THESIS

THE EVOLUTION OF SOCIAL NETWORKS IN A GROUP-BASED MENTORING PROGRAM FOR VULNERABLE TEENS: WHAT TYPES OF RELATIONSHIPS MATTER MOST?

Submitted by

Neil David Yetz

Department of Psychology

In partial fulfillment of the requirements

For the Degree of Applied Social & Health Psychology Master of Science

Colorado State University

Fort Collins, CO

Fall 2020

Master’s Committee

Advisor: Kimberly Henry, Ph.D.

Bailey Fosdick, Ph.D.

Michael Thomas, Ph.D.

Copyright by Neil David Yetz 2020

All Rights Reserved

ABSTRACT

TABLE OF CONTENTS

ABSTRACT……………………………………………………………………………………………………………………………………….…ii

TABLE OF CONTENTS……………………………………………………………………………………………………………….……iii

[CHAPTER I: INTRODUCTION 1](#_Toc43112947)

[**Adolescence – a critical time for intervention** 2](#_Toc43112948)

[**Mentorship Interventions** 4](#_Toc43112949)

[**Belongingness as an Intermediate Goal of Group-based Mentoring Programs** 6](#_Toc43112950)

[**Social Networks** 9](#_Toc43112951)

[*Defining Social Networks and Social Network Statistics* 10](#_Toc43112952)

[**Proposal** 12](#_Toc43112953)

[CHAPTER II: METHOD 14](#_Toc43112954)

[**Study Protocol** 14](#_Toc43112955)

[**Measures for Developmental Outcomes** 16](#_Toc43112956)

[*Demographics* 16](#_Toc43112957)

[*Belongingness* 17](#_Toc43112958)

[*Strength of social connections* 17](#_Toc43112959)

[*Delinquency* 18](#_Toc43112960)

[*Academic aspirations* 18](#_Toc43112961)

[*Depression* 19](#_Toc43112962)

[*Anger* 19](#_Toc43112963)

[**Analysis Plan** 19](#_Toc43112964)

[*Analysis for Research Question 1* 19](#_Toc43112965)

[*Analysis for Research Question 2* 22](#_Toc43112966)

[**References** 23](#_Toc43112967)

# CHAPTER I: INTRODUCTION

When an adolescent is struggling to develop in a positive way, an adult mentor can be a catalyst for change (Wesely, Dzoba, Miller, & Rasche, 2017). As a result, numerous mentoring programs for at-risk adolescents have emerged, including Big Brothers Big Sisters of America (<https://www.bbbs.org/>) and MENTOR (<https://www.mentoring.org/>). Alongside these traditional dyadic mentoring programs (i.e., one mentor, one mentee), group-based mentoring programs are another common structure. In these programs, one mentor may be matched with multiple mentees or mentor-mentee pairs may participate in larger group settings. Examples of group-based mentorship programs include Campus Connections (<https://www.chhs.colostate.edu/cc/>) and Go Girls! (<https://www.bbbso.ca/programs/go-girls/>). While mentoring programs of various types and styles are ubiquitous in communities across the United States, findings from meta-analytic reviews indicate that the treatment effects of mentoring interventions vary widely across programs, structures, and outcomes (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). Thus, efforts to maximize treatment efficacy is needed, and this endeavor requires focused research.

The fundamental element of any mentoring program is the bond that the mentee forms with others in the program. That is, with their mentor, in the case of a dyadic mentoring program. Or, in the case of group-based mentoring programs, with mentors and other mentees. Thus, one approach to improving mentoring treatment effects is to optimize the bonds and friendships cultivated during the mentoring program. In this thesis, my focus is on enhancing the treatment effects of group-based mentoring programs in particular. Mentees have an opportunity to build relationships with many different individuals in a group-based mentoring program, thus, it is important to consider what types of bonds are most important for treatment effects to be realized. That is, to discover what types of relationships with other members of the group are most associated with positive program outcomes. For example, is it most important for a mentee to develop a close bond with their primary mentor, and/or with a set of mentors, and/or with other mentees in the program? If clarity about the most important relationships for an adolescent to cultivate during a group-based mentoring program can be gained, then this information may be used to restructure programs to maximize positive treatment effects.

In this thesis, I will characterize the evolution of the social network of mentees participating in a 12-week, group-based mentoring program for at-risk adolescents. Characterization of each mentee’s social network over the course of the program will involve assessment of the number and strength of bonds with their primary mentor, with other mentors and adult staff, and with other mentees participating in the program. These measures of the social network will be collated and then used as predictors of a key program mediator (sense of belonging in the program) and several key program outcomes (i.e., academic aspirations, depression, anger, and delinquent behaviors). In this way, new insights into the types of relationships most salient for positive program outcomes may be discovered.

## **Adolescence – a critical time for intervention**

Decades worth of research demonstrates that adolescence is a unique and consequential developmental period (Steinberg, 2007), and adolescents cannot be simply considered older children or younger adults (Crosnoe & Johnson, 2011). Numerous biological changes occur during adolescence. For example, pubertal development has been associated with increased activation of the frontal lobe, pruning and myelination of the brain (Paus, Keshavan, & Giedd, 2008; Steinberg, 2007). Additionally, there is enhanced capacity to the dopaminergic reward system of the brain (Siegel, 2015). Changes in the nucleus accumbens, a brain area associated with reward seeking, have also been seen in adolescent development (Galvan et al., 2006).

Amidst these critical biological developments, adolescents are prone to impulsivity, sensation-seeking, and inaccurate assessment of vulnerability (Steinberg, 2007). Thus, health-risking behaviors (Arthur et al, 2002; Broidy et al, 2003; Resnick et al., 1997), including substance use (Henry, Thornberry, & Huizinga, 2009), unsafe sexual practices (Myklestad & Rise, 2007) and violence (Resnick et al, 1997; Reiss & Roth, 1993) are most common during this developmental period. Longitudinal models indicate that depressive symptoms are often formed during adolescence (J. R. Cohen, Andrews, Davis, & Rudolph, 2018). Additionally, adolescents are at risk for various psychiatric illnesses such as schizophrenia, substance use disorders, and anxiety disorders (Paus et al., 2008). Such disorders have been found to continue into adulthood (Rohde et al. , 2013). Indeed, adolescence is a critical period for development, prosocial behaviors and the key to lifelong health and well-being. Interventions designed to maximize health and prosocial development during adolescence are of critical importance.

Certain personal and contextual factors increase the likelihood that an adolescent will engage in risk behaviors, particularly risk behaviors that threaten prosocial and healthy development. In the literature, young people exposed to these personal and contextual risk factors are commonly labeled as *at-risk adolescents*. These personal and contextual factors can negatively contribute to an individual’s ability to thrive academically, socially, emotionally, and/or physically (Mcdaniel & Yarbrough, 2016). At-risk adolescents are more likely to escalate problem behaviors, such as drug abuse (Mcdaniel & Yarbrough, 2016), poor academic performance (Malecki & Demeray, 2006) and school misconduct (Schmidt, 2003). Given these considerations, preventive efforts are needed to minimize behavioral difficulties amongst at-risk adolescents. This is particularly salient for the design of targeted interventions, as many existing interventions of this sort are specifically designed for at-risk adolescents (Raposa et al., 2019). These complexities will be discussed in terms of the current thesis in subsequent sections.

