
- Prepare and administer budgets.
- Plan and supervise parent orientation meeting(s) and ensure that parents receive complete and accurate information about the DEFY program.
- Prepare emergency action plans.
- Recommend or provide awards and recognition for staff, youth, and community contributors.
- Prepare and submit Daily Activity Reports and End-of-Year report to the DEFY Program Office.
- Approve the final selection of all mentors.
- Identify and train a replacement.

Operations Coordinator (OC)

The OC manages all operational and logistical requirements for the entire DEFY Program to ensure the safe, efficient, and smooth operation of the program. Specific duties of the OC include:

- Coordinate all facility, logistic, and support requirements for the program on a daily basis.
- Participate in staff training and assist the LPC as required.
- Supervise the Team Leaders/Assistant Team Leaders.
- Provide counseling to staff or youth, when appropriate.
- Match mentors and assign mentor clusters/groups (Teams).
- Coordinate, facilitate, and monitor mentor/youth activities and communication.
- Provide on-going technical and emotional support to the mentor clusters and individual mentors.
- Direct the emergency action plan, if put into effect.
- Assist LPC to complete required reports.
- Conduct the Daily Operations Critique (DOC).
- Identify, screen, coordinate, and manage appropriate educational trips and events.
- Maintain a portable file (“GO” binder, “football,” etc.) containing program participant information and forms (including the letter of agreement with the medical treatment facility, if applicable), ensuring information is on hand for all activities not at the host site.

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Training Coordinator (TC)

The TC coordinates delivery of the DEFY. This includes making lesson delivery assignments, coordinating guest speakers, and coordinating training-related activities. Specific duties include:

- Develop and coordinate required staff training prior to program start, to include CPR and Basic First Aid certification.
- Supervise the successful delivery of the DEFY curriculum.
- Identify, screen, coordinate, manage, and coordinate outside subject matter experts.
- Identify and ensure that the proper equipment is available for all aspects of the program.
- Provide technical assistance and resource support to ensure that all primary and alternate presenters are adequately trained to deliver the DEFY curriculum.
- Prepare and distribute educational materials to youth.
- Ensure materials and videos not part of the curriculum are pre-approved by the DEFY Program Office.

Health Care Supervisor (HCS)

The HCS is responsible for all health and medical issues for the program. Specific duties include:

- Assist LPC to develop medical emergency action plan.
- Coordinate and establish agreements with local emergency departments, hospitals, clinics, etc. to ensure that facility health care providers are given proper notification of the DEFY Program and to ensure smooth delivery of medical care.
- Safeguard youth prescribed medication.
- Administer prescribed medication according to accepted practice.
- Provide or supervise prevention treatment as necessary, including sun block and insect repellent.
- Provide basic first aid for minor injuries.
- Recognize when more definitive medical treatment is required.
- Function as point of contact between the local DEFY Program and parents for all medical issues.
- Review Health Information Form for completeness, accuracy, and to identify any significant medical issues.
- Review and discuss any significant medical issues and physical and classroom requirements with the parents as appropriate.
- Notify parents of any unexpected reaction to medication administered.

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- Notify parents of any emergency treatment required.
- Review and leave a copy of the medical records with the parent at the conclusion of the program.
- Maintain log of all treatment, medication administration, and any other medical issues (including missed doses and reason for missed doses, sleep walking, nightmares, sleep problems, etc.) that require staff or HCS intervention.
- Provide guidance for handling and storage of food items.
- Review program schedule and activities to ensure compliance with applicable health and safety requirements (DEFY, state, and local).
- Notify staff of the special needs of enrolled youth. Ensure proper and appropriate first aid supplies are available at all times.
- The HCS does not administer medication (including over-the-counter medication) but assists youth taking prescribed medication.

Team Leaders/Assistant Team Leaders (TLs)

Most volunteers will be Team Leaders and Assistant Team Leaders (both will be referred to as Team Leaders (TLs) from here on). As a TL, you are the backbone of DEFY; you will have direct contact with youth throughout the program. You may be required to teach the DEFY Youth curriculum and lead almost all DEFY activities. You are the role model whose attitudes, values, and actions will most influence those of the youth. The confidence and trust you establish will serve as the building blocks for the mentor-youth relationships. You should enjoy working with and have good rapport with youth; be willing and able to form caring relationships while providing youth with guidance and instruction; be willing to work long hours under stressful conditions; and have an interest and ability to teach the lessons and lead the physical education and physical challenge activities in the curriculum.

As a TL, you will supervise or assist in the supervision of approximately ten youth, depending on the program size.

Your specific duties include:

- Provide appropriate caring support, encouragement, and positive discipline when necessary.
- Be accountable for the safety and location of each youth at all times.
- Facilitate the movement of the youth as needed.
- Lead and participate in team and group activities and exercises.
- Prepare and deliver assigned curriculum topics.
- Provide feedback and suggestions on the DEFY curriculum.
- Attend the DOC at the conclusion of each day.
- Serve as the first point of contact for any youth team member who is experiencing a problem.

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- Communicate any irresolvable problems concerning a team member or youth to the Operations Coordinator.
- Conduct periodic headcounts throughout the day.
- Monitor the physical and/or mental well being of participants and immediately report any concerns to the Health Care Supervisor.
- If assigned as a mentor to a JSM:
 - (a) Provide mentoring to youth and JSMs.
 - (b) Discuss and educate JSM about the planning, execution, and wrap-up required for the DEFY program.
 - (c) Guide and monitor the JSM in the execution of assigned tasks.
 - (d) Ensure the JSM is never left alone with DEFY youth.
 - (e) Provide encouragement and mentoring to the JSM to ensure development of desirable skills, ideas, and life style choices.

Administrative Assistant

There are many administrative tasks associated with DEFY operations. If you have been recruited to fill this position, everything you do has a direct impact on how well the program runs. Reports and other documents you may be asked to complete are vital to maintaining an adequate record of the program. In many cases, reports and documents are forwarded to the DEFY Program Office and are seen by senior leadership. You are not a receptionist; you are a vital part of the program operations.

