



Overview of KIDS HOPE USA

The Impact of KIDS HOPE USA

You're Needed

Educators report that a loving relationship with a KIDS HOPE USA mentor has a significant impact on at-risk elementary school children because it helps meet their **emotional, social, and academic** needs. According to principals at KIDS HOPE USA schools, the children involved demonstrate change and growth in these four ways:

- Attitude:** The children have a more cooperative spirit, and they are motivated to participate. They believe that they can succeed.
- Behavior:** The children exhibit significantly less aggressive and violent behavior. They are less disruptive and are melded into the class.
- Academic Performance:** The children improve in reading, math, spelling, and test-taking skills because a caring adult believes in them and applauds their efforts.
- Attendance:** The children do not want to miss school, especially on the day they will meet with their KIDS HOPE USA mentor.

You're Wanted

When KIDS HOPE USA started in 1995, they had to go out and find schools to get involved. FAST FORWARD to today... over half of the requests we get to start a program come from schools! You can find KIDS HOPE USA programs in over 31 states in all different types of schools including rural, urban and suburban environments. From Chicago, to Dallas, to Houston, to Zeeland, to Marion, to Knoxville and so many more places...
KIDS HOPE USA IS WANTED!

quick FACT

- In the 1940's schools were faced with the following discipline "problems" - talking, chewing gum, making noise, running in hallways, out of turn in line.
- Fast forward to today... In elementary schools, teachers report that violence, fighting, stealing, trashing property, and weapons in school are some of the most pressing discipline issues they face.

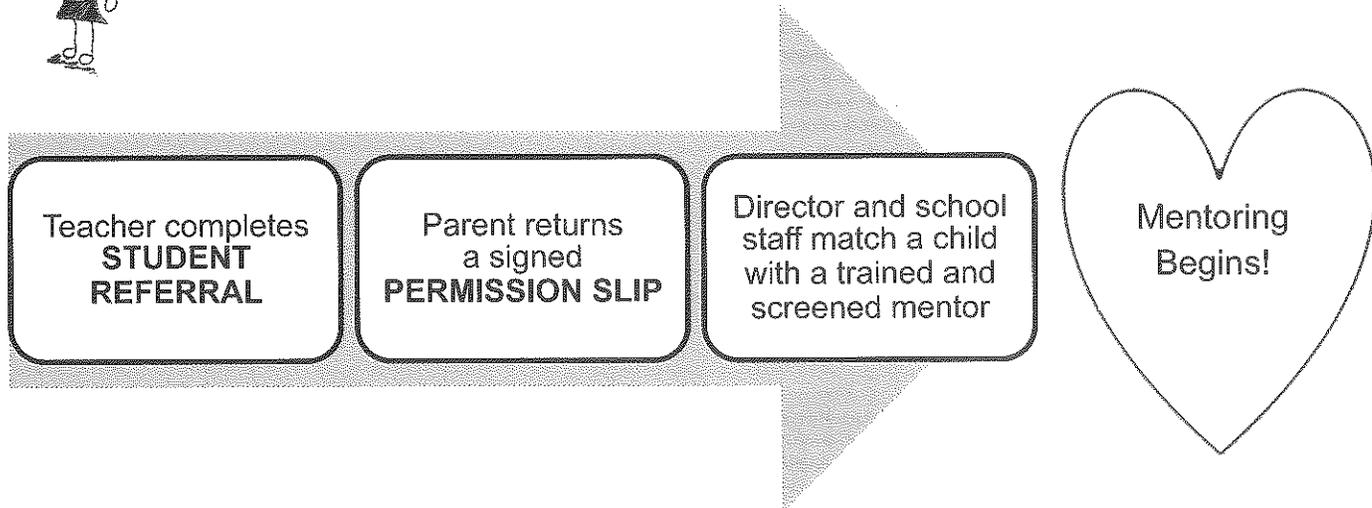
Source: Time Magazine, 2-1-88, Ohio Department of Education, Enquire Research, Feb. 2004

Overview of KIDS HOPE USA

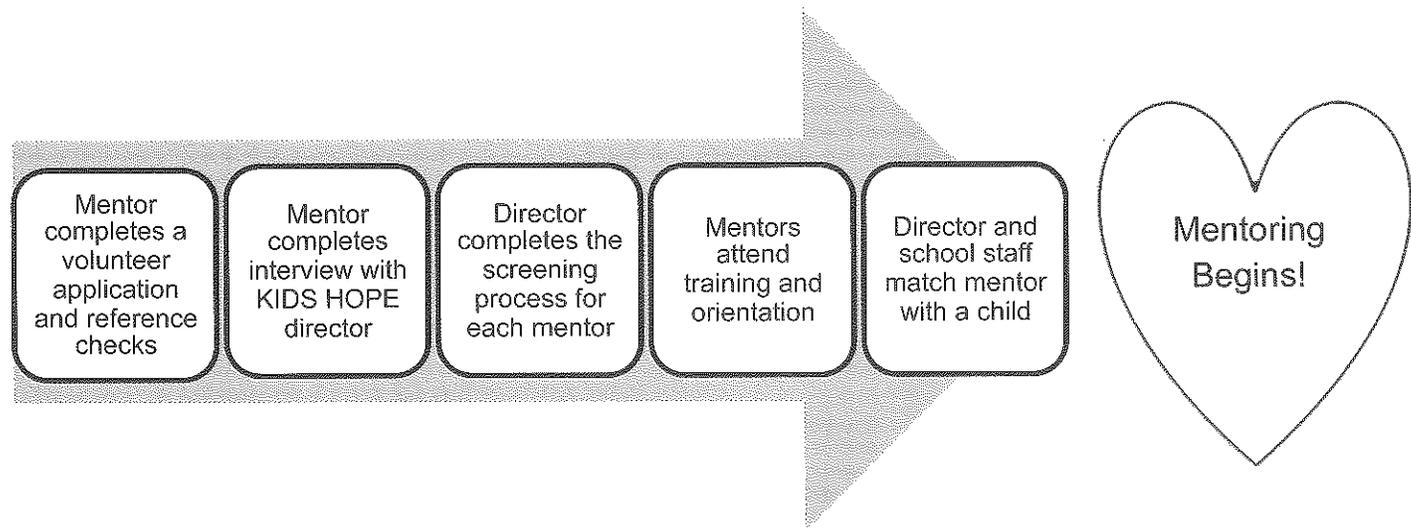
The Referral Process



How does a child get started with KIDS HOPE USA?

