A plan for using volunteers with the Early Identification Program in the kindergartens, Xenia, Ohio

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A PLAN FOR USING VOLUNTEERS
WITH THE EARLY IDENTIFICATION PROGRAM
IN THE KINDERGARTENS
XENIA, OHIO

Submitted to the Graduate Committee
of the School of Education
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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The School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
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I have been a kindergarten teacher in Xenia City Schools for nine years. At one time, we had a traditional kindergarten program in which our primary goals were to accustom the children to being in a group situation and to teach them a few basic skills such as, the names of colors; counting from one to ten; their name, address, and phone number; and how to cut and paste.

Since that time, our school system has implemented several reading readiness programs (Wisconsin Skills and SWRL) as well as a math teaching and testing program in the kindergarten.

Four years ago a program known as the Early Identification Program (EIP) was implemented to identify any weaknesses in the areas of visual, auditory, motor or language skills. The goal of this program was to identify and ameliorate any problem areas and thus prevent student failure.

It has been our goal to constantly revise and refine this program in order to make it more successful. Four Xenia kindergarten teachers have worked as a team on these revisions. After screening, Jennie Leston has met with parents in order
to answer questions and provide activities that parents could use to help children develop any weak areas. Shirley Bruce has developed methods of organization for the Early Identification Program. Ann Stratton has worked on a handbook of amelioration activities for each modality arranged in sequence of difficulty. My part has been to develop a volunteer program to decrease the adult-pupil ratio in the classroom during the forty minute amelioration time.

Problem

In this project I have explored ways to establish a volunteer program during amelioration time. As part of this project a search of related literature examined the experiences others had had with volunteer programs. Then a pilot project was established.

Delimitation

This pilot project, for the 1978-1979 school year, proposed a plan for using volunteer adults for four days a week during the forty minute amelioration period allotted to the Early Identification Program.

The volunteers worked with small groups of children using materials which the teacher had made and which were organized by modality. At other times the volunteers discussed stories with the children using discussion guides prepared by the teacher.

The project was conducted with fifty-six children in the morning and afternoon sessions of my class at McKinley
School, Xenia, Ohio. Both classes are heterogeneous and located in a self-contained classroom.

**Procedure**

Methods of recruiting, training, scheduling and planning for volunteers were explored. Materials, organized by modality, were prepared for use by volunteers with the children.

The volunteer program which was conducted in my classroom will eventually serve as a pilot program for other volunteer programs in the kindergartens in the Xenia system.

**Definition of Terms**

Amelioration is the term used when specific methods and materials are used to help a child overcome learning difficulties.

Amelioration stations refer to the tables that are set up with materials for a certain modality.

Interest centers are areas where educational games, both commercial and teacher made, are used by children to reinforce skills learned at amelioration stations and from the regular kindergarten curriculum.

Modality refers to ways in which we perceive such as, visual, auditory, language and motor.
CHAPTER II

REVIEW OF RELATED LITERATURE

Background of Early Identification Program

The kindergartens in Xenia, Ohio, are involved in a program known as the Early Identification Program (E.I.P.). In this program, children are screened before they enter kindergarten.\(^1\) In the kindergarten class, a teacher and paid aide work with the children in small groups of two to four children for forty minutes a day four days a week in an attempt to ameliorate any weaknesses found by the screening process.

This writer has become interested in volunteer programs as a way of providing more individual attention and lessening the reliance on tape recorders and listening centers.

Need for Volunteers

An estimated five million people volunteer in U.S. education annually.\(^2\) Why do schools in the United States need these volunteers? Da Silva and Lucas state:

\(^1\)Donna James, report on the Early Identification Program, Minutes of the Board of Education of the Xenia City Schools, Meeting of July 1978.

Trends in curriculum development are leading to a greater emphasis on the individualization of instruction. New learning materials designed to meet the academic and social needs of all students require more one-to-one and small group emphasis for their successful use. Thus, a lower student-adult ratio is required. The effective use of volunteers is one way to achieve a reduction in the adult-pupil ratio. Additional teachers or paid aides would also reduce the adult-pupil ratio, but because of the scarcity of funds this is an option that many school systems cannot afford.