Your specific duties may include:

- Prepare and maintain participant information files.
- Maintain inventory of DEFY supplies.
- Perform daily clerical and administrative tasks as required including, but not limited to preparing and printing daily schedules, team rosters, graduation certificates, and thank-you letters.
- Communicate problems and concerns to the LPC.

Junior Staff Members (JSMs)

JSMs are youth aged 13-18 that volunteer to assist with the program. JSMs are not there to be gofers or run errands. JSMs can be included in almost every part of the local DEFY program and can be a significant help to adult staff members. To be a JSM, you must have graduated from a DEFY program or other youth leadership program, or be involved in a long-term (i.e. multi-year) youth leadership program. You go through the same application process as the adult staff members, including the criminal history and family advocacy program (for military family members only) checks. If you have been selected to be a JSM, the LPC and other adult staff members via the interview process have determined you have the maturity level to be a JSM.

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As a JSM, your duties may include:

- Participate in all aspects of DEFY planning and coordination.
- Report any rules violation committed by youth, other JSMs, or adult staff. Provide DEFY training (presentations, activities, etc.) with the help of an adult TL.
- Ensure you are never left alone with youth or staff.

Prohibited Activities

There are certain things you are not allowed to do. These restrictions are necessary to ensure your safety, as well as the safety of youth and staff participants. Prohibited activities include:

- Having direct, one-on-one, unmonitored contact with DEFY youth and staff.
- Counting towards the DEFY adult staff or youth numbers.
- Counting towards DEFY youth/adult staff ratios.
- Being part of the overnight roving patrol for residential programs.
- Providing disciplinary action taken to a DEFY youth.

Mentoring

Mentors have been recognized as having some of the most important influences on the lives of youth. The term “mentor” actually comes from Homer’s *Odyssey*. In *Odyssey*, Ulysses asks for guidance and counsel from his friend, Mentor, for his son while Ulysses was away during the Trojan War. To the Greeks, “mentor” eventually meant “steadfast” and “enduring.” There are many examples of this kind of relationship: apprentice and master, teacher and student, and friend and counselor. To the Western world, a mentor is considered a person who is a wise teacher, guide, and friend.

High-quality mentoring programs help develop strong relationships between mentors and youths. These relationships improve the youth’s ability to establish strong relationships with others, cognitive skills, and the ability to develop a positive perspective about the future. The strong relationships also result in better grades, lower instances of substance abuse, and many other positive effects.

What is a Mentor?

A mentor is someone that can show a youth who they are and the potential they have. A mentor is someone that can use a strong, trusting relationship with a youth as a starting point for positive change.

A mentor is not there to take the place of a parent or be a parent to the youth. By not being or trying to be a parent, a mentor can have a very different relationship with the youth. This positive relationship is what provides the spark for positive change. Taking a parental approach will kill that spark.

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A mentor does not know it all. Engage with other mentors on a regular basis to share experiences and ask advice. This support will also help re-energize you and keep you strong.

A mentor is not a tutor. Although throughout the year there are opportunities to provide tutoring if the youth asks for it, it's important to understand that as a mentor you are not primarily a tutor. If you focus on tutoring, you'll abandon mentoring unintentionally. Tutor when asked, but don't make that the focus of your relationship.

A mentor is not a provider. It's very tempting to want to buy things for your youth, particularly if there are obvious needs. You cannot provide financial support to your youth or family. Learn what resources are available in your community that can assist when necessary to make the appropriate referrals (through the LPC) for the family to get the assistance it needs. Program policy prohibits adults from loaning or giving money to or buying gifts for youth.

Expectations

You came to DEFY with certain expectations. What are they? Examine them closely. If you're participating for personal reasons, such as recognition, reward, promotion, etc., you'll end up doing more harm than good. Likewise, if you came with unrealistic expectations, you'll end up disappointed and have a negative view about your experience with DEFY. The unrealistic expectations you have can actually hinder the development of a positive relationship with a youth. Here are some common unrealistic expectations:

- I know what the youth needs and wants
- I will always know what needs to be done and can handle anything
- I will be able to know when positive change takes place
- I will receive recognition or thanks for being a mentor
- I will get along really well with all the youth
- I will meet with my youth every time we're scheduled to meet
- My youth will be happy to see me every time
- My youth and I will like each other right away
- I will always like my youth
- This will be lots of fun and little work

Do any of these sound familiar? Keep in mind that you may have one or more of these expectations at a subconscious level. For example, who would NOT expect to get along with the youth? Examining what expectations you have will help you identify which ones are unrealistic, even if they are subconscious expectations.

How do I do this?

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As a mentor, you serve as a role model, advocate, friend, guide, and counselor. You can provide new ideas, perspectives, and options the youth may not have been able to experience otherwise. If you are a positive influence on the youth, that youth will learn to build and establish positive relationships with others. Even if the youth has only been exposed to negative relationships in the past, having a positive relationship with a mentor will challenge the beliefs that youth has about relationships. This will make the youth more open to new ideas about relationships. Through positive, supportive contacts and talks with mentors, youth also learn many of the skills they need to develop into successful adults. Through your support, you help youth shape a more positive self-image.

The success of your mentoring experience depends on the strength of your relationship with your youth. Mentoring is effective only if the youth understands that they, not their performance or achievements, are the primary focus of the relationship. You can expect improvements in the youth, such as grades and behavior, only after the youth feels supported and has a strong relationship with the mentor.

