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Interim Report for the Evaluation of a Cross-age Peer Mentoring Program for Youth in High Violence Chicago Communities.

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Introduction

The current cross-age peer mentoring program, Saving Lives, Inspiring Youth (S.L.I.Y.) was designed to improve resilience and reduce aggression and other behavioral problems for disadvantaged youth residing in low-income, high-violence communities. S.L.I.Y.'s 142 high school students have mentored 159 middle school students from the same communities. Begun three years ago, it has been implemented at a total of seven sites located in Chicago, persisting for about a year at each site, meeting once a week for an hour of mentoring and then an hour of debriefing. Each mentor is recruited, trained, supervised, and paid to ensure program fidelity.

The overall goal of this study is to examine the impacts of the program through 4 waves of data collection. The program appears to promote positive effects for mentors, particularly for mentoring boys with male participants indicating reduced depression and anxiety, as well as reduced delinquent behavior and aggression. Females did not demonstrate similar reductions; however, more attendance among females predicted to a trend of increasing perceptions of support. Mentee results showed positive trends for both program attendance and for strength of mentoring relationship with more mentoring sessions predicting to a stronger mentoring relationship. Overall, strength of relationship by 9-12 months significantly predicted increased self-esteem and increased negative attitudes toward gangs and gang membership and trending toward decreased aggression. Boys who attended more sessions reported an increase in positive future expectations while girls with stronger mentoring relationships also reported significantly lower positive perceptions of gangs and gang membership.

S.L.I.Y. Program

The current program, Saving Lives, Inspiring Youth (S.L.I.Y.) builds on the advantages of cross-age peer mentoring to improve resilience for disadvantaged youth residing in low-

income, high-violence communities. S.L.I.Y.'s high school students mentor middle school students from the same communities. Matched pairs of mentors and mentees meet weekly for hour-long sessions over the course of one year, engaging in activities S.L.I.Y. staff design to facilitate prosocial attitudes and behavior and to develop the mentoring relationship. Each mentoring session is followed by a debriefing session when mentors can discuss the mentoring sessions, get feedback on their work, discuss their personal lives, and receive support for their healthy aspirations.

Cross-age peer mentoring refers to a sustained, long-term relationship in which an older peer guides a younger mentee's development of interpersonal skills and self-esteem, while creating a sense of connectedness and positive attitudes (Karcher, 2005). Older adolescent mentors from the same community as their mentees tend to be more available than adults and college students due to fewer responsibilities (Grossman, Chan, Schwartz, & Rhodes, 2012), and thus, may have enhanced impact (Karcher, 2005). Teen mentors from the same community reduce cultural barriers and create potentially sustainable positive social networks. Older peer mentors have been able to promote various psychosocial outcomes in mentees, ranging from school connectedness and achievement (Karcher, 2005; Karcher, Davis, & Powell, 2002; Westerman, 2002;Johnson, Simon, & Mun, 2014) to social competence and prosocial behavior (Karcher, 2005; Herrera, Kauh, Cooney, Grossman, & McMaken, 2008; Bowman & Myrick, 1987; Sheehan, DiCara, LeBailly, & Christoffel, 1999). The intervention is bidirectional in that mentors can improve their interpersonal skills, personal abilities, knowledge of child development, and leadership abilities (Herrera et al., 2008).

The S.L.I.Y program, established in 2014, has served over 300 youth, including 142 mentors (38% males, mean age = 17) and 159 mentees (48% male; mean age = 12). It was

implemented at a total of seven sites located in four low-income, high violence neighborhoods in Chicago. To ensure accessibility and sustainability, S.L.I.Y. programs were located at elementary and high schools, churches, and organizations offering after-school programs. Those enrolled in the mentor intervention group completed a 6-hour training program orienting them to the program and their role as a mentor. Mentors were offered payment comparable with Chicago's minimum wage for participation. The current S.L.I.Y. project is a modified version of the StandUp!HelpOut! (SUHO) program, in which disadvantaged African-American youth co-designed community action and leadership programs, including cross-age mentoring, and demonstrated that the "accumulation of care" between instructors, peers, and mentees contributed to the mentors' capacity for healthy relatedness in many ways (Bulanda & McCrea, 2012; http://empoweringcounselingprogram.weebly.com/) . The S.L.I.Y mentoring model also builds upon a previously-studied civic engagement curriculum (Richards, et al., 2016; https://riskandresiliencelab.weebly.com/dr-maryse-richards.html) designed to augment the self-concept and agency of African American, middle school aged youth, as well as to promote their non-violent conflict resolution skills and ability to prosocially contribute to community issues.

Research Study: The overall goal of this study is to examine the impacts of cross-age mentoring for reducing negative outcomes related to violence exposure/engagement and promoting positive development among mentors and mentees from low-income, urban neighborhoods. Data collection occurs in a series of 4 waves, starting with baseline. Standardized surveys are used to assess the effects of the mentoring on several variables such as beliefs in aggression, self-efficacy, grit, perception of community support, and academic accomplishment. Data at a 6 month time point is also collected for mentors only. Qualitative data are additionally being collected regarding key implementation components of the program via creative means such as a

photo documentary and through letters and peer-to-peer interviews to assess youth's developmental contexts and experiences in the program. Consonant with community-based, empowerment and participatory values, youth are actively involved as co-researchers.

