

III. VOLUNTEER TRAINING and DEVELOPMENT

The mediocre teacher tells; the good teacher explains; the superior teacher demonstrates; the great teacher inspires.
William Arthur Ward

What essential information do all volunteers need to be effective tutors/mentors?
What kinds of training do volunteers need in order to fulfill the project's core elements?

How much training should be provided and at what intervals?








These are just some of the questions that surface when we begin discussing volunteer training and development for literacy programs. And one thing is certain: poorly prepared volunteer tutors will compromise your program's potential for success.

Project directors have diverse perspectives and opinions about volunteer training needs. Some directors recommend providing many hours of training in diverse topics prior to placing volunteers in school environments. Others suggest supplying volunteers with only basic information in the beginning. Our goal is not to engage this debate, but rather to identify and examine common training topics and strategies used by Seniors for Schools projects in order to **develop a useful training framework.**

In this chapter we also address team building, which is an important component of volunteer development. If you can build a team that works well together, you are more likely to develop tutors that will be able to explain, demonstrate, and inspire young children to learn to read.

This chapter offers:

-  Common and basic orientation and training topics for literacy projects
-  Guiding questions to help you plan appropriate training
-  Feedback on training from project directors
-  Ways to go about building effective teams
-  Sample tools and materials used by SFS project directors for training.

A. Getting Started — Pre-Service Orientation and Training

What do you do after you've recruited your volunteers? How do you help them understand your program, its mission, purpose and goals? How do you prepare them for the work they will do and create enthusiasm for the challenging tasks they will perform?

You begin with **pre-service orientation**. Pre-service orientation takes place before the volunteers begin tutoring. It is a time for volunteers to:

- Become **acquainted with your program**
- Receive **instruction about job responsibilities**
- Learn about **protocol** for your program and for working onsite
- Receive a detailed explanation about the **significance of the work**
- Gain a greater understanding of how volunteers will work as **members of a team**.



Pre-service orientation should provide general information about the **history** of your program and its ongoing activities, the **structure** of the program and the **systems used** to operate and support the program. While it is important not to overwhelm volunteers with too much information, it is vital that volunteers **understand the program and what is expected of them**.

Pre-service orientation provides the opportunity to inspire your volunteers – for the hard work ahead of them and for the rewards that come with making a difference in a child's life. But it is also important to provide a realistic understanding of the commitment that is required. This is the time for project directors to **screen volunteers** who may not be suitable for the program, and to enable volunteers to reflect on their participation in the program and **screen themselves**.

During pre-service orientation, project directors and their staff cover **topics** such as those in the following list. You may expand or change the list to reflect the needs of your volunteers, school expectations, and unique aspects of your program.

- The big picture: National Service
- Project goals and objectives
- The sponsor organization
- Volunteer guidelines
- The school staff
- The school environment
- Child development
- Abuse and safe touch issues
- What literacy is all about
- The school's literacy model
- Tutoring techniques
- Tutoring materials
- Evaluation and student assessment
- Volunteer schedules and calendar.

1. Guiding Questions to Prepare for Training Volunteers

The following questions will help you determine the kind of training your volunteers will need, and its content.

Overall Purpose and Mission

- What **essential information** do your volunteers need to know about your program from the start?
- What should the volunteers know about the **sponsor organization's mission** and purpose, and its relationship to your program?
- What **other national service streams** are working with your project and how will your volunteers **interact** with those volunteers/staff members?
- What do volunteers need to know about achieving Seniors for Schools **core elements**?

Daily Operations

- What is a **typical volunteer day** like?
- How many **hours per week** will volunteers work?
- Who will **volunteers report to**?
- Will you have **timesheets** for volunteers? When are they due? Is there a specific way that you would like to have them filled out?
- Will volunteers earn **vacation or sick time**? How much?
- How will volunteers **receive their stipends, their reimbursement** for transportation?
- How will volunteers be assigned **leadership roles** and how will they function as leaders?

Essential Paperwork and Background Information

- What paperwork must volunteers **complete prior to working in schools**? An application form? A **background check**? Fingerprinting?
- What paperwork or procedures are **mandated by law**? Are there deadlines for completion? Are there federal or state **government offices** you will need to deal with to ensure that the work is completed and submitted on time?
- Do you have the **forms** you need or can you create customized forms for your program?

Understanding School Culture and Protocol

- What **essential information** do volunteers need to know about your partner schools, to help them understand school protocol and school culture?
- What are the aspects of school culture that have an **impact on operation** of your project?
- Are there any **particularly sensitive issues** at the school that volunteers need to understand?
- What kind of **diversity training** do your volunteers need and how soon?

Ongoing Communication

- What **methods** will you use for communicating with volunteers?
- What system will you use to **distribute written communications**? Is there a place in the school where you can set one up?
- How often will volunteers get together for **meetings** and where will meetings be held?
- Who should volunteers contact if they need assistance or have **an emergency**?
- Is there a **'chain of command'** in communicating with school staff?
- Will **volunteers meet with teachers** on a regular basis?

The Real Work—Working with Children

- How much do your volunteers know about **working with young children**?
- Will all volunteers serve as tutors? What can **non-tutoring volunteers** contribute?
- Will volunteers be asked to **assist with student testing**? Who will train them?
- Should volunteers **discipline** students? What is acceptable and unacceptable discipline?
- Should volunteers be **formal** with children or **informal**? Where is the line drawn?
- Can volunteers **touch and hug** children? What is appropriate and inappropriate?
- Will volunteers be encouraged to interact and **share progress with parents**, or refrain?
- How much variation is there in availability, skills and experience of volunteers? How will this affect your plans for training? Will this mean **scheduling separate sessions**?

2. Suggestions and Training Tips from Project Directors

There is probably no better source of information on training senior volunteers than project directors who have already operated a Seniors for Schools program. Generally, project directors found that volunteers appreciate all types of training, but they seemed to especially appreciate training that enhanced their knowledge of:

- Goal-setting and project planning
- Current literacy trends and new tutoring practices
- Strategies for addressing child discipline
- Methods of communicating with children
- Child development issues - what's typical of the age group and what's not
- Others involved in their program: they value learning about the talents, strengths and resources their peers bring to the program.



The following statements are taken from **feedback from seasoned project directors**, identifying training subjects that were found to be particularly valuable.

“Training that is interactive and provides an opportunity for **giving and receiving feedback** is most valuable.

The most productive trainings have occurred when the trainees received a **needs assessment first**.

Training on lesson plans, progress reports and the **Brigance Skills Inventory**. Training in team building and literacy resources.”

--Kimberly Jordan, Missouri Seniors for Schools

“We provided **three pre-service orientations totaling nine hours**. **Four in-service trainings** covering topics such as reading programs, evaluation, relationships and working with schools and team building.

Team building has been most helpful to volunteers. Team building exercises include working with different personalities and work styles.”

-- Angie Taub, Oregon Seniors for Schools

“The most important training was the **‘how-to’** tutor training I’ve done with volunteers—what to do when you’re sitting with a child.

We have done tutor training based on Dr. Barbara Wasik’s (Reading Specialist and consultant to the Seniors for Schools Initiative) information.

We worked with a retired teacher learning about **‘all the things you can do with a book’.**”
--Jane Quist, Texas Seniors for Schools

“Be sure to ... give them a **clear vision of the environment** and what’s expected.”

Child-discipline, social behavior, teaching reading, evaluation of student progress and other **topics based on interest.**”

--Tanya Prindle, Minnesota Seniors for Schools

“**Two in-service trainings** led by Catherine Thomas from Cleveland Reads. She led trainings for us in ‘creative tips to help a child read and 20 ways to use a book.’ Focused on tactile information. Ms. Thomas provided strategies for getting to know tutees.

Volunteers received **training on discipline and behavior management strategies.**”
--Joy Banish, Ohio Seniors for Schools

“**Curriculum methodology.** On-going support in: session plans, one-on-one small groups, 2-day leadership training, trouble-shooting and coaching discussions.

Nine small group-training sessions were held. Trained each volunteer in **‘how to be a Reading Coach’** and a select group in administering the Independent Reading Inventory (IRI).

Most sessions **lasted at least 4 hours.**”
--Melissa Gartenberg, Massachusetts Seniors for Schools

“We provide **21 hours of pre-service training** that includes modules on literacy, reading development, child development, parent outreach, leadership development, storytelling, tutoring strategies, working with teachers and schools, and program policies and procedures. In addition, we provide **monthly 3-hour service workshops** that are held in addition to individualized and small group instruction.

Current **volunteers should be involved in training presentations** and should be encouraged to share their skills/knowledge. Promoting **ownership and leadership** begins with training.”
--Rob Tietze, Pennsylvania Seniors for Schools

“Basic **phonics**, **sight words**, language experience approach, and **structural analysis** were very helpful to volunteers”

--John Fuller, Florida Seniors for Schools

“We had a **Book Buddies coordinator on-site** to train the team leaders in administering the assessment. Another Book Buddies coordinator came to conduct a **6-hour team leader training in how to write lesson plans**.

We conducted an orientation to the school, the **volunteers observed in the classrooms** and the project director trained them in teaching the letter sounds and introducing a new book.

The **Project Director trained the tutors** in conducting the Emergent Reader Lesson Plan which includes teaching alphabet knowledge, concept of word, picture and writing sorts, writing and book introduction.”

--Becky Haase, New York Seniors for Schools

B. Training Beyond Pre-Service Preparation

What happens after pre-service orientation depends on variables that are different from project to project, for a range of reasons:

- **School districts and schools** have different perspectives on training needs and topics
- Some projects use **unique and sometimes complex reading models** that require specialized training
- Local **training resources fluctuate** from site to site
- Varying volunteer needs: **projects often survey volunteers** to find out what training topics are most helpful and what training gaps they feel they have. Project directors offer training based on responses.

In-service trainings and workshops scheduled at appropriate intervals throughout the year are an opportunity to introduce **new topics when needed most**. This approach helps avoid **training overload** – too much information to absorb at one time.

After your volunteers have tutored for a few weeks or months, they will have a better **frame of reference for absorbing more information** about tutoring techniques, child development, and working with their schools.

In-service training is also an opportunity to **revisit topics** already covered, allowing for the benefit of **reinforcement** and a deeper understanding of the issues involved.

C. Volunteer Development – Team Building

Team work is a time-honored concept. It is the means by which a group of people divide the work required to achieve a shared goal and thereby get it done. In the old, traditional model for a team, a leader was appointed or elected, assumed the right to make decisions, and subsequently ran the show. The other team members were expected to ‘follow the leader’ and essentially did what the team leader said. Current thinking about the team dynamic throws out this old concept of a “boss” who decides for the team and replaces it with an approach that encourages all team members to share in the decision-making process and to take on leadership roles.

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Rather than run the show, a good leader facilitates team work by drawing on each members’ ideas, strengths and talents and delegating responsibility. This approach provides opportunities for each member of the team to make an individual contribution, with the team leader coordinating the group effort and guiding the team. Ideally, the group dynamic creates a “we” energy that has team members building effective interpersonal skills, consulting each other to find the best solutions, and taking actions together to get things done.

The advantage of this team concept is that it develops a feeling that everyone on the team is an equal player. When the team enjoys success, everyone shares the success. Nevertheless, project directors found that many of their senior volunteers were not used to working on this kind of team. Even those who had served as volunteers in other programs were more accustomed to working solo or with only a few others; they were used to getting assignments and carrying them out.

Current thinking about the team dynamic throws out this old concept of a “boss” who decides for the team and replaces it with an approach that encourages all team members to share in the decision-making process and to take on leadership roles.



While volunteers need to take instruction from teachers and work under the supervision of the project director or program coordinator, many welcome the opportunity to assume leadership roles within the program. And though a few volunteers resisted the team dynamic, most could not resist the satisfaction of offering their suggestions for problem solving, program operations, and literacy enrichment activities. Many of the volunteers discovered that they offered their team more than they ever thought they could. That’s the idea!

1. Building an Effective Team

It feels good to be on a team that works well together. If the team dynamic is positive, even struggling to overcome obstacles and setbacks is a positive experience. The task of the project director is to build a team whose members respect and trust each other and feel comfortable working together. Team building is most effective when:

- The project director is able to identify what team-building training should do for the team
- Is a consistent part of a team's development process
- Relates to the program's work and work environment
- Is used as a technique to empower people to take action.

Team building is "a training effort designed to augment a work group's effectiveness. The "agenda" may relate to the work (goals, policies, procedures), group processes, and/or interpersonal relationships."

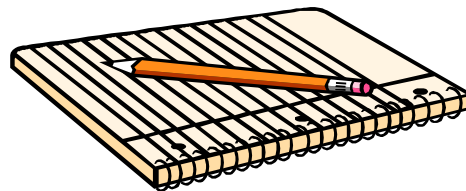
The Winning Trainer by Julius E. Eitingon

Here are some **do's and don'ts** that will help you plan and carry out effective team building:

- Genuine teamwork does not recognize level, position or status.
- The days are long gone when one person can call all the shots.
- Acknowledge successful team effort - if you want team work, you must reward it.
- Don't stifle individuality and healthy conflict in the name of teamwork. Encourage your team members to express what they really think and feel.
- Most organizations reward individual success and accountability, making real teamwork extremely difficult. When you work effectively as a team, individual contributions are acknowledged but all team members enjoy the credit for success.
- To avoid 'groupthink', reward openness -- thank people for bad news and disagreeing with you. Frowning, scowling or defending your own views turns teamwork into conformity.
- Excessive use of authority, however subtle, creates 'yes men' (women). This is not to say that you need to accept endless discussion.

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- It is **HOW** you resolve disputes not whether you do. Don't assign blame. Seek the team's collaboration in finding resolution.
- Genuine teamwork reduces isolation and makes change less disconcerting.
- Effective teams use process to regularly review how they are doing.
- Team members contribute specialist knowledge, but they should be encouraged to be generalists in the way they behave as part of the team -- at different times leading, enhancing harmony, generating new ideas.
- Good team builders are sensitive to individual differences in personalities -- personalities should be developed, not changed.
- Avoid and discourage killer phrases like "we already tried that" and "it'll never work."



2. Sample Ground Rules and Guidelines When Team Building

The general principles of team building are basically the same rules of behavior you would apply to foster positive interpersonal relationships, and an effective, supportive work environment.

- Respect each other
- Be specific
- Comments made here stay here
- One person talks at a time
- Be punctual
- Practice active listening
- Keep discussion relevant
- No sidetalking
- One conversation at a time
- No backtracking for tardy arrivals
- Be supportive of team members and their contributions.
- No beepers/ cellular phones
- Define acronyms
- Everyone is equal
- Allow people to change
- Balance consistency with flexibility
- Check assumptions before acting
- Criticize ideas, not people
- Follow through
- Interact
- Keep an open mind

D. Service-Learning

Literacy is much more complicated than recognizing letters and pronouncing words. It is broader than reading sentences in books. Volunteers become better tutors when they learn how complex literacy is and what it means from the perspective of the child who cannot read. By understanding the mental processes of reading, the tutor can become more empathetic in finding ways to help the child decipher the mysterious shapes called letters and words. In seeking to solve the mystery together, the tutor and tutee form a partnership that is as much a learning experience for the volunteer as the child, and the satisfaction of learning a reward for both.



That is what service learning is all about. The volunteer doesn't simply learn the procedures for tutoring, come into the school three times a week and perform set tasks. The service experience should provide enrichment through new knowledge, new skills, and new relationships within a larger team that includes project and school staff, community organizations, families, other volunteer streams and the children themselves.

To **facilitate service learning** from the beginning of the program, project staff should first provide effective training on the mechanics of reading and tutoring so that volunteers are well prepared for their tasks. Tutors also need to understand behavior in children, and how it reflects family and the community. Learning about the child as a member of a family, the volunteer may be able to reach out more effectively to parents and gain their interest in school activities. This can create the connection between home and school, and ideally, as parents learn more about the school they will become more involved in their child's learning experience.



1. Diversity Training

Working in schools exposes volunteers to a multitude of social and cultural differences. Nearly all cities and schools in America today have multi-cultural populations, with obvious differences in skin color, dress and language. However, the prevalence of differences does not necessarily mean understanding them. Diversity training should be planned in such a way that it enables volunteers to **examine their own attitudes and feelings about differences**, and also gain insight and understanding into **ways children feel differences** -- in themselves, their families and in their tutors, as well.

Diversity is also much more complicated than culture, language and race. Training needs to include reflection on other areas such as **age, disability, religion, social norms**. From both the volunteer's and child's point of view. How will a volunteer feel about a child who uses vocabulary she perceives as disrespectful? How might a child react to a tutor who is disabled? When asking children about their families, how can the tutor phrase questions to be free of implied judgment? Diversity training should give volunteers the perspective they need to enter a new environment with new situations, gain an understanding that recognizes the value of differences they find there, and then help others do the same.



2. Reflection

Structured group reflection sessions allow volunteers to talk about what they are doing as tutors and how they feel about the work. Because one-on-one tutoring takes place apart from the group, and is scheduled at different times during the day and week, it's especially important that these opportunities for reflection are provided.

Reflection sessions are an opportunity for volunteers to enhance and improve their participation in the program. They should be encouraged to share stories about their successes and setbacks, how they've overcome obstacles, and what they plan to do next.

By facilitating discussion and giving and receiving feedback, volunteers learn from the experiences of their peers and more about themselves. They can also assist project staff in planning effective programming, identifying areas where they feel they need additional training, or offering suggestions for improved methods of program operation.



Reflection is a time for project staff to build bonds within the team, fostering positive interaction and honest communication, and rewarding it with support.

E. Training Lessons Learned

Project directors were asked at the end of year one of the demonstration project, **“If you had your program to do over, what would you do differently regarding training?”** The following statements are some of their responses, and reflect the perspective that comes with trial and error...and success...in providing training for seniors.

“Recruit during the summer and do a large training in the beginning (of the program). Because of recruitment troubles, I've had to sometimes train participants one at a time.

“The volunteers need to be together to learn and to share.”