Ineffective mentoring relationships can cause harmful effects to the lives of youth including decreased self-esteem and further distrust of adults. Your approach to mentoring is very important to the success of the relationship with your youth. Ineffective mentors are not consistent, try to force their own values on their youths, focus on outcomes rather than the relationship, or take an authoritarian approach. In a study of the National Big Brothers Big Sisters program, researchers identified successful mentoring practices that led to a strong relationship. The study showed that successful, mentoring approaches have the following characteristics:

- Initial efforts focused on establishing strong relationships with youth.
- Efforts were centered on building trust.
- Mentors moved onto other goals only after the relationship was established and the youth were receptive.
- Incorporated youth on the decision-making process.
- Volunteers were flexible
- Volunteers were satisfied with the process and the relationship
- Youth felt supported, wanted to continue the relationship long term, and felt they could talk to their mentors about anything

Unsuccessful approaches had the following characteristics:

- Initial efforts were outcome based (time was spent primarily setting goals and working towards those goals)
- Volunteers had their own goals or agenda as the priority
- Volunteers reluctant to change their agenda or to change expectations for relationship
- Unrealistic expectations

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- Out to “transform” youth
- Expected equal responsibility from youth
- Both volunteers and youth felt frustrated with the relationship

Critical Elements for Healthy Relationships

There are five key areas identified as critical elements in developing health relationships with youth.

Relationship is the intervention

In other words, the relationship is what you should be focused on. Take the time to develop trust with your youth and learn about them. When you do this, you will be much more successful in creating a nurturing environment for your youth, which will result in the youth taking positive steps towards growth.

Take Responsibility for the Relationship

If you wait for the youth to contact you or initiate the relationship, you will probably be disappointed. You need to take the initiative, be consistent, persistent, and dependable. It's very likely that you will experience difficulties in your relationship with a youth. Having a mentor may be a new experience for a youth who may not know what to make of the situation, or you for that matter. A youth may test you to see if you'll stick around and to see if you're serious about the relationship. A youth may not show up for meetings or events without notice. Don't be discouraged if this happens. As a mentor, your commitment is not dependent on what the youth does or says. Be dependable and consistent. In DEFY, we have a saying: “It's all about the kids.” As long as you keep the correct focus, you probably won't be discouraged and drop out.

The Longer Your Relationship, the Greater the Impact

Strong relationships and trust take time to develop. Don't be discouraged if things don't happen all at once or right away. Be patient, allowing the relationship to develop at its own speed. Studies prove that the longer the relationship, the greater the impact of the mentoring.

Respect the youth's viewpoint

DEFY is designed to provide not just curriculum delivery, but also to engage youth and mentors in fun activities that explore the youth's capabilities and potential. Keep in mind that a youth may not want to engage in a particular activity. Although youth need to be encouraged to be part of their team, it is also important to value the youth's wants and needs. If a youth is adamant about not participating in a particular event or activity, explore options with the youth and develop an alternative that meets not just the needs and wants of the youth but supports the goals and objectives of DEFY. Getting to know and understand your youth is important. Without understanding the youth, you will likely give inadequate advice.

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Rely on a Support Network

As a mentor, don't try to do it alone – depend on support from your colleagues. You've heard the saying, "It takes a village to raise a child." It takes a group to support mentors. You should feel comfortable seeking support from other DEFY staff members if you run into difficult situations. After all, no one person knows all there is to know about mentoring. Taking advantage of this support and training like this is critical and will help you through challenges and difficulties you face in your relationship. If you try to do it on your own, you will more than likely end up with a disappointing and negative experience. Mentors that don't seek help and advice cheat themselves and the youth out of a positive mentoring experience.

My youth wants to talk about a difficult issue. What now?

Difficult issues are going to come up. How you address them, particular ones that embrace different values than yours, will affect how the relationship develops. Difficult issues that may come up are divided into three categories: Delicate Topics, Issues of Concern, and Crises Requiring Intervention.

Delicate Topics

These topics are likely to come up during discussions and should be initiated by the youth. Once one of these topics does come up, handle it carefully since they can be very sensitive issues. Of course, maintain confidentiality. Some of the delicate topics that may come up include:

- Sex
- Peer pressure
- Hygiene
- Behavior
- School performance
- Self-image/personal insecurities
- Class/cultural/sexual identity

Issues of Concern

This type of topic can have significant implication for the youth. If one of these topics does come up during conversation, remember to remain nonjudgmental. Listen, provide support, but do not focus too much on changing behavior. These topics include:

- Unsafe sex
- Fighting
- Delinquent behavior
- Gang affiliation
- Substance abuse

Crises Requiring Intervention

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There are some issues that may come up or become apparent with or without the youth initiating a conversation about them. These areas have extremely serious consequences to the health, safety, and welfare of the youth and require direct and immediate intervention. You must know your responsibilities. As a DEFY mentor, you are automatically considered to be a “mandatory reporter” of suspected child abuse/neglect. This means you have no choice. If you suspect child abuse or neglect of any kind, you MUST report it. Other topics in the category require intervention and/or referral to the appropriate agency. Topics in this category include:

- Child abuse and neglect
- Abusive relationships (can be family member, boyfriend/girlfriend, etc.)
- Chemical dependency
- Severe violence
- Arrest/extensive delinquency
- Depression/suicidal thoughts
- Mental illness
- Other trauma

How do I Handle Difficult Issues?

Your ability to make the youth feel safe in sharing personal information is important to developing trust between the two of you and offers the best support for the youth. Remember that you are not there to tell the youth what to do. You are a team, so work together on possible solutions whenever possible. Be honest with the youth if what has been revealed must be reported and cannot be kept confidential.

Some of these tips will help you put the youth at ease and help them open up. Keep them in mind when you discuss a difficult situation. You don't want the youth to shut down or stop looking to you for help.

- Stay calm
- Use body language to communicate attentiveness – maintain eye contact, sit at same level, etc.
- Avoid judgmental statements like “Why would you do something like that?” or “I think you know better...”
- Be honest if you are getting emotional or upset, but never accuse or berate.
- Let the youth know that you are glad they came to you.
- Reassure the youth that confidentiality will be honored, except in cases of harm to the youth or to others.
- Use tact but be honest.
- Allow the discussion to flow at the youth's own pace – don't force an issue.
- Don't pry – allow the youth to bring up topics they are comfortable with.