## **Mentorship Interventions**

One promising intervention to promote positive adolescent outcomes among at-risk youths is mentorship. Mentorship programs provide adolescents with a role model from the community in which they both reside. Mentors are encouraged to enhance their mentee’s coping strategies, help their mentee reduce stressors, and create an attachment to the youth mentee (DeWit et al, 2016). Meta-analytic reviews show that adolescents in mentorship programs improve in behavioral and psychosocial outcomes as compared to their non-mentored counterparts (DuBois et al., 2011; Tolan, Henry, Schoeny, Lovegrove, & Nichols, 2014). A more recent meta-analysis found the averaged effect size of mentorship interventions across several outcomes (i.e. cognitive functioning, psychological, health) to be ḡ = 0.21 (Raposa et al., 2019), which constitutes a small effect size in terms of Cohen’s (1988) behavioral sciences effect size guidelines and a medium/moderate effect size in terms of universal youth prevention programs (Tanner-Smith, Durlak, & Marx, 2018). However, results are not always positive. For example, a meta-analytic review by Wood and Mayo-Wilson (2012) found mentorship intervention effect sizes to be small, and in some cases iatrogenic, for academic achievement, attendance and negative behavior (i.e., school misconduct, drug use). Thus, while mentoring is considered an evidence-based practice, more work to understand for whom and under what conditions mentoring leads to better outcomes for participants is needed.

*The promises and perils of group-based mentoring initiatives*

This thesis is focused specifically on group-based mentoring, which carries its own set of potential promises and perils. A group-based approach to mentorship can have several benefits. For example, group-based mentoring allows programs to serve a larger number of youths at once. Similar to dyadic (one on one) mentoring, group mentorship has seen promotions in resiliency and prosocial attitudes (Kuperminc, Chan, Hale, Joseph, & Delbasso, 2019; Weiler et al., 2015). However, group-based mentoring can also produce challenges. If the group-based mentoring program is focused on exclusively at-risk adolescents, then the act of congregating the at-risk adolescents may produce unwanted outcomes. This phenomena is described by Dishion and colleagues as deviancy training (Dishion, Eddy, Haas, Li, & Spracklen, 1997). Deviancy training is the process in which congregated deviant youth have a tendency to endorse and encourage negative and rule-breaking behavior (Poulin, Dishion, & Haas, 1999). Unfortunately, at-risk youth in group-based mentorship programs may be at risk to learn negative behaviors from each other as a result of deviancy training (Dishion & Tipsord, 2011). Friendship networks, formed during group interventions for at-risk youth, can be a root cause of deviancy training (Dishion & Tipsord, 2011; Poulin et al., 1999). Group-based mentorship interventions need to be aware of such unintended consequences. There are effective strategies to prevent social deviancy in group interventions. Some protective moderators against the effects of deviancy training include adult monitoring, supervision, and structure (Dishion & Tipsord, 2011). Despite the known protective factors against negative deviancy training, not all group-based mentorship programs may utilize positive practices.

Youth mentoring programs have a rich history of providing positive outcomes to youth. For one, youths who participate in youth mentoring programs are much more likely to graduate from high school as opposed to their non-mentored counterparts (J. Rhodes, 2005). Research also indicates that youths with a mentor have better school attendance outcomes and better attitudes towards school (Jekielek, Moore, Hair, & Scarupa, 2002). Additionally, youths with volunteer mentors are less likely to partake in delinquent behaviors (J. Rhodes, 2005). However, differences in outcomes exist for group mentoring programs. In general, group mentoring shows more stagnant effects in terms of academic outcomes compared to traditional dyadic mentoring programs (Cummings, 2010). On the other hand, group mentoring programs show promising effects in terms of behavioral problem outcomes (Deutsch, Reitz-Krueger, Henneberger, Futch Ehrlich, & Lawrence, 2017).

## **Belongingness as an Intermediate Goal of Group-based Mentoring Programs**

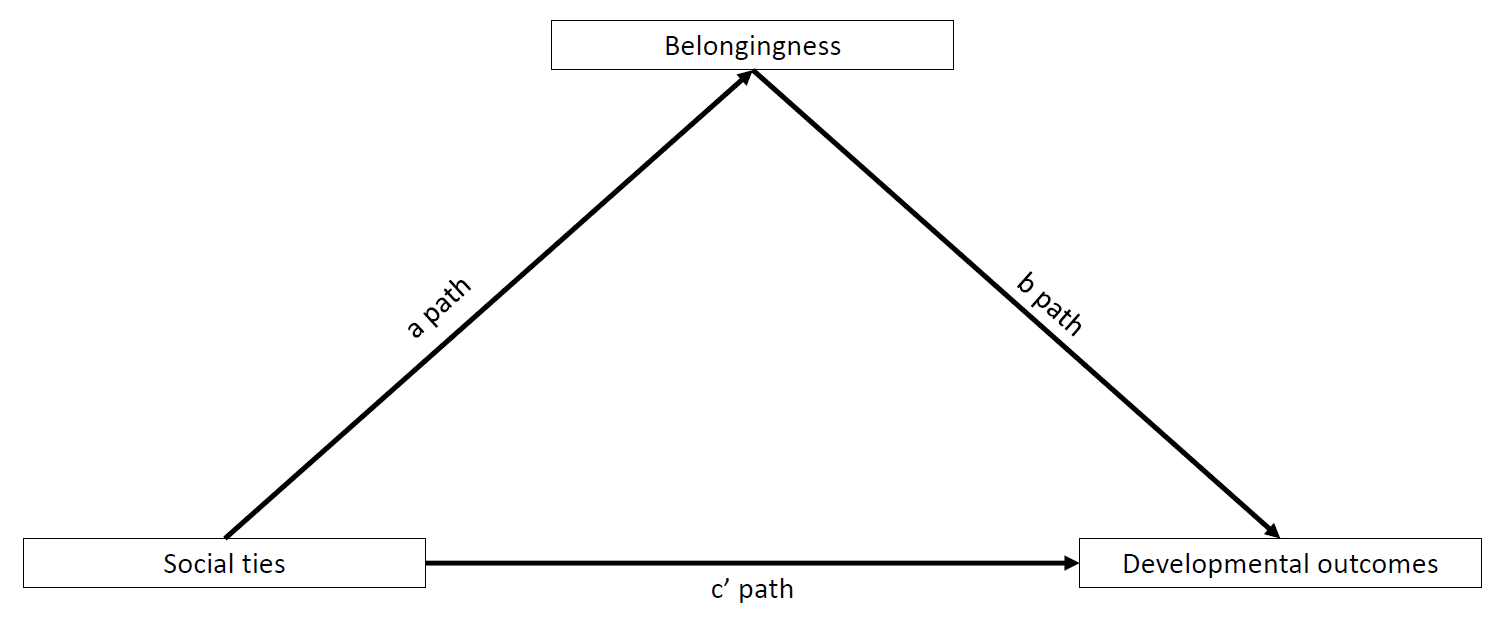
An important aspect of any group-based mentorship program is perceived belongingness to the program. Belongingness is the need to gain acceptance within a community (Malone, Pillow, & Osman, 2012). Belongingness is an essential psychological need (Galliher, Rostosky, & Hughes, 2004) and has been studied for decades in adolescent research (Slaten, Rose, Bonifay, & Ferguson, 2018). Baumeister & Leary (1995) explain that belongingness is a fundamental part of forming relationships with adolescent peers. Prior evidence suggests that youth who report a greater sense of belonging are more likely to have higher levels of expressed relationship satisfaction (Marsh & Evans, 2009). Additionally, research conducted by Gummaden, Pittamen and Ioffe (2016) showed having a higher sense of belonging in school has positive impacts on psychological well-being. This general benefit of feeling a sense of belonging is likely extended to belonging within youth programs. For instance, measures of belonging have been positively correlated with program attendance in youth development programs (Anderson-Butcher & Conroy, 2002). Developing a sense of belonging for youth is often a central goal of youth programs (Anderson-Butcher & Conroy, 2002). As such, a deep understanding of how belongingness is formed is essential. Two such features that lead to enhanced belonginess in youth interventions are group characteristics and staff practices (Akiva, Cortina, Eccles, & Smith, 2013).