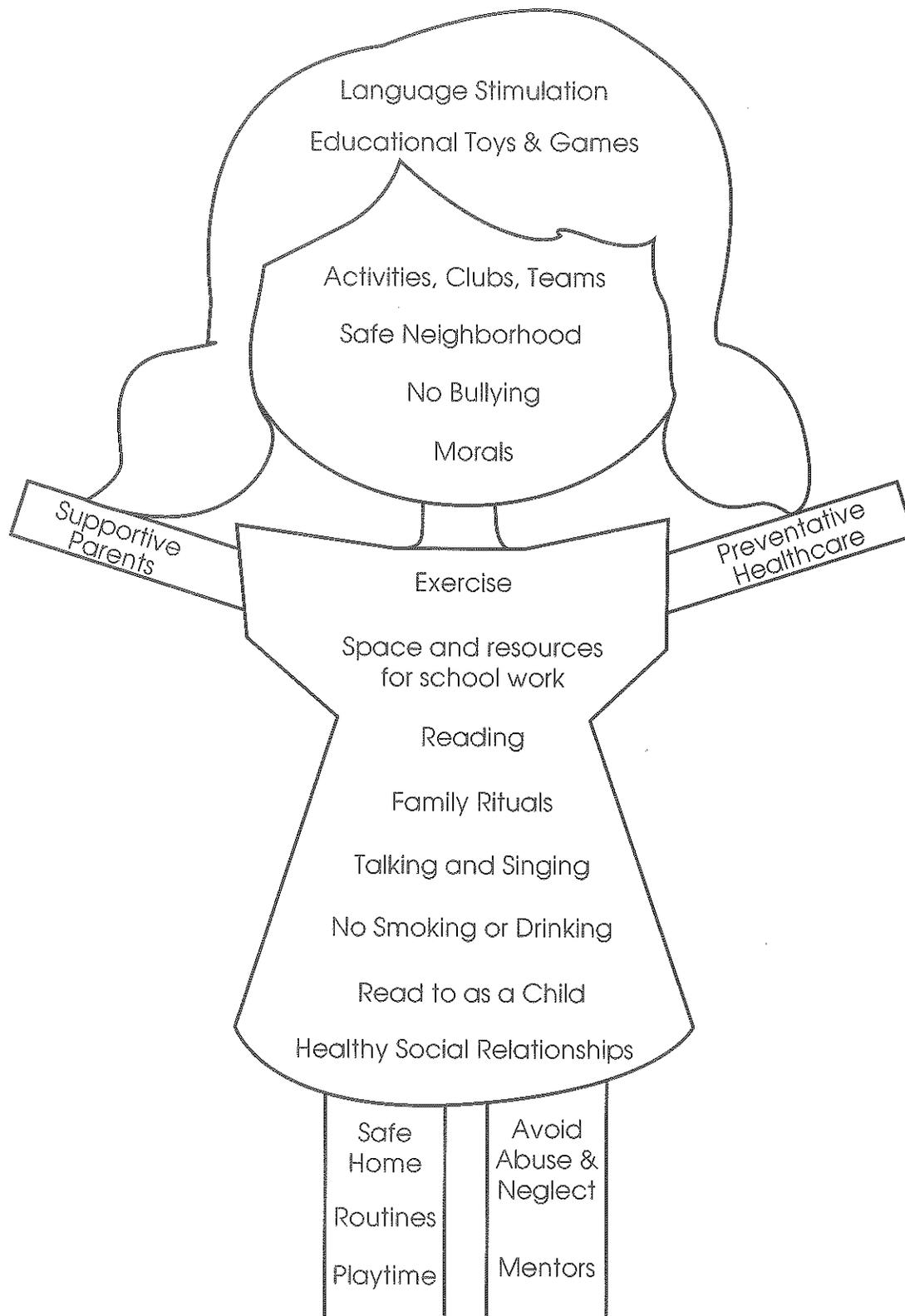


How does a mentor get started with KIDS HOPE USA?