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- Don't use the youth's family to provide discipline – this will compromise your role as a neutral and supportive party.

Terminating the Relationship

The DEFY mentor-youth relationship is a short-term relationship lasting approximately one year. Ideally, the mentor and youth will be paired at the beginning of the program, have a successful relationship throughout the school year, and terminate the formal relationship with a ceremony at the end of the school year. However, unforeseen situations can occur, ending the mentor-youth relationship prematurely. The relationship may be terminated because the mentor-youth match was not successful, the mentor or youth moved, the mentor cannot commit to the relationship anymore, the youth withdraws from the relationship, or the youth requires more serious intervention such as professional counseling.

Expect that you and the youth will have a variety of feelings about the premature termination of the relationship. Either or both of you may feel sadness, anger, abandonment, guilt, fear of change, or a sense of loss.

It is important to actively terminate the relationship, if possible, rather than allowing it to end passively. You should be very clear about how the relationship will end. During the final event, be honest about how you feel about the end of the relationship and encourage the youth also to be honest about their feelings.

The graduation scheduled for the end of the DEFY program year is more than an award ceremony for those who have successfully completed the program. The graduation represents the end of mentor-youth relationships in which attachments can be strong and difficult to end.

You need to prepare the youth properly for this farewell event to preserve the hard-won gains in self-esteem and confidence. Youth need to be encouraged to set new goals and start new relationships. The end of the mentor-youth relationship must be seen as part of the process to achieve success. Mentors should help their youth say goodbye in a healthy and respectful way.

The graduation itself can be dramatic and memorable, helping to end the mentor-youth relationships on a happy note. Marking the separation in a group setting attended by all adults, youth, and the youth's family members helps youth find support from others and makes the change easier for them. In addition, mentors and youth often decide to write letters or keep in touch by phone after this official end of the relationship. With the parents' consent and knowledge, you can continue the mentor relationship beyond your involvement in DEFY as a separate, non-DEFY activity.

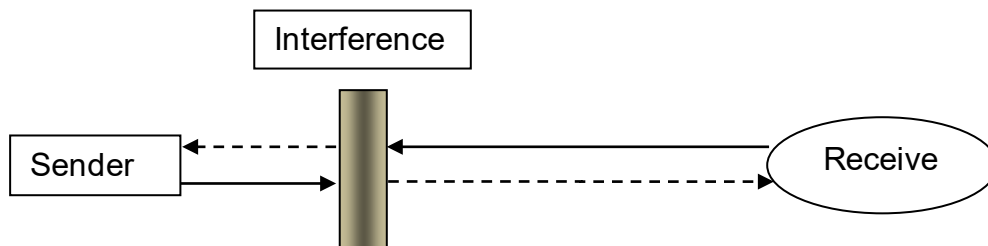
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Communication

Let's face it: not all of us are really great communicators. Very few of us have had any formal training on communication, especially cross generational communication. There's no way to address this topic completely in this training. The following reflects some general guidelines to keep in mind.

S.I.R.

This is a good acronym to remember about communication. S = sender, I = Interference, and R = receiver. The message from the sender goes through interference to get to the receiver. Was the message sent by the sender the one the receiver actually got? The only way to know that is for the receiver to verify the message. This is called feedback and is why it's said that communication is a two-way street.



Interference (we all have it) is all the “junk” or “baggage” everyone carries around with them. Misconceptions about a group, misperceptions about body language, etc., can change the meaning of the original message. That is why it is important that the receiver verify the message.

As a mentor, this is an important concept for you to remember. If you just fire away at your youth and never get any feedback, how do you know the youth understood? Allow your youth to ask questions. “What does that mean?” or “I don’t understand what you mean” are responses that could indicate your message wasn’t clearly understood. Remain patient and rephrase what you said. Don’t say it the same way, because it wasn’t understood the first time.

When your youth is talking, listen carefully to the message. Don’t interrupt unless you have to, and keep from forming a response while the youth is talking. After the youth is finished, provide positive feedback and tell the youth you are thinking about an answer: “You made a very good point; give me a moment to think about an answer.” Be honest in your communications with youth. If you don’t have an answer, tell the youth that. Then find someone that can help provide an answer. Always follow up when you promise an answer.

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Boundaries

Another one of the critical elements to a positive mentoring relationship is a clear understanding of boundaries, both for you and the youth. Setting clear boundaries from the beginning eliminates miscommunication and misunderstanding later and sets the tone in which the relationship can flourish. Clear boundaries are also important to help the youth feel protected and safe. Unclear or inappropriate boundaries can lead to an inappropriate mentor/youth relationship. So boundaries also help protect the youth, the mentor, and the program.

There are four typical boundaries that almost every mentoring relationship needs to establish early: time, money, working with parents, and self-disclosure.

Time

While you want your youth to feel safe about contacting you, you also need to let the youth know that unless there is an emergency, there are times when the youth cannot contact you or there is a limit to how often the youth contacts you. Setting this kind of boundary will help ensure you will be there for your youth in the long run.

DEFY helps in this way – there are consistent, regularly scheduled meetings and events. However, you must be careful not to spend too much time with your youth because this can create an unhealthy dependency on you. This dependency can lead to the youth and family developing unrealistic expectations of you as well, which you don't want to do. One of the reasons a youth might get “clingy” is fear of abandonment. It may take some time for that fear to go away and for the youth to realize you are there for them.

Money

It's tempting to pay for or buy things for your youth. You must not be drawn into a financial crisis with the youth or the family. If there is a financial hardship, contact the LPC so that the family can be referred to the appropriate agency or resource for resolution. Stand by the youth's side as a mentor during the crisis, but you must resist the impulse to rush in and provide financial aid. To help keep these boundaries clear, DEFY staff are prohibited from buying gifts or loaning money to DEFY youth or their families.

