



Washington Youth ChalleNGe Academy

Manual for Online Mentor Training

The Washington Youth ChalleNGe Academy, in accordance with Title VI, the Civil Rights Act, Washington State law, and WA MIL Department does not discriminate based on age, sex, sexual orientation, gender, expression or gender identity, marital status, race, creed, color, national origin or disability.

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Module 1

ChalleNGe History, Mission, and Overview



Course Objectives

- ▶ Inform you about the National Guard Youth ChalleNGe Program.
- ▶ Educate you about the importance of Mentoring.
- ▶ Advise of our expectations and standards for Mentors.
- ▶ Provide you with resources and tools to be the best Mentor.
- ▶ Prepare you to use the online resources for reporting and Mentoring.
- ▶ Highlight issues of youth and the process of forming bonds.

Our Mission Statement

"The mission of the Washington Youth ChalleNGe Academy is to provide a highly disciplined, safe, and professional learning environment that empowers at-risk youth to improve their educational levels and employment potential and become productive citizens of the State of Washington."

History of the National Guard Youth ChalleNGe Programs

- ▶ In the early 1990's, Congress recognized the inherent community strengths of the Guard as well as its ability to train, lead, and mentor young people in a caring yet disciplined environment.
- ▶ The original agreements allowed ten selected states to identify a targeted number of diverse at-risk youth and to conduct a 17 ½ month ChalleNGe Program.
- ▶ By 1995, fifteen states were participating in the Youth ChalleNGe Program with another twenty-three states on a waiting list for a program.
- ▶ Currently there are 40 ChalleNGe programs and 6 Job Challenge Programs in 31 states and territories.

What is the National Youth ChalleNGe Program?

The **Youth ChalleNGe Program** is a multi-phased intervention program for at-risk youth run by the National Guard of the United States, which consists of Youth ChalleNGe Academies (known as YCA's) in each participating state. The stated mission of the Youth ChalleNGe Program is "to intervene in and reclaim the lives of at-risk youth to produce program graduates with the values, skills, education and self-discipline necessary to succeed as adults."

National ChalleNGe Results

The average per day program cost for ChalleNGe is about \$156 per youth, compared to \$407 for incarcerated youth.

Our Objective: Intervention & Prevention
Changing the trajectory of their life.

Local Scope

Established in 2009

- ▶ Collaboration between National Guard and WA state
- ▶ Funded through federal and state dollars
- ▶ Tuition Free to youth in the State of Washington



Staffing:

- ▶ Civilian state employees of the WA Military Department
- ▶ Academic staff – one principal and six certified teachers through Bremerton School District

How does the program operate?

Quasi-military format emphasizing

- ▶ Self-discipline
- ▶ Personal Responsibility
- ▶ Positive Motivation

Cadets must meet military grooming standards, wear military style uniforms and observe standard military customs and courtesies.

WYCA is NOT – military academy, boot camp, juvenile detention center, drug or alcohol treatment center, professional childcare service, hospital, medical or dental clinic.



WYA ChalleNGe Results

2019 – Almost 2 grade level increase in Reading & Math.

2019 - Communities received 16,862 hours of volunteer service, an estimate value of \$534,863!

Almost all receive their HSD, GED, or have become productive members of the workforce within 12 months of completing the program.

ChalleNGe Youth – Criteria for Cadets

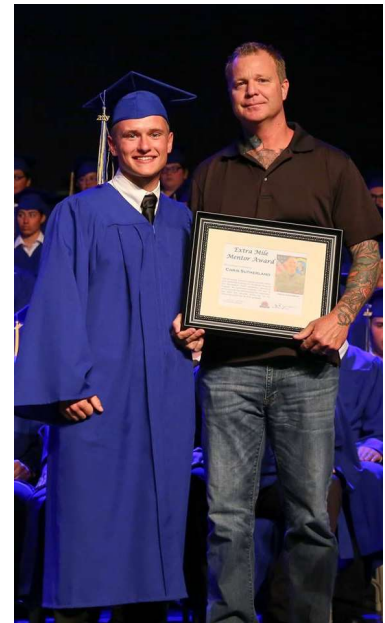
- ▶ Volunteer for the program.
- ▶ 16-18 years old – 15.5 with Director approval.
- ▶ High school dropout or at risk of dropping out due to credit deficiency.
- ▶ A resident of Washington State and U.S. citizen or lawful permanent resident.
- ▶ Unemployed or underemployed.
- ▶ Free of felony charges and no pending court proceedings.
- ▶ Willing to be free from use of illegal drugs or substances while enrolled in the program.
- ▶ Physically and mentally capable to participate in the program with reasonable accommodation for physical and other disabilities.

The Academy Experience

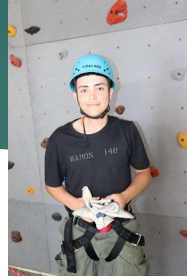
Three Phases

- ▶ Acclimation
- ▶ Residential
- ▶ Post-Residential

**17 ½ Month Commitment
for Mentor and Cadet**

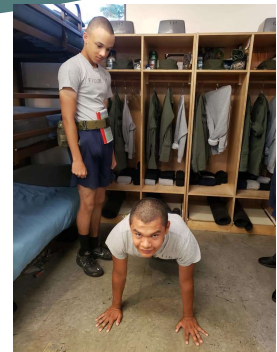


Acclimation Phase



Week 1 & Week 2

- 4:45 a.m. – 8:45 p.m.
- Daily Physical Training
- Team Building Exercises
- Learn Drill and Ceremonies
- Mentally and Physically Challenging



The 22-week Residential Phase is a highly structured quasi-military format emphasizing self-discipline, personal responsibility and positive motivation. Youth, who are referred to as cadets while at the Academy, must meet military grooming standards, wear military type uniforms and observe standard military customs and courtesies. After commencing from the program, cadets move into the 52-week post-residential phase back at home. Cadets will follow their post-residential plan, attending school/work or volunteering full-time, meeting with their WYA case manager and mentor.

The 22-week Residential Phase of the program begins with a two-week Acclimation Phase, where the goal is to identify those Candidates that have the desire and discipline to complete the program. Cadets who successfully complete the Acclimation Phase enter the 20-week Challenge Phase where the emphasis is on the "Eight Core Component" curriculum.

Academic Excellence
Leadership and Followership
Life Coping Skills
Job Skills

Service to the Community
Responsible Citizenship
Health and Hygiene
Physical Fitness

ChalleNGe Phase

**Week 3 – Week
22**



- The platoon bay is their home where 55 people of the same gender, live together for 22-weeks.
- They will have their own bunk, wall locker, and footlocker.
- There is a large bathroom with stalls and individual showers.
- They will do their homework, letter writing, platoon discussions, their own laundry, iron uniforms, polish boots, and complete daily activities with their platoon.

What do the Cadets do everyday.

Uninterrupted Sleep 8:45 pm – 4:45 am



4:45
AM

Physical training, shower, hygiene, clean-up, breakfast, personal time and formation.