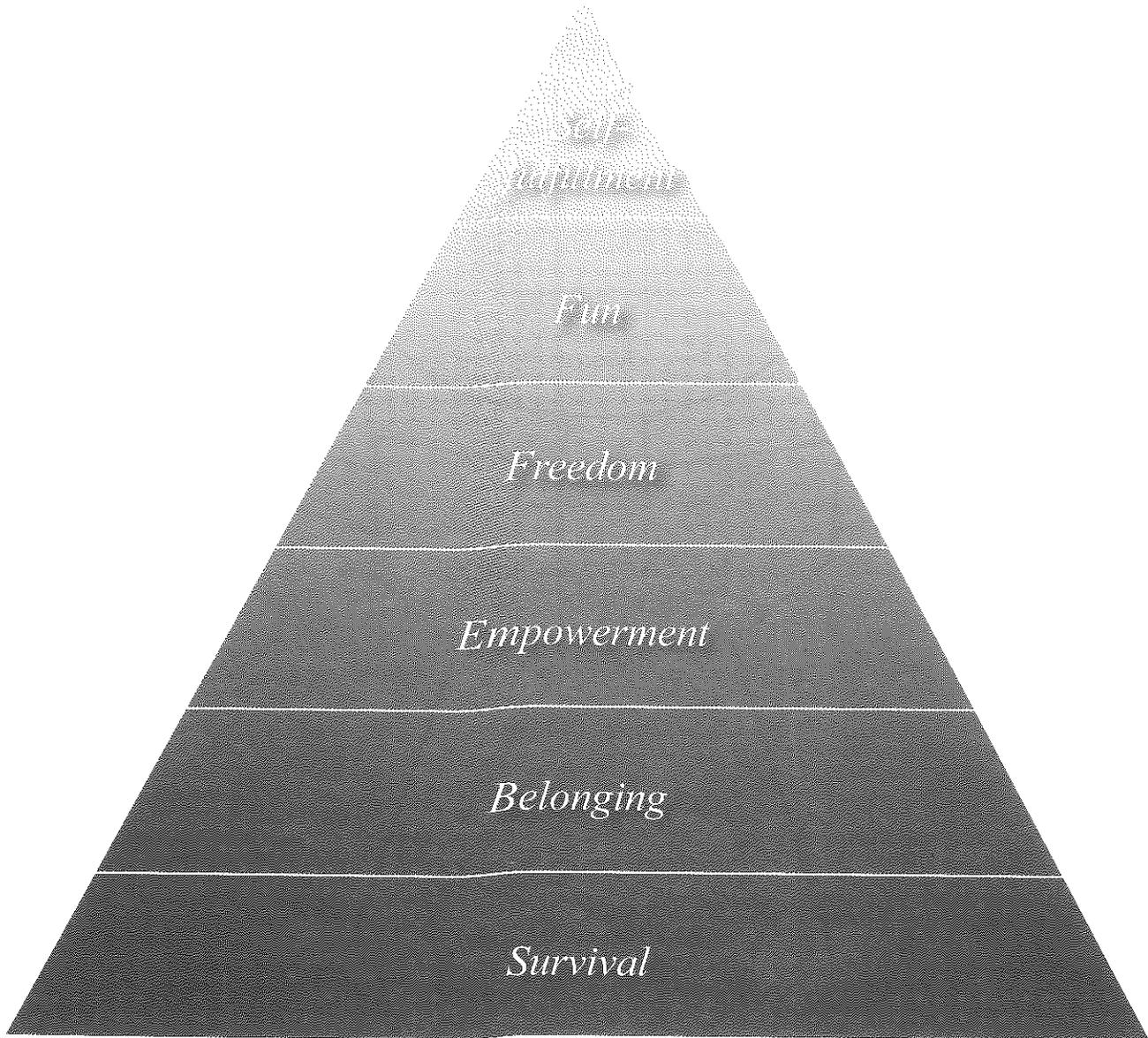
Understanding Children's Needs

What Helps Children Grow Up in Healthy Ways?



Understanding Children's Needs

William Glasser's Hierarchy of Needs



*Dr. Roger Sellon, KHUSA staff child psychologist, developed this Hierarchy of Needs based primarily on Dr. William Glasser's Hierarchy of Needs. See William Glasser, M.D., *Control Theory*, Harper & Row – New York (1984). In addition to the first five needs described by Dr. Glasser (survival, belonging, power, freedom and fun), Dr. Sellon has included the need for self-fulfillment based upon Abraham Maslow's Hierarchy of Needs, which includes at its pinnacle the need for self-actualization. See Abraham Maslow, *Motivation and Personality*, Harper & Row – New York (1970).

Understanding Children's Needs

William Glasser's Hierarchy of Needs

NOTES ON THE HIERACHY OF NEEDS:

- Survival
- Belonging
- Empowerment
- Freedom
- Fun
- Self-fulfillment

quick STORY

“My KIDS HOPE mentor meant everything to me! I just felt stupid when it came to school, and I had already given up by the second grade. After being with my mentor for one year my teacher said I had improved greatly. My mentor never got frustrated with me. She let me take my time and only gave me helpful hints instead of doing the work for me. In the fifth grade she gave me a book that was above my grade level. It was then I realized how much faith my mentor had in me. She believed in me. That book will always be my favorite.”

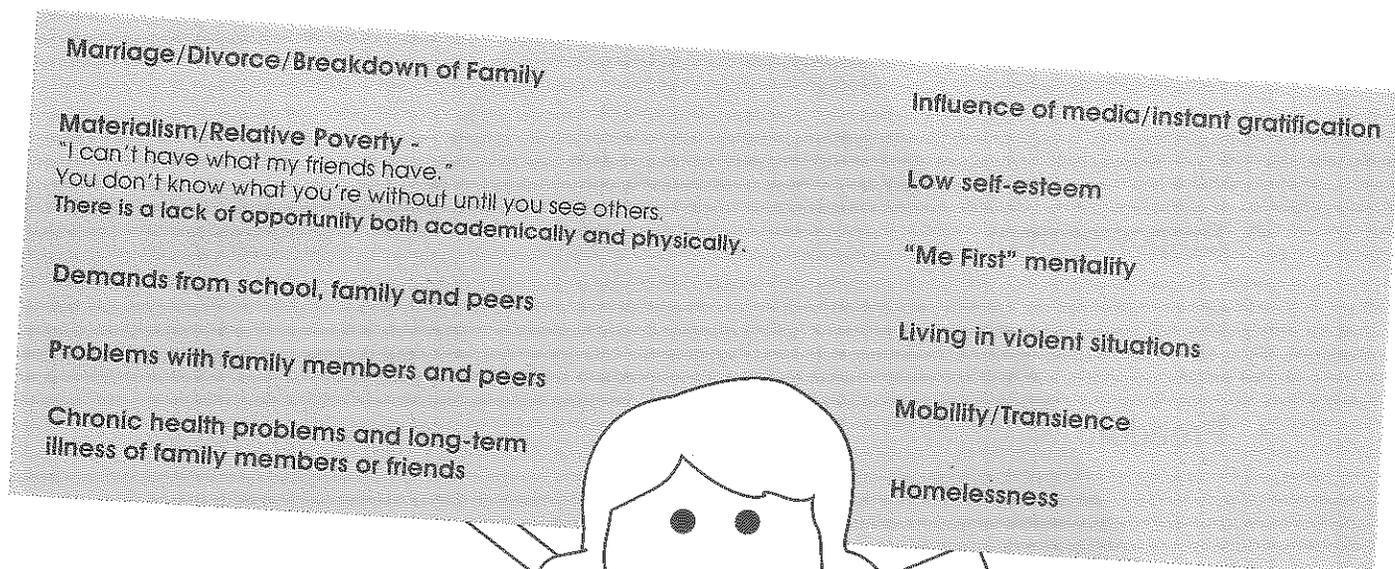
A Former KIDS HOPE USA Student

Understanding Children's Needs

Stressors on Children Today

A child who comes from a stressful environment tends to channel that stress into disruptive behavior at school and be less able to develop a healthy social life.¹ According to educator, Eric Jensen, "Children who have had greater exposure to abuse, neglect, danger, loss or other poverty related experiences, are more reactive to stressors. Each stressor builds on and exacerbates other stressors and slowly changes the student. It is the cumulative effect of all the stressors that often makes life miserable for poor students."² In other words, multiple stressors that build on each other create challenging circumstances for students to overcome in school and life in general.

Potential Stressors Weighing Kids Down



Tips for Helping a Child Manage Their Stress

1. Be faithful.
2. Follow a routine.
3. Give your child a chance to relax by creating an emotionally safe environment.
4. Listen with empathy and understanding.
5. Teach students how to deal with anger and frustration.
6. Teach students to set goals and focus on what they want.
7. Role model how to solve real-world problems.
8. Teach social skills that help children build relationships with others (taking turns, sharing, encouraging others, etc).