Self-disclosure

Be careful of the information you share with your youth. Remember you are an adult and the youth is a youth. Refrain from sharing adult-related issues with your youth. Don't unload or vent to your youth about your troubles or share inappropriate information, such as specifics of your sex life or intricacies of your marriage or relationships. A youth is not equipped or mature enough to handle that type of information. Rather than sharing your own personal experiences, listen to the youth. Ask questions that make the youth reflect on their own life and concerns to draw out the real issues.

Working with Parents

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You are a mentor for the youth, not the family, siblings, or friends. This is a boundary you must make clear with the family from the beginning. Parent Orientation is a good place for this information to be given to the parents. Extending the mentoring relationship to the parents or the siblings will usually damage the mentoring relationship you have with your youth. The way DEFY is set up also helps this boundary. Since youth are usually dropped off, it's easy to ensure only DEFY youth attend events and activities that are not geared towards the family, like graduation.

Confidentiality

Keeping your youth's confidence is one of the most important things you can do to develop trust. While you want to ensure the youth feels safe to disclose personal information, it's also important to let the youth know that there are certain things that you cannot and will not keep secret. You must let the youth know that whatever they want to share with you will remain confidential, as long as (and it's important to stress this point) what the youth tells you does not involve harm to the youth or someone else. Examples include suicidal thoughts or ideas or desires to harm someone else. Explain that your role as mentor is to ensure the youth remains safe, healthy, and out of trouble.

The Rules

To help establish clear boundaries, provide a definitive code of conduct, and to protect all participants, DEFY youth, JSM, and staff are required to agree to the Rules of Conduct.

Staff Rules of Conduct

- I will be courteous to and respectful of youth, junior staff member and other staff.
- I will not punish a youth in the following ways: corporal punishment, undesirable assignments, or use verbal abuse.
- I will be a good listener.
- I will ensure I am not left alone with DEFY youth or junior staff member.
- I will attend and be active in the entire DEFY program and required staff meeting unless otherwise excused by the LPC.
- I will only release youth to adults authorized by the youth's parent or guardian as stated on the Custody Permission Form.
- I will familiarize myself with the Emergency Action Plan developed by the LPC.
- I will be on time, help welcome youth in the morning and seeing them off once dismissed.
- I will use my cell phone or any other electronic equipment only in an emergency or when necessary to communicate with a parent/guardian or on behalf of DEFY.
- I will initiate a report for actual or suspected child abuse and/or neglect.
- I will arrive on time to all activities and meetings.

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- I will hold myself responsible for the safety and welfare of the participating youth and junior staff members.
- I will not have evidence of tobacco or alcohol use while at DEFY.
- I will wear DEFY clothing and articles provided.
- I will not use profanity.
- I will not give or loan youth or junior staff member money or gifts.
- I will provide a caring, peer mentor relationship with the youth and junior staff members.
- I will act as a positive role model.

I understand there are some actions that will not be tolerated because they are harmful to persons or the DEFY program, or against the law. I understand that I can be dismissed from the DEFY program for:

- Bringing, displaying, or using weapons, alcohol, tobacco, or other drugs while at DEFY.
- Dangerous actions to include fighting and neglecting the welfare of DEFY participants.
- Being unable or unwilling to actively participate and assist in any aspect of the program.

JSM Rules of Conduct

- I will be courteous to and respectful of youth and other staff.
- I will be a good listener
- I will ensure I am not left alone with DEFY youth or staff.
- I will attend and be active in the entire DEFY program and required staff meeting unless otherwise excused by the LPC.
- I will familiarize myself with the Emergency Action Plan developed by the LPC.
- I will not join in name-calling, hitting, or bullying.
- I will not use profanity.
- I will be on time, help welcome youth in the morning and see them off when dismissed.
- I will not bring cell phone, jewelry, games, toy guns or knives, candy, food, cameras, radios, or any other electronic equipment.
- I will not bring medicine (unless prescribed).
- I will come each day wearing the DEFY clothing provided.
- I will notify an adult staff member when a DEFY youth or JSM breaks rules, is disruptive, or is being uncooperative.
- I will not provide disciplinary action to a DEFY youth.
- I will provide a caring, peer mentor relationship with the youth

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- I will act as a positive role model.

For JSM attending residential program:

- I will follow the rules for lights out in the evening and morning wake-up.
- I will not leave the sleeping area after lights out without an adult DEFY staff member.
- I will make my bed in the morning and keep my room neat.

I understand that there are some actions that will not be tolerated because they are harmful to persons or the DEFY program, or against the law. I understand that I can be sent home or dismissed from the DEFY program for:

- Bringing weapons, alcohol, tobacco, or other drugs.
- Pretending something is an illegal drug.
- Dangerous actions to include fighting.
- Being unable or unwilling to actively participate and assist in any aspect of the program or obey any of the other Rules of Conduct above.

Youth Rules of Conduct

- I will be courteous to and respectful of staff, junior staff members and other youth.
- I will be a good listener:
 - One person speaks at a time. I will raise my hand to speak.
 - When a youth is called on, I will listen.
 - When an adult is speaking, I will listen.
- I will attend and be active in the entire DEFY program and will graduate from the program. I can be absent only in an emergency. My parent or guardian must call the program staff when I am absent.
- When chosen as a leader, I will treat my teammates with respect.
- I will not join in name-calling, hitting, or bullying. I will not use profanity.
- I will be on time, help other youth to be on time, and cooperate with other youth, junior staff members and adults.
- I will help clean up after meals. If asked, I will help DEFY adults after events and activities.
- I will obey DEFY adult and junior staff members.
- I will bring ONLY DEFY items to the program. I will not bring jewelry, expensive watches, games, toy guns or knives, candy, food, cameras, radios, cell phones, or any other electronic equipment.