Participants. Data presented in this bulletin were collected from 182 participants (Mentor $N = 96$, Mentee $N = 86$) from three neighborhoods across Chicago's South and West sides. High school-age mentors and control youth were recruited through school visits and partnerships with community organizations. In total, 96 participants (66.6% female) were recruited as mentors, with 59% of these students participating as intervention mentors ($N = 57$). Mentors were students enrolled in grades 9-12 at the start of the program, (mean age 16.72 years). Mentees ($N = 86$) and mentee controls were also recruited through school visits and collaboration with community organizations. Of the entire mentee sample, 59.3% were intervention mentees ($N = 51$). The majority of mentees (54.7% female) were enrolled in middle school (grades 6-8) at the start of the program, (mean age 12.11 years). Demographics for all participants can be found in Table 2.

Procedure. Informed consent and parental consent (under 18) were obtained from all participants. Participants received a gift card for completing the surveys at each time-point. Debriefing sessions with mentors occur after each mentoring session to enhance mentors' skills and develop group support. Periodic mentee debriefing sessions occur as well.

Data analytic strategy. Preliminary analyses were performed in order to evaluate assumptions of normality (i.e., kurtosis and skewness), derive correlations and descriptive statistics, and assess reliability of the measures administered. All hierarchical regressions and conditional effects were performed using the SPSS-17 macro PROCESS (Hayes, 2012), which allows for bootstrapping. Given the limited number of participants due to the timeline of the

project, it should be noted that the following results are preliminary and represent only a portion of the total planned analyses.

The relation between attendance (number of sessions attended) and subsequent outcomes was examined by a series of hierarchical simultaneous multiple regression analyses. The relation between mentee-reported strength of mentoring relationship and concurrent outcomes was examined by hierarchical simultaneous multiple regression analyses. For all analyses, baseline outcomes were entered as controls. Along with attendance, strength of mentoring relationship was examined as a predictor given that the mentoring relationship was hypothesized to be a mechanism of change. Future analyses will compare differences in treatment outcomes between the control group and treatment group directly, when more nuanced analyses with sufficient power are possible.

It was predicted that attendance in the program would bring about significant change in the outcomes of interest, and that the strength of this relation may depend on various moderators, including gender, baseline neighborhood environment, and baseline internalizing and externalizing symptoms. PROCESS was utilized to generate the conditional effects in moderation. The macro allows for estimation of conditional effects of X at the 10th, 25th, 50th, 75th, and 90th percentiles, which are interpreted as very low, low, moderate, high, and very high levels of the moderator in the current study.

The following variables are being studied:

Mentors	
Constructs	**Measures**
Internalizing and externalizing symptoms	Youth Self-Report (Achenbach, 1991)
Perceptions of neighborhood environment	Neigborhood Environment Scale (Elliot, Huizinga, & Ageton, 1985)
Perceptions of neighborhood cohesion	Neighborhood Youth Inventory (Chipuer et al., 1999)
Attitudes towards youth in one's community	

Character and Contribution	Positive Youth Development Inventory (Arnold, Nott, & Meinhold, 2012)
Sense of school as a community	School Sense of Community (Battistich & Hom, 1997)
Stress	Multicultural Events Schedule for Adolescents (Gonzales, Gunnoe, Jackson, & Samaniego, 1995) and Stress Index (Attar, Guerra, & Tolan, 1994)
Expectations about the future	Future Expectation Scale (Wyman et al., 1993)
Endorsement of **aggression** and non-violent strategies	Beliefs about Aggression and Alternatives (Farrell, Meyer, & White, 2001)
Ethnic identity membership	Multigroup Ethnic Identity Measure (Phinney, 1992)
Strength of relationship with mentee	Mentor Strength of Relationship (Morrow & Styles, 1995)
Attitudes toward violence	Attitudes Towards Violence Scale (Funk et al., 1999)
Grit	Grit (Duckworth & Quinn, 2009)
Social support	Social Support Scale for Children (Harter, 1985) – revised version
Social interest	Social Interest Scale (Crandall, 1991)
Leadership	Leadership (Richards et al., 2013)
Self-esteem	Rosenberg Self-Esteem Scale (Rosenberg, 1965)
Self-efficacy	Brief Generalized Self-Efficacy Scale (Tipton & Worthington, 1994)
Empathy	Interpersonal Reactivity Index (Davis, 1980)

Mentees	
Constructs	**Measures**
Sense of school as a community	School Sense of Community (Battistich & Hom, 1997)
Social support	Social Support Scale for Children (Harter, 1985) – revised version
Stress	Multicultural Events Schedule for Adolescents (Gonzales, Gunnoe, Jackson, & Samaniego, 1995) and Stress Index (Attar, Guerra, & Tolan, 1994)
Expectations about the future	Future Expectation Scale (Wyman et al., 1993)
Endorsement of aggression and non-violent strategies	Beliefs about Aggression and Alternatives (Farrell, Meyer, & White, 2001)
Ethnic identity membership	Multigroup Ethnic Identity Measure (Phinney, 1992)