8:30
AM

Academic instruction with a lunch break.



2:45
PM

Formation, homework, small units, dinner and personal time.

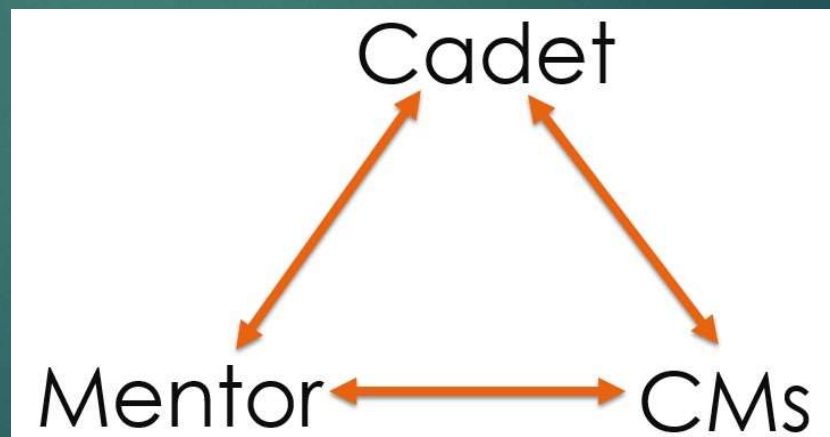
The Cadets will learn how to meet deadlines, work quickly, be responsible and become a valued member of the team.





Case Manager Role

SUPPORT
GUIDE
TEACH
ADVOCATE
ADVISE



Who Do I Contact??



Please check the document:
[Case Management Contact List](#)
for the most updated list of
contact information.

This document is found on the
WYCA Mentor Training Website.

Module 2

The Importance of Mentoring



Mentoring anyone, especially a teenager, an incredibly **important, tough job.**

This module will ask you to examine your “why,” as well as the benefits that can come from making this commitment.

Consider the following:

- ▶ Where do WCYA cadets come from?
 - Geographically
 - Culturally
 - Educationally
 - Emotionally
- ▶ What will it take to motivate your ChalleNGe Cadet?
 - Interests
 - Values
 - Curiosities
- ▶ What will it take for Cadets to succeed in the mentoring piece of the program?



Influences:

What may have impacted your cadet?
What may have impacted you?

- ▶ Violence exposure
- ▶ Messages at home
- ▶ Peer influence
- ▶ Unmet needs
- ▶ Destructive relationships
- ▶ Negative expectations from others
- ▶ Witnessing crime
- ▶ Substance use/abuse
- ▶ Internet/Social Media

The WYCA uses a trauma informed lens which helps us remember that our past experiences impact our present reality.

It's important to remember that two people can experience the same event and be impacted differently. Trauma is a subjective experience.

Early experiences can impact our brain development and can result in an increased likelihood of impulse control, behavioral/emotional health, and physical health issues.

According to ChalleNGe...

The mentoring relationship is a supportive and encouraging relationship between a mentor and cadet based on trust, communication, and commitment.

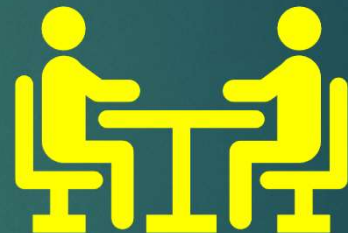


Studies show that positive influences – including a caring mentor – can help reverse the impact of negative influences.

Mentoring is Critical...

Studies show:

- Without structure and support, youth return to old patterns of behavior.
- **Active** mentorship helps to provide that vital support



Neither the WYCA, nor mentorship
“fixes” cadets.

They aren’t broken!

Your consistent support, however, gives
them the scaffolding they need to
capture (or recover!) their momentum
and continue to make positive changes.

Your “sticktoitiveness” matters!!

Who Mentored You?



None of us do life alone.

Who have you looked up to over the years?

What qualities did you appreciate?

Take a moment to make some notes on the specific things people have done that mattered to you. These can serve as ideas with your cadet.

Who have I looked up to in life?

What actions/behaviors mattered to me?

Why Be a Mentor?



There are as many reason to be a mentor as there are people stepping into the role.

Take a moment to answer the following questions:

Why do I want to be a mentor?	What strengths do I bring?
What are my areas of challenge?	What qualities would I like to pass on?

Where do you fit in?

COMMITMENT
SUPPORT
CONSISTENCY
LEADING BY EXAMPLE
COMPASSION



Please Remember:

The cornerstone to this relationship's foundation is **compassion**.

And compassion without understanding is just a bunch of letters.

Mentoring Teenagers



WYCA Cadets are still teenagers!

Teens are not known for consistency or gratitude.

They need support, even when they are unpleasant... maybe especially then!

We are planting seeds, which may take years to show growth.

Whether you see that growth or not,

**YOU ARE MAKING A
DIFFERENCE.**

Characteristics of a Positive Relationship

Committed
Trustworthy

Supportive
Patient

Positive
Respectful

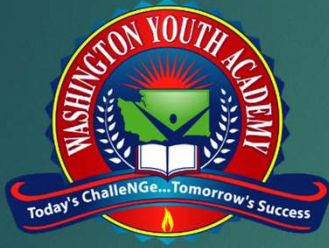
Honest

What traits are important for a mentor to have?

What traits are important for a cadet to have?

Module 3

Mentor Requirements



Where do YOU fit in?



RESIDENTIAL
EXPECTATIONS



POST RESIDENTIAL
EXPECTATIONS



CONTACT
REQUIREMENTS



REPORTING
EXPECTATIONS

Residential Expectations

01

Write at least ONE LETTER A WEEK to your cadet.

- Email
- Post Office

02

Maintain active communication with cadet.

- Keep cadet connected to the outside world:
- Sports, Career, World Issues, etc.

03

Review their goals and provide feedback.

- Short Term Goal
- Post Res Goal
- Long Term Goal

Cadets already feel as though they are missing out on so much while they are at the academy. They are away from loved ones. They have limited contact with technology. We ask for mentors to please write their cadet at least ONCE a week.

Cadets are required to write to you once a week, and it makes it easier for them to have something to respond to.

Cadets complete a set of goals while at the academy. Ask them about their goals. Help your cadet by providing feedback and encouragement.

When writing to your cadet, your letters can help the cadet feel connected to the outside world. You can talk to them about sports, world issues, video games, family and friends, careers, education, etc.

Please! **NO BAD NEWS IN LETTERS** – contact Case Manager or other WCYA staff if you need to share bad news so we can help support the cadet.

Mentor Mail

**IMPORTANT!!!
Write this down!**

► Mail letters, cards, postcards to:

Cadet Last Name, First Name, PLT#

Washington Youth Academy

1207 Carver Street

Bremerton, WA 98312

► Send emails to:

Mentor.MailMil-WYA@mil.wa.gov

Subject Line:

► Cadet Last Name, First Name, PLT #

It is important to continue active communication with cadet.
Please keep us informed if **your** contact information changes.