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- I will not bring or use tobacco, alcohol, drugs, or medicine (unless prescribed by my doctor or approved by my parents) while part of the program.
- I will come each day with the proper DEFY clothes and gear. I will not write on my clothing or gear unless directed to do so.
- I will stay with DEFY staff at all times. I will not leave the program area without an adult DEFY staff member or my parent/guardian.
- I will notify staff IMMEDIATELY of injury, sickness, or personal problems.
- I will notify staff IMMEDIATELY when a DEFY staff, youth or JSM breaks rules, is disruptive, or is being uncooperative.

For youth attending residential program:

- I will follow the rules for lights out in the evening and morning wake-up.
- I will not leave the sleeping area after lights out without an adult DEFY staff member.
- I will make my bed in the morning and keep my room neat.

I understand that there are some actions that will not be tolerated because they are harmful or against the law. I understand that I can be sent home from the DEFY program for:

- Bringing weapons, alcohol, tobacco, or other drugs.
- Pretending something is an illegal drug.
- Dangerous actions.
- Fighting.
- Being unable or unwilling to obey any of the other Rules of Conduct above.

Child Abuse Prevention and Reporting

Background

The information in this handbook can be used as a guide only in determining allegations of child abuse. Each allegation alone does not necessarily constitute child abuse but other factors should be considered prior to assuming that the child has been abused or neglected. If you are in doubt and need assistance in determining if a case meets "reasonable suspicion," don't make the decision alone. Contact Family Advocacy or the local child protective services office to consult with a licensed clinician to help you decide whether this incident meets criteria for child abuse or neglect.

Child abuse is a national problem, physically and emotionally harming the most vulnerable members of our society. The DEFY program is dedicated to preventing child abuse. The purpose of this information is to ensure DEFY volunteers can properly *identify* child abuse and neglect, to accurately *document* suspected child abuse and neglect, and to effectively *report* suspected child abuse and neglect in a timely manner.

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Child abuse and neglect can cause one or many different types of harm to children. These effects of child abuse may be immediate or may take time to come to the surface. They include:

- Poor learning ability
- Low self-esteem
- Abusiveness toward others
- Sexual promiscuity
- Increased chance of suicide
- Unsatisfactory personal relationships
- Chemical dependencies
- Eating disorders
- Criminal behavior
- Difficulty in understanding family and community expectations
- Impossible or low self-expectations
- Anger/Rage
- Self-hatred
- Impulsiveness/lack of self-awareness
- Feelings of incompetence
- Loneliness
- Low self-confidence

Children are most often abused by someone they know who is in a position of power over them: a parent, a relative, a teacher, a trusted adult, or an older child. However, almost any person can be a child abuser.

Child abuse can occur anywhere and at any time a child is vulnerable. Child abuse may only occur once, or there can be multiple instances causing even more harm to the child. Regardless of the circumstances, child abuse causes the victim physical harm, emotional pain & suffering, and can harm the future development of the child. Children are the nation's future, and every time a child is abused or neglected, we all suffer.

As a preemptive prevention program, DEFY is designed to create a safe environment for children to learn positive life skills from another caring adult. The DEFY program strictly enforces adult-youth interaction policies to prevent a situation where child abuse can occur and to protect volunteers from the liability associated with *allegations* of child abuse.

DEFY volunteers are considered mandatory reporters: any DEFY volunteer who suspects child abuse or neglect must report it. Any DEFY volunteer who suspects child abuse should document their suspicion and report it to the LPC. The LPC will forward the report to the appropriate agency for action.

What is Child Abuse & Neglect?

The Department of Defense defines child abuse and neglect as:

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"The physical injury, sexual maltreatment, emotional maltreatment, deprivation of necessities, or combinations for a child by an individual responsible for the child's welfare under circumstances indicating that the child's welfare is harmed or threatened. This definition encompasses both acts and omissions on the part of a responsible person."¹

For the purposes of the DEFY program, there are four basic types:

- **Physical Abuse:** The offensive touching of a child to include, but not limited to, kicking, biting, striking, or slapping a child.
- **Sexual Abuse:** The use, the persuasion, or the coercion of any child to engage in sexually explicit conduct or simulation of it for the purpose of incest, rape, molestation, prostitution, or the production of any visual depiction thereof.
- **Emotional Abuse:** The harming of a child through belittling, blaming, ridiculing, or ignoring a child's needs.
- **Neglect:** Failing to provide a child with adequate food, clothing, medical attention, or supervision.

Preventing Child Abuse

The DEFY program is designed to minimize the risk of child abuse and neglect through systemic measures, called the DEFY Youth Protection Guidelines, as well as this training. These guidelines govern how children and adults will interact. They are modeled on the Boy Scouts of America guidelines, and they are designed to create an environment where the situations that create an opportunity for child abuse and neglect are minimal.

DEFY Youth Protection Guidelines

1. Two-deep leadership. A minimum of two adult volunteers will be present at all times during DEFY events.
2. No one-on-one contact. One-on-one contact between adults and children is not permitted. In situations that require one adult to have contact with one child, the contact will be done in visual range of other adult volunteers and children. There will be no unobserved contact between a single adult and a child.
3. Respect of privacy. Volunteers will respect the privacy of children in using restroom, changing, and bathing. Adults must also protect their own privacy.

¹ DOD Directive 6400.1, Family Advocacy Program, August 23, 2004.

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4. Separate accommodations. Volunteers and children will not bunk together in private. Open barracks are acceptable only if there is no one-on-one contact.
5. Risk assessments. A physical risk assessment is required for DEFY program activities.
6. No secret organizations. All aspects of the DEFY program will be open to parents and legal guardians, and there will be no secret organizations.
7. Appropriate attire. Proper clothing is required for all activities during DEFY events.
8. Constructive discipline. Discipline will be constructive, and there will be no physical disciplining of children or corporal punishment.
9. Hazing Prohibited. There will be no physical hazing or initiations.
10. No unsupervised juvenile volunteers. All adult volunteers must be at least age 21. (Service members aged 18-20 are exempted.) JSMs, youth aged 13-18, must be supervised at all times and may not be in charge of DEFY teams without adult supervision.