Understanding Children's Needs

Poverty

Types of Poverty³

1. Situational Poverty- is generally caused by a sudden crisis or loss and is often temporary. Events causing situational poverty include environmental disasters, divorce, or severe health problems.
2. Generational Poverty- occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situations.
3. Absolute Poverty- rare in the United States. It involves a scarcity of such necessities as shelter, running water, and food.
4. Relative Poverty- refers to the economic status of a family where income is insufficient to meet its society's average standard of living.
5. Urban Poverty- occurs in metropolitan areas with populations of at least 50,000 people. The urban poor deal with a complex aggregate of chronic and acute stressors, including crowding, violence and noise, and are dependent on often-inadequate large-city services.
6. Rural Poverty- occurs in non-metropolitan areas with populations below 50,000. In rural areas, there are more single-guardian households and families often have less access to services, support for disabilities and quality education opportunities. The rural poverty rate is growing and has exceeded the urban rate every year since data collection began in the 1960s.

What Challenges Do Children Raised in Poverty Face?

1. Emotional and Social Challenges
2. Acute and Chronic Stressors
3. Cognitive Lags
4. Health and Safety Issues

quick FACT

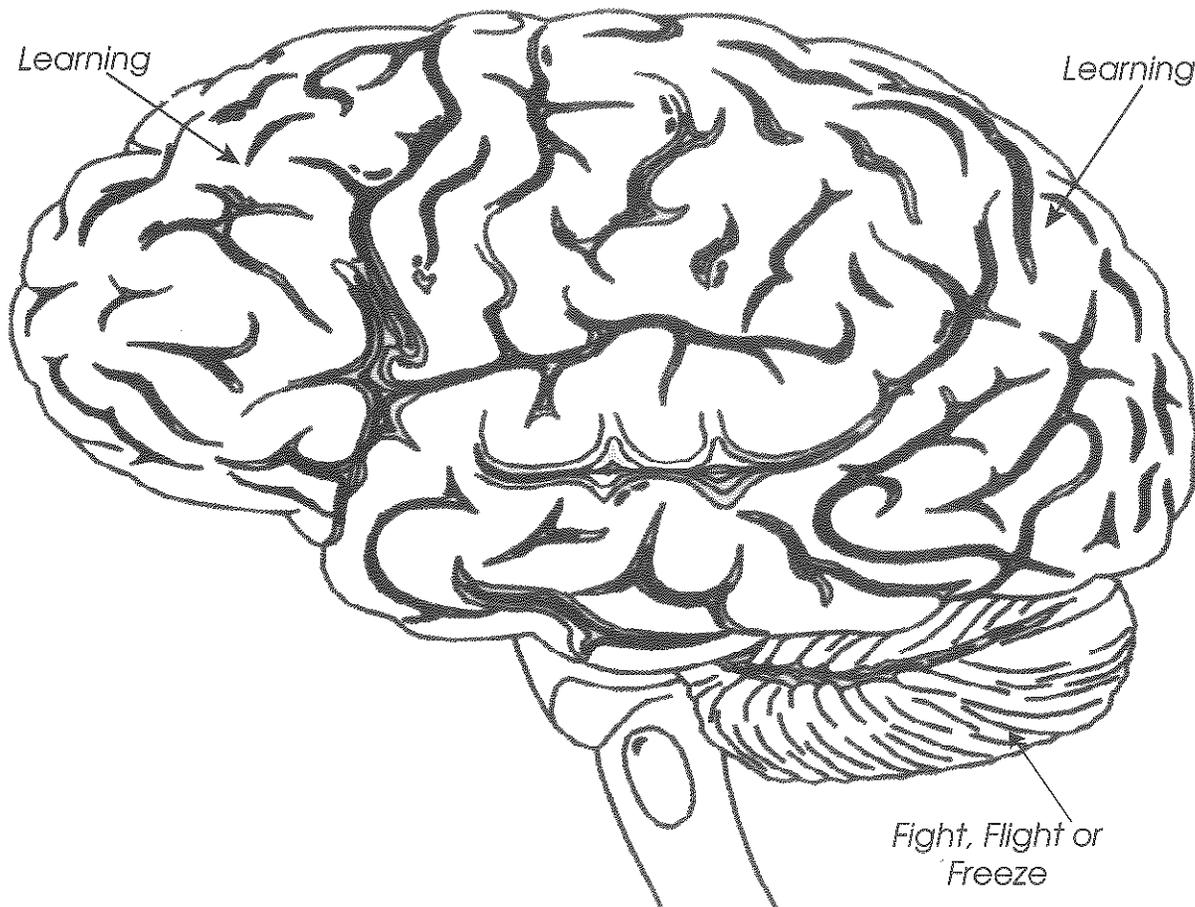
- In 2010 the Federal Poverty Level for a family of 4 was \$22,050.
- 1 out of every 5 children live in poverty in America.
- For children under the age of 5, over half of them are raised by a single mother living in poverty.

Helpful Tips When Working with a Child Growing Up in Poverty

1. Avoid judging. What makes sense in your world might not make sense in theirs.
2. Expose your child to opportunities that exist outside of their limited world. Have conversations about making plans for the future, goal setting, traveling, etc.
3. Learn about your child's experience growing up in poverty and value the strengths it has produced in them.

Understanding Children's Needs

Pathways to Learning



Base of Brainstem → “Fight, Flight or Freeze”

Love and Nurture → New pathways build
higher level brain functioning and
learning takes place!

Based on the book: *Inside the Brain: Revolutionary Discoveries of How the Mind Works*
by Ronald Kotulak. Published by Andrews and McMeel, Kansas City, MO ©1996, 1997.

4 Keys to Successful Mentoring

What does it take to be a mentor?

quick STORY

KNOW MY NAME

"What should I call you?" Mrs. Taylor asked Anna. It was the first time Mrs. Taylor, a KIDS HOPE USA mentor, was introduced to her KIDS HOPE USA child.

The painfully shy little girl did not answer immediately. "You could call me what the kids call me," she finally replied in a soft, whispery voice.

"OK," said Mrs. Taylor. "What do they call you?"

"They call me 'idiot'. That's my name."