We can also explain the need to measure sense of belongingness in a mentoring intervention from a theoretical perspective. Maslow (1943) famously indicates love and belonging as the third tier on the hierarchy of human needs. Thus, explaining its importance to humans and adolescents alike. Additionally, prosocial bonds between youth are theoretically and empirically implicated in the development of delinquent behavior (Hirschi, 2017). As such, it is important to examine an adolescent’s feeling of belongingness they form while participating in a social program focused on building positive friendships with peers.

A sense of belongingness in a group-based mentoring program is likely a necessary intervening variable that links program participation with the ultimate desired outcomes (e.g., decreased depression). That is, I hypothesize that a sense of belonging must be realized in order for a child to benefit from a group-based mentoring program. Without a sense of belonging, an adolescent is unlikely to benefit from the mentoring program. There is empirical support for this notion. Belongingness has been shown to mediate the relationship between social connections and achievement outcomes (Walton, Cohen, Cwir, & Spencer, 2012). Overall, people feel an innate need to maintain positive social bonds with one another (Baumeister & Leary, 1995). Furthermore, belonging to a group has a deep and profound impact on our attitudes and behaviors (G. L. Cohen, 2003; Walton et al., 2012). As such, I posit that an adolescent must gain a sense of belongingness in order to benefit from the program. That is, I assert that belonginess serves as an important mediator in any group-based program.

The feeling of belonging may be formed by social connections. Even a small, weak, connection may cause even a mere sense of belongingness (Walton et al., 2012). For example, Cwir and colleagues (2011) found that sharing preferences with a confederate stranger increased emotions and physiological arousal of a participant. Findings from Cwir and colleagues (2011) illustrate the impact of having even a subtle feeling of social connectedness. Further research shows belongingness predicts youth protective factors, such as engagement in a youth program (Anderson-Butcher & Conroy, 2002).

For my thesis, I plan to examine belongingness as an important mediator between social ties and several key developmental outcomes (e.g. academic achievement, anger, depression). My specific model can be seen in Figure 1. I predict that more social ties will be associated with a greater sense of belongingness, and a greater sense of belongingness will be associated with improved developmental outcomes. From this model, I will be able to identify the indirect effect (a\*b path) of social ties through belongingness. The c’ path will represent the direct effect of social ties on the developmental outcomes.



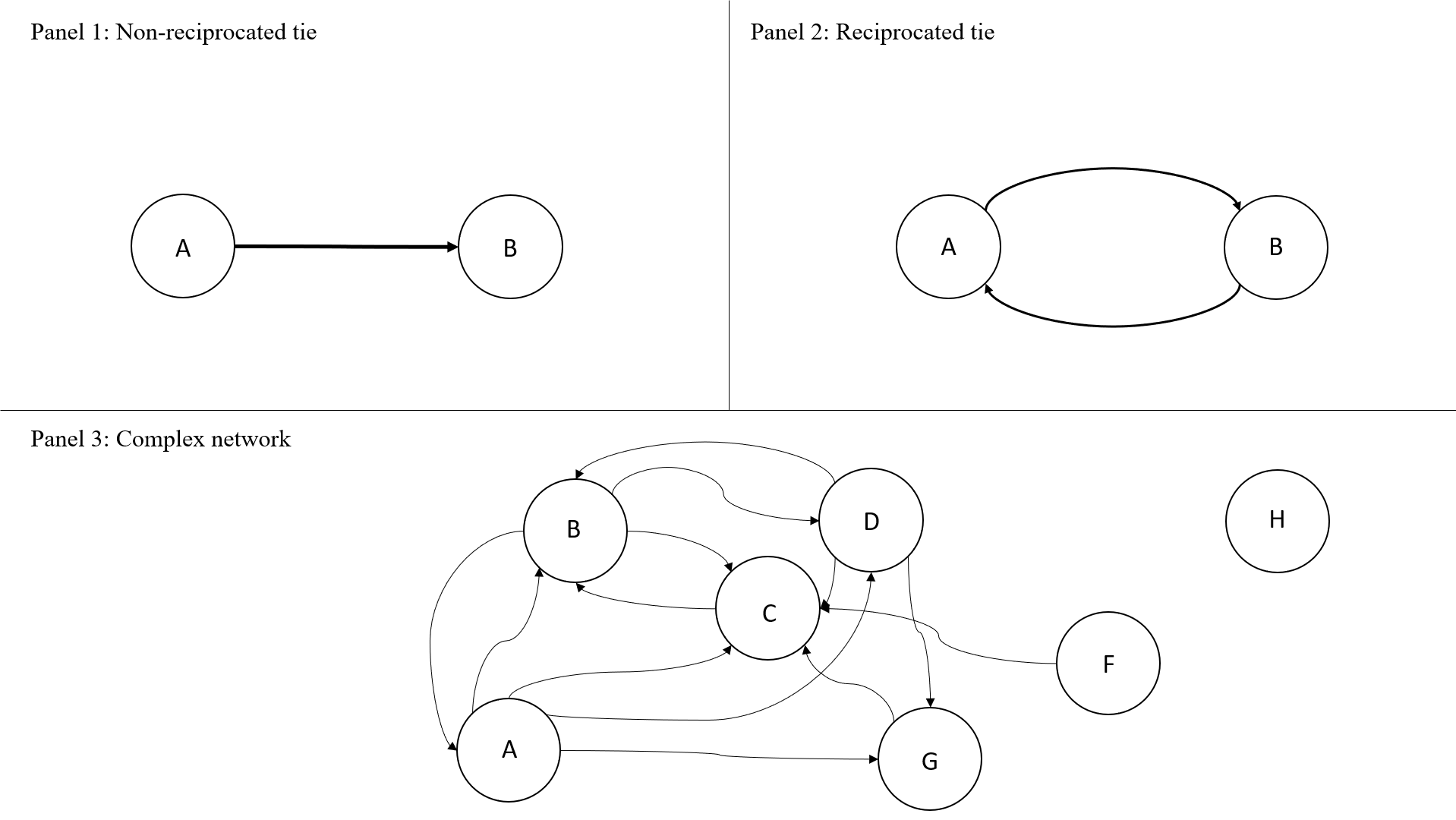
*Figure 1*. Proposed mediation model.

## **Social Networks**

For this thesis, I plan to understand how the strength of social connections lead to a sense of belonging, which will be a prime intermediate variable linking social ties to the key outcomes (i.e., academic aspirations, depression, anger, and delinquent behaviors). I plan to use social network statistics derived from social network analysis to answer my research questions. A social network approach will shed light on how adolescents in a group-based intervention develop social connections and, from these ties, garner an enhanced sense of belonging in the program and ultimately experience better developmental outcomes. Using a social network approach, I can help to identify what aspects of bonds formed in a group-based mentorship intervention may contribute the most to an adolescent’s sense of belonging and ultimately to better developmental outcomes. In this section, I describe social network statistics in greater detail and how social network statistics will be used to answer my research questions.