"In every school, there are groups of children who . . . fail to measure up to their potential and who need individual attention that volunteer work can offer." In an effort to identify and prevent the causes of failure, programs such as Upswing have been formed using volunteers. "The Upswing contention is that one person--one volunteer--can make a profound, positive difference in the life of a


The philosophy of the Upswing program is based on the belief that children, teachers, and the total school environment thrives on success and positive attention, but that failure does great harm to a child's self-esteem and is discouraging to the teacher.9

Although the diagnosis of the child's difficulty, planning of assignments, and initial instruction must be carried out by the classroom teacher,10 the volunteer contributes to the child's success by providing the child with "immediate and correct feedback" of his progress.11 Also, as Hunter points out, our schools are committed to the belief that all individuals have an ability to learn and the optimum opportunity to do so is their inalienable right. We also subscribe to the value of individual differences and the notion that varied interests and achievements are not only inevitable, they are desirable.12

Often, timing is a factor to be considered. "Children in the initial phases of skill development require much individual attention."13 The services necessary to help a child may be available, but generally it is impossible to obtain

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9Ibid., p. 15.


11Robb, p. 75.

12Madeline Hunter, "Individualized Instruction—Both Boon and Boondoggle," Thrust for Educational Leadership 7 (January 1978) 5.

13Da Silva and Lucas, p. 75.
help immediately. Smith tells us that "... relief of a child's problem depends not only on the suitability of the service, but the immediacy of its application."\(^{14}\)

An additional factor to be considered in the use of volunteers is the public relations benefit to the schools.\(^{15}\) "These volunteers become the goodwill ambassadors of the school. They consider themselves partners in the building of a better school system and the enrichment of every child in the program."\(^{16}\) Perhaps Carter and Dapper best describe the public relations aspect of a volunteer program when they say:

Volunteers serve as bridges between the community and the schools, sometimes by design more often not. The development of greater citizen understanding and support of public education is always a goal. Anybody working within a school system, including volunteers, begins to get a truer picture of the problems facing the school and the steps being taken to solve them.\(^{17}\)

These factors point out a need for additional personnel. However, school systems are finding it more and more difficult to provide additional teachers. "It becomes more apparent each day that greater use of paraprofessionals


\(^{16}\)Williams, p. 17.

Recruiting Volunteers

In the area of recruitment, planners of volunteer programs are concerned with the following:

(1) whom to recruit
(2) how to recruit
(3) qualifications for volunteers

Whom to Recruit

Young, old, male, female, trained and untrained people have all been used in various volunteer programs.

When teachers in training are not available, three other sources of unbudgeted staff should be considered. These are college or junior college students in noneducation programs, high school students with a special interest in education or civic assistance, and adults active in parent-teacher organizations.

Yawkey and Silvern discuss the use of adult males as school volunteers. Schools in Ann Arbor and Los Angeles have successfully used grandparents in their programs.

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18 Da Silva and Lucas, p. 8.
20 McCuaig, p. 331.
21 Yawkey and Silvern, p. 290.
23 Sarah A. Davis, Director of Volunteer, Tutorial and DOVES Programs for Los Angeles City Unified School District, letter.
How to Recruit

Some programs have begun recruiting volunteers by contacting groups such as Retired Senior Volunteer Program (RSVP), National Retired Teachers Association, Foster Grandparents, Dedicated Older Volunteers in Education Services (DOVES), School Volunteer Program of Los Angeles City Schools, or the National School Volunteer Program. Other groups have worked with colleges to recruit education students who earn credit as they tutor. Still other programs consult school staff members, religious groups, and civic leaders in order to locate potential volunteers.

The Boise School Volunteer office recruits volunteers and makes the community aware of the program through the newspaper; television and radio; bumper stickers and posters; and slide presentations.

Yawkey and Silvern discuss sources of male volunteers in education. Homes for senior citizens, industry, the

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24 Carol Seefeldt, "Young and Old Together," Children Today 6 (January 1977): 23. RSVP; 14 South Perry Street; Rockville, Maryland 20850; National Retired Teachers Association; 1901 K Street, N.W.; Washington, D.C. 20006; ACTION Regional Office (Foster Grandparents); 320 Walnut Street; Philadelphia, Pa. 19106.

25 For more information on volunteer programs write to Sarah Davis; Box 3307; Los Angeles, California 90051.

26 For more information write to Dr. John Alden, Executive Director; National School Volunteer Program, Inc.; 300 North Washington Street; Alexandria, Va. 22314.