Strength of relationship with mentor	Youth Strength of Relationship (Rhodes, Reddy, Roffman & Grossman, 2005)
Parent report of child's behavior	Child Behavior Checklist (Achenbach, 1991)
Self-esteem	Rosenberg Self-Esteem Scale (Rosenberg, 1965)
Self-efficacy	Brief Generalized Self-Efficacy Scale (Tipton & Worthington, 1994)
Attitudes towards gangs	National Youth Survey and Ebenson's (2001) gang definitions

Qualitative Data for All Participants
Experience of mentoring relationships through debriefing forms and focus groups
Peer-to-peer interviews (mentors only): Evaluations of program, experiences in community – fear of violence and unwanted sexual activity, community supports, mentors' motivations for becoming mentors and experiences of social supports
Episodes of violence as witnesses, victims, and perpetrators throughout program
Experiences of own and others' violence as assessed at end of program
Youth contributions to website and opinions about meaning of website for their community
Photodocumentary: "What does mentoring mean to you?"

Mentors in context

Analyses of the youths' disclosure to their peer interviewers about their violence exposure revealed the following. Youths' profound prosocial motives are all the more striking given how frightened they are by community violence (see Table 1). The great majority (77%) feared witnessing violence in their neighborhoods, and more than half feared becoming a victim of violence in their community. Less than a fourth of the youth felt safe with police, and over a third feared the police. They were afraid of witnessing (50.8%) or becoming a victim of (33.3%) violence in their schools, but attended school nonetheless. While 40% feared unwanted sexual activity, analysis by gender revealed that girls were three times as likely to fear unwanted sexual

activity as boys. When asked to rank who in their community was most likely to carry out acts of violence, 80% of youth ranked non-related community adults as 1st or 2nd, and 77% ranked other youth in the top two. The families of these prosocial youth were havens, as only 7% feared violence within their homes. The picture that emerges is of prosocial youth fearful of violence in their communities and schools. The violence is committed by neighborhood adults in contexts that privileged youth assume will be safe and supportive.

Mentor Findings

Analyses suggest that the program conveys several positive effects for mentors, particularly for mentoring boys (See Table 2 and Figures 1-4). Male participants showed reduced indicators of depression and anxiety, as well as reduced delinquent behavior and aggression. Females did not demonstrate similar reductions; however, more attendance among females predicted to a trend of increasing perceptions of support. Moreover, given the persistent finding in the qualitative data that girls reported the program to be helpful and supportive, it is possible that a more in-depth data analysis based on recombining variables potentially more sensitive to girls' developmental processes (such as self-assertion and sense of autonomy) will better reflect program impact.

Unexpectedly, female mentors who attended more regularly perceived their neighborhoods as less safe than they had at the beginning of the program. This could be caused by the fact that violence increased considerably in these neighborhoods during S.L.I.Y. The girls, perhaps less numb to violence than the boys, are simply reporting what has actually happened; their neighborhoods have become significantly more dangerous given the widely-publicized increase in shootings and homicides.

Across both gender groups, the analyses suggest that greater program attendance successfully reduced mentors' beliefs in aggression under conditions of better neighborhood environments. In addition, the program was found to help mentors who experienced high levels of internalizing symptoms develop more empathy over time. Mentors experience empathy from their program instructors and peers in their debriefing sessions, and, consequently, learn to respond empathically to their mentees. Providing mentors with a "helping role" encourages them to better understand the experiences of another person and appreciate their impact on others.

All participants authored a photo documentary answering the question "What does mentoring mean to you?" Our preliminary analysis of their pictures and the paragraphs they wrote about the pictures reveal that youth created a mentoring relationship that seems tailored to remedy the issues they struggle with the most. These youth who are frightened in their communities describe how the mentoring relationship is as "safe as a family home." They lack opportunities, and describe how the mentoring relationship helps them fulfill their dreams for the future. They have been disappointed and betrayed by adults, and describe how the mentoring relationship grows until it is as "strong as a lock and chain." The benefits of youth mentors coming from the same community are perhaps best illustrated by the mentor who learned that her young mentee had trouble coming to sessions because the family lacked transportation funds. So she walked to his house and accompanied him herself, on foot, to the mentoring program.

Mentee Findings

In general, results showed positive trends for both program attendance and for strength of mentoring relationship. When the mentees attended more mentoring sessions, they reported a stronger mentoring relationship. Overall, strength of relationship by 9-12 months significantly predicted increased self-esteem and increased negative attitudes toward gangs and gang

membership (see Table 4). A trending relationship between strength of relationship and decreased aggression was also found.

As with the mentors, the results suggest significant differences between male and female mentees. First, boys who attended more sessions reported an increase in positive future expectations (see Figure 5). Second, girls who reported stronger mentoring relationships also reported significantly lower positive perceptions of gangs and gang membership.