Mrs. Taylor calls this precious child by her real name - Anna. And she uses lots of other names this troubled child has never, ever heard. Names like "awesome," "wonderful" and "fantastic." And the best name of all - "friend."

quick FACT

YOU BELIEVE IN ME

It takes six positive statements to counterbalance just one negative statement.

quick FACT

FAITHFULNESS

According to research, faithful mentoring changes lives, while UNFAITHFUL mentoring damages lives.

quick STORY

ONLY ME

Just moments after they were introduced, first grader Chelsea asked her KIDS HOPE USA mentor a question: "Miss Martha, how many other kids do you see at my school?"

"Chelsea," Miss Martha responded, "I am here to see only you. I don't want to see anyone else."

Chelsea asked the same question the second week: "Miss Martha, how many other kids do you see at my school?"

"I'm here for you, Chelsea."

Third week. "How many other kids do you see at my school?"

"Just you, Chelsea."

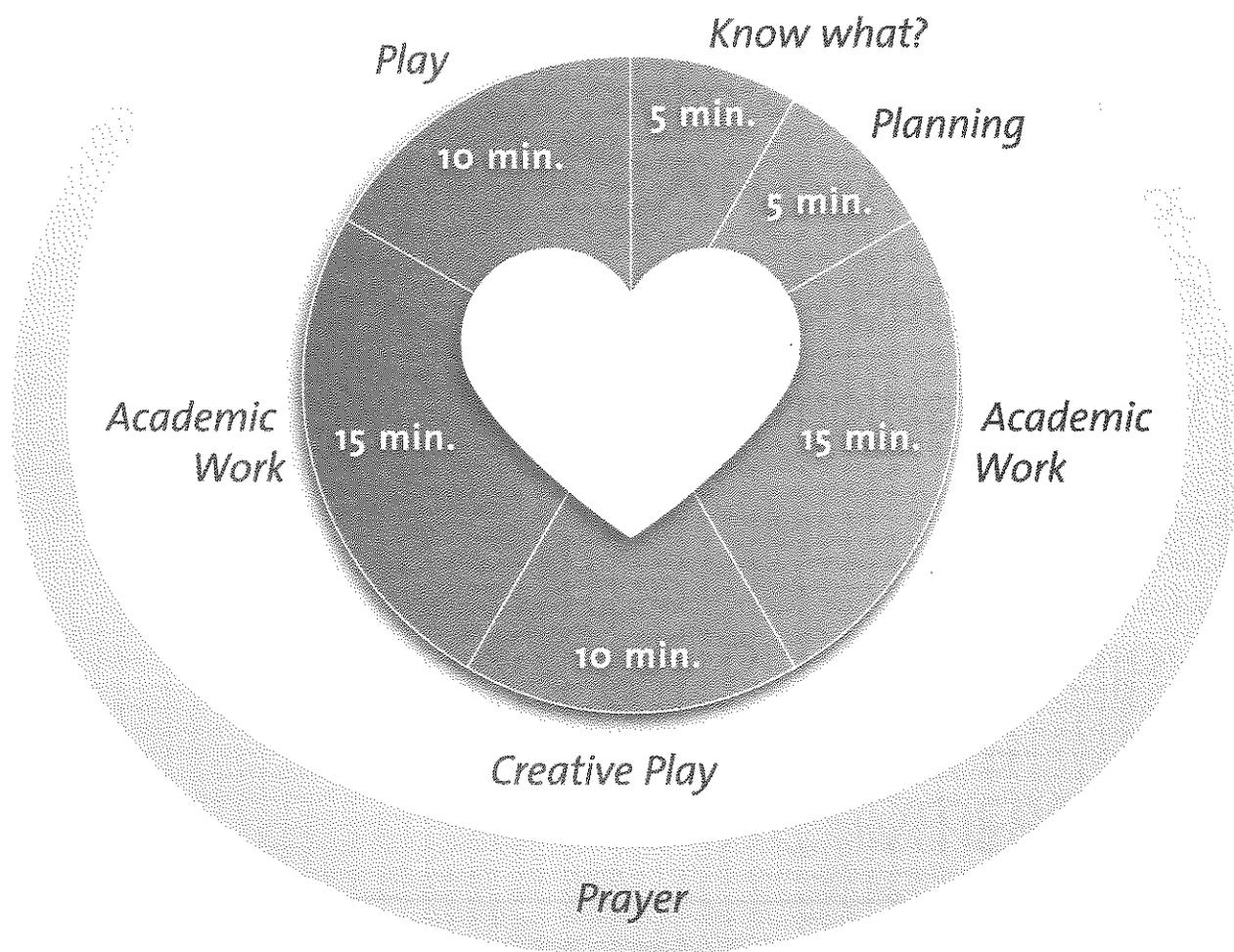
Fourth week. Fifth week. Sixth week. Chelsea asked the same question nearly every week for a year. This sexually abused child could not believe she would have enough value that someone would want to see only her.

This question is the one that mentors hear most often from their children.

The KIDS HOPE USA Hour

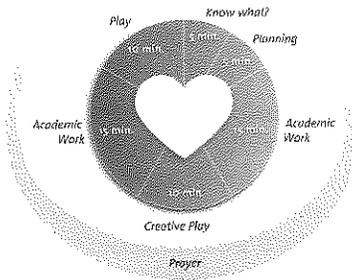
One Example of How the Hour Can Look

Going **FAR** in the hour can look many different ways and will likely vary from week to week, depending on the current needs of your child. Below is one example of a KIDS HOPE USA hour that has served thousands of mentors well in the past. But, it is important to remember you do not need to strictly follow the hour minute by minute, or follow all of it on some days. The KIDS HOPE USA structured hour should be seen as a source of security for those people who want or need a sense of structure, not a source of stress that you must do a particular thing at a particular time.



The KIDS HOPE USA Hour

Academics



Since KIDS HOPE USA is a school based mentoring organization, there is an expectation that part of the hour will be spent on academics. Remember, your role as a mentor is to *support* the teacher so do not feel overwhelmed by academic expectations. You will notice that the sample hour includes 2 sections devoted to academics. This time is broken apart in an attempt to keep your child engaged and focused. You may be able to complete academics in fewer minutes, so adjust this to meet the needs of your child. For more ideas on what to do during the mentoring hour, check out the mentor website at www.kidshopeusa.org.