8/18/2021

It is great to hear from you. I'm glad you are doing well and getting settled in. I'm sure it was a huge adjustment at first but now it is becoming more familiar and the norm. I still remember getting off the bus at MCRD San Diego and standing on the infamous yellow footprints. After being kept awake for three days and going non-stop I questioned my decision... Basic training is a unique experience that can be summed up into organized chaos. Looking back on it now, it was one of the best times of my life and I made lifelong bonds with several people.

The majority of the time I was in basic I was a squad leader. I can sympathize and empathize with you on the experiences you are having where you are being held accountable for someone else's actions. Although it can be very frustrating at times it can also be very rewarding. It allows you the opportunity to be exposed to a lot of different situations and experiences, which can be useful throughout life and with other relationships. It also gives you the opportunity to help guide and mentor other people. You will be exposed to this for the rest of your life.

This makes for a lot of different personal and professional needs, wants, perspectives, goals, desires, and personalities. An effective leader finds a way to connect with each person and influences them in a positive way.

Just like you said in your letter, I am not perfect, but we don't give up. We learn from our experiences and grow so we can better ourselves and serve others. Growth and development takes time, it is not an overnight thing.

You asked me for tips for anger management or maintaining composure. Something you don't know about me is when I was a teenager, I had a huge anger management issue. In my case I was deflecting feeling I had inside outward and towards others that didn't always deserve my anger. What I ask you is where does your anger come from? Do you know or have you thought about it? And I don't mean superficially, have you truly looked inside to see where it is coming from. For me, what I learned to do is when someone or something makes me angry I have to pause and not respond immediately and emotionally. During the pause I ask myself, why does this make me mad and then truly answer the question for myself. Once I know why it is making me angry, I can proceed forward with addressing the issue internally and with the other person. If I just respond impulsively and emotionally it doesn't help with the matter at hand. My experience it adds to the problem. As a [redacted] I have been exposed to a lot of different things, some good and some bad. It is hard for me to answer the question of what is the craziest, funniest, or most memorable experiences I have had in my career. I can say that I'm not surprised by much anymore but every now and then something happens that I couldn't have in my wildest imagination would happen.

I would like to keep going with some of the questions you have asked but I also want to get you this letter so I will wrap up for now, but it is not the end.

I do want to you to know and fully understand, I will there is no judgement and accepting of you as you are, that does not mean I will not bring things to your attention to help you grow and develop. I will give you open and honest communication with constructive criticism.

My role is to be your mentor and advocate. I will give you everything I have, but you will have to give me equal effort. That being said, I need you to also understand my role as a [redacted] and a mandatory reporter. If you tell me something I am mandated to report by law, I will. I will not condone negative, abusive, or disrespectful behavior. As your mentor, I am committed to being a trustworthy, supportive, and respectful adult in your life who will help you in any way I can. What I expect of you is open and honest communication, commitment, integrity, respect, effort, learning, and growth.

Keep up the great work!

Respectfully,

This is what a good letter looks like.

The effort you put into your letters will affect the quality of what you get back.

Post Residential Expectations

Active communication/contact
between cadet and mentor

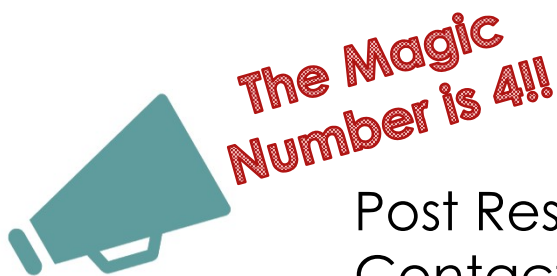
Report monthly to Case Manager

Active communication between you and your cadet is very important, especially throughout the post residential phase.

Cadets sometimes have a hard time transitioning back into their environments after being away for over 20 weeks. They will face struggles and need that extra support.

We will continue to be support for them as well, but you become the front line when your cadet is back home.

Monthly reports are required to be submitted for 12 months. You will receive a reminder email from your cadet's case manager.



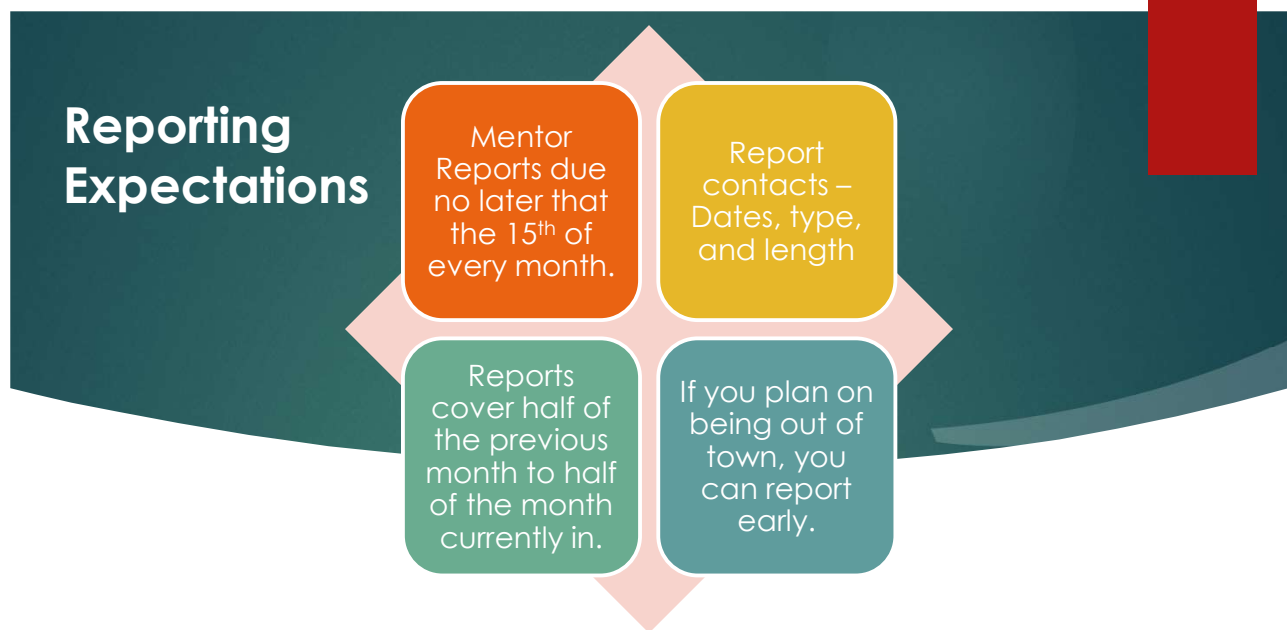
Post Res Contact

- ▶ 4 contacts (conversations)
- ▶ 4 hours face-to-face
- ▶ Any combination of the above
- ▶ Contacts may include video chat, face to face, letters, email, phone calls, texting, Facebook Messenger, etc.

Consistent communication is **the most important factor** in a positive mentoring relationship.

How you talk and what you talk about are less important.

