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ABSTRACT

The manual describes the content and format of Project PAVE (Parents as Volunteers in Education), an effort to train parent volunteers to assist in the education of handicapped students in the least restrictive environment. The manual presents a training outline with each step specified: objective, elapsed time, materials, equipment, personnel, and evaluation. An agenda of content, activities, and assignments is outlined, along with descriptions of post-training activities. The following components are addressed: first aid, characteristics of learning and behavior disorders, sensorimotor characteristics, test administration, teaching strategies, behavior management, instructional materials, use of audiovisual equipment, field experience, receiving principals and teachers, and wrap up and evaluation. Appended materials include sample letters, program evaluation records, and field experience forms. (CL)

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**P.A.V.E.
PARENTS
AS
VOLUNTEERS
IN
EDUCATION**



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**TRAINING MANUAL
1984**

**EDUCATION DEPARTMENT
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41076**

Training Manual

Project P.A.V.E.

Parents as Volunteers in Education

Northern Kentucky University

Highland Heights, KY 41076

March, 1984

This training manual was developed under a grant from the U.S. Department of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement by the federal government should be inferred.

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Credit also goes to the Coordinators from each of the districts involved in the project. Their assistance in recruitment and placement have been crucial to the success of each volunteer.

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Rachelle Bruno
Project Director
March, 1984

Parents as Volunteers in Education

TRAINING MANUAL

Introduction

Project P.A.V.E. (Parents as Volunteers in Education) has been a federally funded project to train parent volunteers to assist in the education of handicapped students in the least restrictive environment. Parents recruited through their school districts received training at Northern Kentucky University. Upon completion of the training, they continued as volunteers for at least one academic semester. They also assisted in a subsequent training cycle.

This training manual is a description of the content and format of the training in Project P.A.V.E. All steps for the presentation of this training are outlined. For each training component - objective, elapsed time, materials, equipment, personnel and evaluation are given. In addition, an agenda of content, activities and assignments is outlined. Finally, activities after completion of the training days are given. It is hoped that this manual will permit replication of the training in whole or in part. This manual provides a training outline, which should be modified to meet the unique needs of districts and individuals served.

Project P.A.V.E. training consisted of an orientation meeting, a weekend retreat, nine workshop days, four days of supervised field experience, a wrap-up session for volunteers and an orientation meeting for receiving principals and teachers.

Preparation for Project P.A.V.E. Training

The following activities should be performed in the order listed.

1. Contact school district directors of special education, director of volunteer services, and/or superintendents to announce training in each district. That individual will be referred to as the district coordinator. The district coordinator's primary responsibilities are identification of prospective participants and selection of field placement sites.
2. Call a meeting of district coordinators to describe training and distribute applications with cover letters (Appendix A). For subsequent training cycles send a letter announcing each cycle with applications and updated cover letter to district coordinators. A project staff member should be available to talk with principals, parents and parent groups interested in the training.
3. Schedule training days around public-school and university calendars, as well as previous commitments and schedules of project staff and consultants. The orientation meeting should be scheduled at least one week prior to the retreat. During the school year, schedule one day per week on a Tuesday, Wednesday, or Thursday. During the summer, schedule two days per week to decrease the number of weeks participants need to be available. Summer training sessions should be scheduled so that field experience begins with the third week of school. This is necessary

In order to identify field experience sites and orient receiving principals and teachers. (See Appendix B for suggested schedule.)

4. Select and confirm retreat site.
5. Contact consultants and confirm schedule. (See personnel for each training day.)
6. Contact Project P.A.V.E. graduates to schedule assistants for appropriate sessions. Schedule one assistant plus a substitute for each session needed. Send list of assistants with phone numbers and parking permits to each assistant.
7. Purchase, duplicate or reserve from libraries and resource centers all needed materials. (See material for each training day.) Items to be purchased include The American Red Cross Standard First Aid and Personal Safety book, Merrill's Exceptional Children in Focus, and items for session on making materials.
8. Reserve needed audiovisual equipment.
9. Reserve a room for training.
10. After application deadline, select up to 16 individuals who have been recommended by their districts. Send letters of acceptance and information to participants concerning orientation meeting (See Appendix C).
Include a schedule of training days with this mailing, so participants can schedule child care, if needed.

Orientation Meeting

Purpose: To inform participants of schedule, procedures for reimbursement, orient them to university setting, and to gather pretest data.

Time: 9:30 - 11:30

Materials: 1) Folder for each participant including notepad, pencil, detailed training schedule, child care reimbursement form, audio-visual release form.