SUGGESTIONS FOR ACADEMICS

READING

- * Read aloud to your child
- * Practice Sight Words
- * Help them read leveled books
- * Read a story together and draw their favorite part
- * Use reading strategies listed on next page
- * Play games that reinforce reading skills

MATH

- * Practice math facts with flashcards
- * Count money
- * Practice telling time
- * Play games that reinforce math skills

WRITING

- * Write in a journal
- * Complete A Book About Me
- * Write cards and letters
- * Write stories
- * Write poems

SPELLING

- * Practice weekly spelling lists
- * Write words in shaving cream or on a white board
- * Play games that reinforce spelling skills

COMPLETE HOMEWORK & ANY MISSING ASSIGNMENTS



The KIDS HOPE USA Hour

Reading Strategies

Echo Reading: Used on a short passage (word or sentence). Mentor reads first, child repeats text while looking at and pointing to text.

Partner Reading: Child reads one page, paragraph or sentence. Mentor reads the next page, paragraph or sentence.

Choral Reading: Mentor and child read together the same passage at the same time. This technique is particularly beneficial for improving rate and fluency.

Repeated Reading: Child reads story several times to allow for mastery of the text. This is extremely beneficial in developing sight vocabulary. Child should always be looking at the text when reading rather than simply memorizing the story and then repeating it.

Comprehension Skill Building : Before, during and after you read a book with your child ask questions to help them understand what they are reading. For example, before you read a book ask your child to look at the cover and say what they think the book is about. As you are reading the book, stop and ask questions like, "What do you think will happen next?" "Have you ever done anything like this?" When you have finished reading a book ask your child what they learned from the book or what surprised them about the book.

Tips for Teaching Reading...

Include reading each week that you mentor. Most children spend their free time watching TV and playing video games, but little time is given to just enjoying a good book. They may not know what they're missing!

Have a variety of reading materials available for your child... fiction, non-fiction magazines, brochures, newspaper. Pre-select a few options and let the student select his choice of what to read together. This provides a sense of some control over his learning and his life. Read aloud- age does not matter! ALL children need this; it is one of the best ways to motivate them to read more and better books.

Success is the best motivator! When we experience success with an activity, it reinforces our self-esteem. We want to do it again and again! If a student associates reading with failure, he will naturally want to avoid it.

Those who struggle with reading have limited opportunities for academic or occupational success. In fact, research has shown that we can predict students' future academic success by their reading level at the end of third grade. After third grade, it is very difficult for them to catch up with their peers in later years.

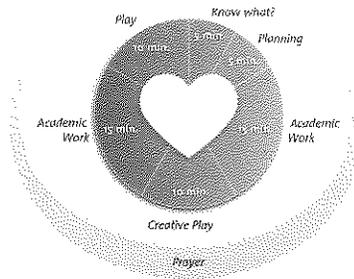
As a mentor, concentrate on motivating and encouraging a developing reader rather than on teaching technique and skill acquisition.

"In the end, the art of teaching reading happens in small intimate moments when we pull our chairs alongside a child who is reading or struggling to read."

Lucy Calkins, *The Art of Teaching Reading*

The KIDS HOPE USA Hour

Creative Play



Creative play and academics really go together, because learning can be fun! There are many activities and games that actually have a learning component to them. Your child will have fun, while learning at the same time. Games are also a great way to build your relationship so they will help you go FAR during the mentoring hour! You will find many activities and games listed on the mentor website, but here are just a few ideas to get you started.

Memory Game- Play this along with your child. Make two sets of spelling words on note cards, one word per card. Turn the cards over, mix them up, put them in rows and take turns looking for matches. The person with the most matches win.

Flash Card Drill- Write the spelling words on note cards. Challenge your child to keep more cards than you keep. Your child keeps the ones he/she knows and you keep the ones he/she doesn't know.

Jumping Feet- Write spelling or sight words on paper cut out in the shape of feet. The child lays them down on the floor and hops word to word reading the words as he/she goes.

Bingo- Write spelling or sight words on a bingo card or grid. You read a word, and your child covers it with a raisin, M & M, penny, button, etc. Play until your child has covered a row or the whole card and then have your child read the words back to you after a bingo is made.

Flip Up Card Game- Use a standard deck of cards for this game, but remove all jokers and face cards. Deal out cards to you and your child. To play, each player flips over a card from his or her pile. The first player to call out the sum or product of the two cards gets to collect the flipped up cards. If a player calls out the wrong answer the other player gets the cards. Players continue until all the cards have been flipped over. The winner is the player with the most cards at the end.

Egg Carton Math- Using a marker, write the numbers 1-12 in each section of the egg carton. Then, place two counters in the box. Counters can be buttons, rocks, candy, etc. Have your child close the carton and give it a good shake. Then, open it up and add the two numbers together or find the difference between them or product of them.

The KIDS HOPE USA Hour

Creative Play

Board Games- There are many wonderful board games on the market that you can enjoy with your child. Remember to tap into their interest and if you're not sure of the rules for a game, practice with someone prior to the mentoring hour so you are prepared. Also, keep in mind that many of the children we work with have not had the opportunity to play board games, so don't rule out a game just because of the suggested age level listed.

Games That Build Math Skills

Battleship
Yahtzee
Monopoly
PayDay
Trouble
Sorry
Uno

Games That Teach Spelling

Scrabble & Scrabble JR
Boggle & Boggle JR
Bananagrams

Games That Teach Pre-Reading & Reading Skills

Pictionary
Chutes and Ladders
Memory
Blink

Games That Build Critical Thinking Skills

Jenga
Checkers
Guess Who?
Connect Four
Rush Hour

Some of the benefits of playing games together...

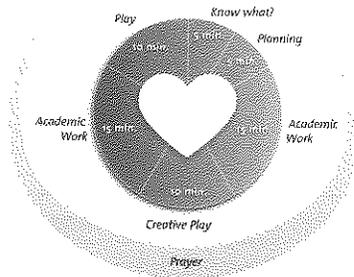
- Master new skills and concepts
 - number and shape recognition
 - grouping
 - counting
 - letter recognition
 - reading
 - visual perception
 - color recognition
 - eye-hand coordination
 - manual dexterity
- Develop communication skills
- Practice sharing and taking turns
- Foster the child's ability to focus
- Develop memory skills
- Gives an adult a chance to model grace in defeat and victory
- Learn processing and sequencing skills
- Enjoy spending time together

TIPS TO REMEMBER WHEN PLAYING GAMES

1. Adjust to your child's developmental level. For example, play with less game pieces than the directions require or remove cards from the deck that will lengthen games.
2. Talk about expectations for winning and losing BEFORE you play a game. How will you act if you win/lose?
3. Adjust games so they are fair between players.

