

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

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A BRAIN TO PICK, AN EAR TO LISTEN

LSLS MENTORING

ELIZABETH ROSENZWEIG | UMA SOMAN | JENNA VOSS

Mentoring
is a BRAIN 
to PICK
an EAR  to
LISTEN
and a
PUSH 
in the right
direction
JOHN C. CROSBY

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?



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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

/ˌdispəˈziʃ(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

Start Here

Roadmap for Reflection

Flow of a Coaching Conversation



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

DIFFICULT CONVERSATIONS



- A potential LSLS mentee who is not ready...

DIFFICULT CONVERSATIONS



- “Do I have to change who I am to be good at this?”

DIFFICULT CONVERSATIONS



- “What do you mean I’m not good enough?”

DIFFICULT CONVERSATIONS



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

DIFFICULT CONVERSATIONS



- 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

Session #14



26:51 / 46:38



Attachment F-1: Mentor's Observation Form

6/2015

Date Mentoring Began: _____

Name of Applicant: Chanel Reeder

Name & Designation of LSLS Mentor: Elizabeth Rosenzweig MS CCC-SLP LSLS Cert. AVT

Date of Observation: 22 June 2018 Length of observed session: 46:44

Session Number: 14 Type of Session: AVT, home visit

Child/Client's initials: J.M. Age: _____ Device: unilateral HA

Parent/Caregiver Present: X Yes _____ No (communication documentation must be received by mentor)



TIME/VIEW	CHALLENGES	STRATEGIES
Feeding/Mechtime Breakfast - remove in high chair, self-feeding Scream for more or take me out (knows "down" "all done") Lunch - feeds self finger foods Supper - parents feed, her food	Asking hungry for food vs. screaming Being patient while waiting for food at lunch/dinner	Self-feeding to prevent yelling for more Understanding hot, time on it
Bathing/Changing/Toileting Working on body parts (where's your foot, hand, etc.) excitement for dressing	Doesn't like to stay still for diaper changes (trying peek-a-bowl, being quick as possible)	Distraction, holding something Sing - with distractions to keep him occupied Asking "where's your nose?"

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!