27 McCuaig, p. 333.

28 Smith, p. 6.

retired, fraternal organizations, off-duty policemen and
firemen, high school and college students, local military
bases are possible sources of male volunteers. Seefeldt
suggests locating potential volunteers by means of an
advertising and publicity campaign which includes preparing
newspaper articles; contacting churches, social groups and
community centers; and presenting slide programs.

After potential volunteers have been located, programs
use various means of screening volunteers. Some programs
have selected volunteers on the basis of both individual
interviews and the skill demonstrated in a model teaching
session with a young child. Raime also mentions the
importance of an interview. Kozoll adds a questionnaire
and a background check to the screening process.

Qualifications of Volunteers

In the related literature, there is a difference of
opinion regarding the need to explore the qualifications of
potential volunteers. The experience of the Ann Arbor

30 Yawkey and Silvern, p. 290.
31 Seefeldt, p. 23.
32 Marion Blank, Myron Koltuv, and Marilyn Wood,
"Individualized Teaching for Disadvantaged Kindergarten
Children: A Comparison of Two Methods," Journal of Special
Education 6 (Fall 1972): 214.
33 Joan Raim, "Rolling Out the Welcome Mat to Tutors,"
34 Charles E. Kozoll, Administrator's Guide to the
Use of Volunteer Teachers, ed. Curtis Ulmer, Prentice-Hall
Adult Education Series (Englewood Cliffs, N.J.: Prentice-
Hall, 1972), p. 15.
volunteer program is that willingness to participate and attitude are the keys to successful participation, not health and mobility. Carter and Dapper state that "the most important single characteristic a volunteer needs is a liking for children. To like someone is to accept him the way he is and to take a continuing interest in him." Garter and Dapper state that "the only requirements for becoming a school volunteer are a feeling for children, a desire to be of service, and availability during school hours." The final report on Project Upswing tends to support this view. The authors analyzed factors which might influence tutoring results and found that none of the volunteers' background characteristics were important, not even previous relevant training and experience.7

Other writers state that volunteers need more specific qualifications. Kozoll lists qualifications as follows:

(1) maturity, not dependent on age or educational level

(2) understanding of various levels of human behavior


36Carter and Dapper, p. 31.


(3) interest in and warmth toward people
(4) flexibility and adaptability ... 
(5) ability to be supervised ... 
(6) sincere respect for people of all ages, races, and creeds ... 
(7) punctuality, courtesy, and cheerfulness ... 
(8) ability to listen ... 
(9) tactfulness ... 39

Moran states that "the most important qualifications are not academic." He includes dependability, patience, empathy, and integrity among the necessary qualifications.40 Yawkey and Silvern write about the importance of a volunteer being warm, understanding, and enthusiastic; being able to maintain discipline necessary for learning; and being able to take suggestions and directions from another adult.41 Smith writes that an effort should be made to interest, in volunteering, those who have successfully raised or are raising families; people who are warm and accepting; and people who are in good health.42

Training Volunteers

After selecting volunteers they need to be trained—or do they? Project Upswing works with groups of volunteers in three cities. They found that "the children tutored by

39Kozoll, p. 15.
41Yawkey and Silvern, p. 292. 42Smith, p. 6.
the untrained group of volunteers who received only a three- to-five hour orientation scored statistically the same on tests as did the children who were tutored by the trained volunteer group who had received forty hours of training.43 Wooden, Lisowski, and Early report on the use of volunteers in the Head Start program. Results of the study show "... indications that nonprofessional volunteer tutors with limited background training can effectively serve to prevent potential learning disabilities in children... ."44

However, training does offer some advantages. Training gives the volunteer an understanding of the program. Training may give the volunteer more confidence.45 Williams reports that attrition among the untrained group was 22 percent higher than in the trained group.46 However, the inclusion of college students in the untrained group may have accounted for some of this difference. Another reason for giving training is that teachers preferred "... to work with the trained volunteers partly because the teachers thought that the untrained volunteers would need more supervision and would be less able to function independently."47

If training is given, Williams recommends that the

43Williams, p. 31.


45Williams, p. 32. 46Ibid p. 40. 47Ibid.
training "be shifted from pre-service to in-service."

She suggests that the first session should include an introduction of the principal and school secretary; a tour of the school; review of regulations and special privileges such as eating lunch at school; method of reporting personal absence; location of parking areas; means of volunteer identification such as badges; and a sign in and out procedure. Criscuolo also writes about the importance of a sign in and out procedure as a means of demonstrating that you are interested in reliability. Da Silva and Lucas remind us that volunteers should be informed of the location of toilet facilities, place to hang their coats, and arrival and dismissal time. Some writers suggest that volunteers meet the teachers and observe them in action in order to understand the routines that teachers have established.