--Joy Banish, Ohio Seniors for Schools Project Director

“One week of pre-service training is enough. I want to do **more in-service training.**

If I had known what I do now, we would have these current tutoring objectives. **I would have trained volunteers towards those particular objectives.** (Now we know—after Project STAR.)

Our **decision to work just with 1st grade** was a really good decision! That makes our training easy for us. It all fits, in a kind of package deal. Makes the evaluation stuff easier.

--Jane Quist, Former Texas Seniors for Schools Project Director

“Possibly **add some diagnostic training in word lists and reading passages.**”

--John Fuller, Florida Seniors for Schools Project Director

“We would not place volunteer teams in schools until October so that we can **have a longer pre-service orientation in September.** We would cover things like research (Project STAR evaluation), and **more generalized information about tutoring.**”

We have six schools with three different reading models. The **schools teach the reading models**, but I would like to give volunteers **more general tutoring information** to use in their work..

Be sure to provide basic information about the host agency and its purpose. Our Volunteers didn’t really get this and they don’t really feel a connection to our organization, only to their schools.”

--Angie Taub , Oregon Seniors for Schools Project Director

“Have training immediately prior to the beginning of service. Shorten the training time frame.”

--Melissa Gartenberg, Massachusetts Seniors for Schools Project Director

“I would **add another hour to the length of the training** and would spend more training time on the testing (Brigance) instrument. Be sure to allow ample time for questions and review of information. “

--Kimberly Jordan, Missouri Seniors for Schools Project Director



Sample Tools and Materials:

Volunteer Training & Development

LIST OF TOOLS AND MATERIALS

Orientation and Training

1. Training/Orientation Checklist
2. Training and Orientation Topics: Sample Volunteer Training Schedule
3. Sample Reading Workshop Agenda
4. Training Plan with Training Topics
5. Overall Training Goals Outline
6. Volunteer Handbook
7. General Information for Volunteers
8. Guidelines for Volunteers
9. Questions Tutors Often Ask
10. Learning About Literacy - Training Outline
11. Brigance Inventory of Basic Skills Training
12. Pre-Primer and First Grade Objectives
13. Sample Tutoring Plan
14. Getting the Most From Each Reading Session
15. Some Tutoring Tips
16. Tutoring Quick Tips
17. How to Handle Right and Wrong Answers
18. Breaking the Ice: Meeting Your New Student
19. 101 Ways to Praise a Child
20. Normal Ages and Stages of Development
21. Understanding How Children Grow and Develop

Tools and Materials List

Page 2

Orientation and Training (cont.)

22. Discipline Principles
23. Time-Out Room Policies and Procedures
24. Time-Out Room Referral Form

Team Building

25. Maximizing Training with Small Groups
26. Critical Issues to Consider When Developing and Building Teams
27. Team Building - Breaking the Ice
28. The Six Deadly Sins of Team Building
29. Characteristics of a Good Leader
30. Excerpts from The 7 Habits of Highly Effective People (Training Handout)

Service-Learning and Diversity

31. Service-Learning, Diversity and Literacy Programs
32. Diversity Training for Tutors
33. What is Diversity? – Moving Beyond Black and White
34. Diversity and Setting High Expectations for Girls
35. Reflection Session



Seniors for Schools Training/Orientation Checklist



- | | |
|----------------------------------|-----------------------------|
| _____ RSVP Application | _____ Fingerprinting |
| _____ SFS Application | _____ Training Notebook |
| _____ Job Description | _____ Photo Release Form |
| _____ RSVP Handbook | _____ Name |
| _____ SFS Handbook | _____ Totebag with Supplies |
| _____ Mileage Reimbursement Form | |

I have received all the above checked items. I have read and understand the RSVP and SFS handbooks. I agree to abide by the policies and procedures within them.

(Volunteer signature)

(date)

I am available to tutor on the following days (**write in hours** available):

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

RSVP Seniors for Schools Volunteer Training



September 2,3,4 1998

**American Red Cross
3747 Euclid Avenue
Cleveland, Ohio**

Wednesday, September 2

9:00 a.m. – 12:15 p.m.

NEW VOLUNTEERS ONLY

8:45	Breakfast	
9:00	Welcome and introduction of staff	Joy Banish
9:15	Getting to know to each other	Tenera McPherson
9:45	Explanation of Seniors for Schools	Joy Banish
10:00	Basic literacy information	Joy Banish Jen Spitler Betty McCleod
11:00	Break	
11:15	Roles of SFS staff, volunteers, and school staff	Joy Banish Jen Spitler
11:30	Communication with school staff	Tenera McPherson Betty McCleod
12:00	Questions/Review of Day	Tenera McPherson
12:15	Dismissal	

Thursday, September 3

9:00 a.m. – 3:00 p.m.

ALL VOLUNTEERS

8:45	Breakfast	
9:00	Welcome and introduction of staff	Joy Banish
9:05	RSVP Greeting	Peg McCarthy
9:15	Getting to know each other	Tenera McPherson
9:30	Working in teams	Tenera McPherson
10:00	Child Development	Betty McCleod
10:45	Break	
11:00	Child Literacy Development	Betty McCleod
12:15	Lunch	
1:00	Working with children in the Cleveland Schools	Janice Williams
1:30	Challenges and rewards of working with children	Tenera McPherson Betty McCleod
2:45	Questions/Review of Day	Tenera McPherson
3:00	Dismissal	

Friday, September 4

9:00 a.m. – 3:00 p.m.

ALL VOLUNTEERS

8:45	Breakfast	
9:00	Welcome and Introductions	Joy Banish Tenera McPherson
9:15	Creative ways to use books	Becky Manning
10:30	Break	
10:45	Library Resources	Sari Feldman
11:00	SFS Policies and Procedures	Joy Banish Jen Spitler
12:00	Lunch (Anita Coleman and Elizabeth Deucher will share about their Philadelphia trip)	
1:00	Parent Outreach -Involving parents in the Cleveland Schools -SFS Outreach activities -Working with parents	Tammy Noel Joy Banish Jen Spitler Tenera McPherson
2:00	Questions/Review of Day	Tenera McPherson
2:15	Fingerprinting	
3:00	Dismissal	

SFS Training Speakers

Joy Banish is the Program Director for the Cleveland Seniors for Schools Initiative. Joy has worked at the Retired and Senior Volunteer Program for five years. She was an RSVP Station Coordinator before being appointed to this position.

Sari Feldman is the Director of Community Services at the Cleveland Public Library. The Cleveland Public Library has special programs to involve families in reading and is a big supporter of our Books for Kids program.

Becky Manning is the Volunteer Coordinator at Cleveland Reads. Cleveland Reads is an umbrella organization that provides literacy information and training to many different tutoring programs across the city.

Margaret (Peg) McCarthy is the Executive Director at the Retired and Senior Volunteer Program of Greater Cleveland. Peg has held this position for 13 years. She is the brains behind the grant that allows us to run this program.

Betty McCleod is an Educational Consultant that trains volunteers across the country. Betty has a PhD in Education and has taught at the elementary as well as college level, teaching teachers to become teachers.

Tenera McPherson is the Project Coordinator at the Center for School Success at the Southern Regional Council in Atlanta, Georgia. The Center for School Success is a training and technical assistance provider for nine SFS sites across the country. Tenera does a lot of the trainings for the SFS programs.

Tammy Noel is the community Aide at Almira Elementary School. Tammy works with parents and the community to encourage them to be involved in the school. She has recently created a Parent Resource Room at that school.

Jennifer Spitler is the SFS Volunteer Coordinator for the East Side schools. She has a degree in Social Work from Eastern Michigan University. Jennifer is planning on returning to graduate school in the fall.

Janice Williams is the Social Worker at Marion-Sterling Elementary School. She has been a great help at that school in the past year, providing us with resources and insight into the children at the school.

SENIORS FOR SCHOOLS

READING WORKSHOP JUDITH JORDAN

WARM UP

ALPHABET KNOWLEDGE

NAMES AND INTRODUCTIONS

THOUGHT FOR THE DAY

PURPOSE

WORD BOOKS

ALPHABET CARDS

NURSERY RHYMES

CLOSURE

REVIEW WORD BOOKS, ALPHABET CARDS, NURSERY RHYMES

POEM

Kansas City, Missouri Seniors for Schools

Seniors for Schools Effective Practices Guidebook

Title	Skills/Knowledge/Attitudes	Initial Training	Ongoing Training
<p>Program Staff Paid supervisor/coordinator (Full time)</p>	<ul style="list-style-type: none"> • AmeriCorps and volunteer supervision • Program objectives and expectations • Ability to train in all or most aspects of the program • Effective communication • Report preparation • Curriculum design/development • National Service history and terms 	<ul style="list-style-type: none"> ❖ One month up front/on the job training ❖ One-on-one skills building with supervisor • Program and organizational expectations • Program objectives • Supervision of paid and unpaid volunteers • Work plan development • Train the trainer for Reading Coaches™ model 	<ul style="list-style-type: none"> ❖ Periodic local and national trainings ❖ Summer Institute sessions • Time management • Supervision of AmeriCorps and Senior Corps volunteers. • Computer skills • Marketing • Long term planning • Volunteer recruitment
<p>AmeriCorps member/ AC*VISTA Paid service provider (Full time)</p> <p>❖ <i>Training topics may be different for AC or VISTA</i></p>	<ul style="list-style-type: none"> • Organization objectives and expectations • Using and developing the curriculum. • Working with children • Program/school standards and expectations • Leadership • Organization history and buy-in • Effective communication • Recruitment • Marketing • Volunteer support • Project planning and implementation • Facilitation • Reading Coach™ Training • National Service history and terms 	<ul style="list-style-type: none"> ❖ 2 ½ weeks Orientation • Orientation to organization's programs and grant objectives • Performance expectations and standards of AmeriCorps members and other volunteers • Volunteer recruitment • Volunteer support • Conflict resolution • Working with diverse populations • Working with youth/elders • Confidentiality • Understanding elementary schools • Community Mapping • Marketing 	<ul style="list-style-type: none"> ❖ Weekly member Development ❖ Mid-year retreat ❖ Attend volunteer trainings • Volunteer recruitment II • Volunteer support II • Conflict resolution II • Working with youth/elders II • Marketing II • Understanding elementary schools • Community Mapping • Reflection • Special event planning • Personality Assessments (i.e. Myers Briggs) • Special focus sessions on parts of the curriculum • Evaluation • Team Building • Writing resumes/networking • "Life After AmeriCorps"

Seniors for Schools Effective Practices Guidebook

Title	Skills/Knowledge/Attitudes	Initial Training	Ongoing Training
<p>Senior Leader Paid service provider (Serve 15-20 hrs/week)</p>	<ul style="list-style-type: none"> • Using and developing the curriculum • Working with children • Program/school standards and expectations • Leadership • Program history and buy-in 	<ul style="list-style-type: none"> ❖ 20+ hours training up front • Orientation to Program (includes history, paper work, expectations etc.) • Confidentiality/behavior management • Tour/orientation to school or site • How to deliver a Reading Coach™ session • How to develop Reading Coach™ session plans and Book Folders • Leadership development (incl. meeting facilitation, giving positive feedback, special event planning) • Additional expectations for Senior Leaders • Conflict Resolution 	<ul style="list-style-type: none"> ❖ Monthly inservice trainings ❖ Monthly leadership meetings • Leadership development • Team Building • Trouble shooting • Reflection • Coaching chats – monthly peer support sessions • Monthly in service training (continuing education on topics such as team building, aspects of the curriculum, special event planning, working within schools etc.) • Newsletter development
<p>Reading Coach Unpaid service provider (Serve 2-6 hrs/week)</p>	<ul style="list-style-type: none"> • Using the curriculum • Working with children • Program/school standards and expectations • Program history and buy-in 	<ul style="list-style-type: none"> ❖ 6 hours training up front • Orientation to program (includes history, expectations, paperwork etc.) • Confidentiality/behavior management • Tour/orientation to school or site • How to deliver a Reading Coach™ session 	<ul style="list-style-type: none"> ❖ Monthly meetings (strongly encouraged) ❖ Refresher session (strongly encouraged) • Coaching Chats – monthly peer support sessions • Mid-year refresher session

Developed by Melissa Gartenberg, Program Director, Generations Incorporated, Boston - “Leaps in Literacy”

OVERALL TRAINING GOALS

TUTORS WILL RECEIVE TRAINING IN:

I. STORIES

- A. Reading stories to students
- B. Reading stories with students
- C. Stories read by student to tutor

II. COMPREHENSION: DEVELOPING QUESTIONS FROM THEIR STORIES

- A. Factual questions – right-there answers
- B. Literal questions – search and answers
- C. Inferential questions – between the lines answers

III. VOCABULARY DEVELOPED FROM THE STORIES READ

- A. Words with 1,2,3 syllables – 4-5 per story
- B. Words with affixes – 3-4 words per story
- C. Proper nouns – 1-2 words per story

IV. LISTENING SKILLS OF STUDENTS VIA STORIES READ (OPTIONAL)

- A. Identify main characters
- B. Identify setting
- C. Identify problems and solutions
- D. Identify the message of the story

V. OPTIONAL TRAINING

- A. Language experience approach (includes writing skills)
- B. Story telling
- C. Word games
- D. Sight words derived from most frequently used words, teachers list, words from stories

VI. TEAM BUILDING

- A. Monthly meetings of entire group
- B. Daily interaction by VISTAS
- C. Scheduled meetings with VISTAS
- D. Workshop(s) on Team Building

VII. TUTOR EFFECTIVENESS TRAINING IN INTERPERSONAL COMMUNICATION

- A. I-Messages (clarifying)
- B. Conflict resolution
- C. Problem solving

SENIORS FOR SCHOOLS INITIATIVE



VOLUNTEER HANDBOOK

September 1998

A Program of the Retired and Senior Volunteer Program
of Greater Cleveland, Inc. (RSVP)

2611 Church Avenue
Cleveland, Ohio 44113
phone 216.566.9192
fax 216.566.0245

WELCOME TO SENIORS FOR SCHOOLS

Welcome to **Seniors For Schools - Cleveland**. We hope you will gain great satisfaction from your volunteer experience. This project is an important part of the community. Its aim is to serve you as you serve the children in our community. You are the project ambassadors and your patience, behavior, understanding, compassion, dedication and professionalism reflect on this project.

The volunteer policies and procedures outlined in this handbook address questions you may have regarding your stipend, volunteer hours, school policies and other Seniors For Schools project issues. If you have any questions, please feel free to call us. We'll be happy to talk with you.

We hope your volunteer assignment will result in a sense of pride and accomplishment, and a feeling of empowerment. We appreciate your efforts and are happy that you have chosen to join us in our commitment to community service. It may be a challenging task at times, but others who have walked this path before can tell you how rewarding it is.

As we look to the challenges that face our communities at the end of the 20th century, two populations stand out: our growing population of older adults and growing needs of young children. As a recipient of the Seniors For Schools demonstration grant, our project is a trailblazer in effecting solutions using both populations to face the crisis in our elementary schools. Children need the time and patience seniors can offer and seniors need the opportunity to provide meaningful service. Schools need the social capital, experience and community commitment that can only be provided by this generation of older people.

After years of intensive service in several Cleveland Public elementary schools, our volunteers have identified several problems that affect our children's education process and are very concerned about their lack of one of the most basic skills -- their ability to read. Often, children in need of help at school come from families who lack tutorial skills and do not realize the importance of parental involvement in their child's education. Our major objective is to raise reading readiness and comprehension test scores for children, grades K-3, in four schools. Our next objective is to help parents overcome barriers that restrict them from participating in their child's education. Finally, we will bring community members into schools to provide additional tutoring to students.

We agree with John Gardner, older Americans "have a feeling of obligation to our communities. We know the conventional view is that society owes its older citizens something, and we would be foolish to quarrel with that. But we owe something too, and in one sense, this is our operation give-back." Seniors For Schools is a win/win solution to the challenges facing our oldest and youngest citizens.

HISTORY

The Seniors For Schools Initiative is sponsored nationally by the Corporation for National Service. Seniors For Schools--Cleveland collaborates with three national service partners and five community partners, to make this a successful and sustaining program. Technical assistance is provided to the project by AmeriCorps' Center for School Success at the Southern Regional Council. Evaluation assistance will be provided by STAR.

The focus of the Seniors For School grant is literacy education. As we move into the 21st Century, the national goal is for American school children to be reading independently by the end of the third grade. Seniors For Schools-Cleveland will continue to lead in innovative ways for senior citizens to serve school children in their communities.

PURPOSE

The purpose of the Seniors For School program is to mobilize the time, talents, resources and experiences of older adults on behalf of children's literacy. This program is unique from other senior volunteer programs and projects because of the following characteristics:

- Focus on Reading and Literacy for Elementary School Children
- Critical Mass -- with the emphasis on placing groups of older adults in schools to work toward the same goal. This concentration of resources will maximize the impact on the children and will raise the profile of senior service.
- Intensive Service - SFS intensive volunteers will serve 15 hours per week.
- Teams - Each volunteer will be part of a team. Working in teams allows for the synergy that stimulates the creative process.
- Service-Learning - SFS will incorporate learning and reflection as volunteers serve the children.
- Incentives - Volunteers will be offered a stipend and other benefits to help make intensive volunteer service possible.
- Diversity of Participants - Volunteers should represent a diversity of incomes, gender, races, religions, and educational backgrounds.
- Leadership Development - Each SFS volunteer is a leader in the community. Through training and leadership opportunities, leadership skills will be strengthened.
- Collaboration - The SFS project actively seeks to collaborate with other organizations that share the same goals.
- High Quality Volunteer Experience -- SFS will provide senior volunteers with opportunities to make significant contributions to the schools and the children in those schools.

VOLUNTEER ELIGIBILITY

Any man or woman, 55 years of age or older, with a high school diploma or GED, is eligible to be a part of Seniors For Schools(SFS). SFS volunteers are recruited without regard to their race, color, religion, gender, national origin, mental or physical impairment or other potentially discriminatory practices.

