Oklahoma LEND 2022-2023 – Mentoring Facilitation Framework
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Purpose of LEND programs: "**Improve the health of infants, children, and adolescents with disabilities**." – *AUCD LEND programs:* https://www.aucd.org/template/page.cfm?id=473

"OKLEND prepares individuals from a wide variety of disciplines for **leadership** and **advocacy** roles, promoting **high quality services** and improved systems to **support children and youth** with developmental disabilities **and their families**."

OKLEND Core Principles: 1) **Person/family-centered services**; 2) **cultural competence**; 3) **interdisciplinary teaming/collaboration**; and 4) **inclusive community-based practices**.

OKLEND program: https://ouhsc.edu/thecenter/Projects/Training-and-Collaboration/OKLEND

Goal of OKLEND Mentors: Promote the preparation of trainees to be advocates and leaders aimed at health care improvement with infants, children, and adolescents with disabilities.

Learning Objectives – OKLEND Mentoring – Core Faculty facilitation – Mentor-Mentee
- **OKLEND Trainees** will serve as advocates and leaders in the promotion of best practice and systems of care that support children and youth with ID/DD and their families.
- **OKLEND Mentors** will expect, guide, facilitate, and encourage trainees to be advocates and leaders in partnering with children and youth with ID/DD and their families.

Format of mentoring sessions – general flow – *based on a 60-minute mentoring session*

1) **Opening** – approximately 5-10 minutes – *"Tell me about your experience or progress in LEND . . ." Idea is to 'check-in' with trainee guided by an open-ended question. Consider other ideas, thoughts, and methods aimed at encouraging trainees to reflect on where they are in the program in terms of leadership and advocacy, elicit any 'aha's', challenges, successes, barriers to learning. . . . i.e., communication from trainee and mentor listening*

2) **Reflection-Consultation** – approximately 30-45 minutes – topics, foci, and potential talking points: *Idea is to target an area of learning based on trainee development, status in the program-contents-modules, or follow the mentee/trainee's lead if they have a topic, etc.*

   Fall semester: <u>*Module 1:*</u> Leadership and teaming – <u>*Module 2:*</u> Core principles – <u>*Module 3:*</u> Services across the lifespan

   Spring semester: <u>*Module 4:*</u> Advocacy: progress and current status – <u>*Module 5:*</u> Systems and systems change – <u>*Module 6:*</u> Leadership and advocacy: Future directions

   Additional consultations as needed based on trainee or Core Faculty request:
   - Potential topics: Individual project, cross-faculty meeting(s), team project
   - Connecting or referencing IILP during meetings may be helpful

3) **Spreadsheet** – approximately 5-10 minutes – progress, questions, concerns, other
   - Progress – Trainee progress toward 300+ hours including practicum requirements…
   - Questions – Content of the spreadsheet, where to document activities . . .
   - Concerns – Missing or missed activities, scheduling, meeting expectations . . .
   - Other – Those yet to experience issues such as altering an activity . . .
   - *Note: Consider asking trainees to email spreadsheet for review prior to consultation*

Outcomes from the meetings . . . (*evaluation information in formative and summative form*)

Topics and tools for use during Mentoring Facilitation

Overview of three components helpful in framing mentoring facilitation
1) **Mentors-mentoring-methods** – *recommended resources learning about mentoring role*
2) **Circle of Trust Touchstones** – *resource to aid reflection/thought during mentoring session*
3) **Key practices in leadership** – *resource for leadership-focused topics and conversations*

Details of three components helpful in framing mentoring facilitation
1) **Mentors-mentoring-methods** *(section is a work in progress – ideas welcomed – MJF)*
   ▪ Starting discussion with a common experience, controversy, questions, a problem or case, breaking a problem into subproblems – McKeachie & Svinicki, 2013[1]
   ▪ Stages of mentoring: initiation, cultivation, separation, redefinition – Kram, 1985[2]
   ▪ Mentor virtues, abilities, competencies – Johnson, 2003[3]

2) **Circle of Trust Touchstones**© *Center for Courage & Renewal*

   ▪ ***Give and receive welcome.*** *Giving & receiving hospitality. (i.e. warmth & kindness)*
   ▪ ***Be present as fully as possible.*** *Be here . . . your listening as well as your speaking.*
   ▪ ***What is offered in the circle is by invitation, not demand.*** *Not a "share or die."*
   ▪ ***Speak your truth in ways that respect other people's truth.*** *Views may differ.*
   ▪ ***No fixing, saving, advising or correcting each other.*** *Space for inner teacher.*
   ▪ ***Learn to respond to others with honest, open questions.*** *Do not respond to counsel.*
   ▪ ***When the going gets rough, turn to wonder****. Wonder what my reaction teaches me.*
   ▪ ***Attend to your own inner teacher.*** *Pay close attention to your own reactions.*
   ▪ ***Trust and learn from the silence.*** *Treat silence as a member of the group. Reflect.*
   ▪ ***Observe deep confidentiality.*** *Words & stories will remain with the people (present).*
   ▪ ***Know that it's possible . . .*** *to leave the circle with whatever it was that you needed.*

3) **Key practices in leadership** *The Student Leadership Challenge* by Kouzes and Posner, Third Edition – 2018

   ▪ "***Leadership*** is not about personality, power, or privilege; ***it's about behavior***" (p. 8)
   ▪ "Whether or not you hold a leadership position in some student organization, classroom project, or community service group, ***you are having an impact on the other members*** of whatever group, project, or team you are involved with, intentionally or not" (p. 284)

   ▪ ***Model the way*** – model the behavior one expects of others (p. 9)
   ▪ ***Inspire a shared vision*** – envision the future by imagining possibilities (p. 10)
   ▪ ***Challenge the process*** – take initiative and look outward for innovation (p. 11)
   ▪ ***Enable others to act*** – foster collaboration through trust and relationships (p. 12)
   ▪ ***Encourage the Heart*** – recognize contributions by showing appreciation (p. 12)

Core Faculty Meeting #: _____   **Date:** _____

Mentoring noted and recommended resources – a few among many others
[1]McKeachie and Svinicki (2013) – *McKeachie's Teaching Tips* (book)
[2]Kram (1985) – *Mentoring at Work: Developmental Relationships in Organizational Life* (book)
[3]Johnson (2003) – "A Framework for Conceptualizing Competence to Mentor" (article)

(consider using an extra or third page for notes if needed or desired – see next page)

Core Faculty Consultation #: _____   **Date:** _____

Potential area for notes before, during, and after consultation

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