Seefeldt also sees a need for volunteers to be given the opportunity to observe in the classroom. During the observation, the volunteer should note how the teacher talks to the children and disciplines the children. Also, the volunteer should notice how the children use materials and move around the room.

Gold and Taylor suggest that training "... sessions

\footnote{Ibid., p. 41.} \footnote{Ibid., p. 63-65.} \footnote{Criscuolo, p. 44.} \footnote{Da Silva and Lucas, p. 38.} \footnote{Johnson, p. 19.} \footnote{Seefeldt, p. 24.}
consist of an introduction to volunteering in the schools, an examination of ethics, the importance of pupil self-concept, techniques of positive modification of behavior, language development, and a demonstration of materials."\(^{54}\)

Seefeldt writes that orientation should include an explanation of the philosophy of the program and an explanation of the way volunteers will work with children and teachers.\(^{55}\)

Various authors have written practical suggestions for volunteers. Carter and Dapper suggest the following:

1. Be prompt and be there
2. Don't give first aid or medication of any kind to a child
3. Don't pry into the child's home life
4. Without making it painful for the child, encourage him to use complete sentences
5. Help the child to realize that it is all right not to know something and that there are ways to find out things\(^ {56}\)
6. Ensure that he has the opportunity to succeed, over and over, time and again...\(^ {57}\)
7. Don't discuss the children you tutor with anyone outside the program\(^ {58}\)

The latter point is reinforced by this quote from the Department of Health, Education, and Welfare publication


\(^{55}\)Seefeldt, p. 23.

\(^{56}\)Carter and Dapper, p. 42.

\(^{57}\)Ibid., p. 35. \(^{58}\)Ibid., p. 41.
Tutor's Resource Handbook. "When you talk over children's needs with their teacher, or see personal records . . . remember that this information is not to be talked about outside school." The above publication also advises volunteers as follows:

1. If a child does well, praise him and move on. If not, try something easier.
2. Keep the lesson moving. When you notice the student losing interest, change activities.
3. Ask for help when you have a problem you are not sure you can handle.

Several authors caution that a tutor may have unrealistic expectations. According to Williams,

Volunteers need realistic expectations concerning the progress of the children with whom they work. The volunteer should be counseled not to expect miracles, but to feel at ease and to have a happy learning experience.

Benson and Ross advise volunteers as follows: when entering the classroom "proceed to the designated work areas" and when tutoring is completed "leave the classroom immediately."

Finally, Sawyer suggests that when a person agrees to

60 Ibid., p. 5.
61 "Keen, but Can They Teach?" Times (London) Educational Supplement, June 4, 1976, p. 8.
62 Williams, p. 95.
63 Jo Benson and Linda Ross, "Teaching Parents to Teach Their Children," Teaching Exceptional Children 5 (Fall 1972): 32.
tutor, a person enters into a contract to help a student in need. The student "... deserves a tutor who cares enough about fulfilling that contract to plan each session beforehand ..." 64

Suggestions for teachers are also discussed. Raim suggests that teachers "plan for specific space and adequate materials" because "... both children and tutors are sensitive to settings." 65 Robb suggests that teachers train volunteers to use the audio-visual equipment that they will be expected to use66 and that they be given an understanding of the use of the emergency alarm system. 67 Williams writes that tutoring should be geared to the use of a greater variety of inexpensive materials. 68

Seefeldt recommends that teachers make, for each volunteer, a booklet which contains the names and phone numbers of school staff members. 69 Snelling suggests the use of a booklet or folder that includes details of the daily routine such as library operation, audio-visual services and fire-drill procedures. 70 The teacher may also

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65 Raim, p. 697.
66 Robb, p. 35. 67 Ibid. p. 38.
68 Williams, p. 41.
69 Seefeldt, p. 24.
want to include in this booklet a directory of names, addresses and phone numbers of all the volunteers. This should facilitate communication and transportation for the volunteers.71