### *Defining Social Networks and Social Network Statistics*

A social network is the structure of relationships that connect people within a defined population. Every network consists of a set of actors (nodes) with defining characteristics (e.g., role in the program – mentee, mentor) and lines to represent the connections between them (known as connections, ties, or edges). The connections are directed, indicating whether the relationship is one-sided or reciprocal. For example, consider Figure 2, which depicts potential relationships between two nodes. In panel 1, Node A reports an outgoing connection with Node B, but Node B reports no connection with Node A (no incoming connection from Node B to Node A) – this is an unreciprocated connection. In panel 2, Node A reports a connection with Node B and Node B reports a connection with Node A – this is a reciprocated connection. Panel 3 presents a more complex social network with many nodes. Notice that some nodes (e.g, Node A) have many outgoing connections (i.e., the actor reports that he has a connection with many other actors) while other nodes (e.g., Node G) reports few connections with other actors. Some nodes (e.g., Node B) have many reciprocated connections, while others have few reciprocated connections (e.g., Node C). Notice that some nodes (e.g., Node D) are very well connected in the network, they have may incoming and outgoing connections, while other nodes (e.g., Node F) are not well connected in the network, and there is even one node (Node H) which is completely isolated (they have no incoming or outgoing connections).



*Figure 2.* Three panels representing nodes and ties.

Social networks are analyzed via social network analysis (SNA), a vast set of techniques that allow for the quantitative assessment of networks, including all of the quantities touched on in my earlier example (e.g., number of incoming connections, number of outgoing connections, number of reciprocated connections, centrality in the network for each node), and much more (Kadushin, 2012; Valente, 2010). Social network analysis is the process of understanding social structures quantitatively through network theory and graph theory (Butts, 2008). A wide array of statistics can be derived from SNA – often called network statistics. Network statistics allow researchers to quantitatively measure all levels of a social structure (Krause, Croft, & James, 2007). Network statistics may be represented at the person-level or network-level. On a person-level, any single node may be analyzed in terms of its centrality (the number of incoming and/or outgoing connections). From here, we may evaluate whom has the most social capital in a network and what attributes (i.e. age, gender) are related to having social capital. On the network-level, we are interested in the structure the network takes. Network density is one such network statistic that evaluates the whole network. Network density is the proportion of actualized network connections to the total possible number of connections (Giuffre, 2015). The denser the network, the more possible connections are formed. In my proposed study, I will utilize some, but not all, of these network statistics to answer my research questions.

## **Proposal**

This study aims to quantify each mentee’s connections with their primary mentor, with other mentors, and with mentees using social network statistics, and then to study how these various connections with others in the program are related to the mentee’s sense of belonging in the program and to their improvement in a set of key developmental outcomes (i.e., academic aspirations, depression, anger, and delinquent behaviors) over the course of the intervention. The reasoning for this approach is to understand which relationships matter most in group-based mentoring program for adolescents. I hypothesize that as youth’s connections grow over the course of the intervention, their sense of belonging will also grow. However, the comparative effects of connections with each relevant party (primary mentor, other mentors, mentees) on growth in sense of belonging will be exploratory. Furthermore, I aim to expand our understanding of the most pertinent connections in a mentorship intervention by analyzing which types of connections (i.e. connections with the mentor vs. connections with other youth in the program) are most associated with improvement in the developmental outcomes, and the extent to which a sense of belonging in the program mediates the effect of social connections on improvement in these developmental outcomes.

For this thesis, I aim to answer the following research questions. My first research question is: Does the number of connections developed with other individuals in the mentoring program correlate with a measure of belongingness? Additionally, what type(s) of social connections (i.e., with the primary mentor, with other mentors, with other mentees) is the strongest indicator of belongingness in the program? I hypothesize that a youth’s strength of social connections across time in a youth mentoring program will correlate highly with the change in a measure of belongingness. Next, for research question 2, I ask: Does belongingness mediate the effect of the strength of social connections on improvement in the developmental outcomes (i.e., academic aspirations, depression, anger, and delinquent behaviors)? Figure 1 presents my proposed mediation model. I hypothesize that the stronger connections a youth participant has, the higher their sense of belonging will be. This higher sense of belonging will be associated with improved developmental outcomes (i.e., increased academic aspirations, and decreased depression, anger, and delinquent behaviors).

# CHAPTER II: METHOD

## **Study Protocol**

Data for this project were collected from youth who participated in the Campus Connections (CC) mentoring intervention at Colorado State University (CSU). Campus Connections at CSU is a mentoring program for youth at heightened risk for poor developmental outcomes, such as behavioral and emotional problems. It is flexibly designed to respond to the needs of a heterogeneous group of youth with varying risk levels and is grounded in theoretical and empirical research on positive youth development (Eccles & Appleton Gootman, 2002; Kelly, Ryan, Altman, & Stelzner, 2000; Tseng & Seidman, 2007) and Rhodes’ model of youth mentoring (J. E. Rhodes, 2005). See Haddock et al. (2013) and Weiler et al. (2015) for complete information on the program model.

At Campus Connections, youth are paired one-on-one with an undergraduate student who is enrolled in a 3-credit service-learning course for 12 weeks. The mentoring dyad meets four hours per week on campus and engages in a semi-structured program including “walk and talks,” academic support, dinner and other prosocial activities. Youth are constantly encouraged to engage in the mentoring community so they may gain a sense of belonging and mattering, develop social skills, and realize leadership skills. In addition, there are Marriage and Family Therapist (MFT) students and other trained staff around to help support youth and mentors. The MFT students and staff are trained to facilitate relationships between the mentors and mentees at CC.

Data were collected as part of a three-year grant funded by the William T. Grant (WTG) foundation to study two versions of a youth mentoring program. The study took place over the course of 6 semesters, from Fall 2015 to Spring 2018. The first version of the program involved traditional dyadic mentoring, in which one mentor was assigned to one mentee to experience the 12-week program together. The second involved nesting 4 mentor-mentee pairs which were called mentor families. As a result, mentees were exposed to both a mentor of their own, as well as to 3 other mentor-mentee pairs in their mentor family over the course of the 12-week program. More information of the youth mentor family approach may be read in Haddock et al. (2013).

Campus Connections took place four nights per week (Monday – Thursday) during a regular academic semester (12 weeks), each mentee was assigned to one night. Approximately twenty-eight mentees were assigned to each night. Each semester, two of the nights were randomly assigned to the traditional dyadic mentoring condition (control group), and two of the nights were randomly assigned to the mentor family condition. Only the control group was utilized for the proposed study. This decision was made because the control group more accurately reflects most group mentoring programs. It should be noted that although the mentee was assigned to a primary mentor, the intervention still took place in a group setting. Thus, the results from my thesis will be more generalizable to other group mentoring programs.

Youth (mentees) were referred to the CC program through several community agencies including the local school district, juvenile justice system, Department of Human Services, and various youth and family agencies. Upon receipt of the referral, trained CC staff contacted potential participants and conducted intake appointments to determine program eligibility and obtain youth assent and parental consent. Study inclusion criteria included: Youth aged 11-18 years of age, reported experience of at least one risk factor from the risk screening tool (Herrera, Dubois, & Grossman, 2013), and available to participate during the CC operating hours. Participants could not have participated in previous CC sessions to be eligible for this study. That is, over the course of the study, each adolescent participated in CC for a single semester.