Summary of Findings and Future Analyses

At this point in the program, results suggest that participants are gaining benefits across domains, including fewer internalizing symptoms and externalizing behaviors, and better expectations about the future. Future analyses using the full sample of participants will further examine the program's efficacy in these areas, as well as examine its effect on additional psychosocial outcomes (e.g., sense of school community, perceived social support). In addition, future analyses will examine whether participants experienced significant differences in the program's effects based on age and neighborhood, as well as link qualitative data and survey data to paint a holistic picture of participants' experiences within the program. Finally, preliminary analyses suggest that males exhibit stronger effects than females. This interesting finding will be further explored, and special attention will be given to finding ways to more carefully measure gender-differentiated effects of the program.

Key Program Components

Cross-age mentoring has the potential to be a powerful force within marginalized communities. This method encourages a sense of empowerment as it capitalizes on resources and strengths present in the target community, specifically prosocial peers and the unique value of peer influence in fostering positive youth development. Matching peers based on their shared

environment and gender, as well as ensuring at least a two-year age gap, is expected to enhance trust, empathy, and connection within each pair, thus accelerating and strengthening these mentoring relationships. This core structure is supplemented and enhanced by various components of the S.L.I.Y mentoring program.

Community-Based Research

To ensure that service and research processes meet a community's needs in a comprehensive, respectful way that maximizes ecological validity and leads to sustainable change, S.L.I.Y. incorporates Community-based Participatory Action Research (McCrea, 2015; Wallerstein & Duran, 2010). Mentors participate in problem definition, as collectors of data, service designers and evaluators, and as data interpreters, co-authors, and co-presenters. This participatory action research engages the youth in design and evaluation and gives them a voice in the program and the materials it produces, which also builds youth engagement in programming (historically a key problem for service implementation). Mentees contribute to program evaluation through regular debriefing sessions. We engage mentors and mentees in producing written and artistic material to tell their own stories in their own ways, including memorializing murdered peers. In line with community based approaches, the resources in the community, particularly prosocial community members, are utilized by the intervention as the main proponents of change.

The involvement of the larger community is also demonstrated through collaborations with community partners. For instance, one of the community collaborators we work with is also employed as a conflict mediator for a local non-profit. His knowledge and experiences have benefited the project in the form of training and educating about important community needs, and he has mediated situations when community violence has threatened to engulf our youth.

Trauma-Informed Treatment and Counseling.

The Chicago neighborhoods where S.L.I.Y. takes place have experienced steady cuts in available social and mental health services. Consequently, we found that a sizeable sub-group of our youth (20-30%, consonant with the findings of Stagman & Cooper, 2010) indicated mental health needs (suicidal ideation, risk of criminal engagement, homelessness, victimization by child abuse or trafficking), but lacked accessible resources for that care. To respond to this need, through the partnership with the Empowering Counseling Program, social work interns provide supplemental counseling to youth in need.

Through consistent counseling sessions, interns help youth meet basic needs (food, clothing, hygiene, education, etc.), connect with community resources, work through past trauma and find positive coping skills to manage stressors and alleviate symptoms such as depression. The supplemental, individualized, counseling support, in combination with the cross-age peer mentoring program, builds youths' resilience. In addition to specialized attention given to a sub-group of youth in the program, all staff are trained to use a therapeutic lens when working with youth. Weekly clinical seminars help staff discuss and learn ways to become more trauma informed. Furthermore, staff are encouraged to incorporate positive racial and ethnic identity as crucial part of mentoring sessions.

Supporting Youth in the Context of their Environment: this paragraph could be deleted

The program is grounded in an ecological framework, within a cross-disciplinary approach. All work is conducted with the help of community collaborators, from non-profits that have a longstanding history of working with high school-aged youth in the community. The poverty experienced by the youth necessitates economic incentives in the form of pay for the mentors' time and money for transportation to and from the program. Furthermore, project staff

are comprised of post-baccalaureates and graduate and undergraduate students from multiple disciplines, including social work, psychology, sociology, political science, business, and biology

Discussion and Conclusions

Cross-age mentoring has the potential to be a powerful force within marginalized communities. This method encourages a sense of empowerment, as it capitalizes on resources and strengths present in the target community, specifically prosocial peers and the unique value of peer influence in fostering positive youth development. This work will allow us to develop a deeper and more complex understanding of resilience in youth who have grown up in some of the most disadvantaged and profoundly stressful contexts possible in the United States today. In the midst of highly violent neighborhoods, schools, and at times, homes, the ability to care deeply and engage compassionately to enhance the lives of younger peers shows strengths and benevolence generally omitted by the stereotyping of low income youth of color. This approach benefits both the younger and the older youth, and engages the community, unusual accomplishments in the typical approach to science. Knowing the importance of, and fully including, the voices of the youth we attempt to serve and study, will provide an essential component to success in our ongoing work to improve their lives..

Table 1: Community Experience

24.6% of youth feel somewhat to very safe in their world of peers given cliques and gangs

40.4% of youth are fearful of being involved in unwanted sexual activity

77.2% are fearful of witnessing violence in their community (neighborhood)

50.8% are fearful of being a victim of violence in their community (neighborhood)

Family Safety

Only 7.1% thought that adults living with them in their homes were 1st or 2nd most likely to commit violence in their community

Police

Only 22.8% of youth feel somewhat or very safe with police

48.1% of youth thought that adults in positions of public trust were 1st or 2nd most likely to commit violence in their community (neighborhood).