People aren't comfortable having the big conversations unless they have had small conversations first.



Mentors are required to submit a report once a month, for the next 12 months after cadets graduate from the residential phase.

Mentor reports give the case manager another perspective on cadet progress and help support the cadet.

Submit mentor reports online at:
<https://mil.wa.gov/mentor-resources>

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QUICKLINKS

- How to Apply
- Information for Incoming Cadets Only
- WYA COVID-19 Safety Information
- FAQ
- Virtual Information Sessions
- Important Dates for Cadets
- **Mentor Information**
- Academics
- Policies & Procedures
- Photo Gallery
- Contact Us

New Mentors | **Current Mentors** | Mentors of the Cycle | Mentor Newsletters

Mentor Information

Mentor Reports



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Welcome Mentors!

This page is dedicated to Washington Youth Academy Mentors, current and past. You're selfless contribution in serving as a role model and advocate makes our Academy distinctive and successful. Thank you for all you do and we look forward to hearing from you about your cadet and their successes!

Monthly Mentor Reports

Need to file your Mentor Report? [Use this form.](#)

Mentor Report

Mentoring is a positive one-on-one relationship between a youth and an adult that provides emotional support, advice and guidance to help the younger person deal with the challenges of life. This form is to help mentors report on the progress of their cadets.

Mentor Name *

First NameLast Name

Mentor Email *

Confirm Mentor Email *

Cadet Name *

First NameLast Name

Cadet Platoon *

☐ 1st Platoon Wolfpack
☐ 2nd Platoon Spartans
☐ 3rd Platoon Eagles

Have you had either four contacts, four hours of contact or a combination of both? *

☐ Yes
☐ No

If yes to the above question, please list your type of contacts and the dates (estimates are okay). *

500/500

Is your Cadet placed in full time activity? (25 hours or more a week, combination of activities is acceptable). Include name, location, contact information for the placement institution, business, or organization. If not placed, type N/A. *

500/500

Work *

☐ Yes
☐ No

Education *

☐ Yes
☐ No

[WYA Mentor Report - Formstack](#)

Responsibilities of a Mentor



Maintain regular contact



Serve as a positive role model



Maintain confidentiality



Communicate with program & cadet



Show respect, active listening, & commitment



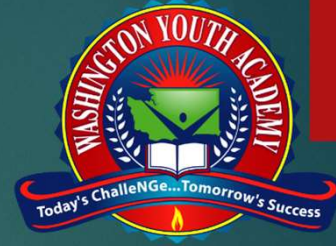
What else can you add? ...

Thank you for taking the time to become a formal WYCA mentor. Your willingness to support a cadet on their journey is a valuable gift.

Our experience shows that meeting the requirements listed in this module offers the cadet the needed support as they seek to change their life.

Module 4

Building and Strengthening Relationships



Developing a good relationship will involve:

- 1. Maintaining regular contact
- 2. Serving as a positive role model
- 3. Maintaining their confidentiality
- 4. Communicating effectively with program and cadet
- 5. Showing respect, active listening, and being committed to them.

What Are Healthy Relationships Based On?

All healthy relationships are based on 5 basic characteristics:

1. Communication
2. Mutual Respect
3. Trust
4. Honesty
5. Balance

This is true for all relationships, from co-workers, to family, to romantic relationships, and everything in between.

As a mentor, your relationship with your cadet will be tested. Keeping these 5 characteristics in mind will help you navigate the rewarding, but sometimes choppy journey that is mentorship.

Communication



Can you talk to each other and share feelings that are important to you?



Don't keep feelings bottled up because you're afraid it's not what the other person wants to hear.



If you need some time to think something through before you're ready to talk about it, a person who respects you will give you that space.

Mutual Respect



Do they understand how great you are and why?



Make sure the people in your life are into you for who you are. Do they listen when you say you can't do something and then back off right away?



Respecting a relationship means each person values the other person and understands them – they don't challenge the other person's boundaries.

Trust

Trust comes in many forms.

Do they “walk the talk” and keep their promises? **Do you?**

Can your cadet trust that they can confide in you, without you telling other family members what you discuss?

Honesty

This one goes hand-in-hand with trust.

Being able to be honest with each other leads to healthy convos.

Honesty also includes telling your cadet something they might not want to hear.

Balance

HEALTHY
RELATIONSHIPS
HAVE A GIVE-
AND-TAKE.

WORKING WITH
A TEENAGER
MAY BE
CHALLENGING
AND YOU
MIGHT FEEL
LIKE YOU ARE
DOING ALL THE
WORK.
HOWEVER,
FINDING
BALANCE WITH
THEM IS KEY.

DISCUSS YOUR
EXPECTATIONS
WITH EACH
OTHER OPEN
AND
HONESTLY. THIS
WILL ENSURE
BOTH OF YOU
ARE PUTTING IN
THE WORK FOR
YOUR
RELATIONSHIP.

Relationship Spectrum

All relationships exist
on a spectrum

HEALTHY	UNHEALTHY	ABUSIVE
<p>A healthy relationship means that both you and the other person are:</p> <p>Communicating: You talk openly about problems, listen to each other, and respect each other's opinions.</p> <p>Respectful: You value each other as you are. You respect each other's emotional, digital, and sexual boundaries.</p> <p>Trusting: You believe what the person has to say. You do not feel the need to prove each other's trustworthiness.</p> <p>Honest: You are honest with each other but can keep some things private.</p> <p>Balanced: You make decisions together and hold each other to the same standards.</p> <p>Enjoying Personal Time: You both enjoy spending time apart, alone, or with others. You respect each other's need for time apart.</p>	<p>You may be in an unhealthy relationship if one or both people are:</p> <p>Not Communicating: When problems arise, you fight or don't discuss them at all.</p> <p>Disrespectful: One or both people are not considerate of the other's feelings and/or personal boundaries.</p> <p>Not Trusting: One person doesn't believe what the other says or feels entitled to invade their privacy.</p> <p>Dishonest: One or both people lie.</p> <p>Trying to Take Control: One person feels their desires and choices are more important.</p> <p>Only Spending Time with The Other Individual: The other person's community is the only one you socialize in.</p>	<p>Abuse is occurring in a relationship when one or both people:</p> <p>Communicates in a way that is hurtful, threatening, insulting, or demeaning.</p> <p>Disrespects the feelings, thoughts, decisions, opinions, or physical safety of the other.</p> <p>Physically hurts or injures the other person by hitting, slapping, choking, pushing, or shoving.</p> <p>Blames the other person for their harmful actions, makes excuses for abusive actions, and/or minimizes the abusive behavior.</p> <p>Controls and isolates the other person by telling them what to wear, who they can hang out with, where they can go, and/or what they can do.</p> <p>Pressures or forces the other person to do things they don't want to do; threatens, hurts, or blackmails the other person if they resist or say no.</p>

Relationships are **dynamic** and can move along the spectrum. Healthy relationships can slide down and become toxic if we don't practice our 5 characteristics. Communication, mutual, respect, trust, honesty, and balance are key!