Individuals will be accepted as Seniors For Schools volunteers after successfully completing an interview, reference check, and a criminal background clearance. Individuals must be willing to complete the necessary paper work in a timely manner, complete all training sessions and orientations and abide by the rules and regulations of the program. Placement in Seniors For Schools is not guaranteed. It is based on available assignment and project funding.

All volunteers that have an active volunteer assignment are on probationary status during the first six weeks they are assigned to a school or until a criminal background check is completed. A volunteer may either resign or be discharged during the probationary period with neither the volunteer nor the Seniors For Schools project required to give the other prior notification or showing cause.

CODE OF CONDUCT

Seniors For Schools volunteers are individuals who adopt a code of conduct that reflects a high standard of personal performance. SFS volunteers exhibit high ethical standards and exemplary personal qualities in the classroom, school and community.

Qualities of a Seniors For Schools Volunteer

Seniors For Schools volunteers recognize that in accepting the responsibility of serving children effectively, certain qualities must be practiced:

1. Sincere interest in children.
2. Neat and clean in appearance.
3. Health sufficient to volunteer daily with active children.
4. Young in heart -- cheerful disposition.
5. An ability to relate to children and adults.
6. Some knowledge of normal child development.
7. An ability to accept differences of race, religion, and culture.
8. An ability to take supervision and suggestions.
9. An ability to seek advice when needed and not act impulsively.
10. An ability to set limits with children.

11. Dependable.
12. Desire to do the job well.
13. Willingness to accept results of evaluation and to keep trying in spite of obstacles.
14. Willingness to abide by rules and regulations of the program and schools.
15. Desire to keep learning.
16. Willingness to participate as a member of a team.
17. An ability to listen.
18. Punctuality.

Roles of Seniors For Schools Volunteers

The roles of SFS volunteers can vary from team to team and school to school, depending on the assignment. The following are some roles and/or behaviors that **are NOT appropriate for SFS volunteers**:

1. SFS volunteers do not replace staff nor do they act as professional teachers, counselors, social workers, etc. They may, however, listen to the child's problems, work with him or her on an assignment, play games, help with homework, etc.
2. SFS volunteers do not act as a substitute teacher or teacher's aide (i.e. grading papers).
3. SFS volunteers do not discipline children. For any disciplinary problems, seek assistance from the teacher, counselor, or principal. Children are not to be physically or verbally punished in any manner.
4. Problems concerning schedules, gossip, relationships with other SFS volunteers, personal problems, placement, etc., should be discussed with the volunteer coordinator or program director as soon as they arise.
5. SFS volunteers are not expected to have all of the answers. Please request assistance and accept supervision when needed from the school and/or the SFS project staff.
6. SFS volunteers are to act in harmony with the school's objectives and regulations, and to cooperate with the staff in their schedule of programs for the children while maintaining the guidelines of the SFS project.
7. The goal of each SFS volunteer is to help each child reach their maximum potential.
8. SFS volunteers do not perform household or custodial functions such as: mopping, cooking, dish washing, window washing, repair work, etc.
9. SFS volunteers do not sleep during volunteer hours.
10. SFS volunteers do not take a child off of school property.
11. SFS volunteers do not give any kind of medication to the children.

12. SFS volunteers do not give religious instruction, conduct worship services, or engage in any other religious activity as part of their activities at site.
13. SFS volunteers do not engage in any political activity during service hours.
14. SFS volunteers do not do schoolwork for the child or immediately give answers to the child. The lessons are designed so that the child will learn a skill.
15. SFS volunteers do not bring family members to their schools unless invited by the school and approved by the SFS program staff.
16. SFS volunteers may not be employed in any capacity during normal school hours.
17. SFS volunteers may not provide transportation to a student at any time.
18. SFS volunteers may not participate in gossip regarding other volunteers, school staff or students.

Confidentiality

The names, personal information (family situation, income, address, medical condition, etc.) and problems of the children Seniors For Schools volunteers are assigned to is confidential. SFS volunteers do not discuss, outside of their schools, any confidential information regarding the personal lives of the children.

Prohibited Behavior

1. No Seniors For Schools volunteer, under any circumstances, will be permitted the use of alcoholic beverages or illegal drugs while within the school. Any volunteer who reports to the school while under the influence of alcoholic beverages or illegal drugs will not be permitted access to the children. While performing assigned duties and in the presence of the children, the use of cigarettes, tobacco, snuff or any other tobacco product is forbidden. Any such behavior will be reported to the project staff who will take appropriate action which could result in immediate dismissal from the project.
2. Under no circumstances shall a Seniors For Schools volunteer subject a child to any form of abuse, either verbal, emotional or physical. Acts such as open rejection, hitting, rough handling, abusive language, kicking, striking, spanking, or referring to the child in a negative way will constitute grounds for immediate dismissal from Seniors For Schools. Any SFS volunteer who observes anyone committing an abusive act against a child must, according to law, report the incident immediately to school personnel and to SFS staff. All efforts to protect the volunteers confidentiality will be made.

Contingency

No statement of policy can anticipate or provide for every situation. Situations not covered by these policies will be reviewed by the Program Director and the Volunteer Coordinator.

ORIENTATION & TRAINING

All volunteers will receive pre-service training. In order to participate in the project, volunteers must attend all in-service training meetings unless excused by the director. Orientation and training will be provided by the Seniors For Schools staff and consultants.

Each new volunteer will receive training in regards to Seniors For Schools policy and procedures (including this handbook), training for literacy tutoring and for other projects as needed.

Once a month there will be Seniors For Schools Team Meetings for all volunteers at the schools. These meetings are informative and/or educational in nature and designed to build esprit de corps. These meetings are required. Meetings will be held at a time when the most volunteers can attend without interrupting their schedules. Team meetings are part of regular service hours.

VOLUNTEER BENEFITS

The greatest benefit to the volunteers is the satisfaction of knowing they are leaving a legacy of service to the schools and to the community. The appreciation from the children, teachers and staff makes volunteering worth the effort. Other benefits offered to Seniors For Schools volunteers:

Stipends

The Domestic Volunteer Service Act of 1973, Section 418 and 404(g) (Public Law 93-113) Title 11 Part B of the National Older American Volunteer Act, provides that payments received by Seniors For Schools volunteers shall not be subject to taxation or be treated as wages or compensation for certain purposes, including retirement benefits. The Social Security Administration has issued an instruction that volunteer allowances are excluded as income in determining how much a volunteer will receive in his or her retirement fund check. The law provides that any payment a volunteer receives is not counted in figuring his or her eligibility for Supplemental Security Income, food stamps, low income housing, or any other federal program that bases the eligibility on income.

Seniors For Schools volunteers that serve 60 hours a month will receive stipend checks of \$150.00 monthly. Time sheets are due to the volunteer coordinator on the last school day of the month. Checks will be ready the week of the fifteenth of each month and will be mailed directly to the volunteer's home.

Hours missed can be made up within the same month that they were missed. If a stipended volunteer does not complete 60 hours a month, \$2.50 per hour will be deducted for the hours missed. Please contact the Program Director or Volunteer Coordinator if you have questions about timesheets and volunteer stipends.

Transportation and Meal Reimbursement

If a volunteer wishes to be reimbursed for travel expenses (mileage or bus fare) they must complete the RSVP Mileage Reimbursement Form. Volunteers must indicate their round trip mileage to and from their volunteer site or the cost of their round trip bus fare on the form. Automobile mileage is reimbursed at \$0.14 per mile (amount set by the federal Government for volunteers as of March 1, 1998).

If meal reimbursement is requested the cost of the meal must be indicated on the monthly timesheet. A volunteer may receive \$2.00 a day for each meal provided the volunteer had served four or more consecutive hours in a day and the assignment occurs during a meal hour.

The maximum reimbursement is \$2.28 per day. Volunteers may be reimbursed for a maximum of nine days per month for a total of \$20.52 per month. All volunteers will receive their transportation and meal reimbursement check monthly, around the 15th of the month.

Accident Insurance

All RSVP volunteers, including Seniors For Schools volunteers, are covered by accident and liability insurance while traveling to and from their schools and while doing their volunteer work. Excess auto insurance is provided for those who drive to and from the schools.

Any accident or injury that occurs while on the way to or from, or at the Schools must be immediately reported to the Seniors For Schools project office.

Insurance provided by RSVP will cover in part, expenses not covered by Medicare, Medicaid or any other third party payer. Volunteers must use their Medicare, Medicaid and other personal insurance as primary insurance. Insurance purchased by RSVP is not a primary insurance policy. RSVP volunteers are not eligible for workmen's compensation as they are volunteers not employees.

Seniors For Schools volunteers who drive to and from their schools must have a current Ohio Drivers License and liability insurance coverage for their vehicle to qualify for this supplemental insurance.

Recognition

A Seniors For Schools recognition event is held annually to formally salute volunteers. Individual recognition will take place at each school as well. Certificates and other recognition items are given to recognize service. Seniors For Schools Volunteers are also invited to attend RSVP's annual volunteer luncheon.

Holidays/Leave

the Seniors For School Initiative requires a high level of commitment by each volunteer. When working with young children it is essential to maintain regular and punctual attendance. An important element in successful tutoring is building a trusting, caring relationship with the child. While it is understood there are occasions when absence from a tutoring session can not be avoided, it is hoped that volunteers will be at school if at all possible. The volunteer should recognize the importance of consistent attendance, absences for any reason should be held to a minimum.

Seniors For Schools volunteers receive the same holidays as their assigned schools. This may or may not coincide with the holidays of the RSVP office.

The 1998-99 School Holidays are as follows:

Labor Day - 9/7
Discoverer's Day - 10/ 12
Thanksgiving - 11/25-27
Christmas/New Year - 12/21-1/3
Martin Luther King Day - 1/ 18
Presidents Day 2/15 -
Spring Break - 4/2-11
Memorial Day - 5/31

Teacher in service and work days for 1997-98 school calendar are as follows:

10/ 16, 1/22

Teacher in service and workdays will be included as volunteer holidays except when the school is providing tutoring training or other training that will directly benefit the Seniors For Schools project.

Personal Days

Each SFS volunteer will begin each semester (August and January) with 5 personal days (for a total of 10 days per school year) Personal days may be used for illness, medical appointments, death or inclement weather. However, volunteers are encouraged to schedule medical appointments at a time other than their volunteer schedule. After an extended illness, a physician's release may be required of the Seniors For Schools volunteer by the SFS project director. This

ensures that the Seniors For Schools volunteer is physically able to return to their assignment. A volunteer that misses more than 5 days per semester may be asked to leave the program. Allowances may be made for extended illnesses and vacations.

Other Leave

Vacations - This is a volunteer position and vacations are understandable. We just ask that you let us know ahead of time so that we can make sure that school staff does not expect you and we can possibly find a replacement for you during the time that you are gone.

Weather Days - Volunteers will receive their stipend for any days when the schools are closed due to inclement weather if the day(s) were days they were normally scheduled to volunteer. If the school has make-up days for weather days they will be make-up days for Seniors For Schools volunteers as well.

If it is not a school weather day but you feel the weather is too bad for you to get out and you are unable to get in touch with the volunteer coordinator or director use your best judgment. Do not take any unnecessary risks although you must notify staff that you will not be at the school. Please discuss make-up possibilities with the director.

Reporting Off

If a Seniors For School volunteer can not be at the school for any reason, he or she must page the SFS volunteer coordinator by 9:00 a.m. each day of their absence, except when on vacation or a leave of absence. If unable to leave a voice mail message on the pager, you must call the RSVP office by 9:00 a.m. Please do not call the school. Two absences without notification may result in asking you to leave the SFS program.

MISCELLANEOUS

Timesheets

Timesheets are due on the last school day of the month. It is the volunteer's responsibility to turn in their timesheet to the volunteer coordinator. A new timesheet should be started on the 1st of each month even if it is in the middle of the week. The volunteer stipend goes from the first day of the month to the last day of the month.

Seniors For Schools volunteers must keep their time sheet daily and sign it at the end of the month. They must also get their volunteer coordinator to sign their time sheet. Failure to do so may result in forfeiting the volunteer's stipend check.

You are also be required to sign into the school on their timesheet so that they can keep count of your hours for their records. This is also so that they know who is in the building at all times in case of an emergency.

Evaluation Forms

Seniors For Schools is a demonstration project. Research is being conducted on this project as it moves along. Volunteers are expected to complete research questionnaires as they come up periodically. Volunteers may also be asked to have an interview with a researcher about their volunteer experience.

Tutor Logs

Seniors For Schools volunteers will be asked to keep records for their daily tutoring sessions. These logs must be filled out completely and turned into the volunteer coordinators on the last day of each month.

Nametags

Seniors For Schools volunteers must wear their name tags during volunteer hours at the school and at all SFS project events.

Volunteer Records

A volunteer shall have access to his or her volunteer file upon written request to the project director. No information in the file will be released to unauthorized sources without the written consent of the volunteer or as directed by a court.

CONCLUSION OF VOLUNTEER SERVICE

Resignation

Volunteers may resign from Seniors For Schools whenever they choose. although we do ask for a commitment for the entire school year. SFS volunteers should give at least two weeks written notice of resignation. This is especially important when volunteering directly with a child. This notice gives school personnel time to prepare the child(ren) for your departure and allows SFS to recruit a replacement volunteer.

If Seniors For Schools staff and the school staff recognize a volunteer's diminishing capacity to perform and if the SFS volunteer and/or the children may be in danger, the volunteer may be asked to retire. He or she will be aided in retiring from the project with dignity and honor.

Unsatisfactory Performance

A Seniors For Schools volunteer may be suspended or terminated for failure to meet performance standards and reasons which are listed but not limited to the following:

1. Unwillingness or failure to abide by the Code of Conduct as explained in this handbook.
2. Unwillingness or failure to cooperate with the school principal and staff and Seniors For Schools staff.
3. Gossiping with other volunteers or school staff.
4. Continuous pattern of tardiness.
5. Excessive absenteeism or unexcused absences. (Includes failure to report absenteeism to Seniors For Schools staff or to schools.)
6. Inability to understand and follow the directions of the Seniors For Schools program or the school.
7. Unwillingness to accept and follow the directions of the Seniors For Schools program or the school.
8. Does not relate well to the children; and tends to:
 - a. be impatient or discourteous.
 - b. belittle children.
 - c. complain frequently about assignment or children.
 - d. fail to protect or assist child.
 - e. be too talkative.
 - f. be unpleasant.
 - g. display physical, verbal, or emotional abuse.
9. The stealing of supplies, food, or property of the school or Seniors For Schools project.
10. Being under the influence of drugs or alcohol while volunteering.
11. Breaking set rules, regulations, or policies of the school.
12. Jeopardizing the project in any way, including but not limited to, driving a car without insurance, transporting a child in one's vehicle or taking a child home or away from the
13. school without permission.
14. Fighting or arguing while volunteering.
15. Dishonesty.
16. Knowingly falsifying records.
17. Sleeping at the school or any Seniors For Schools event.
18. Quitting early or extending lunch breaks.
19. Discussing the problems/conditions and names of children or other Seniors For Schools
20. volunteers with persons other than school or the SFS staff.

21. Giving religious instruction, conducting worship or engaging in religious activities while
22. volunteering as a Seniors For Schools volunteer.
23. Smoking while on school property.
24. Physically or verbally disciplining a child.

Disciplinary Action

The aforementioned offenses will result in Disciplinary Action which includes suspension or termination from the Seniors For Schools project.

EXIT INTERVIEW

A Seniors For Schools volunteer who is vacating his or her position should be interviewed whenever possible. This includes every volunteer, whether he or she leaves by resignation, retirement, layoff, etc. The exit interview should be scheduled as soon as possible after the volunteer has officially given notice but before the volunteer's last working day.

WHO DO I ASK ABOUT...? .

If you have an emergency and the Seniors For Schools program director and volunteer coordinators are out of the office - leave a message stating that it is an emergency - and the Seniors For Schools project administrative assistant will contact the director.

If the Seniors For Schools project staff member you need to talk with is sick or on vacation, leave a message and your call will be returned as quickly as possible.

If you call after hours, on weekends or holidays please leave a message on the answering machine. State your name, message, phone number, and time and date of your call. Please wait for the beep, and then leave your message. Your call will be returned the next working day.

IMPORTANT NUMBERS:

RSVP Office

Program Director
East Side Coordinator
West Side Coordinator

Schools

SENIORS FOR SCHOOLS GENERAL INFORMATION

1997-1998 SCHOOL YEAR

PROGRAM TITLE:	SENIORS FOR SCHOOLS
LOCATION:	ATTUCKS COMMUNICATIONS AND WRITING MAGNET 2400 PROSPECT AVENUE, KCMO
PHONE NUMBER:	418-3900
PROGRAM DIRECTOR	KIMBERLY JORDAN
OFFICE:	ROOM 101
OFFICE NUMBER:	418-3918
PRINCIPAL:	EARL R. WILLIAMS
ASSISTANT PRINCIPAL:	BELINDA GOOLSBY
SECRETARY:	SHEILA GIBSON
TITLE I FACILITATOR:	ANN TURNER
READING TEACHER:	BRENDA MADDOX
CUSTODIAL STAFF :	FLOYD NEWMAN EDDYE MCKINZIE KEITH STINNETT
CAFETERIA MANAGER:	BESSIE WHITE
SCHOOL HOURS:	9:10 A.M. – 3:45 P.M.

Seniors for Schools Guidelines

Crispus Attucks School, 1997-98

1. All volunteers are expected to arrive at school on time each day.
2. Volunteers are expected to sign in and out each day in Room 101.
3. Please give notice of absence, and make arrangements for a substitute in the event of a long-term absence. The Program Director should be notified by phone.
4. Each volunteer will be allowed 10 hours, or 2 days, of sick pay for the school year. Eleven (11) hours or more in sick time will not be paid; the time may be made up at the discretion of the Program Director and volunteer.
5. Lesson plans must be handed in each week to the Program Director, on the last scheduled workday of the week. Wednesday or Friday.
6. Volunteers should use planning time each day to compile student portfolios, write letters to parents, make phone calls to parents, plan for the coming week, or any other student related activities.
7. Students must be picked up from class on time and returned to class on time.
8. Discipline problems should be referred to the Program Director, who will refer them to the Principal or the Assistant Principal.
9. Please sign out and sign in all material, supplies, books, games, etc. Return when done. Please return reproducible materials to shelf when done copying.