School

50.8% were fearful about witnessing violence at school

33.3% are fearful of being a victim of violence at their school

Table 2. Demographics of Program Participants.

	Mentors		Mentees	
	N (96)	Percent	N (86)	Percent
Age (years)				
8-9	0	0	3	3.5
10-11	0	0	55	64.0
12-14	0	0	30	34.9
15-17	61	73.9	9	10.5
18-20	23	24.0	0	0
Gender				
Male	32	33.3	39	45.3
Female	64	66.7	47	54.7
Grade				
4-5	0	0	27	11.5
6-8	0	0	46	19.6
9-10	38	39.6	9	3.9
11-12	56	58.3	3	1.3
Income				
More than enough	13	13.5	34	40.0
About the right amount	44	45.8	45	52.9
Less than enough	28	29.2	5	5.9
Much less than enough	6	6.3	1	1.2

Table 2. Interaction between program attendance and gender for mentors

Outcome	B	p	ΔR²	Conditional Effect	p
Withdrawn	.015	.005	.069	-.011 (Boys)	.008
Anxiety/Depression	.014	.020	.042	-.008 (Boys)	.099
Delinquency	.014	.032	.057	-.011 (Boys)	.069
Perceptions of Safety	-.043	.004	.079	-.026 (Girls)	.002

Table 3. Interaction of program attendance with neighborhood environment or internalizing symptoms for mentors

Moderator	Outcome	b	p	ΔR²
Neighborhood Environment	Beliefs about Non-Violence	.020	.025	.034
	Aggression	.009	.038	.022
Internalizing Symptoms	Empathy	.024	.042	.029

Note: See Figures 1-4 for illustration of conditional effects of moderators on outcome variables.

Table 4. Significant main effects of 9-12 month strength of mentoring relationship for mentees

Outcome	B	p	ΔR²
Self-Esteem	.304	.030	.090
Attitudes Toward Gangs	-.352	.007	.015

Table 5. Interaction between program attendance and gender among mentees

Outcome	b	p	ΔR²	Conditional Effect	p
Future Expectations	-.040	.038	.051	.032 (Boys)	.048

Table 6. Interaction between strength of mentoring relationship and gender among mentees

Outcome	b	p	ΔR²	Conditional Effect	p
Attitudes Toward Gangs	-.166	.013	.090	-.158 (Girls)	.001

Table 7. Themes for motivation emerging from letters.

| Motivation	Males (N = 30)	Females (N = 55)
To achieve a specific personal goal	66.7%	63.6%
To help others	46.7%	67.3%
To help oneself (generally)	46.7%	61.8%
To improve communication/relationship skills	23.3%	36.4%
Seeking personal connection/friendship	20.0%	30.9%

Concern for community problems	13.3%	27.3%
Confidence in own empathic/helping skills	6.7%	27.3%
To receive help for specific personal distress	23.3%	21.8%
To alleviate others' suffering (compassion)	13.3%	23.6%

NOTE: we could combine tables 2 and 4 into this table: (would need to change tables # in text) This table would be included INSTEAD OF tables 2 and 4… Presenting the same results

Table 9. Interaction between program attendance and gender among mentors and mentees

Outcome	b	p	ΔR^2	Conditional Effect	p
Mentor Withdrawn	.015	.005	.069	-.011 (Boys)	.008
Mentor Anxiety/Depression	.014	.020	.042	-.008 (Boys)	.099
Mentor Delinquency	.014	.032	.057	-.011 (Boys)	.069
Mentor Perceptions of Safety	-.043	.004	.079	-.026 (Girls)	.002
Mentee Future Expectations	-.040	.038	.051	.032 (Boys)	.048