## **Measures for Developmental Outcomes**

In the proposed investigation, data were drawn from multiple time-points. If eligible and willing to participate in the CC program, mentees were invited to participate in 6 surveys during their time at CC. Surveys were administered at intake (Baseline; wave 0), week 1 (wave 1), week 3 (wave 2), week 6 (wave 3), week 9 (wave 4), and week 11 (wave 5) of the 12-week program. Surveys were completed using Qualtrics, an online survey platform. The Institutional Review Board at Colorado State University approved all the described procedures.

### *Demographics*

All youth demographics were collected at program intake (wave 0). Youth reported on their own primary demographic characteristics including age (11-18) and race/ethnicity. Parents reported child SES demographics (such as household income).

*Social-emotional competencies*

Social emotional competencies were reported by parents/guardians using the Devereux Student Strengths Assessment (DESSA; LeBuffe, Shapiro, & Naglieri, 2009) at program intake (wave 0). Each item on the DESSA asks parents/guardians to respond to an item regarding their youth’s behavior in the past four weeks. The DESSA consists of 8 subscales with 72 items: Decision making (e.g., “Follow the advice of a trusted adult?”; α = .92), goal-directed behavior (e.g., “Try to do her/his best?”; α = .92), optimistic thinking (e.g., “Carry herself/himself with confidence?”; α = .87), personal responsibility (e.g., “Serve an important role at home or school?”; α = .90), relationship skills (e.g., “Compliment or congratulate somebody?”; α = .93), self-awareness (e.g., “Show an awareness of her/his personal strengths?”; α = .87), self-management (e.g., “Pass up something he/she wanted now, to get something better in the future?”; α = .91), and social awareness (e.g., “Cope well with insults and mean comments?”; α = .90). All items were rated on a 5-point scale (1=never, 5=almost always). Scores for each subscale were averaged across the respective items to create a composite score of social-emotional competencies (α = .97 at baseline).

### *Belongingness*

Campus Connection mentees responded to a five-item scale that inquired about their sense of belongingness at CC via an adaption of the Support and Opportunities Scale (Alberti Gambone, Klem, & Connell, 2002). This measure was distributed at waves 1-5. At wave 1, youth participants were asked about their expectations to belong (i.e. “I feel like I will belong at Campus Connections”). For all other weeks, youth were asked about their present feelings of belongingness in the program (i.e. “I belong at Campus Connections”). Cronbach’s alpha was adequate at all five time points (α = .88 - .92).

### *Strength of social connections*

Youth were asked to indicate their relationships with other youth, mentors, and staff in the program during waves 1-5 of the program. Youth were shown pictures of other youth, mentors, and program staff within the program and were asked to select all that they had a relationship with. Youth were then asked to rate the relationship with each selected individual on a scale of 1 (not very close) to 10 (very close).

From these data the following individual network statistics will be calculated: *Inbound connections* and *outbound connections*. Inbound connections are connections that someone else chose towards the individual of interest (the arrow points into the ego of interest). Specifically, the inbound connections score will be calculated as the sum of the strength of connections that other individuals indicate towards the person of interest. For example, if three individuals each indicated a connection with the individual of interest and each of those three connections had a strength of 5, then the total score for inbound connections will be 15. Outbound connections are those that the individual of interest chose towards another individual (the arrow is pointing out of the ego). Specifically, the outbound connections score will be calculated as the sum of the strength of connections that the person of interest indicates towards other individuals in the program. For example, if the individual of interest indicated three connections outbound towards other people with a strength of 4 each, then the total score for outbound connections will be 12. We are also interested in the combination of inbound and outbound connections. This will be the sum of the inbound and outbound scores just described.

These inbound, outbound, and combined social connections scores will be constructed for three types of individuals based on the role of the alter: 1.) connections with other youth, 2.) connections with the primary mentor and other mentors in the program and 3.) connections with all youth, mentors, and staff in the program. Thus, nine scores that summarize the strength of social connections will be constructed for each mentee.

### *Delinquency*

The frequency of delinquent behaviors in the past month (0-30 days) was measured with 6 items (e.g., “I damaged property that did not belong to me”; α = .72, .85 at intake [wave 0] and week 11 [wave 5], respectively).

### *Academic aspirations*

Mentees reported their academic aspirations with 3 items (e.g., “I plan to continue my education following high school”) using the Student Engagement Instrument (Appleton, Christenson, Kim, & Reschly, 2006; α = .88, .90 at intake [wave 0] and week 11 [wave 5], respectively). Each item was rated on a 11-point rating scale (0=disagree, 10=agree).

### *Depression*

Depression was measured with 9 items (e.g., “I was tired all the time”) using the revised Center for Epidemiologic Studies Depression Scale (CESDR-10; Haroz & Ybarra, 2014; α = .89, .91 at intake [wave 0] and week 11 [wave 5], respectively). Mentee answered the frequency of their symptoms in the past week (range= 0-7 days).

### *Anger*

Anger was measured with 3 items (e.g., “I get mad”) from the Brief Anger Scale (Deffenbacher, Oetting, Lynch, & Morris, 1996; α = .93, .94 at intake [wave 0] and week 11 [wave 5], respectively). Each item was rated on a 11-point scale (0=never, 10=all of the time).

## **Analysis Plan**

All models will control for age, sex, ethnicity, SES (parent report) and youth social emotional competencies (parent report).

### *Analysis for Research Question 1*

Latent growth modeling using Mplus, Version 8 (Muthén & Muthén, 1998) will be used to model the growth of belongingness and social ties across the five timepoints of CC. More specifically, a parallel processes growth model (one growth model for belonging and one growth model for social ties) will be specified. The model is depicted in Figure 3. The growth parameters within and cross process will be specified to correlate.