Teachers need to give careful consideration to planning for volunteers because "nothing will doom a volunteer program more quickly than bringing a group of willing people into schools without specific plans for what needs to be done, and how to go about getting it done."72 Yawkey and Silvern suggest that teachers make the first job of a school volunteer simple enough to ensure success.73 However, Perkins cautions teachers to use a volunteer's talents. "Envelopes may need to be stuffed, but if you give this chore to a capable or talented volunteer, you will probably lose him. You can hold the volunteer's interest by utilizing his special skills and talents."74 Doyle recommends that teachers or volunteer program coordinators survey the interests and skills of volunteers and attempt to match their interests and skills with a teacher and the teacher's general classroom style.75

71Benson and Ross, p. 31.
73Yawkey and Silvern, p. 292.
75Doyle, p. 30.
The final suggestion for teachers to remember applies as much to children as volunteers. "Volunteers work best in a friendly, warm atmosphere where their efforts are obviously needed and appreciated . . ." and where they " . . . have opportunities to grow and learn."  

Recognition of Volunteers

Many volunteer programs feel the need for some type of recognition or reward for volunteers. Janowitz, Da Silva, and Lucas recommend personalized letters and verbal thanks as a means of making a volunteer aware of appreciation.  

Features in the local newspaper or other media and teas or luncheons can be effective. Invitations to return, stories in the school newsletter, special awards ceremonies, certificates, volunteer recognition day, and a "volunteer of the week" picture placed in a central location at the school are other means of expressing your thanks. It has been suggested that a sense of achievement may be a volunteer's biggest reward. Gold and Taylor state that one means of making a volunteer feel valuable is to ask the volunteer to comment on the program by means of an evaluation sheet.

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76 Yawkey and Silvern, p. 292.
77 Janowitz, p. 86; Da Silva and Lucas, p. 171.
78 Ibid.
79 Johnson, p. 21.
the results of these sheets are compiled, they can be used to strengthen the program the next year.\textsuperscript{81} According to Finacom, one reward or benefit to a parent volunteer is an opportunity to see and work with other children, thus gaining a better perspective concerning one's own child.\textsuperscript{82}

However, the most unique reward seems to be the one given by Dade County, Florida, in their extensive volunteer program. Volunteers can receive elective college credit for participating. "Any 120 volunteer hours yields three credit hours in either a sociology or human service lab, and these credits can be applied toward renewing a teacher's certificate in Florida."\textsuperscript{83}

In the final analysis, perhaps these remarks from a speech by Jordan best describe the rewards of a volunteer "... our efforts to help others make our own lives more satisfying and secure."\textsuperscript{84}

Summary

In this review of related literature various opinions are noted regarding the need for volunteers, training for volunteers, and recognition of volunteers. Regardless of

\textsuperscript{81}Gold and Taylor, p. 616.

\textsuperscript{82}Finacom, p. 25.


\textsuperscript{84}W. E. Jordan Jr., "Volunteerism in America," \textit{Vital Speeches of the Day} 43 (June 1, 1977): 495.
their stance on these issues many people would agree with Jordan when he says,

Ours is a joint effort, a cooperative venture. Professionals cannot do without volunteers; volunteers cannot do without professionals, and most importantly, those in need of service . . . need us both.85

85Ibid.
CHAPTER III

IMPLEMENTATION OF THE PROGRAM

My Goals

One of my goals during the 1978-1979 school year was to develop a volunteer program to use in coordination with the Early Identification Program.

Because of pre-entry screening the teacher has a great deal of information on the needs of each child whether they be needs for amelioration of weakness or enrichment. Because these needs are so varied within each child and within the class we work in groups of two to four children. The make-up of each of these groups changes every two weeks.

In the past we found it necessary to depend on tapes or records used with listening centers at the auditory and language tables on alternating days. The teacher could start the visual skill group and the motor skill group and come back to check their progress, but she needed to stay with a table working on expressive language or auditory skills. When a volunteer is assigned to one of these tables the children get the immediate feedback they need.

With this goal in mind I began my search of related literature. There was a great deal of material to be found
regarding volunteer programs. However, many of these programs were run on a large scale with a director of volunteers and the programs required additional funding. I needed to develop a program that would work in my classroom without a director of volunteers and without additional funding. Following in this chapter you will find my experiences with a volunteer program.

Selection of Volunteers

In Chapter II it was noted that many volunteer programs have successfully used senior citizens in their programs. After reading of the success of these programs I contacted the Senior Citizens Center and the director of a retirement apartment complex. The directors were enthusiastic. However, after I put up posters giving details I received no response. I assumed that lack of public transportation in Xenia and the distance between these two downtown locations and McKinley School was the cause of this lack of response.