Figures 1-4. Conditional effects of attendance on mentor outcomes by gender (Blue = Boys, Green = Girls)
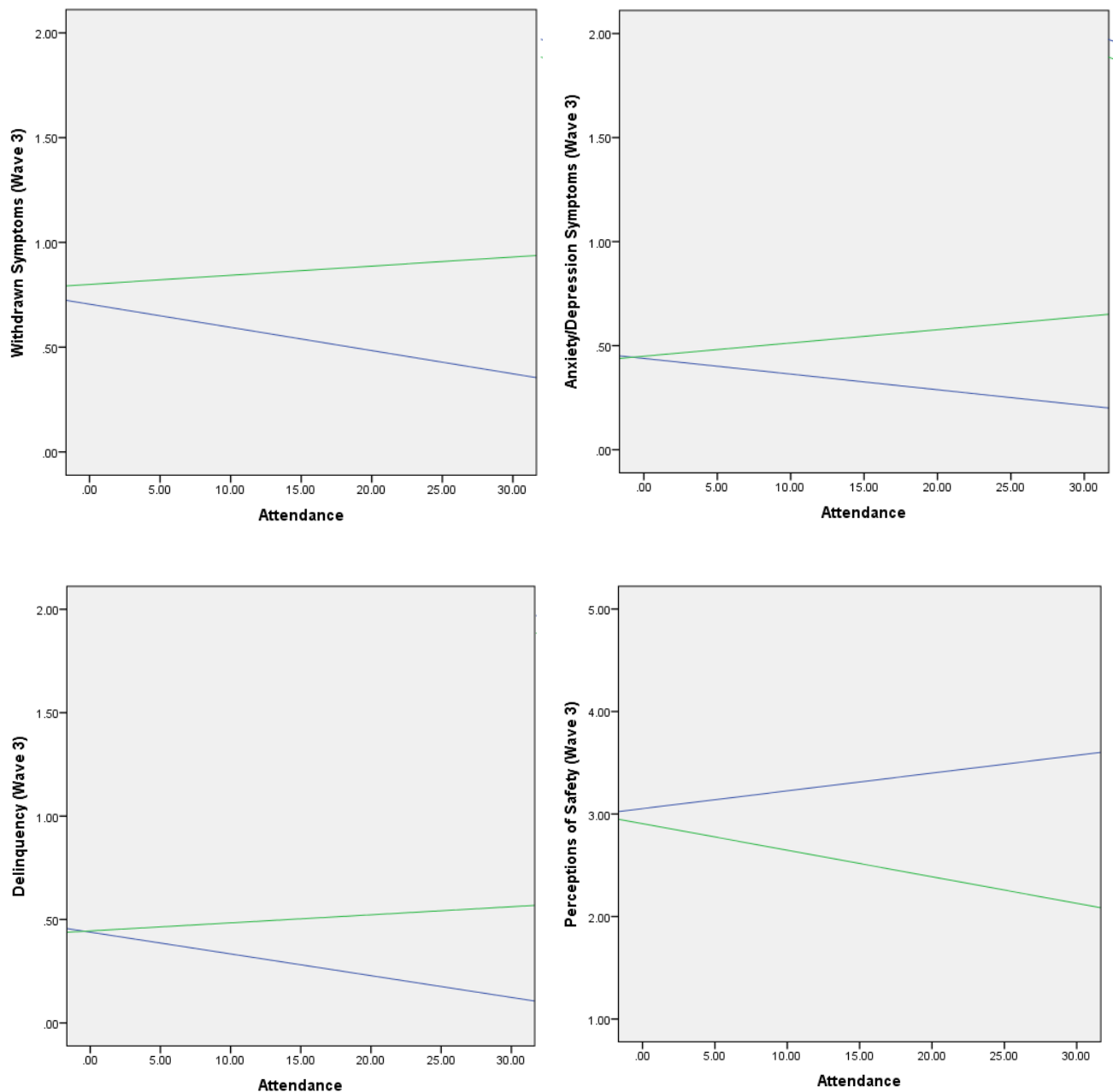
Figures 5-6. Interaction between program attendance and gender on mentee outcomes
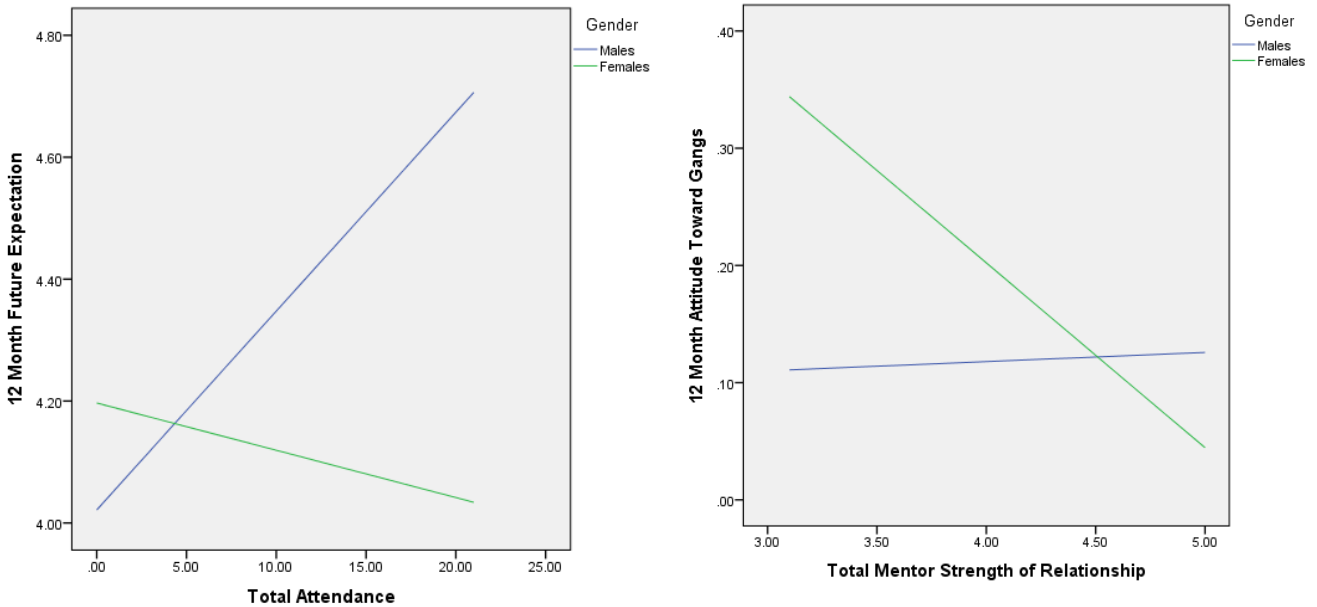

Figure 6. Interaction between attendance and neighborhood environment on mentor beliefs about non-violent strategies with conditional effects of neighborhood environment.