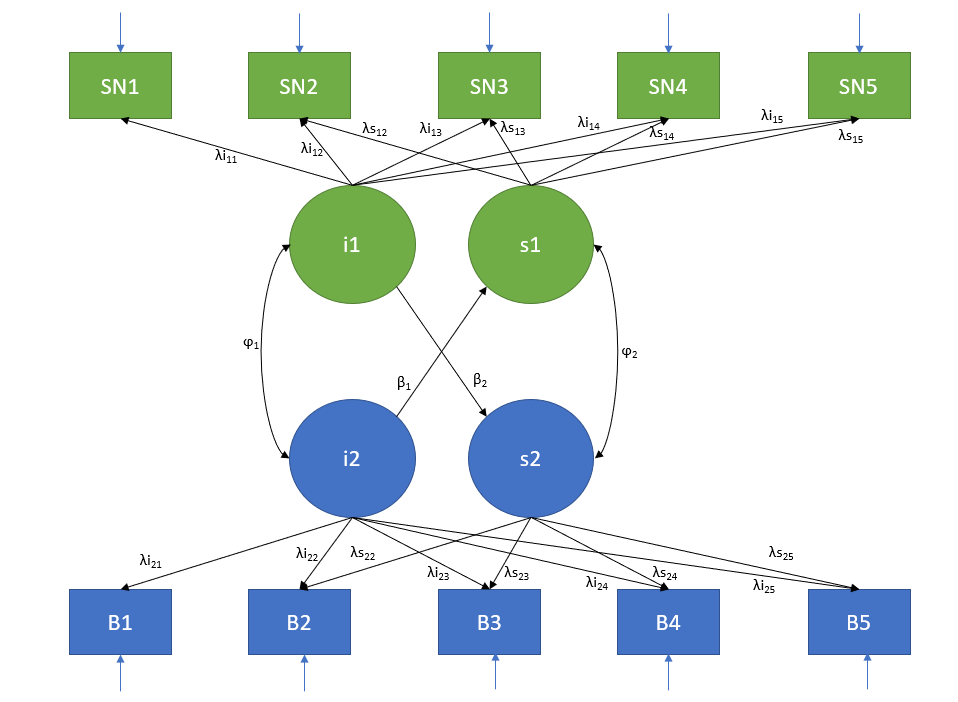
Latent growth curve modeling is a method for capturing within-person change and between-person differences in within-person change (Grimm, Ram, & Hamagami, 2011). The simplest form of a growth model is a linear growth model. Here, variability in a set of repeated measures is captured by an intercept (i.e., predicted belongingness at week 1 – i2 in Figure 3) and a slope (i.e., rate of change in belongness over the course of the intervention – s2 in Figure 3). These growth parameters are allowed to vary across individuals, capturing the extent to which participants differ in their level of belongingness at week 1 and the rate of change in belongingness over the course of the program. By specifying a growth model for the two processes of interest simultaneously, correlation of the growth parameters across process provide information about how the processes relate to one another. The cross-process correlation of the slopes is of most importance, the correlation of the slopes (i.e., s1 and s2) will provide the degree to which growth in social ties is associated with growth in belongingness.

For both growth models the time scores are fixed at 0, 1, 2, 3, and 4 to define a linear growth model with equidistant time points. The zero time score for the slope growth factor at time point one defines the intercept factors as initial status factors. The coefficients of the intercept growth factors are fixed at one as part of the growth model parameterization. The residuals variances are estimated and allowed to be different across time, and the residuals will not be correlated. For the parameterization of the growth model shown in Figure 3, the intercepts of the strength of social network connections and belongingness measure are fixed at zero. The means and variances of the intercept growth factors are estimated, and the intercept growth factor covariance is estimated because the intercept growth factors are independent variables. The slope growth factors are then correlated. From here, I will compare all nine models to determine which relationship type (i.e. inbound/outbound relationships with other mentees, with the primary mentor, or other mentors/staff) is of most importance. This will be done by comparing the final correlational values and seeing which has the highest value and deemed the most important.

I cannot assume that the growth of the social network grows at a linear rate. Therefore, I will utilize a non-linear growth curve model known as a *latent basis growth* *model* as proposed by Grimm, Ram and Hamagami (2011). The latent basis growth model is flexibly designed to capture a variety of nonlinear change patterns because it does not have a specific functional form. According to Grimm, Ram and Hamgami (2011), a latent basis growth model can be written as:

ynt = in + sn · (αt) + ent

ynt represents the repeated measures of attribute y (strength of social connections & belongingness), an individual n at time *t*, αt are basis coefficients that represent how the within-person change process unfolds, *in* is the intercept for individual n when αt=0, *sn* is the shape factor for the predicted change in y for a one unit change in *α*t for an individual n at time t. With this, I will place model constraints on αt as to define *sn*. I will constrain *α*1 to 0 and α5 to 1, thus making in interpreted as an individual’s predicted score at t = 1 and sn as the total amount of change that occurred from t =1 to t = 5. This model allows for an atheoretical structure of change, thus allowing for the exploratory analysis I am searching for to answer this research question.



*Figure 3.* Anticipated growth trajectory model for trajectory analysis plan. SN = Strength of social connections; B = Belongingness measure, λ = Factor loadings, ϕ = Correlations, β = Regressions, blue arrows = Error.

### *Analysis for Research Question 2*

Next, I will fit a mediation model with belongingness at week 9 (wave 4) as a mediator between the strength of connections (inbound, outbound, and inbound/outbound) between others (youth, mentors and staff) at week 6 (wave 3) and the developmental outcomes (i.e. academic aspirations, delinquency) at week 11 (wave 5). This will make for a total of nine mediation models. All mediation models will be fit using R, version 3.5.3 (R Core Team, 2020). The proposed model is shown in Figure 1. To calculate this, I will first analyze the direct effect of social connections on the developmental outcomes (i.e. delinquency, academic aspirations; the c path) at week 11 (wave 5). I will analyze the residualized change of the developmental outcome (i.e. academic aspirations, depression, anger, and delinquent behaviors) from baseline to week 11. The decision to use residualized outcomes was made because, according to Castro-Schilo & Grimm (2018), using the residualized change approach is appropriate when conditions are randomly assigned. Next, I will regress belongingness from week 9 on the strength of connections (a path; inbound, outbound, inbound/outbound) at week 6 to estimate the a path of the mediation model. Then, I will regress the developmental outcomes (i.e. delinquency, academic aspirations) onto the strength of the social connections (inbound, outbound, inbound/outbound) and belongingness (b path and c’ path). I will then multiply the a path and the b path to obtain the indirect effect. According to MacKinnon et al. (2007), the estimates for a mediation model’s indirect effects are not distributed normally. Therefore, the bootstrapped confidence intervals for the indirect effect will be taken to determine more accurate confidence intervals and statistical significance. With this model, I aim to understand the impact belongingness has on developmental outcomes (i.e., academic aspirations, depression, anger, and delinquent behaviors).

# **References**

Akiva, T., Cortina, K. S., Eccles, J. S., & Smith, C. (2013). Youth belonging and cognitive engagement in organized activities: A large-scale field study. *Journal of Applied Developmental Psychology*, *34*(5), 208–218. https://doi.org/10.1016/j.appdev.2013.05.001

Alberti Gambone, M., Klem, A. M., & Connell, J. P. (n.d.). *Finding Out for Youth: Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*.

Anderson-Butcher, D., & Conroy, D. E. (2002). Factorial and criterion validity of scores of a measure of belonging in youth development programs. *Educational and Psychological Measurement*, *62*(5), 857–876. https://doi.org/10.1177/001316402236882

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology*, *44*(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002

Baumeister, R. F., & Leary, M. R. (1995). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. In *Psychological Bulletin* (Vol. 117).

Butts, C. T. (2008). *Social network analysis: A methodological introduction*. https://doi.org/10.1111/j.1467-839X.2007.00241.x

Castro-Schilo, L., & Grimm, K. J. (2018). Using residualized change versus difference scores for longitudinal research. *Journal of Social and Personal Relationships*, *35*(1), 32–58. https://doi.org/10.1177/0265407517718387

Cohen, G. L. (2003, November). Party Over Policy: The Dominating Impact of Group Influence on Political Beliefs. *Journal of Personality and Social Psychology*, Vol. 85, pp. 808–822. https://doi.org/10.1037/0022-3514.85.5.808

Cohen, J. (1992). Statistical Power Analysis. *Current Directions in Psychological Science*, *1*(3), 98–101. https://doi.org/10.1111/1467-8721.ep10768783

Cohen, J. R., Andrews, A. R., Davis, M. M., & Rudolph, K. D. (2018). Anxiety and Depression During Childhood and Adolescence: Testing Theoretical Models of Continuity and Discontinuity. *Journal of Abnormal Child Psychology*, *46*(6), 1295–1308. https://doi.org/10.1007/s10802-017-0370-x