Other programs had successfully used college students, but distance to area universities and the lack of public transportation was a handicap.

Even though the use of parents in their own child's classroom could be a problem it seemed to be the only available source of volunteers. I knew some of the problems so I thought for a long time before starting this program—weighing the benefits to the children against the potential problems. Finally, I sent letters to parents briefly explain-
ing the program and asking them to return the paper with their name and phone number if they were interested. Five mothers volunteered. One of these mothers volunteered to come three afternoons a week. Later a woman from the community heard about our program and volunteered. I did not attempt to screen out any volunteers although in our training session I emphasized potential problems and our expectations for the volunteers.

**Training of Volunteers**

The training of volunteers consisted of one session one and a half hours long and five to ten minutes spent with a volunteer at the beginning of each kindergarten session, as needed. The pre-service training consisted of thirty slides showing the Early Identification Program in action in my classroom. At this time words like amelioration, visual skills, auditory skills, language and motor were defined. The organization of the classroom was explained; for example, the way in which children find their places at amelioration tables and interest centers, the way they find materials, and how they know when to change groups. Rules of the classroom were explained so that the volunteer did not confuse the children by changing the rules.

Emphasis was placed on the need for volunteers to be prompt and faithful in their attendance. They were given the school's phone number and asked to call between 8:15 and 8:45 if illness or an emergency prevented their
attendance. This allowed me at least twenty minutes to change the plans and materials for the groups with which the volunteer had been scheduled to work.

I discussed frankly potential problems that could arise when a parent works in his or her own child's classroom. The child may attempt to depend on mother or monopolize her time. Mother may prevent the child from being independent by doing his work for him or by giving him all of her attention.

Materials for use by the volunteers and the location of these materials were explained. All materials for use by the volunteers were used only by volunteers and were stored on the volunteers' table in a room across the hall so that when a volunteer arrived the materials were ready for her along with her assignment sheet (see appendix). She could look over the materials and assignment sheet and contact the kindergarten teacher before amelioration time if further explanation was needed. The assignment sheet told the volunteer which group she would work with during the first twenty minutes and the materials that would be used. It also told her which group she would work with during the next twenty minutes and the materials that would be used. Since she was informed of the classroom organization during pre-service training she could look at bulletin boards in the room and determine the names of the children she would be working with that day.

Along with instructional materials and an assignment
sheet the volunteer table had a calendar on which volunteers were asked to record any day they knew in advance that they would be unable to attend.

During the pre-service training session we discussed many topics. I told the volunteers that the only prerequisite skills necessary for a volunteer in this program were a desire to help children and patience. If a volunteer had these attributes then she should be able to function effectively in this program if I had organized the program and materials correctly. I told the volunteers quite frankly that it was not acceptable for a volunteer to discuss in the community the work of a child she tutored. The volunteers were shown how to use our tape recorders, record player, and listening centers, and small group filmstrip viewers. I gave the volunteers an overview of the program and explained how important it was for young children to have a program such as this which aimed to solve problems in an attempt to prevent failure. In this way I hoped to show the volunteers how helpful and valuable their work would be. We can't pay the volunteers with money, but we can give praise, express our appreciation and make them feel their time was well spent.

**Preparation of Materials for Volunteers**

Making games, discussion guides and other instructional materials as well as the planning and organization of these materials was time consuming. It was necessary to have these tasks finished before beginning the volunteer program.
These materials were organized according to modality. All games that were used at the language amelioration station were filed together. Thus, when I was writing lesson plans for a volunteer at the language station I only needed to go through the language section of the index box to choose appropriate materials.

When choosing games there were several criteria to consider. These materials needed to have directions that were easily understood. Games and other instructional materials should be easy to evaluate as to results. Materials needed to be durable and attractive. All games were covered with clear Contact. This made them easy to keep clean and helped to prevent bending. The discussion guides were typed with questions in black type and answers in red type. These guides were placed in clear plastic folders to protect them.

It was necessary to plan a method of organizing these materials. Small parts of games were placed in manila envelopes. Each envelope was labelled with the name of the game and a numeral. A plastic record rack with numerals on the side next to each slot kept these materials in order. Directions for instructional materials were typed on 5 x 7 index cards and these cards were filed in an index box. All cards carried the same numeral as the envelope in which game parts were stored and the record rack slot in which the envelope was stored. This made it easy to locate materials quickly.
Planning for Volunteers

As noted in the review of related literature some extra planning for volunteers was required. A place to hang their coat, store supplies and record information must be provided. In our building we were fortunate to have an extra room where kindergarteners hung their coats. A folding table was set up in this room to hold materials for volunteers use. A coat hook was provided for volunteers. Any notes I wanted volunteers to be sure to read were posted near the coat hook.