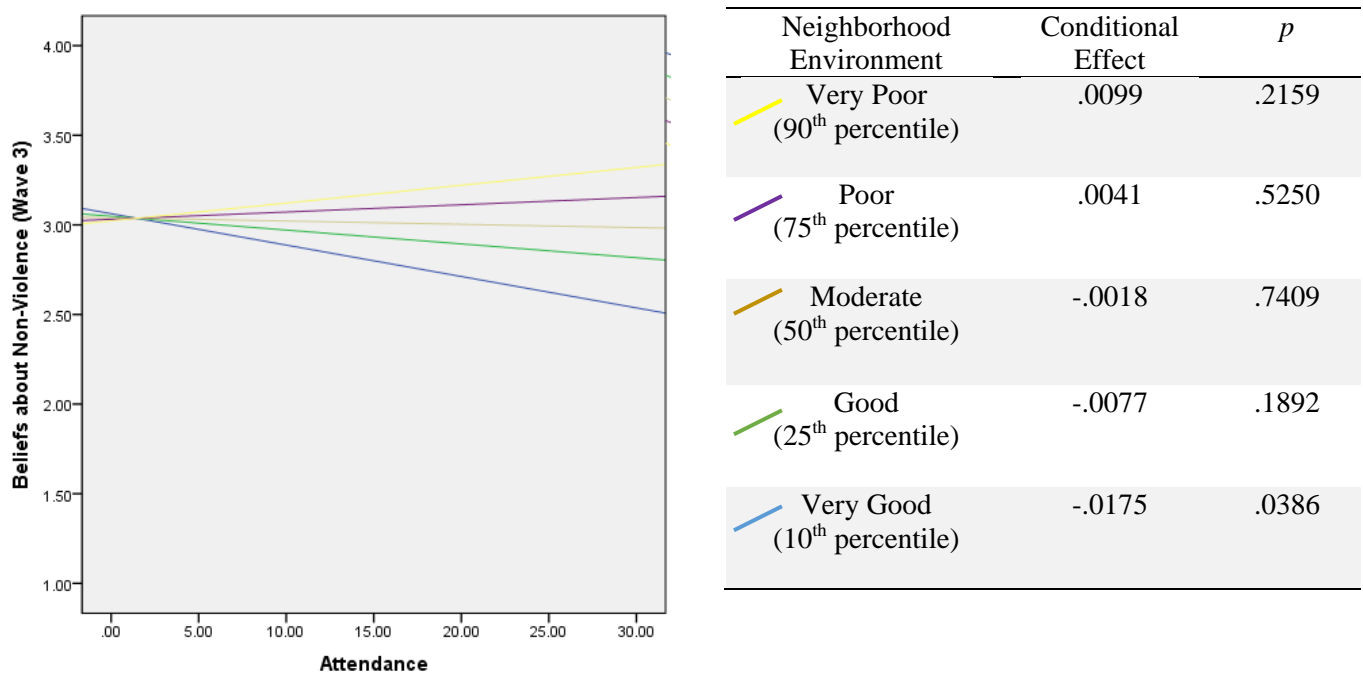| Neighborhood Environment	Conditional Effect	p
Very Poor (90th percentile)	.0099	.2159
Poor (75th percentile)	.0041	.5250
Moderate (50th percentile)	-.0018	.7409
Good (25th percentile)	-.0077	.1892
Very Good (10th percentile)	-.0175	.0386