Seniors for Schools Guidelines

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10. Volunteers should be engaged in reading or other reading related activities during each tutoring session.
11. Volunteers should give 2 weeks notice of desire to vacate position.
12. Volunteers must treat children with respect, and provide positive feedback to children.
13. Volunteers should maintain a positive working relationship with Crispus Attucks staff, faculty, parents, fellow volunteers, and administration.
14. Volunteers should notify the Program Director of any problems or concerns.
15. Volunteers are expected to follow their assigned schedules.
16. Volunteers must abide by the rules of Attucks School, and the Kansas City, Missouri School District. Refer to building handbook.
17. District holidays and snow days will be observed.
18. Volunteers are to send home progress reports to parents every 2 weeks.

**** These guidelines are subject to change. ****

Questions Tutors Often Ask

Q: How can I encourage a positive tutor-student relationship?

A: A constructive relationship is fundamental to successful learning. Children with reading difficulties may be ill at ease when they enter into a new learning situation with a strange teacher and have little or no preparation for what to expect.

During your tutoring sessions, try to be friendly, yet firm. Let the child see that you are confident about what you are doing and that you have a definite plan.

Establish a routine for the lessons so that the student knows what to expect. Be reliable. Arrive on time for tutoring and stick with your lesson plan so the student will know you can be counted on.

Q: What do I need to know about my student's life?

A: Your role as tutor is to help the child make progress in reading. Avoid asking questions about the student's home and family life that may seem intrusive and cause discomfort. Your relationship with your student should be limited to tutoring sessions at school. While students should know that you care about them as individuals, the primary focus of the relationship is on reading.

Q: Should I tell my student how he or she did on the reading assessment?

A: Yes, but not in terms of grade levels. Be specific about areas of strength and areas to work on. Students should be

informed, for example, that they know capital and lowercase letters and some of the consonant sounds, but they will need to learn more consonant sounds and the short and long vowels, which you will be teaching in the lessons. Explain that information from the reading assessment helps you to plan a reading program just for them.

Struggling readers tend to fear assessment. They usually feel discouraged about their ability to succeed. They are well aware of their poor performance and often feel sensitive that their families and their classmates know about it, too. They feel discouraged about their ability to succeed. They know something is wrong with them, but they don't know what that something is or what to do about it.

Explaining to the student what he or she did on the assessment – what has already been learned, and what needs to be learned – is reassuring. It takes some of the anxiety out of the sessions, and it reassures the student you will be teaching what needs to be learned. When children's difficulties are defined for them, by making them concrete and understandable, their problems become less mysterious and overwhelming. Instead of vague notions that something is wrong with them, they know what that something is, and how and what can be done to alleviate it.

Q: What is the best way to praise my student?

A: Encourage students to realize that they are not working to please you, the tutor, but themselves. When the child does well,

it is best to say, “That must make you feel proud,” rather than, “Oh, I’m so happy.” This type of remark helps build the child’s self-esteem. Along the same lines, you should not show disappointment when the child fails a task. Instead, you might say, “Well, let’s try another way of learning or remembering that.”

Effective praise is specific, not general. For example, saying “Good for you. You remember 5 of the 6 sight words we practiced last week,” is more helpful than saying simply “Good work.” Resist lavish praise beyond what’s called for.

Q: What do I do when my student makes mistakes?

A: Tell the student that mistakes are to be expected, but to make them aloud so you can help him or her correct them and learn what kind of help is needed. If the student is making too many mistakes when reading a selection, this should alert you to reevaluate the difficulty level of materials. By the same token, if the student never makes mistakes, you may be using reading materials that are too easy. Students make the best progress when the material offers some challenge without being too difficult.

Q: What if my student has trouble with part of the lesson?

A: Some tutors, in their desire to help the child overcome a difficulty, will continue to have the child work on one part of the lesson beyond the time scheduled for it, in order to be sure the child “finally learns it.” What may happen instead is that the child’s tension builds up, and he or she makes even more mistakes. It is suggested, instead, that the work on that exercise be dropped and taken up again at a later session. Continue to move on to other

parts of the lesson. As much as possible, adhere to the suggested times for each lesson component. Students make better progress by working a little bit on each aspect of reading during every lesson.

Q: What can I do if my student seems bored in the tutoring sessions?

A: Learning to read is hard work and requires repetition of familiar activities. It’s not unusual for students to become restless or bored, especially when progress is slow. Here are a few suggestions:

At the end of the lesson, let the student select between two or three books you have chosen to read aloud or choose a favorite game.

Reevaluate the level of materials being used. Boredom may be a signal that your student needs more challenging material or more variety in practice activities.

On occasion, introduce a new word recognition or spelling game. Explain how the activities you are doing will benefit the student’s progress in reading.

Q: What about including other kinds of activities during the reading time, such as doing an art project or taking a walk together?

A. Children’s reading will improve only by working on their reading skills. They need ample time to practice with your guidance. The time you have to work together is short. It’s best to stick with the lesson plan you have established. Keep the focus on learning to read. In addition, it’s important to stay in the tutoring spot to which you have been assigned in the school building in case of a fire drill or other type of emergency. Taking a child

off the school grounds is usually prohibited.

Q: Is it permissible to give my student gifts or treats?

A.: Some students may have strong allergies to certain foods which you may not be aware of, or their parents may have certain restrictions about what they can eat. Giving gifts may send your student the message that he or she is working for a specific reward rather than for personal improvement and may also cause problems with peer relationships. Find alternative ways to recognize your student's accomplishments. Play a special game or plan a time for your student to "show off" by reading aloud a poem or story to a parent or the classroom teacher.

Q: What if my student misbehaves during the lesson?

A: As the tutor, you are in charge of the lessons. Be clear about what you expect from the student in terms of behavior. If the student behaves in unacceptable ways, say in a kind but firm tone, "No, you cannot do that here. It won't help you learn to read better. It only interferes with what we are trying to accomplish together."

If your student continues to misbehave, return the child to the classroom early and refer to the classroom teacher or supervisor for specific suggestions for working with this child.

Q: What if my student is easily distracted?

A: Some students may benefit from having a list of activities planned for the lesson which they can check off as they

are done. This provides a sense of completion. Sit next to the child. Repeat directions frequently if necessary. Visually redirect the child by using your finger as a pointer on the page. Taking a short break mid-session to stand and stretch is sometimes helpful. Praise and encouragement are particularly important for distractible students.



Q: What if the classroom teacher wants me to do something other than what I've planned?

A: To make progress in reading, students need to work on the troublesome areas. As much as possible, you should adhere to the planned lesson. However, you may be asked by the classroom teacher to work with the student on a classroom assignment. On occasion this is acceptable. However, let the teacher know you have a planned program and that it is important to follow the regular sequence. Explain that deviating from your plan may interrupt the continuity and delay the student's progress in reading. If you find that you are being asked to work on classroom assignments too often, talk with the classroom teacher or the supervisor of the program.

Learning About Literacy

Seniors for Schools



America Reads Challenge



What is it?



**How does it fit in with
Seniors for Schools?**

Why focus on Literacy?

The America Reads Challenge focuses on literacy as one of the most important skills in the lives of young children.

The following are some reasons why reading is so important:

- ◆ Success in reading in the early grades is the best predictor of children's success in school.
- ◆ Reading is the most important skill that a child learns in school.
- ◆ Early intervention with young children can result in success.

What is Literacy?



**Literacy is
reading,
writing
and the
connection
between
language and
print.**

What is Reading?



**Reading is the
process
of extracting
meaning from
print**

What is Writing?



**Writing is the
expression of
ideas**

DEVELOPMENTAL WRITING

Writing is the expression of ideas in print.

Writing is expressed in different ways depending on a child's age and experience.

Writing is not:

- ❖ Copying

- ❖ Handwriting

Learning to Read

What do you need to know?

1.

2.

3.

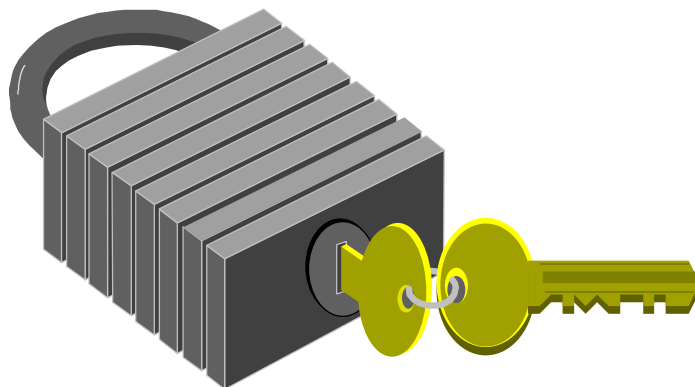
4.

5.

What is a Reader?

A Reader...

- 1. ...understands the purpose of reading.**
- 2. ...can purposefully and flexibly use reading strategies.**
- 3. ...is motivated and actively involved in reading.**



**Brigance Inventory of Basic Skills Training
Seniors For Schools
Kindergarten and First Grades**

The Brigance is very easy to administer. Each child will have an answer booklet. Each test has clear directions for the teacher and student. The directions indicate when to discontinue and the amount of time a student should be allowed to answer a question. After completing one level move on to the next. If a child has a number of consecutive wrong responses, move to the next level in the section.

Kindergarten Assessment:

READINESS

Color recognition
Visual discrimination
Visual memory
Verbal directions
Sentence memory
Counting
Alphabet
Numeral recognition
Number comprehension
Recognition of lower case letters
Recognition of upper case letters
Writing name
Lower case letters by dictation
Upper case letters by dictation

WORD RECOGNITION

Word recognition grade level
Basic sight vocabulary

VOCABULARY

Classification

First grade assessment:

WORD RECOGNITION

Word recognition grade level

Basic sight vocabulary

READING SKILLS

Oral reading level

Reading comprehension level

WORD ANALYSIS

Suffixes

Prefixes

Syllabication concepts

VOCABULARY

Classification

**Brigance Skills Inventory Assessment training
SFS
Second and Third Grades**

The Brigance is very easy to administer. Each child will have an answer booklet. Each test has clear directions for the teacher and student. The directions indicate when to discontinue and the amount of time a student should be allowed to answer a question. After completing one level move on to the next. If a child has a number of consecutive wrong responses, move to the next level in the section.

Second Grade assessment:

WORD RECOGNITION

Word recognition grade level

Basic sight vocabulary

READING SKILLS

Oral reading level

Reading comprehension level

WORD ANALYSIS

Vowels

Suffixes

Prefixes

VOCABULARY

Classification

Third grade assessment:

WORD RECOGNITION

Word recognition grade level

Basic sight vocabulary

Abbreviations

READING SKILLS

Oral reading level

Reading comprehension level

WORD ANALYSIS

Vowels

Suffixes

Prefixes

Syllabication concepts

VOCABULARY

Classification

Analogies

Pre-Primer and First Grade Objectives

(as described in the Brigance Inventory of Basic Skills)

Experience Corps - Seniors for Schools

Step 1 -- Referral: Teachers will select students they feel would most benefit from the program. (Teacher fills out referral form.)

Step 2 - Pre-Test: Pre-test is the Brigance Inventory of Basic Skills. This test must be done just before the child enters the tutoring program.

Step 3 - Individual Tutor Plan: The tutor, with the assistance of VI STA Volunteer (site manager), completes Individual Tutoring Plan, outlining objectives for each child they tutor (based on the result of the pre-test). The teachers sign the plan acknowledging that these are the objectives the child needs to work on.

Step 4 - Weekly Tutor Plan: Tutoring sessions will be planned every week by the Volunteer, with the assistance of the VI STA Volunteer. The tutoring activities will focus on the outlined objectives for each child. The "Weekly Plan" form is for the lesson plans. In the daily "Tutoring Log," the tutor will note if the plan was carried out, and will record impressions or comments about the child's progress. Correspondence from parents and/or teachers should be noted.

Step 5 - Tutoring Sessions Begin: Each child is tutored for 30-45 minutes per session for 3 sessions per week. The VI STA Volunteer (site manager) will arrange with the teacher a regular "pull-out" time for each child.

Step 6 - Six Week Report: At the end of each six weeks, the tutor will fill out a report for each child. The report will be initialed by the teachers and VI STA Volunteer. These reports will be used to compile progress data for reports to the Corporation for National Service, and to report results of the grant at the end of the grant term. Results will be recorded on the child's Individual Tutoring Plan.

Step 7 - Post-Test: When the teacher and tutor feel the child has mastered all of the objectives (or at the end of the school year) each child will be tested again. The results will be entered in the child's Individual Tutoring Plan.

Experience Corps

Seniors for Schools

Tutoring Plan

VISION

All children reading at
grade level by the end of
the third grade

GOAL:

To tutor first grade children who need to develop the basic skills required for reading.

OBJECTIVE

To identify the pre-primer skills first grade students have not mastered and tutor them towards mastery of these skills and basic first grade literacy skills.

Step 1

Teacher referral

Step 2

Pre-test

The Brigance Inventory of Basic Skills

(Reading Readiness and Word
Recognition only)

Step 3

Individual Tutoring Plan (ITP)

Completed by the volunteer,
approved by the teacher.

The tutoring activities will be focused on helping the child master the skill areas identified in the ITP.

Step 4

Tutoring Sessions

The volunteer tutors the child 3-4 times per week for 30-45 minute sessions.

The volunteer completes a Tutoring Log to record activities for each session.

Step 5

Six week progress update.
(Part of ITP)
completed by the
volunteer,
approved by the teacher.

Mid-year test given to
verify volunteer's
evaluation.

Step 6

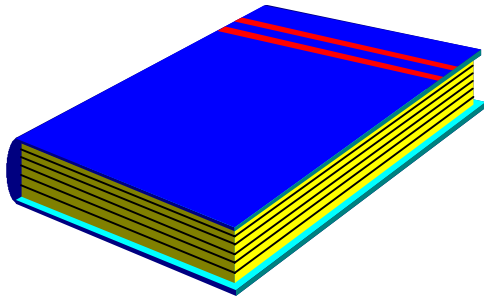
Post Test

The Brigance Inventory of Basic Skills

Administered again for
final evaluation.

Celebration!

Celebration all along the way as the child makes progress toward mastery of all the readiness skills.



Fall Training

Seniors for Schools

Getting the Most from Each Reading Session

Earl R. Williams

*Planning and Session Structure

*Motivation and Discipline

*Relationship Development



Reading/Language

Learner Outcomes

Students will...

- *Develop appreciation and excitement for reading, writing, and speaking.
- *Read grade-appropriate materials with fluency and comprehension.
- *Use grade-appropriate correct mechanics and spelling in written work.
- *Develop confidence as effective producers and consumers of language.

Planning

For children to succeed in school, careful instructional planning must take place. Planning should center around a few basic questions:

*What exactly do I expect my students to learn? (Objectives/Goals)

*How am I going to teach or meet my objective(s)? (Methods/Activities)

*What will I need in order to teach this lesson(s)? (Materials)

*How will I know my students have learned or met the objective(s)? (Evaluation/Testing)

*Why is this objective or lesson important? (Appropriate/Obtainable)

The Teaching Objective

Objective = An aim or end of action (Goal)

What exactly do I expect my students to learn?

The reading process K-3

The student will be able to:

- *Unlock new words
- *Read common words in a text fluently
- *Select and read books of various types for fun and information.
- *Construct meaning (understand what is read or written)
- *Engage in the reading and writing process.

The Teaching Objective (continued)

What exactly do I expect my students to learn?

The writing process K-3

The student will be able to:

- *Write a complete sentence using appropriate word order

- *Write, in manuscript form, a legible final draft.

- *Use periods, questions marks, exclamation marks, and commas correctly.

- *Spell increasingly complex words by applying spelling rules.

Planning

How am I going to teach or meet my objective?

Instructional Delivery

(Individual Instruction)

Active Learning

Visual Activities

Auditory Activities

Tactile (hands on) Activities

Teacher/Student Interaction

Planning

What will I need to teach this lesson(s)?

Materials

- * Books
- * Pencils
- * Workbooks
- * Games
- * Manipulatives
- * Computer
- * Cassette tapes
- * Worksheets
- * Lesson Plans
- * Tests/Evaluation Forms

Planning

How will I know my students have learned or met the objectives? (Evaluation/Testing)

- * Informal testing
- * Formal Assessment
- * Teacher monitoring
- * Discussion Questions
- * Student Responses

Seniors for Schools

(Video Observations)

Answer the questions below:

1. What are the objectives of the lesson?
2. Describe the activities in the lesson?
3. What materials are being used in the lesson?
4. How was the objective evaluated?
5. Did you see any motivation techniques?
6. How was discipline maintained?
7. What would you change in the lesson presentation?

Some Tutoring Tips

1. Introduce yourself to your tutee.
(Tell the tutee your name, and make sure you know his/hers.)
2. Act responsibly during tutoring.
3. Be friendly.
4. Help your tutee feel confident and positive.
5. Reinforce skills they already have or things they already do well.
6. Remember that it is OK for both of you to make mistakes.
7. Give your tutees your undivided attention while tutoring them.
Listen with your ears, eyes, and mouth.
8. Listen to your tutees. Let them think and speak!
9. Let your tutees know you care about them by showing trust, respect, and acceptance.
10. Be aware of what skills your tutees are working on.
11. Never let your tutees struggle with their answers to the point of frustration.
12. Let your tutees know that you are human too.
Don't be afraid to make mistakes or say "I don't know."
13. Know the classroom rules and expectations and abide by them.
You are a role model!
14. Ask for help when you need it.
15. Be considerate of your tutees' feelings.
16. Do not give your tutees orders.
17. Be patient!