The Three R's of Child Abuse Prevention

There are three principles of child abuse prevention you must know.

1. Recognize: Know the indicators of child abuse and recognize it when it is occurring.
2. Resist: Emphasize to children that they should resist going to private places alone with adults when it makes them uncomfortable and scream or flee when they find themselves vulnerable to an adult or older child.
3. Report: Children should be made to feel comfortable reporting abuse and adults should recognize their duty to report.

Indicators of Child Abuse and Neglect

There are certain behaviors that can indicate child abuse and which can indicate an abusive adult. It is important for DEFY volunteers to understand that the mere presence of one or more of these indicators does not necessarily mean that abuse is occurring. However, if there is a reasonable suspicion, the volunteer must report the suspicions. There are normally no repercussions for reports made in good faith.

Indicators of abused children

There are physical and emotional indicators of each type of abuse in children:

Physical Abuse

- Unexplained or frequent bruises, burns, cuts, or broken bones.
- Fear of parents or other adult.
- Does not want to go home.
- Cowers when an adult approaches.
- Says that they have been hurt by an adult.

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- Inflicts pain on self or others.
- Withdrawn or lacks self-esteem/self-confidence.
- Frightened by sudden movement/loud noises.
- Exhibits excessive fear of punishment.
- Avoids the abusive person.
- Acts out abuse on dolls.

Sexual Abuse

- Torn, stained, or bloody undergarments. (Information provided by youth – don't check)
- Bruises or bleeding around child's genitalia. (Information provided by youth – don't check)
- Child has pain walking or sitting.
- Child scratches the genital area.
- Talk of sexual activity or "secrets."
- Premature sexual knowledge.
- Touching of genitals or breasts.
- Fear of specific places like bedroom or bathroom. (place where abuse occurred)
- Trouble sleeping & "monsters" that come in the night.

Emotional Abuse

- Lagging physical development.
- Speech disorders.
- Low self-esteem.
- Difficulty getting along with peers.
- Overly attached to staff.
- Acting out abuse on a doll.

Neglect

- Inappropriately dressed.
- Always hungry.
- Clothes always dirty, frayed, or torn.

Indicators of abusive adults

An abusive adult may

- Belittle child when dropping off or picking up.
- Differentiate between children in a negative manner.
- Miss picking up child routinely or misses appointments.
- Seem indifferent about child's needs.
- Abuse alcohol or drugs.
- Refuse to discuss problems with child.
- Parent or other adult admits abuse. (If a parent or guardian admits to acts of past child abuse, you must report it.)

In a youth program the indications may include

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- A child refuses to go to or be supervised by a particular staff member.
- A child has apprehension or shows fear toward a particular staff member.
- A staff member disappears for prolonged periods alone with a child.
- A staff member speaks badly about children.
- A child repeatedly cries when a staff member is present.

Reporting Child Abuse

Do not attempt to interview the victim or alleged perpetrator. This is the job for law enforcement and other professionals. Any attempt to get all the facts, no matter how well intended, can hinder later investigations and could prevent the successful prosecution of an abuser. Your role is to forward any allegations given to you by a DEFY youth to the LPC for the appropriate agency/organization to act on.

If the alleged perpetrator is a staff member, remove the suspected person from contact with the children immediately. Keep them away from children until law enforcement authorities have cleared the individual of any possible wrongdoing.

If the alleged perpetrator is a family member, notify the appropriate law enforcement or child protective services agency. (Military services would contact the Family Advocacy Program representative as well.) If possible, attempt notification when the youth is in the custody of the local program and away from the alleged perpetrator.

For all other perpetrators, protect the youth as much as possible and keep the alleged perpetrator away from the youth. Contact the appropriate law enforcement and child protective agency immediately.

Contact your chain of command and begin the formal reporting procedure. Complete an Incident/Injury Report and forward to the DEFY Program Office within 24 hours through your chain of command. (Fax a copy of all Incident/Injury Reports to the DEFY Program Manager at (901) 874-4228.)

Discipline Issues

After youth and staff are aware of the rules of conduct and boundaries that must be observed, it is essential that consequences of violating those rules be communicated, both to you as a staff member and participating youth. Discipline should always be progressive. In other words, except for serious violations or problems, you don't start with dismissal; you start with verbal warnings and move up through progressively tougher discipline. Usually, DEFY youth only need a verbal warning to correct misbehavior. Dismissals for cause are rare for both youth and adults.

Focus on the behavior, not the individual when addressing youth or staff behavior issues. Youth need to feel safe and confident to discuss behavioral issues without fear of judgment. Focus on the specific behavior that was unacceptable and avoid negative generalizations about the youth. Have the youth make a value judgment about the behavior. Ask the youth: "How the behavior is

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helping you?" Have the youth identify the effects of the behavior on others. "Is the behavior disruptive to others?" We tend to discuss behavioral issues with adults differently. However, focusing on the behavior, and not the individual, is still the best practice when dealing with adult staff behavioral issues.

Documentation is an important piece of disciplinary action, particularly if dismissal becomes necessary. You will want to document the incident(s) that led to disciplinary action, the steps taken to correct the behavior, and the outcome(s) of the discipline. Although dismissal is rare, you may need the documentation to show the parent that steps were taken prior to dismissal to prove that other steps were taken to resolve issues. Proper documentation can also help prevent allegations of discrimination or favoritism.

Disciplinary Action for Adult Staff and Junior Staff Members

Note: The term "staff" used throughout this part refers to adult and JSMs.

Any DEFY staff member who becomes aware of breaches in staff conduct must notify the OC, TC, or the LPC. Disciplinary action for staff should also take a progressive approach. For civilian staff, the LPC will handle any "non-serious" breaches of conduct with a verbal warning. Any serious breach of conduct (one that places either youth or staff in any danger or is in direct conflict with the DEFY program goals) is cause for immediate dismissal from the program. The LPC will also contact the organization with which the civilian is associated and local and state authorities, as appropriate. If you are a military member, keep in mind that serious incidents can result in disciplinary action under the Uniform Code of Military Justice (UCMJ).