Crosnoe, R., & Johnson, M. K. (2011). Research on Adolescence in the Twenty-First Century. *Annual Review of Sociology*, *37*(1), 439–460. https://doi.org/10.1146/annurev-soc-081309-150008

Cummings, L. (2010). Evaluating the Influence of Participaiton in a Diverse High School-Based Group Mentoring Program. *Psychology Dissertations*. Retrieved from https://scholarworks.gsu.edu/psych\_diss/69

Cwir, D., Carr, P. B., Walton, G. M., & Spencer, S. J. (2011). Your heart makes my heart move: Cues of social connectedness cause shared emotions and physiological states among strangers. *Journal of Experimental Social Psychology*, *47*(3), 661–664. https://doi.org/10.1016/j.jesp.2011.01.009

Deffenbacher, J. L., Oetting, E. R., Lynch, R. S., & Morris, C. D. (1996). The expression of anger and its consequences. *Behaviour Research and Therapy*, *34*(7), 575–590. https://doi.org/10.1016/0005-7967(96)00018-6

Deutsch, N. L., Reitz-Krueger, C. L., Henneberger, A. K., Futch Ehrlich, V. A., & Lawrence, E. C. (2017). “It Gave Me Ways to Solve Problems and Ways to Talk to People”: Outcomes From a Combined Group and One-on-One Mentoring Program for Early Adolescent Girls. *Journal of Adolescent Research*, *32*(3), 291–322. https://doi.org/10.1177/0743558416630813

Dishion, T. J., Eddy, J. M., Haas, E., Li, F., & Spracklen, K. (1997). Friendships and violent behavior during adolescence. *Social Development*, *6*(2), 207–223. https://doi.org/10.1111/j.1467-9507.1997.tb00102.x

Dishion, T. J., & Tipsord, J. M. (2011). Peer Contagion in Child and Adolescent Social and Emotional Development. *Annual Review of Psychology*, *62*(1), 189–214. https://doi.org/10.1146/annurev.psych.093008.100412

DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest*. https://doi.org/10.1177/1529100611414806

Eccles, J., & Appleton Gootman, J. (2002). *Community Programs to Promote Youth Development*. https://doi.org/10.17226/10022

Galliher, R. V., Rostosky, S. S., & Hughes, H. K. (2004). School belonging, self-esteem, and depressive symptoms in adolescents: An examination of sex, sexual attraction status, and urbanicity. *Journal of Youth and Adolescence*, *33*(3), 235–245. https://doi.org/10.1023/B:JOYO.0000025322.11510.9d

Galvan, A., Hare, T. A., Parra, C. E., Penn, J., Voss, H., Glover, G., & Casey, B. J. (2006). Behavioral/Systems/Cognitive Earlier Development of the Accumbens Relative to Orbitofrontal Cortex Might Underlie Risk-Taking Behavior in Adolescents. *Soc Neuroscience*. https://doi.org/10.1523/JNEUROSCI.1062-06.2006

Giuffre, K. (2015). Network Density - an overview | ScienceDirect Topics. Retrieved May 26, 2020, from https://www.sciencedirect.com/topics/computer-science/network-density

Grimm, K. J., Ram, N., & Hamagami, F. (2011). Nonlinear growth curves in developmental research. *Child Development*, *82*(5), 1357–1371. https://doi.org/10.1111/j.1467-8624.2011.01630.x

Gummadam, P., Pittman, L. D., & Ioffe, M. (2016). School Belonging, Ethnic Identity, and Psychological Adjustment Among Ethnic Minority College Students. *Journal of Experimental Education*, *84*(2), 289–306. https://doi.org/10.1080/00220973.2015.1048844

Haddock, S., Weiler, L., Krafchick, J., Zimmerman, T. S., Mclure, M., & Rudisill, S. (2013). Campus Corps Therapeutic Mentoring: Making a Difference for Mentors. In *Journal of Higher Education Outreach and Engagement* (Vol. 17). Retrieved from http://openjournals.libs.uga.edu/index.php/jheoe/article/viewFile/1115/720

Haroz, E., Ybarra, M., disorders, W. E.-J. of affective, & 2014, undefined. (n.d.). Psychometric evaluation of a self-report scale to measure adolescent depression: The CESDR-10 in two national adolescent samples in the United States. *Elsevier*. Retrieved from https://www.sciencedirect.com/science/article/pii/S0165032714000408?casa\_token=S9qvl6w9NLYAAAAA:ihVEeL7c\_SrbYCNdGxl6jcnTg3SvjlJUio4jfLBml-qL2XuxELA0zV2iE35hAqkSyEVDJaAQ

Henry, K. L., Thornberry, T. P., & Huizinga, D. H. (2009). A discrete-time survival analysis of the relationship between truancy and the onset of marijuana use. *Journal of Studies on Alcohol and Drugs*, *70*(1), 5–15. https://doi.org/10.15288/jsad.2009.70.5

Herrera, C., Dubois, D. L., & Grossman, J. B. (2013). *The Role of Risk Mentoring experiences and outcomes for Youth with Varying Risk Profiles*. Retrieved from https://www.mdrc.org/sites/default/files/Role of Risk\_Final-web PDF.pdf

Hirschi, T. (2017). *Causes of delinquency*. Retrieved from https://content.taylorfrancis.com/books/download?dac=C2017-0-50434-3&isbn=9781351529723&format=googlePreviewPdf

Jekielek, S. M., Moore, K. A., Hair, E. C., & Scarupa, H. J. (2002). Mentoring: A Promising Strategy for Youth Development. In *ourchildrenla.org*. Retrieved from https://www.ourchildrenla.org/wp-content/uploads/2015/08/jekielek-mentoring.pdf

Kadushin, C. (2012). *Understanding social networks: Theories, concepts, and findings*. Retrieved from https://books.google.com/books?hl=en&lr=&id=ALOhpMgkW\_cC&oi=fnd&pg=PP2&dq=Kadushin,+C.+(2012).+Understanding+social+networks:+Theories,+concepts,+and+findings.+Oup+Usa.&ots=7Q06cxqXqO&sig=rQbi342gYoMXdwr4qU7tolnjtd8

Kelly, J. G., Ryan, A. M., Altman, B. E., & Stelzner, S. P. (2000). Understanding and Changing Social Systems. In *Handbook of Community Psychology* (pp. 133–159). https://doi.org/10.1007/978-1-4615-4193-6\_7

Krause, J., Croft, D. P., & James, R. (2007). Social network theory in the behavioural sciences: potential applications. *Behavioral Ecology and Sociobiology*, *62*(1), 15–27. https://doi.org/10.1007/s00265-007-0445-8

Kuperminc, G. P., Chan, W. Y., Hale, K. E., Joseph, H. L., & Delbasso, C. A. (2019). The Role of School-based Group Mentoring in Promoting Resilience among Vulnerable High School Students. *American Journal of Community Psychology*, ajcp.12347. https://doi.org/10.1002/ajcp.12347

LeBuffe, P., Shapiro, V., & Naglieri, J. (2009). *The Devereux Student Strengths Assessment (DESSA) Assessment, Technical Manual, and User’s Guide. Charlotte, NC: Apperson*.