Tutoring Quick Tips

1. The most important thing to remember is to be POSITIVE.

Praise can go a long way in helping a child to succeed. Be positive in everything that you say and do. When a child has made a mistake, don't say, "That looks wrong." Try saying, "Would you like to take another look at that?" or "Do you think there could be another answer you might have?" or "Let's see if we can find another solution to this problem."

Try to **rephrase** so that you use Positive Speak!!

2. Don't give answers!

Many of these children need to work on putting forth effort. They may give up easily and you may feel the need to just give them the answer. **DON'T!!!**

3. **Reading:** With any textbook assignment, look for the words in bold print or vocabulary words. Go over these. Have the child restate the definition to prove that he or she does understand. If there are signs of not understanding, use the glossary or dictionary to discuss the meaning.

Instruct the child to write down unfamiliar words as he or she reads so that you can discuss the words with the child.

Many of the children read far below their grade level. If they are reading with you, stop them every page or few pages and review what they have read. Ask questions to check comprehension.

Encourage "**Reading Buddies**": Pair children and/or volunteers to read together.

4. **Writing:** When a child wants you to check his/her writing, look for these things:

Spelling -- Have them circle words they think that they misspelled before you do. Don't correct misspellings without the child helping you do it. Don't simply tell the child the correct spelling. Help them work it out -- sound it out.

Structure -- Many students write in fragments. Help them see a complete sentence (capital letters, periods). Check for subject/verb agreement and the tense the writing is in.

Organization of information -- Many children copy from reference books and the information is not organized. Help them put the material in some order by using an outline. Then they can see how everything fits.

Grammar- Check for verbs, pronouns, etc.

Get the student to realize that you must write a rough draft before you have a finished copy. Many want to just rush through and get it done.

5. Praise again!! After working with the child, remember to comment on how well he or she did. Even if the child was difficult to work with, find something he or she accomplished and praise it (your handwriting really looks neat, your spelling is perfect, you really have a good understanding of the assignment now, etc.).
6. Don't be afraid to ask for help. No one can know everything and that is okay! The children need to know that we adults don't know everything and that sometimes they can teach us.
7. Lastly, HAVE FUN!! This experience can be wonderful and rewarding!

GOOD LUCK!!

How to Handle Right and Wrong Answers

Remember the following guidelines when dealing with "correct" answers:

1. A right answer must be both complete and correct.
2. Give praise and rewards when appropriate.
3. Praise your student after every correct answer.
4. Give special recognition when your student gives a right answer on the first try, without help.
5. If your student fishes for answers, get a commitment before you respond.
6. Let the tutee know it is all right to try even if he or she is unsure of the answer.
7. If your tutee doesn't answer, try these things:
 - a. Calmly ask the question again, give a hint, ask another question that might elicit the same answer. Be encouraging.
 - b. Sound pleased when you get an answer, and praise the student if it is right.
 - c. Don't make an issue of resistance - be patient!

Remember the following guidelines when dealing with "incorrect" answers:

1. Correct your tutee's work without being discouraging.
2. Don't say "No" or "That's wrong" and never make fun of answers.
3. Always try to get the right answer before moving on to the next problem.
4. If the student's answer is incomplete, help the student with the question and answer.
5. If the answer is incorrect, give clues to help the tutee discover the answer.
6. If the student appears unsure, wait two or three seconds to give the tutee a little extra thinking time.
7. Be sure the student understands what the error was. Give him or her an opportunity later to repeat the question and answer so the correct answer is reinforced.
8. If the tutee consistently gets the wrong answer, review the different ways you might involve the student. Try another approach until you find one that provides success for the student.

from The TUTOR, Fall 1998

Breaking the Ice: Meeting Your New Student

by Debbie Howell

You are about to embark on a true partnership in learning. Here are some tips to get started developing that partnership.

- **Let the tutee's individual personality determine the structure of the first meeting.** If the student is outgoing and talkative, then dive into the standard, get-acquainted questions: name (make sure you have the correct pronunciation), age, family, pets, friends, school subjects—favorites and challenges, etc. If he is quiet or shy, however, he may feel overwhelmed by too many questions. Ask a few questions then read a special, high interest story to the student. Getting to know a student takes patience and time.
- **Do a role reversal.** If you're new to the school, ask the student to help orient you. Ask many questions during the tour to give the student the opportunity to be the expert.
- **Share information about yourself.** Both of you could bring in something of significance (a picture, toy, or hobby). Talking about these items will give you each insights to help find ways to trust each other.
- **Create a safe tutoring environment.** Let the student know that she should not be afraid to make mistakes. When you make a mistake, call attention to it. Reiterate that "It's all right to make mistakes." If you will be tutoring more than one student at a time, emphasize that you are a "team" and that you'll support each other through the learning process.



The first sessions of tutoring can set the stage for the rest of the school year. Make your tutoring experience a memorable one!

101 Ways to Praise a Child



- ♥ Wow
- ♥ Way to go
- ♥ Super
- ♥ You're special
- ♥ Outstanding
- ♥ Excellent
- ♥ Great
- ♥ Good
- ♥ Neat
- ♥ Well done
- ♥ Remarkable
- ♥ I knew you could do it
- ♥ I'm proud of you
- ♥ Fantastic
- ♥ Superstar
- ♥ Nice work
- ♥ Looking good
- ♥ You're on top of it
- ♥ Beautiful
- ♥ Now you're flying
- ♥ You're catching on
- ♥ Now you've got it
- ♥ You're incredible
- ♥ Bravo
- ♥ You're fantastic
- ♥ Hurray for you
- ♥ You're on target
- ♥ You're on your way
- ♥ How nice
- ♥ How smart
- ♥ Good job
- ♥ That's incredible
- ♥ Hot dog
- ♥ Dynamite
- ♥ You are a good worker
- ♥ Nothing can stop you now
- ♥ You're unique
- ♥ Good for you
- ♥ I like you
- ♥ You're a winner
- ♥ Remarkable job
- ♥ Beautiful work
- ♥ Spectacular
- ♥ You're spectacular
- ♥ You must be magic!
- ♥ You're amazing
- ♥ Great discovery
- ♥ You've discovered the secret
- ♥ You figured it out
- ♥ Fantastic job
- ♥ Hip, hip hooray
- ♥ Bingo
- ♥ Magnificent
- ♥ Marvelous
- ♥ Terrific
- ♥ Phenomenal
- ♥ Super Work
- ♥ You're important
- ♥ You're sensational
- ♥ Creative job
- ♥ Super job
- ♥ Exceptional
- ♥ You're a real trooper
- ♥ You are responsible
- ♥ You are exciting
- ♥ You got it right
- ♥ What an imagination!
- ♥ What a good listener
- ♥ You are fun
- ♥ You're growing up
- ♥ You tried hard
- ♥ You care
- ♥ Beautiful sharing
- ♥ Outstanding performance
- ♥ You're a good friend
- ♥ I trust you
- ♥ You mean a lot to me
- ♥ You make me happy
- ♥ You belong
- ♥ You've got a friend
- ♥ You make me laugh
- ♥ You brighten my day
- ♥ I respect you
- ♥ You mean a lot to me
- ♥ That's correct
- ♥ You are a star!
- ♥ You're a treasure
- ♥ You're wonderful
- ♥ You're perfect
- ♥ Awesome
- ♥ A+ job
- ♥ You're A-OK
- ♥ You're a good buddy
- ♥ You made my day
- ♥ That's the best
- ♥ A big hug
- ♥ A big kiss
- ♥ I love you

P.S. Remember:

**A smile is worth
1,000 words**

Casa Newsletter July 1990

Normal Ages and Stages of Development

As they begin to pay more attention to the print around them, young children begin to develop as readers. They start to be able to recognize words and to read easy books with the support of an adult and other children. Children who are not exposed to reading at an early age will typically fall behind in these stages of development. The following provides a baseline of how children develop in reading readiness and reading skills.

Preschoolers:

- Hold books correctly and turn the pages
- Are able to write some letters of their name
- Pretend to read their own "writing" and books
- May be able to show where to start reading a book
- Can tell the difference between pictures and print
- May know some letter names and can find them in a story
- Begin to read stop signs and business signs (McDonald's)
- Play with language through songs, chants, and invented words
- Can tell what a story is about and what they liked or disliked

Kindergartners:

- Usually like books with talking animals, folktales, and some fairy tales
- May start to tell the difference between individual letters and words
- Recognize some letters of the alphabet; know sounds of some letters
- May be able to read and write their name and some familiar words
- Use illustrations to tell stories and can retell a story
- Participate in the reading of familiar books by supplying some words
- Usually can say words that rhyme and that start with a sound such as "t", "m", and "d"

First-graders:

- Recognize the letters of the alphabet and know most letter sounds
- Can write some familiar words from memory
- Are able to read "easy-to-read" books
- Enjoy fairy tales, and alphabet, counting, and informational books
- Write with inventive spelling
- Use a variety of strategies when reading: letter sounds, context clues, illustrations and sight words
- Will make predictions of what will happen next in a story
- Know the sequence of a story: beginning, middle, and end

- ❑ Are able to retell a story and can tell the main idea

Transitional readers are making the transition from needing a lot of adult support as they read, to being independent as readers. They start to read easier text on their own, and become increasingly more confident with more difficult books and chapter books.

Second-graders:

- ❑ Take pride in showing off their reading skills to grandparents, neighbors, and care providers
- ❑ Understand more difficult stories than they can read
- ❑ Are able to read early reader and "transitional" books, and may start reading chapter books
- ❑ Rely on print more than illustrations to make meaning of a text
- ❑ Use more and more ways to read, including sounding out, using letter patterns, sight words, context clues, and illustrations
- ❑ Retell the beginning, middle, and end of a story
- ❑ Recognize most frequently read words and words by sight
- ❑ Are able to read silently
- ❑ Understand basic punctuation -- capital letters, periods, and commas
- ❑ Can work out unknown words, reread, and self-correct
- ❑ Are able to talk about the main idea of a story and relate personal experiences to it
- ❑ Begin to be interested in series books like *Goosebumps*, *The American Girl*, *Superfudge*, *Sweet Valley High*, and others

Third-graders:

- ❑ May choose to read independently and silently most of the time
- ❑ Use reading strategies appropriately and with ease
- ❑ Retell the plot, characters, and events from stories
- ❑ Recognize and choose different types of books: fiction, nonfiction, mystery, adventure, historical fiction, poetry, folktales, and so on
- ❑ Use encyclopedia, atlas, and computer resources to locate information
- ❑ Can read assignments and follow directions
- ❑ Are able to make predictions of what will happen in a story
- ❑ Make inferences or "read between the lines" in a story
- ❑ Write stories with a beginning, middle and end

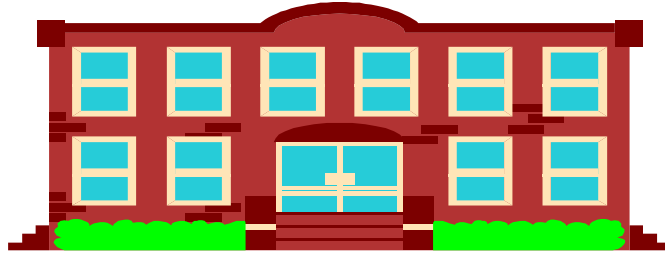
Understanding How Children Grow and Develop

Essential Relationships for All Students



To develop (physically, mentally, emotionally, spiritually), all children and teenagers need a web of affirming relationships, including:

- * The nurture of loving parents
- * The sounding board of close friends
- * The support of caring teachers and religious leaders
- * The companionship of supervised youth groups
- * The sympathetic ear of relatives and mentors.



SIGNS OF AN UNDER ACHIEVING STUDENT

- * Forgetful
- * Careless
- * Frequently daydreams
- * Is always bored
- * Argumentative and Defensive
- * Resists Homework

Discipline Principles

- * The basis for positive discipline is good teaching.**
- * Every school is a mix of positive and negative factors.**
- * Individualized discipline is as important as individualized instruction.**
- * The only way to change behavior is to change feelings.**
- * Most students want to do the right thing.**
- * How students behave (or misbehave) is largely a byproduct of how adults treat them.**
- * Discipline that has eroded gradually can only be restored gradually.**

Steps to Establishing Good Discipline

- 1. Develop rapport with your students**
- 2. Establish routines**
- 3. Look for causes of problems**
- 4. Provide options**
- 5. Spell out your rules**
- 6. Enforce rules consistently**
- 7. Document infractions and inform the director**
- 8. Director informs Principal**
- 9. Follow district policies and procedures**



Time-Out Room General Policies and Procedures

Objectives:

To provide a positive environment for referral of children the teacher has determined need to leave the classroom because of offensive behavior.

To give the child an opportunity to discuss ways to make better behavior/conduct choices and become more successful in the classroom.

How is a referral made?

The classroom teacher will continue to refer children to [designated school administrator], as has been done in the past. If [school administrator] feels time-out would be beneficial to the child, she will fill out a referral form and send the child to time-out for a specific time period. Children must be sent to the office first, and referred by [the school administrator].

Who staffs the Time-Out Room?

At least two Experience Corps Volunteers will be in the time-out room from 9:00 a.m. until 3:00 p.m. each school day. The volunteers are part of the Experience Corps - Port Arthur Program. (See attached list of volunteers who will be staffing the time-out room.) The volunteers are not employees of the school system.

What happens in Time-Out?

A child presents his referral form to the volunteer. The volunteer will discuss with the child the choices he has made and how he could have made better behavior choices. The volunteers are prepared with lessons from the "Right Choice" Discipline program, and will adapt these as the situation requires.

If the child is to stay more than 30 minutes in Time-Out, the child may be asked to return to the classroom to get assignments to take into the Time-Out Room. If the child does not cooperate in the time-out room, he will be sent back to the administrative office for discipline.

The child will be given a pass to return to the classroom when assigned time is finished.

REFERRAL TO TIME-OUT

Student's Name: _____

Date: _____

Referring Teacher: _____

Grade: _____

Description of Offense:

_____ Disrespectful

_____ Fighting

_____ Disruptive Behavior

_____ Breaking Rules

Explanation/Comment: _____

Signature: _____

This child should remain in time out for _____ minutes/hours.



Time of Arrival: _____ Time of Departure: _____

Child's Activities while in Time-Out Room: _____

Comments from Time-Out Volunteer: _____

Signature: _____

Maximizing Training with Small Groups

by Marilyn Noguera and Dan Balón

Taken from: Training Briefs

November 1997 Number 4

MOSAICA

The Center for Nonprofit Development and Pluralism

1000 16TH Street NW

Washington, DC

NOTE: In *Training Briefs*, MOSAICA uses the term *member* to refer to individuals (including members, volunteers, and participants) providing service in National Service programs.

Small groups provide big benefits during member training and development sessions. When using small groups, be sure to consider group composition. In fact, overall training effectiveness depends on how groups are formed and used. Understanding the desired outcomes of the training with small groups is at least as important as the training topic itself—if not more so! What are the experiences, needs, and skill levels of your members? What are the needs and objectives of each training session, and how does each session fit into the program's overall training strategy?

Trainers can group members randomly or purposefully.

Purposeful grouping can be powerful as a tool to help build team within or across sites/assignments, break the ice or break up cliques, and offer experienced members a chance to take leadership roles and teach their peers. Purposeful grouping is used to:

Strengthen “sense of team.” Keep site teams together during training to build a sense of team within the teams, to plan for actual assignments, or to address group process. If the crews are larger than six people, consider forming smaller subgroups to divide tasks and increase participation.

Create cohesive identity across several sites. Mix members from different service sites to build team across service locations and to encourage them to see members outside their assignment or team as resources. This can help members in multi-site programs to identify with the entire program, not just their site or team. It helps facilitate that important *esprit de corps*!

Respond to diverse individual backgrounds or skills levels. Grouping members from the same project, skill level, life experience, or interest area is desirable when planning activities that require group members to have similar backgrounds or skill levels. For example, basic information on your program during pre-service training is essential for new members but repetitious for second-year members. During the basic session, second-year members could receive a more advanced session on the program, such as identifying and brainstorming on obstacles members face in complying with regulations.

Encourage teaching among members. Trainers can create variety within groups by mixing members from diverse project assignments, life experiences, project skill abilities, or motivation levels. Small diverse groups encourage a cooperative learning environment that recognizes leaders among your members. Keep in mind that small-group learning through teaching others leads to high rates of retention.

Keep participants energized. Trainers can retain or change small group composition as needed. Keep groups together when continuity is desired between activities in a training session, or when building a sense of team, such as with new members during pre-service training. To energize participants, change group composition —especially after lunch or breaks! Group changes allow members to meet new faces, and become familiar with each other’s skills, talents, personalities, and viewpoints. Regular regrouping can help prevent or break up cliques. This is especially useful in managing “difficult” personalities by sharing them among different small groups.

ROOM FOR SMALL GROUPS

Consider the following when choosing training space for activities that use small groups:

Open Space: Secure training space large and open enough to allow small group seating with quick and easy movement.

Wall Space: Ensure sufficient wall space for hanging newsprint created by small groups during activities. Displaying group “efforts” creates a sense of achievement and shared purpose.

Work Areas: Create a room arrangement (e.g., circular or square tables and movable chairs) that enables members to work comfortably and without disturbing other groups.



Interactive training is both effective and fun!



ACTIVITY: The Values Continuum

Purposes:

- To energize members, while quickly assessing their knowledge, skills, or attitudes regarding a particular training topic.
- To divide members into diverse small groups before a planned activity session.
- To encourage team building among members in your training session.

Instructions:

Explain that an open space in the front or back of the room is like a continuum with “strongly agree” and “strongly disagree” at opposite ends. Make a series of 4-5 statements related to various topics (e.g., “I like spicy food” or “I am an experienced trainer”). Ask members to stand at a place along the continuum that

represents their level of knowledge, skill, or interest pertaining to each statement. Encourage conversations among participants so members may assess their positions in relation to others. Once members are lined up in the continuum, the trainer can assess the group and individuals with regard to a number of issues.

