

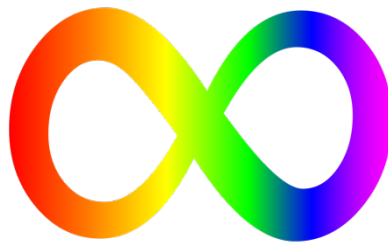


Project REACH

“I Can’t Thank You Enough”

A Contemporary Guide for Peer Mentors
Hoping to Make a Difference in the Lives
of Autistic College Students:

Manual Worksheets



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The FAR Fund

Manual Worksheets

First Meeting Template.....2-5

Timesheet Sample.....6-7

SMART Goals Worksheet.....8

First Mentor Meeting Template

Both the mentor and mentee should ask each other these questions.

If you have a returning student, feel free to skip repeat questions & focus in on the goal section.

1. What's the best way for me to contact you? **(Mentor please include responses to this question in your first weekly log)**

Phone Number: _____

Email: _____

What are your pronouns (she/her, he/him, they/them, or another neo-pronoun)? How do you identify (autistic vs. someone on the spectrum, gender, sex, sexuality, other disabilities, etc.)? You don't have to share everything if you don't want to. What is or are your race/races?

2. What do you hope to get out of this mentorship program this semester? For example, in terms of social skills, academic skills, employment related skills, self-advocacy or anything else? **(Mentor please include responses to this question in your first weekly log)**
3. What are your favorite things to do?

4. What's your major/What are you studying?

5. What are your dreams and long-term goals? What job do you hope to get?

6. What are some things you are willing to talk about that you struggle with, or have struggled with in the past? ***Mentors, remember not to overshare*** What coping strategies do you use to deal with any challenges you have?

7. What classes are you taking this term, and when? **(Write these down for future reference)**

8. Are there any classes you anticipate having trouble with? ***wait for and briefly note their response*** If so, you should sign up for tutoring now. CSA has specialized tutoring. The library has drop-in tutoring. Other academic departments also have tutoring which we can research on their websites. There is also a writing center that provides tutoring in all subject areas with a focus on writing at 2S-216. There you can sign up for weekly tutoring for 50 minutes a week, drop-in tutoring, or groups focused on writing/conversational skills.

9. Are you interested in going to explore some of these resources during mentorship? We can spend as much time as you like during one on one mentoring talking here.
What are some things you are interested in exploring this semester? Would you like to schedule a mentor meeting to explore these or wait till later?

10. What are goals you have for the next few weeks? These can be social, academic, employment, self-advocacy, or something else.

11. What are longer-term goals you would like to complete this semester?

12. Pick a goal or two that are really important to you to accomplish this term. Work together to identify the smaller steps you need to take (or sub-goals) in order to reach this goal. Be sure that the goal and sub-goals are measurable with clear deadlines. You can change your deadlines as you go but it is good to set clear deadlines in order to have a good sense of how you are doing. Each week during mentorship, we will discuss our progress toward goals and sub-goals, the strategies we have used to reach goals, and new strategies to consider.

13. For the next mentor meeting, bring your syllabi for all your classes and an assignment you are working on (unless you have time to access them from blackboard now). We will enter upcoming deadlines from your classes into the online planner on our website or a different online paper/paper planner if you prefer to use a different planner.

Timesheet Sample

Mentor's Name:

Week of: (Ex: 04-07-20/04-14-20)

Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Times							
Activities							

What issues did your mentee(s) present?

How did your mentee want you to help?

What's your follow-up plan?

SMART Goals Planning Worksheet

You may need help planning SMART Goals to keep your student organized as well as you yourself. These goals and this worksheet can make sure the goal is as specific, measurable, achievable, relevant, and timely as possible for the best outcome for your student.

Starting Goal

Write the initial goal your student has in the space below.

Next, with your student, write in how you both will collaborate to make sure the goal fits our approach to SMART Goals at Project REACH.

Specific	
Measurable	
Achievable	
Relevant	
Timely	