The KIDS HOPE USA Hour

Play



You have already heard that children have a fundamental need for fun according to the Hierarchy of Needs. You have also learned that you can go **FAR** in your mentoring relationships when you include fun during the hour. With this in mind, spend part of your mentoring hour just playing and having fun together. Find out what your child is interested in and what games they like to play. You may find that they choose learning games or they may want to just go outside with you. The most important part of play is that you are spending time doing these things together.

PUZZLES, MAZES, CROSSWORD PUZZLES- There are many free online sources that offer these resources.

PLAY- DOH- Design creatures, roll out letters, or make pretend food.

SCAVENGER HUNT- Hide words around the school for your child to find.

NATURE WALK- Research has shown that walking in nature or viewing calm pictures of nature can improve directed-attention abilities.

READ A FAVORITE BOOK- Take a walk to the school library and let your child pick out the book that they want to read with you during this time.

PLAY A GAME- Let your child choose their favorite.

PRETEND PLAY- Younger students may enjoy playing store, school or house.

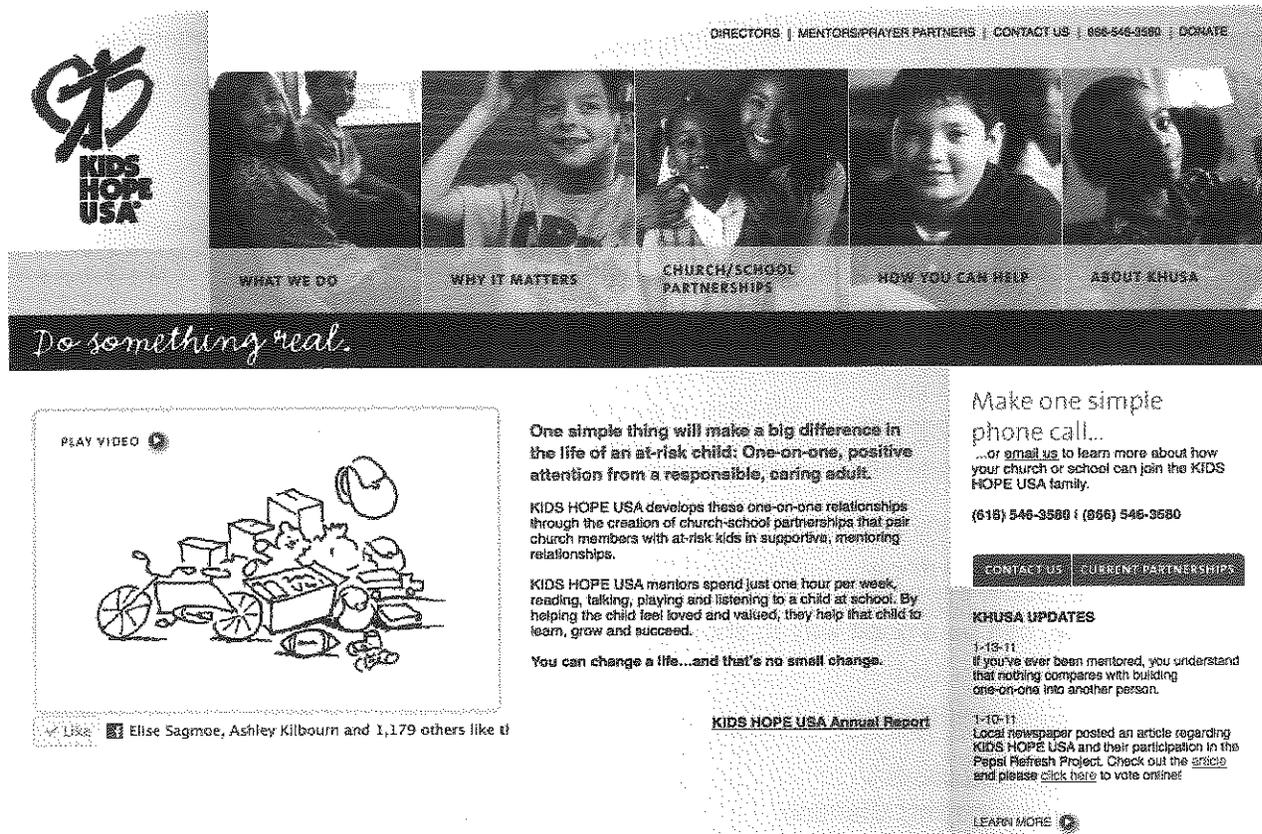
STUDENT TEACHER- Ask your child to teach you a math or spelling lesson and let them write on the chalkboard or whiteboard as they teach. This is a great confidence builder.

JOKES- Buy a joke book and have fun making each other laugh!

GYM or PLAYGROUND - Ask permission to go into the school gym and play with your child or go out to the playground. Play catch, push your child on the swing, or shoot some hoops.

The KIDS HOPE USA Hour Mentor Website

1. Log on to www.kidshopeusa.org



The screenshot shows the homepage of the KIDS HOPE USA website. At the top right, there are navigation links: DIRECTORS | MENTORS/PRAYER PARTNERS | CONTACT US | 858-546-3580 | DONATE. Below this is a row of five images: a child reading, a child smiling, a child and an adult talking, a child looking thoughtful, and a child smiling. Underneath these images are five menu items: WHAT WE DO, WHY IT MATTERS, CHURCH/SCHOOL PARTNERSHIPS, HOW YOU CAN HELP, and ABOUT KHUSA. A dark banner below the menu contains the text "Do something real." Below the banner is a video player with a play button icon and the text "PLAY VIDEO". To the right of the video player is a text block: "One simple thing will make a big difference in the life of an at-risk child: One-on-one, positive attention from a responsible, caring adult." Below this is a paragraph: "KIDS HOPE USA develops these one-on-one relationships through the creation of church-school partnerships that pair church members with at-risk kids in supportive, mentoring relationships." Below that is another paragraph: "KIDS HOPE USA mentors spend just one hour per week, reading, talking, playing and listening to a child at school. By helping the child feel loved and valued, they help that child to learn, grow and succeed." Below this is the text: "You can change a life...and that's no small change." Below the text is a link: "KIDS HOPE USA Annual Report". To the right of the video player is another text block: "Make one simple phone call... or email us to learn more about how your church or school can join the KIDS HOPE USA family." Below this is the phone number: "(618) 546-3580 | (866) 546-3580". Below the phone number are two buttons: "CONTACT US" and "CURRENT PARTNERSHIPS". Below the buttons is a section titled "KHUSA UPDATES". Under this section are two dates: "1-18-11" with the text "If you've ever been mentored, you understand that nothing compares with building one-on-ones into another person." and "1-10-11" with the text "Local newspaper posted an article regarding KIDS HOPE USA and their participation in the Pepsi Refresh Project. Check out the article and please click here to vote online!". At the bottom right of the screenshot is a link: "LEARN MORE".