Disciplinary Action for Youth

In the event that a youth breaks one of the Rules of Conduct, the staff may use one of the disciplinary methods in this section. Corporal punishment, undesirable assignments, physical assignments (such as push-ups and sit ups) beyond the youth's physical capabilities, and verbal abuse will not be permitted. Restraint is authorized only to protect the offending youth, other youth or staff, or to prevent serious damage to property.

Recommended disciplinary methods in order of preference:

- Verbal warning. A verbal warning will be given to a youth who is violating one of the rules of conduct or is otherwise being disruptive. After three verbal warnings, the OC or LPC should consider a time out. When a youth's continued disruptive behavior requires a discussion with the OC or LPC, the youth must be made aware that their behavior, if not corrected, can result in dismissal from the program.
- Time out. If verbal warnings do not correct the behavior, a time out should be considered. In a time out, the youth is removed from the group to discuss minor behavioral infractions. Examples of a minor behavioral infraction include continuing to disrupt the classroom by talking during a presentation, ignoring a request to stop talking, and refusing to clean up after lunch or breaks. The time out must be used to discuss the

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reasons for the infraction and to provide positive counseling on the need to comply with rules. Sit down together in a separate area to define the problem. You will want to have a quiet and private discussion while making sure that the TL is not alone with the youth.

During the time out, review the Rules of Conduct Agreement for Youth signed by the youth prior to joining DEFY. Ask the youth to identify and describe their behavior that violates that agreement. If the youth is unable to do this, you may help identify the undesirable behaviors. The youth should understand what the behavior was, what rule(s) was/were violated, and why the behavior violated the rule(s). Ask the youth to recommit to abide by the rules. Accept no excuses for misbehavior ("But what were **you** doing?")

Work with the youth to devise a plan/solution. Brainstorm possible plans with the youth for changing the behavior and possible corrective measures. Insist on specifics and commitment from the youth. You and the youth must work together to come up with a solution or plan both of you feel will resolve the problem. Ensure the solution is one the youth is capable of. The youth should feel the plan can be successfully put into practice. Don't impose adult standards on the youth. If the solution seems like a workable one, define the positive and negative consequences of not following the plan with the youth. For example, if the youth corrects the unacceptable behavior, they will be allowed to remain on the team. If the behavior continues, the youth will be sent to the OC and may be terminated from the program.

There is no limit to the number of time outs or verbal warnings that can be given to youth. However, you must realize that continued verbal warnings and time outs will become ineffective if there is no further disciplinary action taken. At that point, almost no disciplinary action will be effective.

Prior to dismissal, you may want to meet with the LPC and other staff members to decide if bringing the behavioral issue up with the parents would be effective. In many cases, this can help resolve behavioral issues before a dismissal becomes necessary.

Summarize the solution and the consequences using the Remedial Behavior Contract for DEFY Youth that both you and the youth sign. This form, included in the Parent/Guardian Handbook, is a disciplinary tool designed to remind the youth of the rules they agreed to and signed at the beginning of DEFY. It is filled out and signed by the youth during a counseling session. Have youth resign the Rules of Conduct for Youth Agreement.

An Incident/Injury Report is necessary to document all time outs, verbal warnings, and other disciplinary actions that are given to the youth or staff. This record will be shared with the OC or LPC on a daily basis. The Incident/Injury Report will serve as a record of the name(s) of the youth involved, a brief description of the incident, the name of the staff member who disciplined the youth, and the action taken to discipline the youth. The goal should be to retain the youth in the program unless dismissal is absolutely necessary.

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Consideration must be given, however, to the quality of the DEFY experience to other participants should the individual be retained in the program.

- Dismissal. In the event of a serious infraction/incident or when previous disciplinary actions did not work, the OC or LPC may immediately dismiss and/or refer the youth. Serious infringements that will result in immediate dismissal are:
 - Bringing weapons, alcohol, or other drugs, or gang related material to program activities
 - Physical actions that put youth or staff in danger
 - Fighting
 - Being unable or unwilling to obey the Rules of Conduct.

The OC or LPC must notify the parent or guardian of the dismissal and must make arrangements for the youth to be delivered safely into the parent or guardian's care. The youth must be kept under staff supervision until picked up by or delivered to the parent or guardian. The OC or LPC must also notify the head of the sponsoring agency. If the youth has been recommended by a community agency, the contact person with that agency should also be notified.

Other Discipline Issues

Disruptive Behaviors

DEFY youth are at the age when they have not yet developed the interpersonal skills that characterize teenagers and adults. They may be immature and form exclusionary cliques, attempt to dominate other participants, resort to aggression, and vie for your attention or that of their peers. However, the DEFY experience should not result in any winners or losers. Each youth should learn that they are a distinct and valued person. You are empowered to address problem behaviors utilizing positive discipline techniques. The goal of which is to confront the undesirable behavior and use the incident as an opportunity to establish a relationship with the youth.

Classroom Management

Youth at this age are not willing to sit still for long periods of time if the activity doesn't engage them or hold their attention. This is especially so in the summertime when they would rather be playing outside. Presentations should therefore be interesting and interactive.

Effective classroom management is essential to maintain order, discipline, and mutual respect. Regular breaks give youth the opportunity to get up and stretch, use the restroom, get a drink of water, etc., and help maintain order over the long run. It should be an established norm in the DEFY camp that all classrooms are orderly and all students are respectful of both teachers and other students. Any breakdown in discipline must be dealt with promptly, consistently, and effectively. The curriculum is designed so that regular breaks can be scheduled. A minimum of

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two adults shall be in the classroom at all times. In the event that one or more students become disruptive, one instructor should address the disruption and the other should continue the lesson to demonstrate the instructors, not disruptive students, control the classroom.

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Resources

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