INTRODUCTIONS

- As you settle in we would like you to introduce yourself to the person sitting next to you.
 - Share your name and where you are from
 - Share the setting you work in
 - Share how you provide LSLS mentoring
 - Share something about your mentor

A BRAIN TO PICK, AN EAR TO LISTEN

LSLS MENTORING



OUTLINE

- Introductions
- The Big Picture
 - Common questions
 - Building the mentoring relationship
 - Foundational knowledge
 - Conversation starters/ Difficult conversations

Practice

- F-1 Observation
- Logistics
 - Business, marketing, and policies
 - Hints and tips

WHO ARE YOU?

- How long have you been mentoring (anyone! For anything!)
- How long have you been mentoring LSLS candidates?
- Is mentoring your primary job responsibility?
- Do you provide distance mentoring?
- Do you mentor pre-service professionals?
- Do you mentor people outside of your country?
 - Do you mentor people whose language of service delivery is not English?

What are your biggest questions/concerns about mentoring?

FOUNDATIONAL KNOWLEDGE

- KNOWLEDGE and SKILLS
- What must a mentee know/have before beginning the LSLS mentoring process?
- What do you do if someone presents for mentoring and is not there (yet!)?

Assessment of LSLS Knowledge & Skills

ASSESSING MENTEE KNOWLEDGE

 How do you determine readiness? Assess CE needs? Set learning goals?



WHAT'S IN A NAME?

Mentoring? Coaching? Supervision? Instruction?

- **MENTORING:** Long term personal/professional development
- **COACHING:** Task-specific, short term
- **SUPERVISION:** Evaluatory, hierarchical
- **INSTRUCTION:** Teaching, evaluatory

Can a mentor also be a coach? Supervisor? Instructor?

MENTOR-MENTEE RELATIONSHIP

- Evocative coaching model by Bob & Megan Tschanen-Moran
 - Learner driven
 - Conversation oriented
 - Listening
 - Empathizing
 - Asking appreciative questions
 - Designing strengths-based solutions
 - Helping the mentee see her potential

MENTOR-MENTEE RELATIONSHIP



dis-po-si-tion
/_dispə'ziSH(ə)n/

noun

1. a person's inherent qualities of mind and character.

"a sweet-natured girl of a placid disposition"

synonyms: temperament, nature, character, constitution, makeup, mentality

"a nervous disposition"

AS A MENTOR...

- What is your personality?
- What do you value?
- What are your character strengths?
- What are your expectations?
- How does/does this not match with your mentee? How will you handle that match/mismatch?

PREPARING TO OBSERVE

- Pre-Observation
- During Observation
- Post-Observation



Exploring Feedback Mechanisms for Preservice Teachers' Lesson Plans

By Dana Kan and Uma Soman

http://www3.gallaudet.edu/clerc-center/our-resources/odyssey-magazine/odyssey-2018-issue.html

CONVERSATION STARTERS

- Tell me about...
- Help me understand your thought process behind...
- Let's talk about...
- What was your goal with...
- What would you change...
- What was hardest/easiest for you in this session...
- What do you want to prioritize to learn?

CONTINUING THE CONVERSATION

Rush and Shelden - At a Glance Reflective Questions

Four Types of Reflective Questions:

- Awareness
- Analysis
- Alternatives
- Action

Find out the priority of the family. In some instances, the practitioner will raise an issue and ask permission to discuss it

with the family.

Roadmap for Reflection

Flow of a Coaching Conversation

Ask for more information to clarify your understanding h

Find out
what the
family
has done
so far.

Find out
why the
past
solutions
are
working or

not working. Find out what other ideas the family has for solving the issue. Help the family brainstorm ideas. Provide researchbased ideas/ information if necessary. Explore advantages and disadvantages of ideas with family and assist with prioritizing best options.

Provide information about other considerations, if needed.

Find out what the family's plan is. Listen for specific action steps and re-prompt if necessary.

Find out what other supports the family might need to achieve their action plan.

Find out when the family wants to follow-up with you.

Roadmaps for Reflection follow a basic flow that includes:

- Developing an awareness of the situation
- Identifying existing knowledge and resources for resolving the situation
- · Identifying a variety of alternatives to resolve the situation
- · Weighing the advantages and disadvantages of the various alternatives
- Taking a broad look at other considerations that impact the situation (including any special skills needed)
- Developing an action plan and plan for follow-up



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MENTEE SELF-EVALUATION

- What do we expect from a good F-2 (Mentee's Self Evaluation)?
- Analysis vs. Reflection

A potential LSLS mentee who is not ready...

• "Do I have to change who I am to be good at this?"

"What do you mean I'm not good enough?"

- How a mentee's personal characteristics facilitate or impede the target for the child/family?
 - Always link it back to the mentee's goals

- How a mentee's personal characteristics facilitate or impede the target for the child/family?
 - Always link it back to the mentee's goals
- Conversation blockers

PROFESSIONAL IDENTITY DEVELOPMENT

- Encouraging professional skills
- What's next for you? How can I help you get there?

BREAK

PRACTICE F-1 OBSERVATION















Attachment F-1: Mentor's Observation Form 6/2015

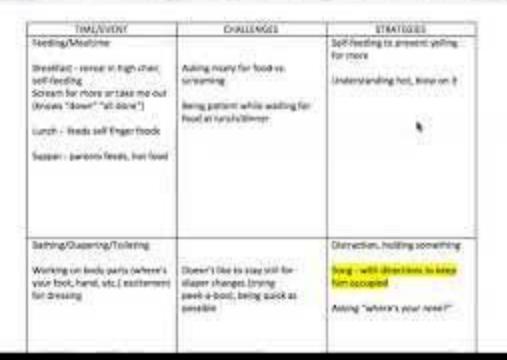
Date Wentoring Segen:

Chanel Reeder

Name of Applicants Elizabeth Rosenzweig MS CCC-SLP LSLS Cert. AVT Name & Designation of LSLS Memor: _ 22 June 2018 46:44 Cength of above ed session Date of Observation: AVT, home visit unitateral HA Child/Clent's Innias: C. B Secure 1970 - Soorgoogle.com/cocuments 1/0 x10.03171-0.010304-0.071031-0.0504-003950000



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LOGISTICS

- HIPAA/FERPA
- Forms
 - When does mentoring begin?
 - How long does a Mentored Session need to be?
 - What if the mentee doesn't see clients for that long?
 - "Signing off"
- Billing
- Language/cultural fluency

INTERPROFESSIONALISM

- Switching mentors
- Not a good fit with a mentor
- Sharing mentors
- Peer coaching for mentors
- Second chance mentoring

LET'S CHAT!