2. Click on **MENTOR/PRAYER PARTNER** on the KIDS HOPE USA homepage. This will bring you to a login page where you will "register" as a KIDS HOPE USA mentor or prayer partner.

3. After you have registered you will receive access to numerous tools that will help you plan, pray, and grow as a mentor or prayer partner!

Some of the resources include:

- Ideas for the Hour divided by categories – academic, creative play, general, glyphs, relationship building, seasonal ideas, service projects, and social and emotional development
- Videos and articles for personal growth as a mentor or prayer partner
- Prayer Partner strategies
- Voices of Hope (our quarterly e-Newsletter to mentors and prayer partners)
- Blogs specifically for mentors and prayer partners
- Podcasts from experts in fields ranging from brain research to mentoring research
- Links to other websites and articles about mentoring and other mentor strategies
- Recommended reading for the mentoring hour and for mentor and prayer partner personal development

Children's Needs: Practical Applications

Ages & Stages Grades 3rd- 5th

WHO AM I

I am 8-11 years old. I like hanging out with my friends and want their approval. I like learning about things in my world.



I TALK ABOUT:

- Friends
- Technology
- Music/Bands
- Clubs or Sports I'm in

How I INTERACT

- I enjoy competition and winning.
- I need to feel like I fit in, especially in a group of my peers.
- I prefer the advice of my friends to the advice of my parents.

What I Can DO

- I enjoy activities that test my coordination, speed, and accuracy.
- I am learning how to be a part of a team and like playing team sports.
- I am starting to notice more differences between boys and girls.

What I KNOW

- I can write paragraphs and short stories.
- I am learning/working on multiplication and division.
- I like to read chapter books, both fiction and non-fiction.
- I am interested in different cultures, regions, peoples, etc.
- I like to read about current events.

How I FEEL

- I am becoming my own person and want to demonstrate my independence.
- I sometimes feel insecure and unsure of myself.
- My feelings are influenced by the critique and praise of others.

What Should We Do TOGETHER?

GAMES: video games; sports; card games; computer games

CRAFTS: acting out plays; scrapbooking; drawing, painting

SCHOOL: multiplication, division; writing stories; science experiments



1. *How Kids Develop*. Retrieved from <http://www.howkidsdevelop.com/index.html>
2. Jindrich, S. (1998). *How do Children Develop?*. Retrieved from <http://www.gdrc.org/kmgmt/learning/child-learn.html>
3. (2007). *Growth Milestones*. Retrieved from <http://www.kidsgrowth.com/stages/guide/index.cfm>.
4. *Common Core State Standards Initiative*. Retrieved from <http://www.corestandards.org/>.



Special Issues

Boundaries

A MENTOR IS SOMEONE WHO...

A MENTOR IS NOT...

Is a member or regular attendee of the church	A replacement parent or guardian
Has reliable transportation	Someone who can fix ALL of the problems facing youth today
Is able to read	A teacher
Can maintain a confidential relationship	A social worker
Has completed the required Mentor Training	A psychiatrist
Is at least 16 years of age	A psychologist
Loves children and cares about helping a deserving child	Santa Claus
Engages in a positive relationship with a student	
Is there for just ONE child	
Listens and communicates on a level that the mentee can understand	
Respects socio-economic and cultural diversity	
Faithfully shows up on time each week to meet with their child	
Has passed screening as defined by the KIDS HOPE USA National Office and/or school	
Is willing to serve a minimum of one year in the program	
Reacts well to stressful situations	
Is a good role model	
Is a FRIEND	

Special Issues

Boundaries

KIDS HOPE USA Mentor Expectations

1. Mentors must meet screening standards according to written KHUSA procedures.
2. Mentors may never take the student off school grounds during the mentoring hour.
3. Mentors and children must meet in a room with a window or an open door.
4. Mentors may only touch children in appropriate areas. It is safe to touch a child on the elbow, hand, shoulders, or upper back.
5. Contact outside of the KIDS HOPE USA hour is only allowed with parent permission and director approval.
6. If mentors are ever with the child off school grounds, they should always be in the presence of another adult who is not related to them (preferably another screened mentor).
7. When mentors have concerns about the safety and well-being of their mentee, that information should be shared with appropriate school personnel in a timely fashion.
8. Mentors should not discuss students in social settings. Academic information and personal details about the child should remain private information between the mentor and prayer partner, unless there is concern for a child's safety.

quick REMINDER

Your relationship is a personal relationship. Focus your time and energy on your weekly visits and avoid "friending" your child on Facebook or other social media sites.

Special Issues

Confidentiality

Do

1. **Do** report any suspicion of abuse or neglect to your director, the teacher, or principal. It is a legal responsibility to take appropriate action.
2. **Do** notify your director of any concerns you have about the child's physical, emotional, or educational well-being.
3. **Do** allow the child to share important information with you.
4. **Do** focus on skill building and relationship building.
5. **Do** feel free to discuss with the teacher or your director how to handle information which is confusing to you.
6. **Do** share information with your prayer partner so they know how to pray for your child.

Don't

1. **Don't** share child's academic information.
2. **Don't** share with child's family, your family, or your friends personal items the child tells you.
3. **Don't** contact parents until your director informs you that permission has been granted. You will have opportunities to contact and interact with the parents after you establish a relationship with the child and appropriate permission slips have been signed.
4. **Don't** question the child on subjects he/she is reluctant to discuss or on topics he/she has been told not to discuss at school.
5. **Don't** discuss student's personal information with others in social settings.

WHO CAN I TALK TO?	WHAT CAN I TALK ABOUT?	WHERE CAN WE TALK?
Prayer Partner		
Director		
Teacher		
Spouse		
Others?		