- 2) Pretest
- 3) Coffee and donuts
- 4) Name tags

Personnel: Project Director

Project Secretary

Agenda:	9:30 - 9:45	Coffee and donuts
	9:45 - 10:15	Introduction
		1) Background and purposes of project.
		2) Overview of topics, format.
		3) Explanation of child care reimbursement and retreat expense reimbursement.
	10:15 - 10:30	Mini tour of campus including cafeteria, diagnostic classroom, room for training sessions, restrooms, and resource center.
	10:30 - 10:45	Arrange car pools and rooming list for retreat; fill out audio-visual release form, if necessary.
	10:45 - 11:30	Pretest

Retreat

The weekend retreat takes place prior to day long workshop sessions. Group cohesiveness develops as well as implementation of many project content and skill objectives.

Objectives:

Upon successful completion of this program, the parent volunteer will be able to:

1. describe the role of the volunteer aide in the school.
2. describe the structure of public schools, issues related to student rights, confidentiality, and the dispensing of drugs.
3. describe the content and classroom implications of P.L. 94-142.
4. use effective communication skills.
5. describe affect of individual with a handicapping condition.

Overall agenda:

Day 1

11:00 - 1:00	Hotel registration
1:00 - 2:30	Role of the parent volunteer
2:30 - 2:45	Break
2:45 - 4:30	P.L. 94-142
4:30 - 7:00	Break and dinner
7:00 - 9:00	School structure and legal issues

Day 2

9:00 - 6:00	ommunication skills
6:00 - 8:00	Dinner
8:00 - ?	Social activities

Day 3

9:00 - 9:30	Review content from Day 1
9:30 - 10:00	Posttest
10:00 - 11:30	Simulations
11:30 - 12:00	Wrap-up



3. Introduce Project P.A.V.E. - transparency with logo.

1:15 - 1:30

Define: Instructional paraprofessional, classroom aide, classroom volunteer.

Definition of the role of the volunteer (transparency).

1:30 - 2:30

Roles/Responsibilities (overhead transparency presentation - group discussion)

1. Why are Volunteers Important?
2. How A Volunteer Helps.
 - a. the student
 - b. the teacher
 - c. the administration.
 - d. the community
3. When Do Volunteers Work?
4. What Do Volunteers Do?
 - a. acceptable and unacceptable duties and responsibilities
5. Code of Ethics on Being a Volunteer
 - a. confidentiality
 - b. dependability
 - c. respect student individuality.
 - d. work cooperatively.

P.L. 94-142

Objective:

Upon successful completion of this program, the parent volunteer will be able to describe the content and classroom implications of P.L. 94-142.

Time: 1.75 hours

- Materials:
1. Slide/Tape Cassette: P.L. 94-142: Parents Rights and Responsibilities, Chapel Hill Training Outreach Project, Chapel Hill, North Carolina.
 2. Charts with major provisions of P.L. 94-142.

Equipment: Slide projector, cassette tape player, screen

Personnel: Project Director

District Coordinators

Evaluation: Written posttest given on third day of retreat.

Agenda:

- | | |
|-------------|--|
| 2:45 - 3:00 | <ol style="list-style-type: none"> a. Brief background of P.L. 94-142 including examples of litigation and constituent groups. b. Key points to notice in slide presentation. |
| 3:00 - 4:00 | <ol style="list-style-type: none"> a. Present slides P.L. 94-142; Parents Rights and Responsibilities. b. Using chart, reemphasize and further discuss key provisions of the law. Use local examples of implementation of the law. |
| 4:00 - 4:30 | <ol style="list-style-type: none"> a. Answer questions. |

School Structure and Legal Issues

Objective:

Upon successful completion of the program, the parent volunteer will be able to describe the structure of public schools in Kentucky, issues related to student rights, confidentiality and the dispensing of drugs.

Time: 2.25 hours

- Materials:
1. A two page outline of the presentation (first page entitled "Issues Related to School Structure", and the second page entitled "Student Rights and Responsibilities")
 2. A twenty one page handout that provides the following information:
 - a. statements of the 1st, 4th, and 14th amendments to the U.S. Constitution.
 - b. a paragraph from the Civil Rights Act of 1964 - Title VI (42 USC Sec 2000(D)).
 - c. part of section 901, Title IX - Education Amendments 1972 (20 USC sec 1681).
 - d. part of the Equal Education Opportunities Act of 1974 (20 USC Sec 1703).
 - e. part of the Rehabilitation Act of 1973 (Section 504) (29 USC Sec 794).
 - f. a list of three Supreme Court tests for determining constitutionality of state statutes related to religion in schools.
 - g. an outline of the state's legal basis in prescribing a course of study.

- h. an outline describing the conflict between parents rights versus the welfare of the state.
 - i. a handout describing the components of The Family Educational Rights and Privacy Act - P.L. 93-380 - "The Buckley Amendment".
 - j. a copy of the first five pages of the 1978 Kentucky Program of Studies in which guiding principles, educational goals, mandated instructional programs, and the general program of studies K-12 are described.
 - k. a handout summarizing the authority of school personnel over pupil conduct.
 - l. a handout discussing corporal punishment.
 - m. a handout discussing the elements of "reasonable suspicion" and a discussion of permitted warrantless searches.
3. Each of the pages of the two handouts are on transparencies plus several additional transparencies of Kentucky statutes related to school governance.