Unhealthy and even abusive relationships can become healthy if both people are committed to making changes.



Our environment creates our “normal”

A relationship is unhealthy when it involves *mean, disrespectful, controlling, or abusive behavior*. Some people live in homes with people who fight a lot or abuse each other - emotionally, verbally, or physically.

For people who have grown up around this kind of behavior it can almost seem normal or okay.

This behavior is NOT okay!

Strengthening Relationships

Invest Time



- 👍 QUALITY not quantity
- 👍 Reach out – be consistent
- 👍 Take turns with activities

You don't need to have a long contact. Text them a meme. It takes less time than brushing your teeth. Consistent contact is the most valuable tool you have.

When you get together, do activities that you both enjoy - or take turns doing activities that interests the other person.

Strengthening Relationships

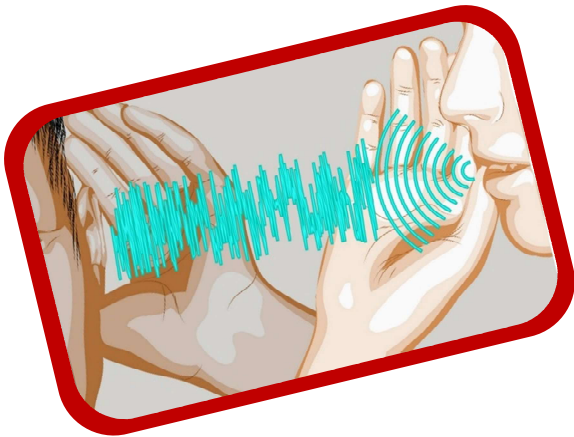
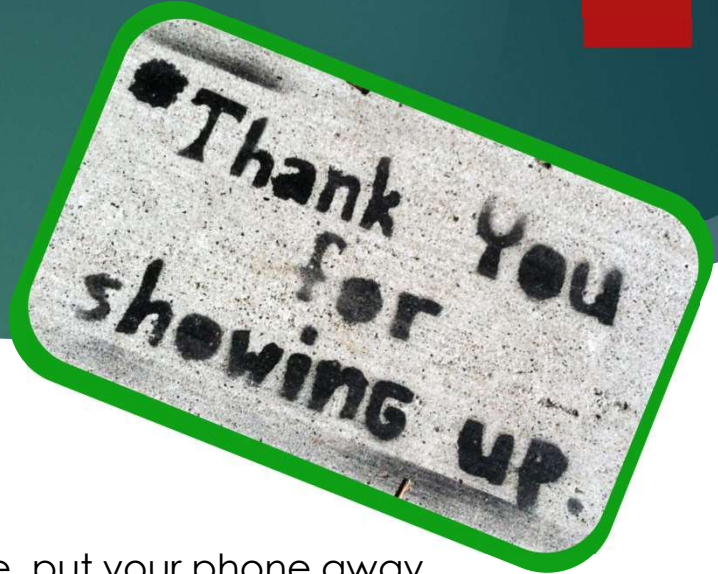
Be Present

👍 Limit distractions

👍 Be you

If you are face to face, put your phone away.
This tells the other person they are important to you.

Be you. Have the courage to make yourself a little vulnerable; be honest about who and how you really are.



Listen to Hear

👍 Pay attention

👍 Rephrase

👍 Don't interrupt

👍 Respond

As an adult and a mentor, it can be tempting to take conversational shortcuts. We have an idea where they are going and what they need, so we jump to "helping" them with our wisdom and advice.

Most of the time, we just want to be heard. We don't need to be handed solutions; we need company on the path to finding our own solutions. If the other person is talking, instead of listening to respond, just listen to hear what they are saying.

Things to keep in mind regarding your relationship with your cadet:

Support them

Trust them

Be honest with them

Let go of judgment

Respect their unique culture, history, & experiences

Good communication is key!

Please Remember,
A Mentor
is **NOT**:

Mom or Dad

A Savior

Mr. or Mrs. Fix-It

Licensed Therapist

Cool Peer

Parole Officer

Disciplinarian

Mentors **ARE** advocates, supports, guides, sounding boards, accountability buddies, cheerleaders, and company along the cadet's path. Using the 5 characteristics of healthy relationships will help ensure the relationship endures.

Module 5

Communication, Trust, and Commitment



Keys to a Successful Relationship

- ▶ **Communication**
- ▶ Trust
- ▶ Commitment



Mentoring **guarantees** challenges.

Effective, nonjudgmental
communication will be vital in
overcoming these challenges.

Components of Communication

How we say it is as important as **what** we say.

Verbal

The words we choose

Paraverbal

How we say the words

Nonverbal

Our body language

The message we intend is not always
the one that is heard.

Listening is JUST as important as
talking... with teens it might even be
more important!

Effective Communication

Do's

- ▶ Be genuine and respectful
- ▶ Be careful about using slang
- ▶ Be comfortable with silence
- ▶ Be accepting even though you may not agree
- ▶ Be aware of your body language and facial expressions
- ▶ Be positive with your feedback



Don't

- ▶ Tell them how they should feel
"You need to be more grateful"
- ▶ Ignore their feelings
- ▶ Pay attention to anything things
- ▶ Interrupt
- ▶ Compare your own experiences
"When I was your age"

Building Emotional Safety

Use "WE" language

Validate the cadet's feelings

Sense of empathy

Your cadet wants to be heard,
not fixed

Shared responsibility

Confirm your understanding

How can we fix this?

What can I do to better
support you? (creates a bond)

People
want to
be **heard**,
not fixed

Using the word "you" can create a defensive reaction. Changing the word to "we" shows empathy and creates teamwork in finding solutions.

Heard, not fixed

"It's Not About the Nail."

Please make sure you watch the short video,
"It's Not About the Nail"

<https://www.youtube.com/watch?v=-4EDhdAHrOg>

Listening vs. Advising:

What's the importance and
difference between the two?

Reassuring Information	Advice
Break ups can be tough. It's natural for you to be hurt and upset.	I remember my first breakup, here's what you need to do...
I'm here for you if you want to talk. There are also people who are trained to help you work through these feelings.	You really need to talk to a counselor about that.
You are not alone.	You'll get over it. Stop worrying so much.

Think about this how would you respond if your cadet tells you that they do not want to complete the program. Here are a few reasons we hear:

"I've learned everything I need to."

"I miss my girlfriend/boyfriend."

"I don't like getting yelled at."

"My body hurts and I am hungry all the time."

"No one is writing me."



Keys to a Successful Relationship

- ▶ Communication
- ▶ **Trust**
- ▶ Commitment

Building trust is difficult and requires consistent commitment.

Your cadet may have a history of people breaking their trust. They may be slow to trust and even slower to **rebuild** trust once it is broken.

Trust is vital to a healthy relationship. It is worth every bit of effort it requires!