Figure 7. Interaction between attendance and neighborhood environment on mentor aggression strategies with conditional effects of neighborhood environment
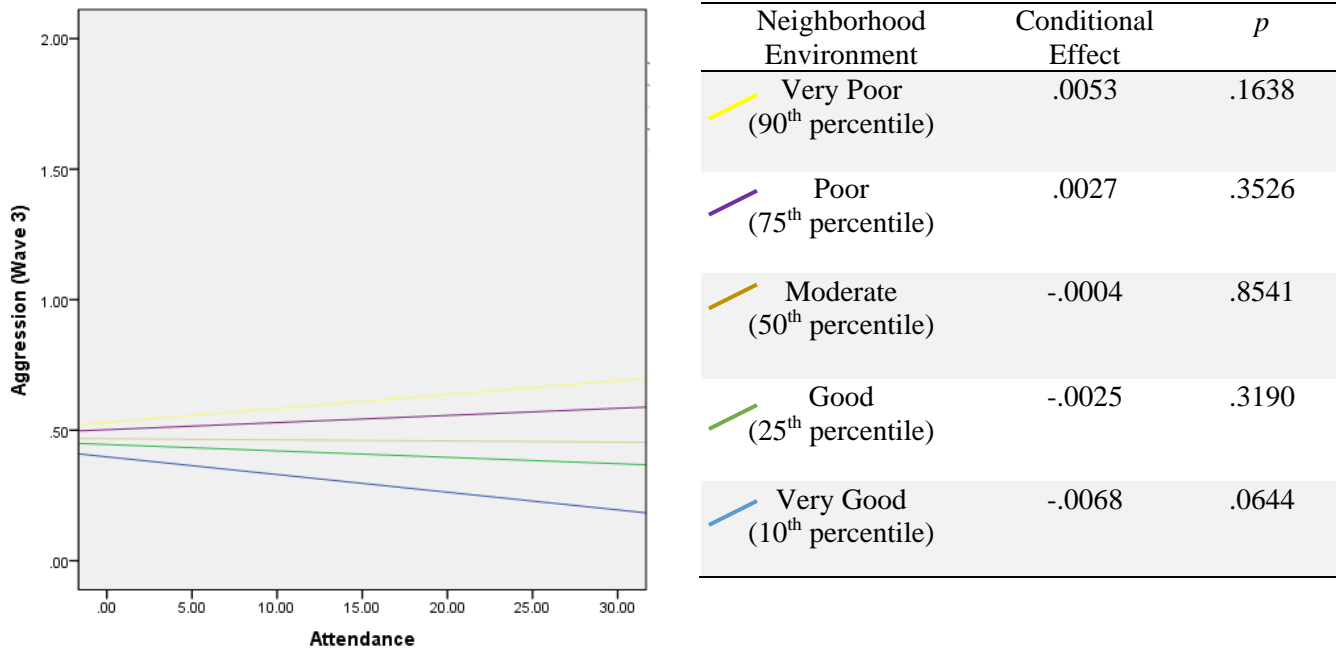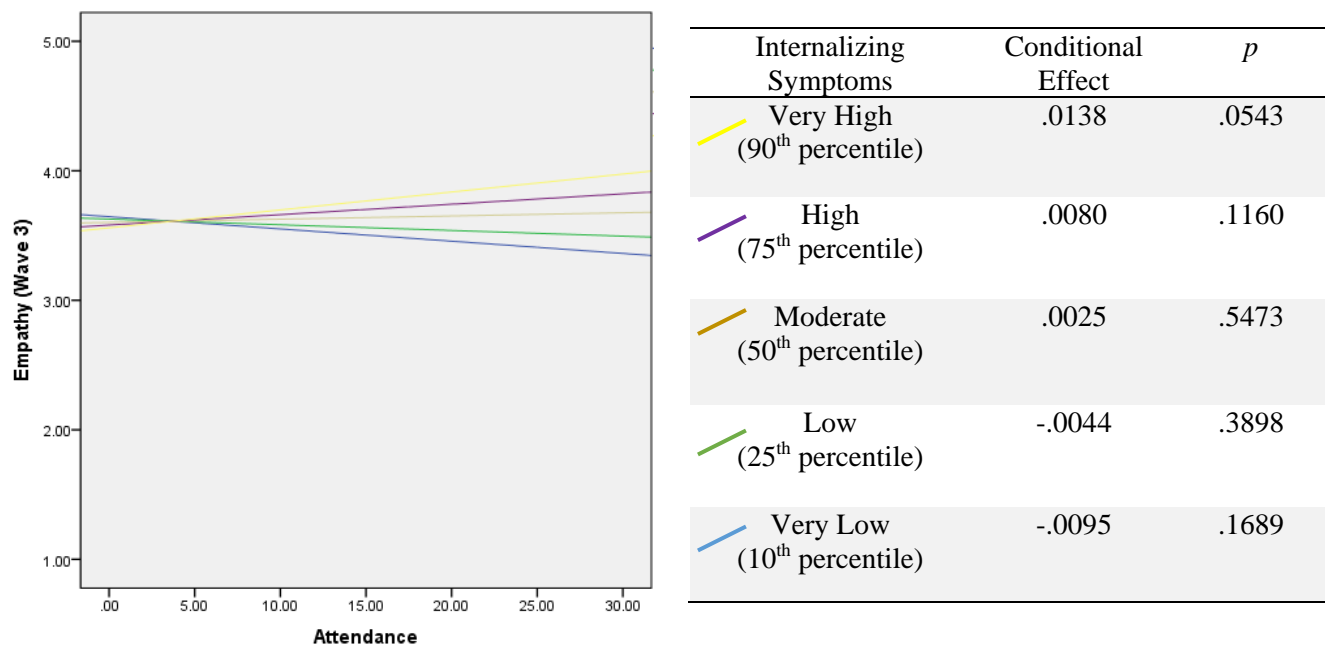

Neighborhood Environment	Conditional Effect	*p*
Very Poor (90th percentile)	.0053	.1638
Poor (75th percentile)	.0027	.3526
Moderate (50th percentile)	-.0004	.8541
Good (25th percentile)	-.0025	.3190
Very Good (10th percentile)	-.0068	.0644

Figure 8. Interaction between attendance and internalizing symptoms on mentor empathy with conditional effects of internalizing symptoms

Internalizing Symptoms	Conditional Effect	*p*
Very High (90th percentile)	.0138	.0543
High (75th percentile)	.0080	.1160
Moderate (50th percentile)	.0025	.5473
Low (25th percentile)	-.0044	.3898
Very Low (10th percentile)	-.0095	.1689

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