For your last continuum, consider the upcoming training topic and create an appropriate statement. For example, make the statement, "I know how to explain phonemes to a 7 year-old," to see which members have experience teaching reading and which are novices. Have members count-off based on the desired number of groups (e.g., counting off "1-5" will yield five groups), starting at one end of the continuum. Using the example above, this will ensure that each group has members with differing skill levels.

Variations:

Use the Values Continuum to discuss more controversial topics, to encourage staff development, or to provide an assessment of participants' needs or interests. Consider relevant questions for your particular program sites, problem issues, and program goals. Make sure that you build upon comfort levels, beginning with less risky statements that promote confidence and safe sharing within the group. Then, once you sense appropriate comfort, use more challenging statements. As a wrap-up, ask members to share their viewpoints through discussion.

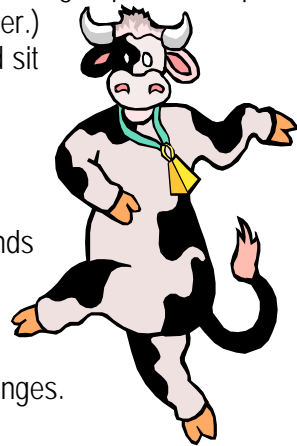
FUN ALTERNATIVES TO COUNTING OFF

Prepare a card for each member with the name of a well-known song (e.g., "The Star Spangled Banner," "We Are the World," etc.) written on it ahead of time. You will need as many cards as members, and as many different song titles as desired groups. For example, if you have twenty members and want to break them into five groups of four, you will need five different song titles, each written on 4 cards.

Hand out the cards, being sure to give every member at the same table a different song title card. Ask everyone to stand, circulate, and hum the song on her/his card while listening for other members humming the same song. The goal of the exercise is to have all members humming the same song to form a group. They cannot talk during the humming. If a member cannot hum, s/he can listen for and join those who are humming her/his song. Ask them to stand with their new group members. Once the groups are completely formed, ask each group to hum their song in turn. (This usually produces laughter.) After all the songs have been heard, ask the new groups to choose a table and sit down together.

Variations:

Animal Sounds: Instead of songs, have members organize by animal sounds (e.g., duck "quack," cow "moo," sheep "baaa," etc.), physical actions (e.g., salutes, hand claps, etc.), human emotions (e.g., sadness, excited, clueless, etc.), or whatever types of groups imaginable. As with planning any activity, always keep in mind the needs of any individuals with physical or learning challenges.

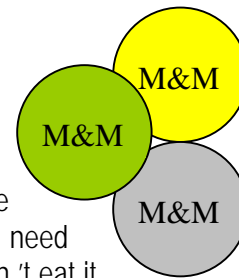


Colored Dots: Put different colored dots on participants' name tags or in their training packets. As they enter the training room, ask them to sit in small groups at a table with people who have the same color dots. This allows you to purposefully create the small groups before training starts. Consider "purposeful" grouping if you already know participants or you have information about them from pretraining questionnaires.

1-2-3-4-5: Number the tables in your training room. Write the numbers on small pieces of paper with enough numbers for everyone, and with the same numbers repeated the number of times needed to yield the desired group size (e.g., for five groups of six, use numbers "one" through "five" with six of each number). Put numbers in a hat and pass it around, asking every participant to take a piece of paper. Ask members to sit at the table with those with the same number as the one on their own pieces of paper. Everyone who randomly picked the same number will sit together in a new small group.

Candy

Prepare a bag of candy in advance (M&Ms work well!). The candy in the bag will depend on the size and numbers of small groups you need for your training session. For instance, if you have 35 participants and you want no more than five people in a group, you will need seven different types or colors of candy, and will need five pieces of each. Have members select a piece of candy, making sure they don't eat it. Those who received the same type or color of candy will sit together in a small group.



Variation: Consider a "change-up" once members know this activity and conspire to choose the same type of candy as their friends. Like above, have members select a piece of candy, making sure they don't eat it. This time, ask members to form groups that have all the types or colors of candy.

Want more wonderful training tips articles from MOSAICA? They are available from the National Service Resource Center Web site, <http://www.etr-associates.org/NSRC/>.

See Chapter X at the end of this Guidebook for more information on training resources.

Critical Issues to Consider when Developing and Building Teams

1. **Goals, Purpose, and Mission:** What are the team's goals? What is the team's purpose and/or mission? How do the team's goals mesh with your program's mission and goals?
2. **Roles and Responsibilities:** Who will play what roles and be responsible for what tasks? How will team members be helped and held accountable for their responsibilities? How will the team take collective responsibility for its work?
3. **Relationships:** How will relationships be formed and maintained within the team? How will relationships with individuals and groups work outside the team? How will the team find the time to both form relationships and work on the tasks it undertakes?
4. **Leadership:** Who will lead the team? How will leadership roles be shared or rotated? Who will facilitate the team meetings?
5. **Power and Influence:** Who has power and influence on the team? How do they exercise it? How do team members react and respond to those with power and influence? How do members influence the team? How does the team influence powerful individuals and groups outside the team?
6. **Skills:** What is the mix of skills needed to do the team's work? What technical or functional skills are needed? What problem-solving and decision-making skills are needed? What interpersonal skills are needed?
7. **Communication:** How will team members communicate with one another? What communication processes and systems will be used? How will the team communicate with individuals and groups outside the team?
8. **Problem-solving and Planning Methods:** What problem-solving and planning methods will the team use to do its work? What methods and processes will the team use to run its meetings?
9. **Conflict:** How will the team manage disagreements and conflicts?
10. **Progress and Results:** How will progress and results be measured?
11. **Risks and Rewards, Successes and Failures:** How much risk can the team take? What rewards will the team receive for its results? How will the team handle successes and failures?

12. **Creativity and Innovation:** In what sense does the team see its role as being creative? What brainstorming and problem-solving processes will the team use to create innovative ideas and alternatives?
13. **Motivation:** Why do members want to be on the team? What's in it for them? How can they help the team? How can they be involved in and be challenged by the work the team is doing? How does the team help motivate its members?
14. **Celebration:** How will the team celebrate its ability to work as a team and the results it achieves?

This handout was adapted from *Team Building: Major Issues Facing Teams – A Media Leadership Handout*, by Paul Pohlman. Mr. Pohlman serves as Director of Leadership Programs at Poynter Institute for Media Studies.

BREAKING THE ICE

The first day of training is usually spent in part by getting acquainted and establishing goals. Icebreakers are techniques to reduce tension and anxiety, and to immediately involve the volunteers in the training. Use an icebreaker because you want to, not as a time filler or because teaching guides say that one should be used. Listed below are several examples of ice breakers.

- **INTRODUCE MYSELF.** Participants introduce themselves and tell why they are there. Participants tell where they first heard about the program, how they became interested in volunteering, their occupations, home-town, favorite television program, or the best book they have read in the last year.
- **INTRODUCE ANOTHER.** Divide the group into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is" After five minutes, the participants introduce the other person to the rest of the group.
- **CHARACTER DESCRIPTIONS.** Have volunteers write down one or two adjectives describing themselves. Put these on a stick-on badge. Have group members find someone with similar or opposite adjectives and talk for five minutes with the other person.
- **I'VE DONE SOMETHING YOU HAVEN'T DONE.** Have each person introduce themselves and then state something they have done that they think no one else in the group has done. If someone else has also done it, the volunteer must state something else until he/she finds something that no one else has done.
- **FIND SOMEONE.** Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.
- **MY NAME.** People introduce themselves and tell what they know about why they have their name (my mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle or nick name.
- **HOW DO YOU FEEL?** Ask the volunteers to write down words or phrases that describe their feelings on the first day of training. List the responses on the blackboard. Then ask them to write down what they think you as the director are feeling this first day of training. List that on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss your shared responsibilities for learning during training.

These are just a few of the hundreds of icebreakers. Be creative and design your own variations. Don't be afraid to experiment and try different approaches, and above all, have fun and start that most important first day of training on the right foot!

More Ice Breakers, Energizers, and Other Experiential Exercises

1. Name of Activity or Type: Toilet Paper
Designed By: Kathy McWilliams

I always have fun with the toilet paper opener. Pass a roll of toilet paper to the first person closest to you and merely say "Take as much as you think you need and pass it to the next person." Don't offer any other information. Once the toilet paper has gone around the room, say to the group, "For every square that you tore off, tell the group something about yourself." Then watch their faces. I get a charge out of who is proud that they only picked one square, and the others that picked 20 squares! This works with any number of people in the room.

2. Name of Activity or Type: Ice Breaker
Designed By: Kristin Johnson

My idea for an icebreaker is to break into smaller groups (tables) and have each person write down two things that the others do not know about them and a third that is made up, or not true. Have each individual share their 3 items with the group and the group tries to guess which one is not true. It's fun and gets people to know one another better.

3. Activity Name or Type: The Alphabet Game
Designed By: Frank Bell

Here's an icebreaker I made up when I was faced with a group of 26 people. "What does the number 26 bring to mind?" I asked myself, and came up with The Alphabet Game.

- A. Give each person a letter on a post-it, and ask them to place it somewhere on the front of their bodies (you might want to give more vowels, no x's, z's, q's. I also made the vowels a different color than the consonants.)
- B. Give them five minutes to form one word with at least 3 other letters/people (a minimum of 4 letters/people per word)
- C. At the end of 5 minutes, take a look at all or some of the words formed, depending on the time you have.
- D. Give each word-group a sheet of flip-chart paper and ask them to form a sentence using that word to describe their expectations of the training (if done at the beginning) or how they felt about the training (if done at the end).

4. Name of Activity or Type: Alias Mingler
Designed By: Roy Johnson

Write the names of famous people on large labels, names of well known characters such as Mickey Mouse, Julius Caesar, Humphrey Bogart, Julia Roberts, Michael Jackson, and on and on. Then you simply walk around and place the labels on everyone's backs. As the group gathers together, you give them the instructions that they need to figure out the name of the character that is written on their label. To do that, they are allowed to ask only one question of each person they talk to. This forces them to mingle and it is really a great ice-breaker.

To extend the activity, when someone successfully figures out the name on their back, they get to move the label to the front -- then you put another label on their back. The one with the most labels wins, if you want to include winning. Most people just enjoy the opportunity to loosen up, talk to each other and get to know each other.

5. Activity Name or Type: Family Feud
Designed: By Barbara Batson

I've done this using the TV game show "Family Feud" as a format. Using this with Commercial Bankers, I asked questions like "what are the top five things customers like to hear from a teller?" Answers included "thank you," their own names, "how may I help you today", etc. Also, did the "what do customers NOT want to hear?" Answers include "you'll have to go see...", "that's against our policy," "No." etc.

Think of categories appropriate to your program and the tasks that lay ahead of your trainees. Ideas are unlimited and participants really enjoy it. Debrief as appropriate.

6. Activity Name or Type: Art and Training
Developed By: Susan Clancy Kelly

- A. As an icebreaker, I ask people to sketch a portrait of themselves and then explain it to the group. I've often discovered the most interesting and surprising things about my colleagues in this way!
- B. In group sessions, I ask each group member to draw how they perceive themselves in relation to the group. This I do at different intervals in the development/maturity of the group and then get the group to look at their pictorial depiction of their forming, storming, norming process.
- C. I ask the group to make a collage to depict ideas or concepts. In one session, I asked a group to depict their ideas for their future strategies and directions. The resulting collage was a powerful discussion tool for the whole group and resulted in the generation of lots of new ideas.

7. Activity Name or Type: Chain Communication

Have an ambiguous photo or picture. Take a volunteer aside to show him or her the picture. The group doesn't get to see it. The volunteer writes down 10 things (or # time permits) about the picture. When the volunteer rejoins the group, tell the group and volunteer that the volunteer is going to whisper information about the picture to the person on their right. The person listening can only take in the information without questions and without writing. The information is repeated in this way until all people have heard. The last person receiving the information tells the group what they heard. Then the facilitator can read the initial 10 things the volunteer wrote and show the picture. Laugh -- and discuss from here!

8. Activity Name or Type: The Plain Jacket

Lay a jacket or shoe or common piece of clothing on a table/chair. Tell the group you don't know what this is or what to do with it and you want them to train you as to its use. Usually people jump right into telling behaviors! As the "trainee" you can distort the instructions like grabbing a button when told to grab the collar. Don't ask or answer questions. Make it last just long enough to show minimal progress. This is a valuable exercise to highlight how something you already know, like letters, sounds, and reading, can be completely confusing to someone who doesn't know it yet. It also illustrates how complicated it can be to explain something one already understands so that it can be understood by someone else.

9. Name of Activity or Type: Introductions Exercise

Give a flip chart page to each participant and ask them to complete the following statement 10 times: "I am the kind of person who... ." This statement is difficult to answer with work-related responses and forces members to share more intimate information. Using less than 10 responses becomes too simple and does not achieve intimacy. Participants then place their page on their chest (like a sandwich board) and circulate silently, reading each others' lists. Participants generally discover things about one another that they did not know before and have fun doing it. Charts are then posted for the duration of the session.

10. Name of Activity or Type: Similarities, Differences, and Expectations

The group is divided into teams and asked to prepare a flip chart that lists things that are unique to each individual, and similarities: qualities, activities, interests, etc., that all members share. Third, they are asked to list each team member's expectations for the session. How this is arranged on the flip chart page doesn't really matter. When completed, each team goes to the front and one at a time members give their uniqueness, a similarity they share with others, and their own individual expectation for the session. This is a good multi-purpose icebreaker that trainers find themselves using over and over again.

11. Name of Activity or Type: Introductions
Designed By: Roy Johnson

One idea which we used in team building was to have everyone form a circle. Then you start with one person introducing themselves, using their first name preceded by a descriptive adjective-for instance- you might be "Marvelous Mary" and I might be "Righteous Roy."

When it's your turn, you first say everybody's name before you. If I was the 2nd person after you, I would have to say Marvelous Mary, Righteous Roy. If "Ticklish Tom" were the 3rd person, he would have to say M.M., R.R., Ticklish Tom. Needless to say, it does provide some interesting results, it breaks the ice, and it gets people to know each other on a more informal, first name basis. It is also good for improving memory skills through association.

12. Activity Name or Type: Generalizing
Designed By: Susan Nurre

Hold up a cup. Ask the group to look at it and call out what it is. Ask "we all agree this is a cup?" Hold up cup again walking around the room. Ask group what we use it for. Ask "we all agree that this is a cup and it's used to hold liquid." (Drink from the cup).

Explain principles of "generalization." We as a group "generalize" that this is a cup. Some generalizations are good -- if we had to rediscover the purpose of a cup or door each time we encountered one, it'd be a tough world. Some generalizations are not so good -- such as "all blondes are dumb" (gets laughter if trainer is blonde). Use other examples pertinent to group -- maybe "people over 55 like to sit and rock in their rocking chairs."

Get creative here! Say: While we generalized that this is a cup, it could also be a hat (place on head), a toy (walk it across table top), half of a set of bookends, or an art object designed to display the letter 'C' (presumably the cup has a handle). Then say: Today, we need to set aside your generalizations about the way you've always thought of tutoring, the way you've always thought about the reasons why some kids can't read, the way people approach solving problems, etc. Now, I'd like to introduce you to our Senior Corps tutoring program.

13. Activity Name or Type: Values
Designed By: Ron Cox

Provide each member with an index card or paper on which you have printed 15 values. Each member gets the same list of values. First ask each person to order the values by priority, then to discard five, and discard five more. Finally, have each person identify their remaining five and discuss how they made decisions to prioritize and then discard. Discuss how each person's top five values relate to the work they will be doing as participants in your program.

14. Activity Name or Type: Communications
Designed By: Jimmie Rodgers, Manager, Training & Development,
Ferris State University

I facilitate a class (adapted from *Faultless Facilitation* by Lois B. Hart) on basic facilitation skills, which reviews three mainstay skills: observing, listening and questioning. For me, these are also three key skills in communication. In the class, we practice these skills in these short, simple, yet effective ways.

Observing: One group member role plays (non-verbally) a behavior or feeling (provided by the facilitator on a 3x5 card) such as sad, happy, frustrated, etc. Other group members must use observation skills to guess what the feeling or behavior is.

Listening: In this practice session, the facilitator begins by giving an example of a time when they were distracted when trying to listen to someone. The next person paraphrases what the facilitator said and asks for confirmation. This person then gives an example of when they were distracted and the person to their right paraphrases, and so on round robin style. The main point the group usually picks up on is how hard it is to really listen when they are trying to think of their own “story” which they must tell next. This is in fact what we as humans do most of the time. We forget that it is okay to listen first, take time to think of our response and then reply. Instead we are always thinking of our “rebuttal” as the person is talking. We also talk about when it is appropriate to paraphrase, why and how.

15. Activity Name or Type: Prisoners, Vacationers, Consumers, Adventurers
Designed By: Gary Winters

(For your program, change the categories as appropriate. For example, choose categories like NERVOUS, EXCITED, ONE-DAY-AT-A-TIME, or whatever will suit your group.)

There are FOUR kinds of participants in most training events: PRISONERS, who are there against their will, usually because their boss told them to show up.

VACATIONERS, who are there because training is like having time off from work. They are relaxed and (hopefully) refreshed and renewed as a result of attendance.

CONSUMERS, who are trainees with a specific learning agenda (really want to learn X).

And there are ADVENTURERS, who are like Consumers without a narrow, specific agenda. They want to learn whatever is available.

I've asked people to choose which role most closely resembles themselves, which two roles most closely resemble themselves, and which role the trainer becomes if the group is comprised primarily of one type or another, etc. I've had groups in mandatory training reveal they are ALL prisoners, and so we've used a few minutes to acknowledge what that is like before plunging into the material.

TOPIC: Team Building

The Six Deadly Sins of Team-Building

There is no question that the traditional workplace, with its emphasis on internal competition and individual star performers is undergoing a transformation. Management experts and researchers are suggesting that the successful organization is one characterized by effective teamwork, and leadership rather than management.