Trust is:

Tangible
Measurable
Practiced
Essential



Reasons trust may develop slowly:

Fear
Negative experiences
Social influences
Individualism 43

TRUST

Difficult conversations

Be consistent

Contribute to the conversation

Focus on your cadet



- ▶ Under no circumstances promise to keep secrets.
- ▶ Do assure them that if they share difficult information about things they have done, or things that have been done to them, that you will do what you can to help them.
- ▶ Do explain your commitment to their privacy and safety – let them know you will not be gossiping about them or sharing the information they tell you with other people unless it threatens their health and wellbeing or somebody else's safety and wellbeing.
- ▶ Do give them details about the sort of information you are required to pass on if it comes to your attention. (We discuss this in Module 7)
- ▶ If you do have to break the young person's confidence, make every attempt to inform them of what and who you will be telling. (We discuss this in Module 7)

Cultural Awareness

Be Respectful. Be understanding. Be open.

Know your audience

- ▶ Listen to understand, not to respond
- ▶ You can relate to your cadet, even if you lived different experiences
- ▶ Be aware of **their** culture
 - ▶ Is there eye contact
 - ▶ Are you being clear
 - ▶ What is respectful/appropriate

It's OK to ask questions

- ▶ How would you like to proceed with this conversation?
- ▶ Do you feel comfortable talking to me about this?



Keys to a Successful Relationship



- ▶ Communication
- ▶ Trust
- ▶ **Commitment**

Why is Commitment Important?

Committed people are **more effective**

Committed people **don't give up**

Commitment encourages **cooperation**

Commitment encourages **resilience**



Tips for Building Commitment



Commitment grows steadily, but slowly. Be patient.

Appreciate whatever level of commitment a person can make.

Listen, listen, listen.

Challenges you might face if your commitment is not genuine:

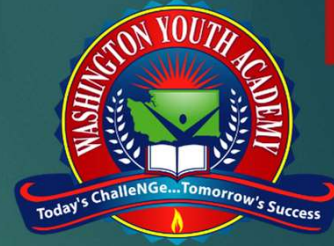
- ▶ Lack or loss of trust
- ▶ Lack of communication
- ▶ Not fulfilling your roles
- ▶ Not fulfilling your responsibilities

Remember:

Commitment takes time.

Module 6

Mentoring in the Post Residential Phase



What is the Post-Residential Phase?

12 months after the residence phase

Cadet will be PLACED (education, employment, military, and/or volunteer)

Cadet will check in with Case Manager once a month

Cadet and mentors will actively communicate for 4-hour face-to-face or 4 contacts each month

Mentor will submit 12 monthly reports to WYA

Goals

The National Guard and the WCYA emphasize the importance of setting goals for achievement.

Cadets will be taught the process of functional goal setting by creating a set of goals called the Cadet Achievement Plan (CAP).

Characteristics of the Cadet Achievement Plan

A set of goals, created and driven by the individual, and empowered by a plan of action for the achievement of those goals.

Dynamic, Flexible, Ever Changing

Active for entire Post-Residential Phase (and beyond!)

The CAP has 3 goals & must be completed before a cadet can graduate the WCYA.

Short Term
(8 Core Components)

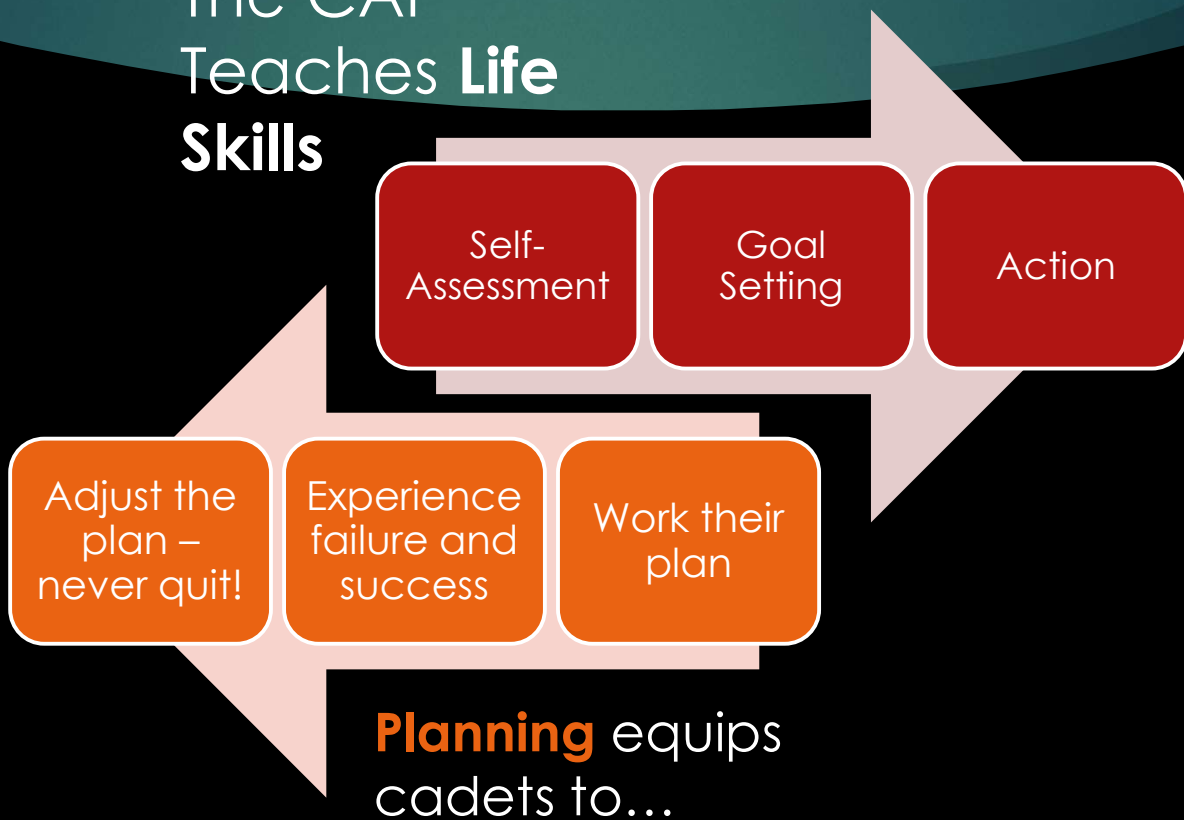
Post-Residential
(12 months after the program)

Long-Term
(Career Exploration)

- ▶ The short-term goal is to be completed within the residence phase. Cadets select one of the 8 core components to write this goal.
- ▶ The post-residential goal/action plan is a goal the cadet can achieve within the 12 months of the post-residential phase.
- ▶ Before a cadet writes their long-term goal, they work on career exploration. They research 3 careers that pique their interest and select one of the 3 to write the long-term goal.

Cadet Achievement Plan

The CAP Teaches **Life Skills**



- ▶ When they work their CAP goals, cadets will hit obstacles. Mentors can help teach cadets they can overcome these obstacles by adjusting their strategies.
- ▶ Working a CAP plan all the way through, adjustments and all, helps the cadet build the commitment and resilience they will need to chase life's dreams – both big and small.