Also, I needed to allow time each day to plan for volunteers. However, this time was minimized because I used a mimeographed form which I called an assignment sheet to let volunteers know the group with which they would be working. Since materials used by volunteers were only used by volunteers they could be stored together. The volunteer was made aware of the method of organizing these materials so that she could get them out herself and preview them before amelioration time. If the materials used by volunteers were also used by teachers and aides they would be stored in various places around the classroom depending on the modality involved. In this case a teacher or aide would have to gather materials each day for volunteers. I recorded on my lesson plans the groups the volunteer would work with and the materials the volunteer would use. Then in case I was absent the aide or substitute teacher would know what the volunteer was to do.
Aides, volunteers and substitute teachers should know who will be in charge in case of the teacher's absence. In my classroom my aide is in charge of directing amelioration if I'm absent. She is very efficient and has worked in this program for four years. She knows the materials and where they are stored. Also, she knows the children and their needs.

Planning and organization can enable the teacher to gain maximum help for the children with a minimum of extra preparation time for the teacher.

Recognition of Volunteers

As discussed in the review of related literature some type of volunteer recognition is necessary. I thanked the volunteers daily and I sent a letter of appreciation at the end of the year.
CHAPTER IV

EVALUATION AND CONCLUSIONS

The evaluation of this project was done by using information from the volunteers themselves and from my observations. Each volunteer received an evaluation form and a stamped envelope. A copy of this evaluation form is in the appendix. Fifty percent of the volunteers responded.

Most volunteers felt that working in the program had helped them better understand their child. One parent commented that she realized that she had not stopped to listen to her child and was now trying to change. Another mother stated that she was aware of the fact that her child had learning problems. By working in this program she had learned ways to work with him at home.

When asked what else I could have done to help them, two volunteers mentioned that another training session might have been helpful.

All volunteers who responded stated that they felt comfortable and welcome in our classroom.

The assignment sheets were clear to some, but others had problems understanding them.

When asked what benefit they received from being a volunteer all responding volunteers expressed an attitude
similar to this mother's comment, "I got the satisfaction of helping and being with children."

There were several responses that surprised me. First of all, the tone of all responses was positive. Our program is very structured yet the children do talk quietly in their various groups. It is not a traditional program with chairs in rows and complete quiet. At the beginning of the volunteer program I wondered if all the volunteers would accept this kind of program. Apparently, I worried needlessly. The second surprise was that all responding volunteers thanked me for the opportunity to work with children and/or the opportunity to participate in their child's education. I felt that they were the ones that deserved thanks.

The volunteers were pleased with the program and so was I. I had none of the problems that I had had in the past when working with volunteers. Perhaps this was because I mentioned potential problems in the pre-service training or perhaps I just had a good group of volunteers.

Even though I was generally pleased with the program, I plan to make some changes next year which I hope will improve the program. This year I was reluctant to start the program until the children had mastered the organization of the program such as, finding their places, finding their materials and knowing how to put away materials and change groups. Next year I plan to
start the volunteer program earlier. Since assignment sheets were a problem to some volunteers I will revise them during the summer. I believe the use of some type of assignment sheet makes it easier for the volunteers and shortens the time the teacher spends with volunteers.

I cannot tell from the children's post scores if the volunteers made a difference since there were other variables in the program this year. However, I do know that we were able to provide a decreased adult/student ratio for students who needed amelioration and we were able to provide more enrichment for other students.

I am grateful to the volunteers who gave so generously of their time.
APPENDIX

Assignment Sheet
Examples of Games for Use by Volunteers
Letter to Parents
Evaluation Form of Volunteer Program
Groups you will work with today

red table 1 2 3 4 5
yellow table 1 2 3 4 5

Materials for red group

Materials for yellow group

Please let me know if you had problems with any materials or activity.
Language

Oral Expression

Pussycat, Pussycat

Purpose: To develop oral expression

Players: Maximum 5

Materials: None

Procedure: The object of the game is to be the first to guess where Pussycat has been. One of the players, more advanced in this objective, is chosen to be Pussycat. The players chant: "Pussycat, Pussycat, where have you been?" Pussycat might answer: "I have been to blank to visit a pig." The other players then say: "Pussycat, Pussycat, what did you do there?" Pussycat might answer: "I slid down a haystack and milked a cow." If no player has guessed farm, Pussycat continues to describe the place until someone succeeds in guessing. The first player to guess correctly scores a point. Play continues with a different Pussycat.