Organizations are realizing the importance of developing **teams that can work in a coordinated, efficient, and creative manner.**

If you recognize the need for team development, and are planning some activities for that purpose, you should have some idea of the **pitfalls of team building**, and how to go about it. Whether you hire a consultant to help, or you lead the process yourself, you need to know what must be avoided. In this article we will discuss six deadly sins of team-building.

The Six Deadlies are...

- 1. Lack of A Model.** It is not uncommon for people leading a team-building process to focus on a single aspect of team functioning. Often the emphasis will be on communication practices, to the exclusion of other elements that are critical to team success and effectiveness. Teams just aren't that simple, and a team is only as strong as its weakest component.

You need a model of how teams function, so that you can address all the factors that result in reduced team effectiveness. At a minimum, consider that an effective team requires:

- Clearly stated and commonly held visions and goals
- Talent and skills required to meet goals
- Clear understanding of team members' roles and functions
- Efficient and shared understanding of procedures and norms
- Effective and skilled interpersonal relations
- A system of reinforcement and celebration
- Clear understanding of the team's relationship to the greater organization.

- 2. Lack of Diagnosis.** Each team is different. Each team has distinct strengths and weaknesses, and team building must build on these specific strengths and address weaknesses.

Without knowing these strengths and weaknesses, the team building leader runs the risk of using a process that will be irrelevant or useless, again resulting in lack of credibility for the process, and the sponsor (often you).

Diagnosis is a first step in the process. If you are hiring an outside consultant, insist that they do a thorough team assessment as the first step. If you are leading the process yourself, consider using the **Team Assessment & Diagnostic Instrument (TADI)**, a Public Sector Management Supplement.

- 3. Short Term Intervention.** It is not uncommon for a manager to arrange for a retreat or team-building day, without developing a longer term strategy for team development. At best, a single day dangling on its own will result in a brief motivational surge that quickly fades. At worst, the day will bring to light issues that cannot be solved during that day, and are left to fester. Again, lack of credibility results.
- 4. No Evaluation of Progress.** Since team building is a long-term process, team members need to know whether it is succeeding. It is common for team building efforts to take for granted that things are improving without putting in place a mechanism for regular evaluation of team functioning. However, it is a rare situation where team improvement will occur smoothly. . . there are always glitches, but the **team building must be able to identify barriers** so that the team can work to eliminate them.
- 5. Leadership Detachment.** It is unfortunate that management sometimes enters into a team-building enterprise in a somewhat detached way. The detached manager looks at team development as something that will help others change, so that the team will function more effectively.

However, the **most influential person in most teams is the formal leader** or manager. Like it or not, you set the tone for the team, whether intentionally or unintentionally, and it is inevitable that team effectiveness cannot be improved unless the manager is willing to look at his/her contributions to the team. Management usually has to change too.

If you aren't willing to hear from others how your behavior impacts the team (negatively or positively), don't do team-building. The worst thing you can do is

start the process and refuse to acknowledge yourself as a key player in the process.

- 6. Doing It All Internally.** Team building generally will not succeed unless conflicts and problems can be brought into the open and dealt with properly. The problem is that poorly functioning teams are characterized by a climate of blame, defensiveness, and a lack of ability to deal with conflict.

Poor teams lack the ability to improve themselves.

There are times when an outside consultant may be required. While a consultant may bring specialized skills that are lacking in the organization, the most important reason for using an outside consultant is that the "outsider" has no history with the organization, no preconceptions, and may have more credibility than someone who is perceived as having his/her own agenda.

Consider hiring an **outside consultant** to help. However the team should not become dependent on the consultant, and must ultimately develop the ability to improve on its own. Look to a consultant if there is a high degree of negativism about the team, or there are unresolved conflicts or emotions related to the team, or management.

Conclusion

Whether you are leading team building activities, or hiring someone, it is important that you **stay away from the six deadly sins**.

Lousy team building is worse than doing nothing.

Improperly thought-out efforts are likely to increase negativity, reduce team functioning, and reduce management credibility.

If you are a manager, your own personal reputation, and the degree to which your associates have confidence in you, will depend upon your making effective team-building decisions from day one.

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Characteristics of a Good Leader

- Has strong facilitation skills
- Has an ability to work well in a team
- Has an understanding of consensus and its importance
- Is a critical thinker
- Knows how to share leadership; and delegates when appropriate
- Knows how to set goals and can develop a plan of implementation for the work
- Has great listening skills
- Has a collaborative approach
- Is a self-starter
- Is a good problem-solver
- Has confidence in his/her own abilities

Questions:

How will you work with your volunteers to help cultivate their leadership skills?

What leadership opportunities will you give them?

How will they grow these skills?

There are differences between leaders and bosses...the boss drives the people; the leader coaches them. The boss depends upon authority; the leader on good will. The boss says, "I"; the leader, "We." The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss knows how it is done; the leader shows how it is done. The boss says, "Go!", the leader, "Let's go!"

Author unknown. The Center for School Success at the Southern Regional Council.

Excerpts From *The 7 Habits Of Highly Effective People* by Steve Covey

Habit 5 - Seek First to Understand, then to be Understood

"Most people do not listen with the intent to understand; they listen with the intent to reply. They're either speaking or preparing to speak. They're filtering everything through their own paradigms, reading their autobiography into other people's lives."
(p. 239)

Four Autobiographical Responses (The *WRONG* Methods!)

- β **We evaluate:** we either agree or disagree.
- β **We probe:** we ask questions from our own frame of reference.
- β **We advise:** we give counsel based on our own experience.
- β **We interpret:** we try to figure people out, to explain their motives, their behavior based on our own motives and behavior.

(From page 245 of *The 7 Habits of Highly Effective People*)

Four Developmental Stages of Empathic Listening (The *Right* Methods!)

The essence of empathic listening is not that you agree with someone; it's that you fully, deeply, understand that person, emotionally as well as intellectually.

- β **Mimic content:** first and least effective; without character and relationship base can be insulting.
- β **Rephrase the content:** it's a little more effective, but still limited to the verbal communication.
- β **Reflect feeling:** you are paying attention to how they feel about what they are saying.
- β **Rephrase the content and reflect the feeling:** as you seek to understand, as you rephrase and reflect, you give the other person "psychological air." You also help the other person work through their own thoughts and feelings.

(From page 248 -249 of *The 7 Habits of Highly Effective People*)

Empathic listening is, in and of itself, a tremendous deposit in the Emotional Bank Account. It's deeply therapeutic...because it gives a person "*psychological air*."

People want to be understood. And whatever investment of time it takes to do that will bring much greater returns of time as you work from an accurate understanding of the problems and issues, and from the high **Emotional Bank Account** that results when a person feels deeply understood.

(From page 253 of *The 7 Habits of Highly Effective People*)

An Emotional Bank Account is a metaphor that describes the amount of trust that's built up in a relationship. It's a feeling of safeness you have with another human being. If I make deposits into an Emotional Bank Account with you through courtesy, kindness, honesty, and keeping my commitments to you, I build up a reserve. ...When trust is high, communication is easy, instant, and effective.

But if I have a habit of showing discourtesy, disrespect, cutting you off, overreacting, ignoring you, becoming arbitrary, betraying your trust, threatening you, or playing tin god in your life, eventually my Emotional Bank Account is overdrawn. The trust level gets very low. (p. 188)

Next to physical survival, the greatest need of a human being is *psychological survival* -- *to be understood, to be affirmed, to be validated, to be appreciated*. When you listen with empathy, you give the person **psychological air**. (p. 241, *7 Habits*)

If all the air were suddenly sucked out of the room you are in right now, what would happen to your interest in this page? You wouldn't care about it; you wouldn't care about anything except getting air. Survival would be your only motivation.

The more deeply you understand other people, the more you will appreciate them, the more reverent you will feel about them.

(From page 258 of *The 7 Habits of Highly Effective People*)

Then Seek to be Understood

Seeking to understand requires *consideration*; seeking to be understood takes *courage*.

The early Greeks had a magnificent philosophy which is embodied in three sequentially arranged words: *ethos, pathos, and logos*... I suggest these three words contain the essence of seeking first to understand and communicate effectively:

Ethos is your personal credibility, the faith people have in your integrity and competency.

Pathos is the empathic side - it's the feeling.

Logos is the logic, the reasoning part of communication.

(From page 255 of *The 7 Habits of Highly Effective People*)

I know of no more encouraging act than the unquestionable ability of man to elevate his life by conscious endeavor.

Henry David Thoreau

*We are what we repeatedly do.
Excellence, then, is not an act, but a habit.*
Aristotle

Reactive Language	Proactive Language
There's nothing I can do.	He makes me so mad.
That's just the way I am.	They won't allow that.
I have to do that.	Let's look at our alternatives.
I can't .	I can choose a different approach.
I must.	I control my own feelings.
If only.	I can create an effective presentation.
	I will choose an appropriate response.
	I choose.
	I prefer.
	I will.

(Chart from page 79, *7 Habits*)

Our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and the responsibility to make things happen.

(p.71, *7 Habits*)

How different our lives are when we really know what is deeply important to us, and, keeping that picture in mind, we manage ourselves each day to be and do what really matters most. If the ladder is not leaning against the right wall, every step we take just gets us to the wrong place faster. We may be very busy, we may be very efficient, but we will also be truly effective only when we begin with the end in mind.

(p.98, *7 Habits*)

Management is doing things right; leadership is doing the right things.

(p. 101, *7 Habits*)

... I can change. I can live out of my imagination instead of my memory.

(p. 105, *7 Habits*)

Things that matter most should never be at the mercy of things that matter least.
Goethe

One of my favorite essays is "The Common Denominator of Success," written by E. M. Gray. He spent his life searching for the one denominator that all successful people share. He found it wasn't hard work, good luck, or astute human relations, though those were all important. The one factor that seemed to transcend all the rest embodies the essence of Habit 3 -- putting first things first.

(p. 148, 7 Habits)

The successful person has the habit of doing the things failures don't like to do. The successful person doesn't necessarily like doing them either, but their disliking is subordinated to the strength of their purpose.

E. M. Gray

...effective people are not problem minded; they're opportunity minded.

They feed opportunities and starve problems.

(p. 154, 7 Habits)

Habits)

The enemy of the 'best' is often the 'good'. ... Keep in mind that you are always saying "no" to something. If it isn't to the apparent, urgent things in your life, it is probably to the more fundamental, highly important things. Even when your urgent is good, the good can keep you from your best, keep you from your unique contribution, if you let it.

(p. 157, 7 Habits)

Six Paradigms of Human Interaction

*Win/Win

*Win/Lose

*Lose/Win

*Lose/Lose

*Win

*Win/Win or No Deal

"Win/win is based on the paradigm that there is plenty for everybody, that one person's success is not achieved at the expense or exclusion of the success of others. ... Win/Win is a belief *in*... It's not your way or my way; it's a *better* way, a higher way.

(p.206-207, 7 Habits)

I want to win, and I want you to win. I wouldn't want to get my way and have you not feel good about it, because downstream it would eventually surface and create a withdrawal. On the other hand, I don't think you would feel good if you got your way and I gave in. So let's work for a Win/Win.

(p. 213)

Integrity is the value we place on ourselves.

Maturity is the balance between courage and consideration.

Abundance mentality is the paradigm that there is plenty out there...

...for everybody.

(p. 217-219)

The real key to your influence with me is your example, your actual conduct. Your example flows naturally out of your character, or the kind of person you are -- not what others say you are or what you may want me to think you are. It is evident in how I actually experience you. (p. 238)

The **creative process** is also the most terrifying part because you don't know what new dangers and challenges you'll find. It takes an enormous amount of internal security to begin with the spirit of adventure, the spirit of discovery, the spirit of creativity. Without doubt, you have to leave the comfort zone of base camp and confront an entire new and unknown wilderness. You *become a trailblazer, a pathfinder. You open new possibilities, new territories, new continents, so that others can follow.*

Paradigms of Interdependence

You cannot talk your way out of problems you behave yourself into.
....You can't have the fruits without the roots.

Synergy is everywhere in nature. If you plant two plants close together, the roots commingle and improve the quality of the soil so that both plants will grow better than if they were separated. If you put two pieces of wood together, they will hold much more than the total weight held by each separately. The whole is greater than the sum of the parts. One plus one equals three or more... . The essence of synergy is to **value differences -- to respect them**, to build on strengths, to compensate for weaknesses. (p. 263)

Some people say that you have to like yourself before you can like others. I think that idea has merit, but if you don't *know yourself*, if you don't *have self mastery* over yourself, it's very hard to like yourself, except in some short-term superficial way.

Real self-respect comes from dominion over self, from true independence. And that's the focus of Habits 1, 2, and 3.

Independence is an achievement. Interdependence is a choice only independent people can make.

The most important ingredient we can put in a relationship is not what we say or what we do, but what we are.

*It is the weak who are cruel.
Gentleness can only be expected from the strong.*
Leo Roskin

Six Major Deposits into the Emotional Bank Account

1. Understanding the Individual

Really seeking to understand another person is probably one of the most important deposits you can make, and it is the key to every other deposit.

2. Attending to the Little Things

The little kindnesses and courtesies are so important. Small discourtesies, little unkindnesses, little forms of disrespect make large withdrawals. In relationships, the little things are the big things.

3. Keeping Commitments

Keeping a commitment or promise is a major deposit; breaking one is a major withdrawal.

4. Clarifying Expectations

The cause of almost all relationship difficulties is rooted in conflicting or ambiguous expectations around roles and goals.

We create many negative situations by simply assuming that our expectations are self-evident and that they are clearly understood and shared by other people.

Clarifying expectations sometimes takes a great deal of courage. It seems easier to act as though differences don't exist and to hope things will work out than it is to face the differences and work together to arrive at a mutually agreeable set of expectations.

A lie is any communication with the intent to deceive.

5. Apologizing Sincerely When You Make a Withdrawal

When we make withdrawals from the Emotional Bank Account, we need to apologize and we need to do it sincerely.

Great deposits come in sincere words:

"I was wrong."

"That was unkind of me."

"I showed you no respect."

"I denied you your dignity and I'm deeply sorry."

"I embarrassed you in front of your friends and I had no call to do that. Even though I wanted to make a point, I never should have done it. I apologize."

It takes a great deal of character strength to apologize quickly out of one's heart rather than out of pity. ...People with little security can't do it.

It is one thing to make a mistake, and quite another thing not to admit it. People will forgive mistakes, because mistakes are usually of the mind, mistakes of judgment. But people will not easily forgive the mistakes of the heart, the ill intention, the bad motives, the prideful justifying cover-up of the first mistake.

6. The Laws of Love and the Laws of Life

When we make deposits of unconditional love, when we live the primary laws of love, we encourage others to live the primary laws of life. In other words, when we truly love others without condition, without strings, we help them feel secure and safe and validated and affirmed in their essential worth, identity, and integrity.

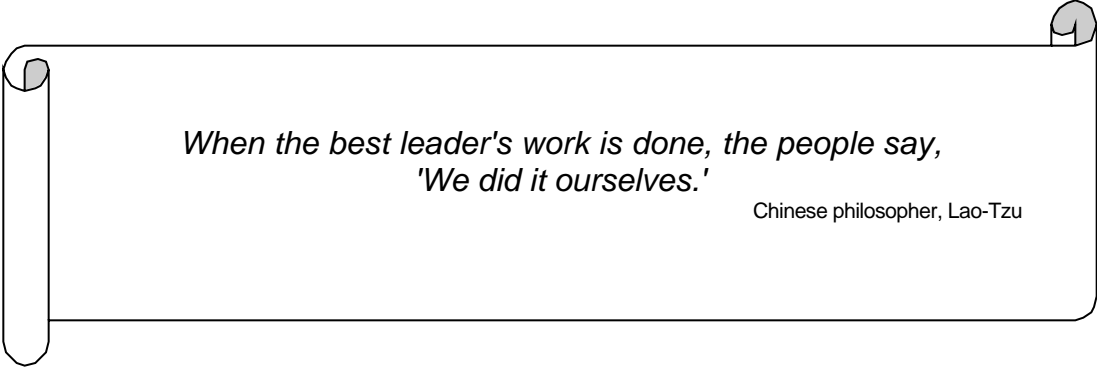
When we violate the primary laws of love -- when we attach strings and conditions to that gift -- we actually encourage others to violate the primary laws of life. We put them in a reactive, defensive position where they feel they have to prove, "I matter as a person, independent of you."

Creating the unity necessary to run an effective business or a family or a marriage requires great personal strength and courage. No amount of technical administrative skill in laboring for the masses can make up for lack of nobility of personal character in developing relationships. It is at a very essential, one-on-one level, that we live the primary laws of love and life.

(p. 190–202)

A TEAM is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

(p. 45, *The Wisdom of Teams*, Harvard Business School Press)



*When the best leader's work is done, the people say,
'We did it ourselves.'*

Chinese philosopher, Lao-Tzu

from The TUTOR, Spring 1999

Service-Learning, Diversity, and Literacy Programs

by Katherine Delo and Bob Seidel

Many service-learning practitioners are familiar with the anecdote about the affluent college student who said, "I had such a wonderful experience serving soup to the homeless; I hope that my children can have the same experience." In a tutoring context, she might have said, "I hope that my children will still have the chance to tutor less fortunate children."

What's wrong with these pictures? Providing service without adequate preparation, support, and opportunities to process the experience can lead to badly flawed learning on the part of the service provider. Learning will happen, but it may be false learning, reinforcing naïve or stereotyped assumptions. This can have serious implications for the service recipient as well.

Applying service-learning principles to literacy programs cannot guarantee positive experiences, but it can help address a wide range of diversity-related issues and meet program goals. In fact, whether or not they present themselves as "service-learning," many programs understand that: 1) tutors often have much to learn if they are to be effective; and 2) effective tutors learn much through their experience. Issues may arise when tutors are different from their students in terms of age, race, class, ethnicity, gender, abilities, and other characteristics that may affect their experience and ability to communicate with each other. In these situations, programs use methods that make the service experience a positive

learning opportunity for both service providers and service recipients.