MacKinnon, D. P., Fritz, M. S., Williams, J., & Lockwood, C. M. (2007). Distribution of the product confidence limits for the indirect effect: Program PRODCLIN. *Behavior Research Methods*, *39*(3), 384–389. https://doi.org/10.3758/BF03193007

Malecki, C., Quarterly, M. D.-S. P., & 2006, undefined. (n.d.). Social support as a buffer in the relationship between socioeconomic status and academic performance. *Psycnet.Apa.Org*. Retrieved from https://psycnet.apa.org/doiLanding?doi=10.1037%2Fh0084129

Malone, G. P., Pillow, D. R., & Osman, A. (2012). The general belongingness scale (gbs): Assessing achieved belongingness. *Personality and Individual Differences*, *52*(3), 311–316. https://doi.org/10.1016/j.paid.2011.10.027

Marsh, S. C., & Evans, W. P. (2009). Youth Perspectives on Their Relationships With Staff in Juvenile Correction Settings and Perceived Likelihood of Success on Release. *Youth Violence and Juvenile Justice*, *7*(1), 46–67. https://doi.org/10.1177/1541204008324484

Maslow, A. H. (1943). A THEORY OF HUMAN MOTIVATION. In *psycnet.apa.org*. Retrieved from https://psycnet.apa.org/journals/rev/50/4/370/

Mcdaniel, S., & Yarbrough, A.-M. (n.d.). *A Literature Review of Afterschool Mentoring Programs for Children At Risk*.

Muthén, L. K., & Muthén, B. O. (1998). *Statistical Analysis With Latent Variables User’s Guide*. Retrieved from www.StatModel.com

Myklestad, I., & Rise, J. (2007). Predicting Willingness to Engage in Unsafe Sex and Intention to Perform Sexual Protective Behaviors Among Adolescents. *Journals.Sagepub.Com*, *34*(4), 686–699. https://doi.org/10.1177/1090198106289571

Paus, T., Keshavan, M., & Giedd, J. N. (2008, December). Why do many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience*, Vol. 9, pp. 947–957. https://doi.org/10.1038/nrn2513

Poulin, F., Dishion, T. J., & Haas, E. (1999). The peer influence paradox: Friendship quality and deviancy training within male adolescent friendships. *Merrill-Palmer Quarterly*, *45*(1), 42–61. Retrieved from https://colostate.primo.exlibrisgroup.com/discovery/openurl?institution=01COLSU\_INST&vid=01COLSU\_INST:01COLSU&volume=45&date=1999&aulast=Poulin&issue=1&issn=0272-930X&spage=42&auinit=F&title=Merrill-Palmer quarterly.&atitle=The Peer Influence Paradox: Fri

Raposa, E. B., Rhodes, J., Stams, G. J. J. M., Card, N., Burton, S., Schwartz, S., … Hussain, S. (2019, March 15). The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. *Journal of Youth and Adolescence*, Vol. 48, pp. 423–443. https://doi.org/10.1007/s10964-019-00982-8

Resnick, M. D., Bearman, P. S., Robert, ;, Blum, W., Bauman, K. E., Harris, K. M., … Udry, ; J Richard. (n.d.). *Protecting Adolescents From Harm Findings From the National Longitudinal Study on Adolescent Health*. Retrieved from https://jamanetwork.com/

Rhodes, J. (2005). A model of youth mentoring. In *Handbook of youth mentoring*. Retrieved from https://books.google.com/books?hl=en&lr=&id=H5h2AwAAQBAJ&oi=fnd&pg=PA30&dq=Rhodes,+J.+E.+(2005).+A+model+of+youth+mentoring.+In+D.L.+Dubois+%26+M.J.+Karcher+(Eds.),+Handbook+of+youth+mentoring,+(pp.+30-43).+Thousand+Oaks,+CA:+Sage.&ots=bxTbGXiCa7&sig=8wdW

Rhodes, J. E. (2005). A model for youth mentoring. In *Handbook of youth mentoring* (pp. 30–43).

Rohde, P., Lewinsohn, P., … D. K.-C., & 2013, undefined. (2013). Key characteristics of major depressive disorder occurring in childhood, adolescence, emerging adulthood, and adulthood. *Journals.Sagepub.Com*, *1*(1), 41–53. https://doi.org/10.1177/2167702612457599

Schmidt, J. A. (2003). Correlates of Reduced Misconduct among Adolescents Facing Adversity. *Journal of Youth and Adolescence*, *32*(6), 439–452. https://doi.org/10.1023/A:1025938402377

Siegel, D. (2015). *Brainstorm: The power and purpose of the teenage brain*. Retrieved from https://books.google.com/books?hl=en&lr=&id=u0cCDAAAQBAJ&oi=fnd&pg=PA1&dq=brainstorm+siegel&ots=Y9hW50pPpW&sig=TCbsK0eDFXcwwMqHSp9Zbw507Ns

Slaten, C. D., Rose, C. A., Bonifay, W., & Ferguson, J. K. (2018). The Milwaukee Youth Belongingness Scale (MYBS): Development and Validation of the Scale Utilizing Item Response Theory. *School Psychology Quarterly*. https://doi.org/10.1037/spq0000299

Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current Directions in Psychological Science*, *16*(2), 55–59. https://doi.org/10.1111/j.1467-8721.2007.00475.x

Tanner-Smith, E. E., Durlak, J. A., & Marx, R. A. (2018, November 1). Empirically Based Mean Effect Size Distributions for Universal Prevention Programs Targeting School-Aged Youth: A Review of Meta-Analyses. *Prevention Science*, Vol. 19, pp. 1091–1101. https://doi.org/10.1007/s11121-018-0942-1

Tolan, P. H., Henry, D. B., Schoeny, M. S., Lovegrove, P., & Nichols, E. (2014). Mentoring programs to affect delinquency and associated outcomes of youth at risk: A comprehensive meta-analytic review. *Journal of Experimental Criminology*. https://doi.org/10.1007/s11292-013-9181-4

Tseng, V., & Seidman, E. (2007). A systems framework for understanding social settings. *American Journal of Community Psychology*, *39*(3–4), 217–228. https://doi.org/10.1007/s10464-007-9101-8

Valente, T. W. (2010). *Social Networks and Health: Models, Methods, and Applications - Thomas W. Valente - Google Books*. Retrieved from https://books.google.com/books?hl=en&lr=&id=xnMzd1-7iGgC&oi=fnd&pg=PR11&dq=Valente,+T.+W.+(2010).+Social+networks+and+health:+Models,+methods,+and+applications.+Oxford+University+Press.&ots=YrsR7jQ0\_E&sig=7VK2PHWqvd9qupqZPvR5b2msCrQ#v=onepage&q=Valente%2C

Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*, *102*(3), 513–532. https://doi.org/10.1037/a0025731

Weiler, L. M., Haddock, S. A., Zimmerman, T. S., Henry, K. L., Krafchick, J. L., & Youngblade, L. M. (2015). Time-Limited, Structured Youth Mentoring and Adolescent Problem Behaviors. *Applied Developmental Science*, *19*(4), 196–205. https://doi.org/10.1080/10888691.2015.1014484

Wesely, J. K., Dzoba, N. P., Miller, H. V., & Rasche, C. E. (2017). Mentoring At-Risk Youth: an Examination of Strain and Mentor Response Strategies. *American Journal of Criminal Justice*, *42*(1), 198–217. https://doi.org/10.1007/s12103-016-9353-7

Wood, S., & Mayo-Wilson, E. (2012). School-Based Mentoring for Adolescents. *Research on Social Work Practice*, *22*(3), 257–269. https://doi.org/10.1177/1049731511430836