Vocabulary

Belling the Cat

Purpose: To develop ability to name objects

Players: Small group

Materials: A large outline of a cat with pictures on it of vocabulary the children are learning and a bell cut out of oak tag

Procedure: Introduce the game with the story about the mice who wanted to put a bell on the cat so that they could hear the cat coming. Call on one player at a time to bell the cat. The player with eyes closed tries to touch a picture on the cat with the bell. The player then, with eyes open, looks to see what the
bell is touching. If the bell is touching a picture on the cat, the player names it. If the child does not know the name of the picture, ask another player to name it. If the player has touched no picture, choose a picture for the player to name. The children who have belled the cat are those who have touched and correctly named pictures on the cat.

Visual Discrimination

Lost Mitten

Purpose: To develop name recognition of colors

Players: A small group

Materials: A set of cards consisting of eight cards with a different colored mitten drawn on each.

Procedure: The object of the game is to be the first to hold up a colored lost mitten. For example, say, "I lost a purple mitten. Has anyone found it?"

Visual Memory

What's Missing?

Purpose: 1. To develop non-sequential visual memory
2. To develop sequential visual memory

Players: Small group

Materials: Several objects that can be paired or grouped, such as fork and spoon, cup and saucer, pencil and pen, or upper and lower case letters and numerals

Procedure: 1. Line up several different objects on a table. Have the players name each object. Have the players close their eyes while one item is taken away. Call on one player to tell what is missing. Repeat the procedure, taking different items away, until every player has had the chance to tell what is missing.
2. Vary the above procedure by changing the position of one of the objects. Call on a player to arrange the items the way they were. At a more advanced level, switch several objects or take all the objects away and have a player arrange them the way they were.
Auditory Memory

The Cat Says

Purpose: To develop skill in following directions sequentially

Players: Any number

Materials: None

Procedure: Players stand by their chairs. Choose one child to be the leader. The leader gives the children two directions at a time to follow in sequential order. For example, the leader says, "The cat says: Touch your nose, then clap your hands." The children are to follow directions only if the leader begins by saying, "The cat says." A player who acts when the leader has not said, "The cat says," must sit down. Players who make a mistake in following directions including acting out of sequence must sit down for one turn. If this activity is too easy, more than two directions can be given at a time.

Auditory Discrimination

Fishing

Purpose: To associate beginning sounds of words with letters

Players: Small group

Materials: 1. Cards cut in the shape of fish with a consonant printed on each one and a paper clip attached to each card 2. A pole with a magnet attached to one end

Procedure: Turn all the cards face down on the table. Each player gets a chance to catch a fish with the pole. If the child can say a word that begins with the sound of the consonant on the fish that is caught, the fish may be kept; otherwise it must be put back, face down, in the pond.
These games were selected from the *Handbook of Skill Development Activities for Young Children*. These books are organized by modalities which makes it simpler to match materials to a child's needs. Other sources of games for use in the kindergarten are *Kid's Stuff*, *Stick Out Your Neck*, and the green pages of *Early Years*. 
September 1978

Dear Kindergarten Parents,

We would like to start using volunteers in kindergarten during the forty minutes of amelioration each day. These volunteers need patience and a desire to help children. They need to come when they promise and they need to be prompt.

If you or someone you know (grandparents, friends, neighbors) would like to volunteer some time each week, please let us know.

I am interested in being a kindergarten volunteer.

(Name)

(Address)

(Phone)
EVALUATION FORM OF VOLUNTEER PROGRAM

You do not have to fill out this form. However, by filling out the form you can help me to improve the program next year. You do not have to sign your name.

1. Has working as a volunteer helped you better understand your child?

2. What could I have done to help you?

3. Did you feel comfortable and welcome in our room?

4. Were the assignment sheets clear?

5. Did you feel that your time was well spent?

6. Has your attitude about schools changed? How has it changed?

7. What did you personally get from being a volunteer?

Additional Comments

Thank you for helping me to improve our program.
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