S.M.A.R.T. Goals



SPECIFIC



MEASURABLE



ATTAINABLE



RELEVANT



TIME-BOUND

- S** The goal must be **specific** by clearly defining and stating exactly what will be achieved.
- M** The goal must be **measurable**, with a clear objective anyone would agree on. "Six pack abs" is debatable. "80 sit ups in a minute" is concrete (and leads to those abs!).
- A** The goal must be **attainable**. It should challenge the cadet, but realistic enough that it can be achieved **if** effort is put to it.
- R** The goal must be **relevant** to the cadet. It should hold value and be important enough that it's worthwhile to pursue.
- T** The goal must be **time-bound**. Without a deadline, it's just a wish. Deadlines give the opportunity to check progress and reassess if needed.

Placement



The cadet's post-residential goal **MUST** include **PLACEMENT**.



Placement is a collective of 25 hours or more a week.

School
Work
Volunteer
Military

For a cadet to be in good standing and considered placed, he/she must be doing one of these activities for a minimum of 25 hours a week.

Being in good standing allows the cadet to:

- ▶ Participate in Post Res Graduation
- ▶ Qualify for WYA Foundation Scholarships
- ▶ Return to speak to residential cadet
- ▶ Qualify for WYA staff letters of recommendation

Verification of Placement



Case Managers

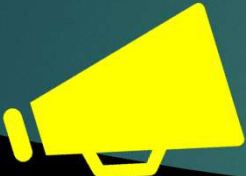
can verify High School Enrollment & Military Enlistment



Mentors

confirm placement in Mentor Report:

Employment/Volunteer
College or Trade School
Combined Placement



The Magic
Number is 4!!

Post Residential Contact Requirements

With Cadets:

- ▶ 4 contacts (conversations)
- ▶ 4 hours face-to-face
- ▶ Any combination of the above
 - ▶ Contacts may include video chat, face to face, letters, email, phone calls, texting, Facebook Messenger, etc.

With Case manager:

- ▶ Mentor Report submitted monthly

Regular contact in the Post Residential Phase greatly increases cadet outcomes.

They are teenagers – they will push, test, frustrate and possibly disappear.

They need us to be the adults – to consistently show up, to meet them where they are, and to weather whatever they throw at us.

Reporting Expectations



Mentor Reports due no later than the 15th of every month.



Report contacts – Dates, type, and length



Reports cover half of the previous month to half of the month currently in.

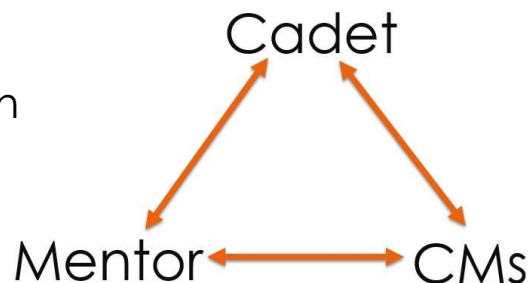


If you plan on being out of town, you can report early. *You may estimate contact dates if necessary.

Mentor reports take 5 minutes to submit online at:

<https://mil.wa.gov/mentors>

Mentor Reports are a vital piece of the communication triangle between you, the cadet, and the case manager.



Module 7 WYCA Policies



WYCA Mentor = WYCA Volunteer

Being a Washington Youth ChalleNGe Academy mentor is the same as being a WYCA volunteer. That means the following policies apply:

- ▶ Hands Off Leadership
- ▶ HIPAA/FERPA
- ▶ Mandatory Reporting

We will also discuss ACES & Private Logic



Hands Off Leadership



Includes:

- ▶ Physical touch
- ▶ Words/Tone of Voice
- ▶ Intimidation



The hands off leadership policy states that no staff member, volunteer, or mentor may touch a cadet or use abusive language as a means of coercive leadership. We are expected to lead through **positive** methods that do not include the use of physical force or verbal abuse. This does not mean that we are not allowed to touch cadets. We are social beings and healthy respectful touch can be a great way to strengthen relationships.

Handshakes, high fives, fist bumps, and appropriate hugs can be great - although it may be a good idea to ask permission first and allow cadets to set their own personal boundaries.

HIPAA/FERPA... What???

HIPAA and FERPA are separate but related policies that ensure cadets and their guardians have the right to control, within limits, who gets health and schooling information.

As a WYA Volunteer you are required to maintain confidentiality about their schooling and health history.

HIPAA

- Medical info = confidential
Includes:
 - ▶ Physical health
 - ▶ Mental health
 - ▶ Health history
 - ▶ Covid status
 - ▶ Medications
 - ▶ Etc.

FERPA

- School info = confidential

BOTH

- Ask your cadet or Case Manager for info directly
- We can't share their health or school business with others

Not sure what you can say to whom?

Always ask first

What you learn, from any source, can only be shared with the cadet, guardian, and/or WYA staff. We can't share their business. (And if we do, we risk damaging the relationship, they don't want their business out in the open any more than we would want ours out there.)

Mandatory Reporting

why we can't promise to keep secrets



Mandatory Reporting is a Washington State law and as a WYCA Mentor you are now a mandated reporter.

Mandatory Reporting is also something that can make people nervous because it sometimes feels like walking the line between SAFETY and TRUST. On one hand, cadets need to be safe, but at the same time, we don't want them to think we are violating their trust. That is why we can never promise to keep their secrets.

Cadets revealing reportable circumstances and events is a function of the trust they have in you and your relationship.

Cadets know about mandatory reporting, but they will forget.

When talking with others we often get a "sense" they are about to say something sensitive. If you get that feeling, this can be an excellent opportunity to pause them and remind them you are a mandated reporter. This sounds really awkward but can be as simple as "before you continue, I want to hear what you want to share with me. I value our relationship enough that I need to remind you I am a mandated reporter." You can then invite them to continue or ask them if they remember what mandated reporting means. Either way, you are demonstrating respect by giving them choices.

What to report?

Abuse/Neglect

Physical

Sexual

Emotional

Criminal Activity

Mandatory Reporting covers any and all of the following:

- ▶ The cadet
- ▶ Siblings
- ▶ Friends
- ▶ Etc.

The age of consent for WA is 16. Washington does not have a close-in-age exemption (Romeo and Juliet law). There are no protections reserved for sexual relations when one participant is a 15-year-old and the second is a 16- or 17-year-old. The age of consent is raised to 18 and 21 when certain adults are involved, such as foster parents and teachers.

Emotional Abuse: A sustained, repetitive pattern of behavior that affects a child's emotional development or sense of self-worth.

This can include:

- ▶ Constant criticism
- ▶ Threats
- ▶ Rejection
- ▶ Confinement
- ▶ Withholding love, support, or guidance

Neglect can be neglect of physical, emotional, or educational needs

A cadet's participation in criminal activity must also be reported.



When & how to report?