Program staff needs to work with community partners to develop tutor training that addresses a comprehensive array of issues during pre-service training as well as through ongoing reflection activities.

As an example, consider the case where a relatively affluent, white college student tutors a low-income, African American third grade student. To maximize tutoring effectiveness, the tutor needs to know some things not only about teaching reading, but also about the third grader's household, neighborhood, and school environment. Similarities and differences in the use of language in the student's and the tutor's respective subcultures and other cultural differences – especially concepts of self, community, knowledge, and authority – should also be addressed. Community partners, perhaps from the student's school or afternoon program can play a leading role in orienting tutors on these matters.

In fact, tutors may have to spend considerable time with the younger students even to become ready to discuss meaningfully why reading is important. If lifelong learning is the goal, we need to help our youth find their own reasons to read. Young readers need exposure to literature that is relevant and, to the extent practical, of their own choosing. To facilitate such exposure, tutors need more than a list of readings.

They need to be prepared to listen to the individual child, to accept values other than their own, in short, to learn as much as possible about the younger student's experiences and point of view.

Listening effectively and accepting differences are not easy things to do for many of us, whether in tutoring or any other aspect of our lives. A tutoring program can facilitate tutors' learning by providing organized opportunities for tutors to meet and share experiences in structured discussions aimed at improving their effectiveness. Such discussions may include tutees and other community partners. These conversations should be integral to the program, not an optional addition, because they contribute both to the quality of the tutoring and to the education of the tutors themselves.

Effective service-learning may also foster civic responsibility. Tutors find themselves learning about public

schools and education policy. Using reflection to discuss such topics may help tutors better understand relevant issues and see other ways to address their concerns. They may even be able to work with the students they tutor to do so. This need not be limited to education issues. If a student learns to read by reading about a problem in her community, she may want to pursue that interest further by becoming active in the community. Such activities can make tutors and students partners in action, where each brings knowledge and experience that they can use together.

These are just a few thoughts on tutoring, diversity, and service-learning. Each program needs to adopt its own design, methods, and tools. Different kinds of diversity present unique opportunities and challenges. Service learning principles and methods can, however be applied in all types of program situations.

Diversity Training for Tutors
When the Tutor and Child Do Not Look Alike:
by Sarah E. Torian
from *The TUTOR*, Fall 1998

Although there are seven times as many whites as non-whites aged fifty and above in the United States, the demographics are different for children age zero to nine, where whites only hold a two-to-one advantage. The schools where we conduct our National Service programs *are* multicultural. We must, though, continuously challenge ourselves to be aware of the experiences that shaped us so that we can be better prepared to learn about and earn the trust of others with different experiences. But, what does that mean? How can National Service volunteers turn those words into actions?

Actually, a first step to take is not an **action** at all. Frequently, when teachers or tutors are challenged to be more aware of cultural pluralism in their work with children, they respond with: "Tell me what to do and I will do it." But as Paul Gorski, a cultural diversity facilitator at the University of Virginia explains, "Cultural diversity and multicultural awareness are not approaches to implement or topics for a special unit or themes for a bulletin board. Instead, they are the foundations of an attitude or value system that insists that good education is multicultural, and education consists not simply of curriculum, but also of teaching styles, atmosphere, socialization, and learning how to learn."

This can begin with a development of awareness of the experiences in our own lives—our histories, our families,

hometowns, educations, significant events—and an understanding of how they shaped us into the people we have become. With the knowledge of what made us who we are and a recognition of the fact that those influences are not universal, it is much easier for us to reach out and discover people with different backgrounds and of different cultures.

Acquiring the Knowledge

We are all products of our own cultures, our own backgrounds and experiences. Having taken the time to develop an understanding of what those cultures, backgrounds, and experiences that influenced us are, how can we ensure that we are properly equipped to respond to and respect others' cultures? Again, attitude and an open mind are vital, but it is also important to broaden our knowledge and understanding of the other cultures and ethnic groups with whom we will be working in the schools.

- Spend more time with people of that culture.
- Identify a cultural guide, someone from the culture who will discuss the culture with you, introduce you to new experiences, and help you understand what you are seeing.
- Spend time with the literature. Read articles by and for persons of the culture. But, don't just read

nonfiction or professional articles; read fiction too. It is an enjoyable way to enter the culture in a safe, non-threatening way.

- Attend cultural events and meetings of leaders from within the culture.
- Spend time in the school community. Attend community events and school festivals.
- Ask questions. Most people are willing to answer all kinds of questions if the inquirer is sincere and seeking to learn and be more effective.
- Be aware of the great diversity within various groups. Although you are developing an understanding of some of the cultural traits and influences of the children with whom you will be working, do not assume that any cultures are homogenous.

Relationships Are Built on Trust

First and foremost, in the development of any relationship, especially a tutor/tutee relationship, is TRUST. Rita Tenorio, editor of *Rethinking Schools* and an eighteen-year veteran of the kindergarten classroom, remembers a quote she heard during her first year of teaching that echoed throughout her teaching career, “How much must a child trust himself, others, and the world in order to learn?” She answers the quote’s query, “Throughout the twenty years I’ve worked with children and their families, I’ve always felt that trust was a key component to success.”

The road to becoming a successful reader is full of mistake bumps and

frustration potholes. In order to convince a child to let herself make mistakes in front of you, you must gain her trust—let her know that you will not judge her or think less of her as long as she tries. Without that trust it is difficult to create an environment that is conducive to learning.

Here are some things to think about and do when you are building a relationship with a tutee whose cultural background is different from yours—they also apply to any new student whose trust you are trying to gain:

- Trust comes from a child’s knowledge that someone understands and respects his experiences. Ask your student questions about his life, his interests and hobbies, his friends, and his family. Talk about some of the similarities with your life and experiences.
- Trust comes from being a consistent and reliable figure in a child’s life. When you make the commitment to tutor a child, realize that it is serious. Children learn best from adults who make an investment in them and in their learning.
- Trust comes when you present yourself to a child in a way that he will interpret as dependable and caring. Sincerity is at the core of building a strong, trusting relationship with a student. Make sure the child knows you care about him, want him to succeed, and believe that he is capable of succeeding.

Trust comes when you expect the best from a child. Just because a child is labeled “at risk” does not mean that she is incapable of becoming a successful reader. Having and demonstrating confidence in her abilities will help her develop that self-confidence and will strengthen your relationship.

Choosing the Right Books

In encouraging a child to discover the excitement and wonders of reading, it is important to choose books in which he can see himself *and* see himself in a positive light. Select books that apply to the child’s interests and hobbies. Also be sensitive to the cultures being represented in the characters. Make sure the books empower the children and demonstrate the diversity of society. Here are some good guidelines to follow when selecting books:

1. Check the illustrations—look for stereotypes, tokenism, and the roles that minorities and male and female characters play.

2. Look at lifestyles—are people of color depicted in such a way that they contrast unfavorably with the unstated “norm” of white middle-class suburbia?
3. Weigh the relationships between people—Do the whites in the story possess the power and take the leadership? Are African-American mothers always portrayed as dominant in the family?
4. Note the heroes and heroines—When minority heroes appear, are they admired for the same qualities that have made white heroes famous or because what they have done has benefited white people?
5. Consider the effects on a child’s self image—Is there one or more persons with whom a child can readily identify to a positive and constructive end?

from *The TUTOR*, Spring 1999

Moving Beyond Black and White

By Gale Greenlee

Diversity. For years it's been a buzzword in American culture, touching every arena: from corporations to non-profits, from churches, to families, to schools.

As a tutor, you may have noticed an increase in multicultural books in your school's library. Maybe while tutoring, you and your tutee compare your childhood in a rural town with his or her life in a bustling urban area. Perhaps when working in groups, you realize that boys and girls communicate and interact differently. Whatever the situation, we are all affected by diversity—even kids.

From an early age, children recognize and perceive differences in race, language, gender, and physical ability. Unfortunately, the messages society sends about these differences are often negative. They may be subtle, but children receive them nonetheless. Consequently, stigmas, stereotypes, and other negative attitudes about difference can affect a child's development and outlook on life. For children to develop healthy attitudes about difference and to learn to relate to others in a positive manner, they need role models—people who can teach them that difference is normal. This is where you come in.

By serving in diverse communities and working with diverse populations, you stand as much to gain as your tutee. Exposure to people with different

experiences, opinions, beliefs, and world views can broaden your own perspective of the world and the people in it. Being receptive to learning from the experiences of others (whether your tutee, a parent, teacher, or national service member) can help you to establish trusting relationships with others. Through these connections, you have the opportunity to strengthen your own level of cultural competence (your ability not only to acknowledge, but to appreciate and respect the many differences others bring, and interact with comfort and ease).

What is Diversity?

Diversity is difference. In a country of many peoples from many lands, too often the term is taken to mean only "racial," "ethnic," or "cultural" diversity. While these are important aspects of diversity, they do not encompass the many dimensions of this concept. There are also differences in gender, economic status, physical ability, sexual orientation, age, religion, language, learning styles, and interests.

Diversity lies within all types of organizations, including the Corporation for National Service. Through the America Reads Challenge, the Corporation engages diverse populations. Immigrants and native-born citizens, middle- and working-class people, seniors and college students are all united to help children learn to read.

Within an individual program, there is diversity among staff, members, and volunteers. We also find diversity within the community we serve—among children, teachers, and schools, and among individuals of the same race, gender, economic background, and interest group.

As a result, most national service members, volunteers, and program staff participate in some sort of diversity training. We do this to: learn how our personal experiences shape us and affect our relationships with others; increase our ability to interact with and understand individuals from backgrounds different from our own; foster stronger connections with communities; and make our projects more effective.

Looking at Diversity

Across New York State, more than 40 AmeriCorps members with the **Self-Advocacy Association of New York (SA)** help people with disabilities become valued and independent members of their communities. SA is a nonprofit organization operated by individuals with developmental disabilities. Of its 40 members, 33 have disabilities. Inspired by their motto, “Our experience is our teacher,” members work in schools to raise students’ awareness about disabilities, to promote inclusive education among teachers, and to teach self-advocacy skills to students with disabilities.

“People with disabilities have an incredible story to tell and so much to give back to the community,” says SA’s Administrative Coordinator and AmeriCorps Project Director, Steve

Holmes. “They are the best at changing people’s attitudes about disabilities.” Holmes admits that SA members often face negative attitudes about people with disabilities. But, through their work in schools, they are slowly convincing students and adults alike that children with disabilities have many of the same needs, strengths, and desires as other kids.

On the other side of the country, in the heart of the Navajo reservation, sits the town of Round Rock, Arizona. It is a rural community, home to roughly 3,000 people, with an unemployment rate of nearly 60 percent. In addition to the chapter house (local government office), a trading post, and a school, there is **Round Rock AmeriCorps**.

At first this program may seem to lack diversity, since all 15 of its members are Navajo. However, as Program Director Monty Roessel points out, “We combine both Navajo culture and the best of Western culture (for example, technology) so that students learn to read and write *and* learn what it means to be Navajo. We help them be proud of who they are.”

Most of the community’s 200 students attend Arizona public schools and receive instruction similar to that of any other American school. AmeriCorps members tutor kids in English and Navajo, often using tools such as bilingual flashcards. They also participate in “cultural mentoring” in order to “re-teach” the values and traditions that are distinctively Navajo.

These members, who have made a commitment to remain on the reservation and improve their

community, also recognize that elders have much to contribute. They encourage elders to volunteer, telling coyote stories to children and passing on the history behind traditions like the stick game. These intergenerational activities strengthen the community and reinforce the bonds between young and old.

On the East Coast, AmeriCorps members and Learn and Serve participants in **Rhode Island** tutor students of various racial and ethnic backgrounds. They serve in urban centers that boast large immigrant populations, speaking 69 languages and representing Southeast Asia, West Africa, Cape Verde, and several Spanish-speaking countries.

Even with such great diversity, economic disparities are a more pressing challenge for those serving in the state's urban communities. Many members are from different economic backgrounds and are not accustomed to the conditions and challenges associated with poor, urban communities.

“In the communities in which we work, one in three children lives at or below the federal poverty line,” says Nicole Boothman-Shepard, executive director of the Rhode Island State Commission. “Among the children supported by our initiatives, many are not reading at grade level. Their opportunities to develop academically have been obscured by barriers associated with poverty and school systems that are ill-equipped to deal with issues affecting the children outside of school.”

Despite the cultural and economic differences between the tutors and tutees, Boothman-Shepard believes that connecting individuals from different backgrounds creates a fertile ground for learning. “The benefits of working in a diverse community are endless,” she says. “Service providers are going to have their assumptions challenged, their perspectives broadened exponentially, and they will emerge as more thoughtful change agents in the community.”

As these scenarios demonstrate, national service programs approach diversity in many ways and on many levels. While there are many challenges associated with serving in diverse communities, there are many benefits as well. As a tutor, you have a tremendous opportunity to positively influence a child's perception of difference, and to learn from another's point of view. By checking in with yourself (about your own perceptions of diversity, including biases and stereotypes), you are in a better position to understand the perspectives of others, especially your tutee(s).

from *The TUTOR*, Spring 1999

Setting High Expectations for Girls

By Emma Lanier and Gale Greenlee

Have you ever noticed that boys are called on more often than girls or that girls are frequently interrupted when they speak? Maybe you observe that, in a classroom environment, boys are subtly rewarded for being aggressive and competitive, and their inattention or hyperactivity is often passed off as “boys will be boys,” while girls are expected to be cooperative, nurturing, and attentive.

Or perhaps while reading with a child you are tutoring, you become aware that many children’s books portray female characters as nice, pretty, and quiet, whereas male characters are depicted as daring, adventurous, and fun. These observations reveal some of the subtle ways in which learning environments can reinforce gender stereotypes. When educators approach boys and girls with different expectations, role models, and discipline guidelines, they limit their

pupils’ growth and pay a disservice to girls and boys alike.

National service program staff and members have a responsibility to be aware of the many ways in which gender stereotypes have an impact on their own assumptions, their program structure and activities, and their relationships with students. Gender equity is not a matter of who will get the “best” education at the expense of the other; it’s about ensuring equal opportunity for girls and boys—to learn, to prepare for future education and careers, and to set high expectations for themselves, regardless of gender. As a tutor, you have an extraordinary opportunity to inform a child’s perception of her/himself and the life opportunities to which she or he aspires. Here are some check points for tutors to help them ensure that girls *and* boys are encouraged to explore, succeed, and achieve.

√ **Check in With Your Assumptions.** Get in touch with how gender bias is affecting your thinking about your tutees; how do *you* think men and women, and boys and girls are different? Check in with yourself from time to time to be sure that you are challenging, praising, and disciplining your tutee in response to who the child is as an independent person, rather than who you think she or he should be based on her/his gender. A good checkpoint is to ask yourself if you would handle the situation differently if the child were of the opposite sex.

√ **Check in With Your Materials.** Look for learning moments. For example, when gender stereotypes are found in a book you are reading together, you and your tutee can discuss what a stereotype is and what messages it sends to readers. The best way to support your child is to consistently use these teachable moments rather than forcing the issue or pushing it beyond where she or he is comfortable addressing it. Review the books you will be reading ahead of time so that you will feel prepared for these moments when they arise. Here are some

pointers drawn from *Ten Quick Ways to Analyze Children's Books for Racism and Sexism* by the Council on Interracial Books for Children:

- √ **Check the Illustrations.** Look for stereotypes. Some stereotypes seem flattering but can be harmful, because they typify an entire group and don't respect individual differences. Do the illustrations depict women in subservient and passive roles or in leadership or action roles? Are the male characters the active "doers" and the females the inactive "observers"?
- √ **Check the Storyline.** How are problems presented, conceived, and resolved in the story? Who causes most of the problems? Who solves the problems? Are the achievements of girls and women based on their own initiatives and intelligence, or are they due to their appearance or their relationships with males? Could the same story be told if the genders were reversed? Are both men and women shown as heroes?
- √ **Consider the effects on the child's self-esteem.** The reader may compare herself/himself to the norms that are established by the story. What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? What about a girl's self-esteem if she is not slim or doesn't have long, blond hair?
- √ **Watch for Loaded Words.** A word is loaded when it has offensive overtones, such as "crafty" and "docile." Look for sexist language and adjectives that exclude or in any way demean girls and women. Look for the use of the male pronoun (he) to refer to both males and females.
- √ **Check in with Your Behavior.** You are a role model to your tutee. He or she is acutely tuned in to how you interact with other children, tutors, parents, and teachers. Make sure you are modeling responsible information about how and who to be in the world. The following suggestions from Girl's Incorporated's manual, *What's Equal: Figuring Out What Works for Girls in Coed Settings*, can help you be conscious of the many active ways in which you can support gender equity:
 - **Encourage girls** to take appropriate risks, explore, ask questions, and make mistakes.
 - **Engage girls** actively in group discussions and interactions, especially during coed activities.
 - **Ensure that girls** receive adequate attention.

- **Pay careful attention** to group formation and dynamics; be a deliberate group manager by structuring some group activities to be collaborative and some to be competitive and assigning group membership to mix styles and skills.
- **Assist girls** with taking leadership roles.
- **Support girls** in sticking to challenging tasks.
- **Maintain the same behavior standards** for girls and boys, emphasizing their taking responsibility for resolving conflicts and for monitoring their own and the group's behavior.
- **Address students** by their names: avoid using nicknames and terms to minimize and limit girls, such as "honey," "darling," "little girl," and "little lady."
- **Be mindful** of the messages girls receive and the effects those messages are likely to have.

Reflection Session – Volunteer Literacy Tutors

February 2, 1999

Questions

1. Describe a typical tutoring session. What are you doing? Who are you working with? What materials are being used?
2. Which strategies for working with students (taught in our training sessions) have you used?
3. If you could change one thing in your tutoring experiences, what would that be?
4. How has the training you have received this past Fall helped you in your tutoring?
5. What additional training would you like to receive?
6. We've got a group together – what challenges, concerns, or successes would you like to discuss and/or share with the group? Your input is important and helpful!