**When in doubt,
always report!**

Better to over report than risk a cadet to be in danger.

The report must be made **at the first opportunity** but **not longer than 48 hours** after you have a reasonable cause to believe that the cadet has suffered abuse or neglect.

Call **911** in an
emergency

Call **1-866-ENDHARM**
for

24 hours, 7 days a
week hotline

Youth Suicide Prevention

Washington State Youth Hotlines

National Suicide Prevention Hotline

1-800-273-TALK (8255)



<http://www.suicidepreventionlifeline.org/>

Questions that will be asked when you call:

- ▶ The name, address & age of the child.
- ▶ The name & address of the parent, guardian or custodian of the child.
- ▶ The nature and extent of the abuse or neglect.
- ▶ Any evidence of previous incidences.
- ▶ Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

You do not need to have all of the above information when you call to make a report. The more information you can provide, the better equipped the offices will be to assess the child's safety.



Return choice
Demonstrate respect
Strengthen the relationship
Reduce isolation

Reporting as Empowerment

Abuse and neglect make people feel powerless.

This feeling can be worse if your cadet didn't mean to reveal reportable information. Suddenly they may worry that you will spill their secret. Often abuse includes threats of even worse happening if the child tells anyone. These threats can include bad things happening to other people, so children may be taught to believe keeping the secret (and being abused themselves) serves to protect someone else.

We have an opportunity to return a little of that power to them by giving them choices. The report **will** be made, but they can exercise some power on **how** the report is made. Some of the options include:

- ▶ They can make the call, with you either in the room or on the call for support.
- ▶ You can make the call as they listen on speaker, so they know exactly what is said.
- ▶ They can have you make the report without their involvement, and you can "report back" or not as they choose.
- ▶ There are other options as well. The only choice that **can't** be on the table is no report being made (or them reporting solo, because they won't make it).

Allowing them to choose **HOW** the report is made has several benefits:

- ▶ It returns a degree of power and choice back to the cadet.
- ▶ Demonstrates respect for the cadet and their ability to make good decisions.
- ▶ Builds the relationship and trust between you.
- ▶ Provides an opportunity to increase communication and work through a difficult situation.
- ▶ It increases the sense of team and decreases isolation – a hallmark of abuse and neglect is isolation – having secrets is lonely. It can be a relief to learn they do not need to carry the burden alone.

What to Know About ACEs

ACEs stands for "Adverse Childhood Experiences."

Please make sure you watch the short video, "ACES Primer"

<https://youtu.be/ccKFkcfXx-c>

The ACEs survey follows. Please answer the 10 yes/no questions yourself to find your ACEs score.

ACEs Questions

Before your 18th birthday, did a parent or other adult in the household often or very often...

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured? | <input type="checkbox"/> | <input type="checkbox"/> |

ACEs Questions

Before your 18th birthday...

- | | Yes | No |
|---|--------------------------|--------------------------|
| 3. Did an adult or person at least 5 years older than you ever touch or fondle you or have you touch their body in a sexual way? Or try to or actually have oral, anal, or vaginal sex with you? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you often feel that no one in your family loved you or thought you were important or special? Or your family didn't look out for each other, feel close to each other, or support each other? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did you often feel that you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Yes | No |
| 6. Were your parents ever separated or divorced? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Was your mother or stepmother often pushed, grabbed, slapped, or had something thrown at her? Or sometimes or often kicked, bitten, hit with a fist, or hit with something hard? Or ever repeatedly hit over at least a few minutes or threatened with a gun or knife? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs? | <input type="checkbox"/> | <input type="checkbox"/> |

ACEs Questions

Before your 18th birthday...

- | | Yes | No |
|--|--------------------------|--------------------------|
| 9. Was a household member depressed or mentally ill or did a household member attempt suicide? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Did a household member go to prison? | <input type="checkbox"/> | <input type="checkbox"/> |

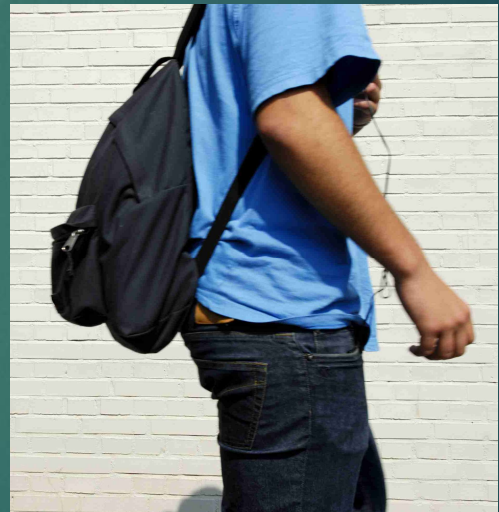
Every “yes” counts as an ACE

ACEs & Private Logic

- ▶ Aces are experiences
- ▶ Experiences create our private logic

Private logic

- ▶ How you view yourself, others, and the world around you.
- ▶ It's like an invisible backpack that you carry around.



Our cadets average almost 3 ACEs, with some individuals reaching 9 and 10. Did you tally your ACEs? What was your score? How might that have impacted your private logic?

Private Logic

What goes **in** the backpack
comes **out** as behavior.

ACEs (or lack of) create our Private Logic

If our cadets' lives have been filled with fear and anger their private logic will be consistent. They will see themselves as scared and powerless, others will not be trusted, and the world to them will be a place of constant struggle.

If their lives have been filled with comfort, connection, and love our cadets' logic will be consistent. They will see themselves as capable, valued, others will be consistent and safe, and the world will be filled with opportunities and hope.



**Private logic makes
unexpected behavior
100% rational to the
individual in the moment.**

We cannot use logic to reason with someone who is reacting emotionally. Cadets who are emotional will need help calming down before they can hear and process reason again. Even when calm, they may or may not be able to understand their private logic isn't always aligned with a wider reality.

Our long-term goal as mentors is to help fill their backpacks with new experiences and perceptions, to help them create a new, more supportive, community-based realities.

Wrapping it Up



All WYCA Policies boil down to
Respect and **Safety**

Reporting
restores
power

Mandated Reporting is nothing to be afraid of. If you aren't sure if it needs to be reported, call or text your Case Manager. If a report needs to be made, it's an opportunity to help the cadet build resilience and take some power back. Give them the opportunity to guide how the process will happen. These conversations demonstrate to the cadet that scary and even overwhelming situations can be navigated and they are not alone.

ACEs and
Private Logic
= behavior

Many of our cadets have experienced negative situations that have impacted their brain development and affected their view of the world. Understanding they are impacted, even if they haven't shared how, can help put their behavior and choices in perspective.

Positive
experiences
help change
private logic

Working with teenagers is both an immensely rewarding and frustrating journey. Growth can happen in fits and starts, and far too often we may wonder if it's happening at all. Please know, even when you think nothing is happening and you are wasting your time, they are watching. What we may be doing in those "nothing's happening" moments is we are planting seeds. Some seeds take longer to sprout than others. Be patient. Be persistent. Show them they can count on you.