Equipment: Overhead projector

Personnel: School district superintendent

Evaluation: Written posttest on third day of the retreat

Agenda:

- 7:30 - 7:45 Discussion of general governance of schools and role of parent volunteers.
- 7:45 - 8:30 Discuss three types of funding sources for Kentucky schools and the elements of the Kentucky foundation program.

- 8:30 - 8:45 Discuss 1st, 4th, and 14th amendments as they apply to school operation - examples of Kentucky status related to posting of 10 Commandments and other religious related statutes.
- 8:45 - 9:00 Discuss school attendance laws and conditions of attendance.
- 9:00 - 9:15 Discuss statutory control over instruction and the Buckley Amendment.
- 9:15 - 9:30 Discuss the authority of school personnel over pupil conduct including the concept of in loco parentis, requirements of procedural due process, corporal punishment, and search and seizure issues.
- 9:30 - 9:45 Question and answer period.

Communication Skills

Objective:

Upon successful completion of the program, parent volunteers will be able to use effective communication skills.

Time: 1 day, 5-7 hours of instruction

- Materials:
1. Film: Kagan, Norman, Interpersonal Process Recall: Elements of Facilitating Communication - Part I, Mason Media, Mason, Michigan, 1976.
 2. Videotape: Situational Tapes for Paraprofessional Training, Kansas State Department of Education, Topeka, Kansas
 3. Blank overhead transparencies.
 4. Overhead pens.
 5. Blank videotape.
 6. Handout of simulation situations.
 7. Handout of major points from Kagan film.

Equipment: Overhead projector, 16mm film projector, videotape equipment for recording and playback (camera, power pack, deck, TV monitor and appropriate hook-ups)

Personnel: Project Director
Consulting Psychologist

Evaluation: Videotape made at the end of the day.
Skills checklist during field experience.

Agenda:

- | | |
|-------------|----------------------------|
| 9:00 - 9:10 | Introduction |
| | a. Introduce consultant |
| | b. Describe day's schedule |

9:10 - 9:30

Nonverbal communication

- a) In pairs, participants sit back to back; side to side, then facing each other. Discuss the effect of each position on communication.
- b) Brainstorm elements of nonverbal communication. List on overhead transparency.
- c) Discuss congruence between verbal and nonverbal communication.
- d) In triads, participants discuss nonthreatening topic such as their preparation for the retreat. As two discuss, third person observes non-verbals.
- e) Discuss exercise.
- f) Explain Interpersonal Process Recall system mentioned in Elements of Facilitating Communication - Part I.

9:30 - 10:00

Exploratory Responses

1. Show first half of Elements of Facilitating Communication - Part I, stopping at appropriate points in film to elicit responses to vignettes.
2. Review handout summarizing exploratory responses.
3. In triads, participants discuss a non-threatening topic, e.g., their children. One member of each triad observes and notes others exploratory responses and provides feedback.
4. Project director and consultant assist

- participants during each exercise.
- 10:00 - 10:15 Break
- 10:15 - 11:00 Listening responses
1. Complete showing of Elements of Facilitating Communication - Part I, stopping to practice responses at appropriate points.
 2. Review handout summarizing listening responses.
 3. Practice responses in triads.
- 11:00 - 12:00 Transfer of skills to school related topics
- a. Explain role playing.
 - b. Describe background of Kansas situational tapes.
 - c. View selected segments from videotapes. Each segment consists of a vignette and a panel discussion of the communication skills demonstrated including alternative methods of responding. Show one segment, discuss with participants, view taped discussion and continue for selected segments. Appropriate segments include:
 - Tape A: #3 - Mt. St. Helens, #4 - Now Hear This!, #5 - A Child's Affection;
 - Tape B: #7 - Tell Me All About...;
 - Tape C: #1 - The Great Debate, #2 - How Many Times Can You Sharpen A Pencil?
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Complete viewing and discussing selected video-taped situations.

2:00 - 6:00

Simulations - Consulting Psychologist

- a) Describe procedure. Participants are given descriptions of four school related situations they may find themselves in as volunteers. These involve interaction with a teacher, child, other parent, and principal. Each group of four meets for one hour to role play, review the videotape of their role playing and discuss situations and their responses.
- b) Give participants schedule of who meets when and a copy of the incidents.
- c) As each group enters, each participant randomly selects the number of the incident in which they will play the volunteer.
- d) In pairs, participants role play incidents and are videotaped.
- e) Play back the videotape.
- f) Self-evaluation and feedback from other participants in the small group is guided by the psychologist.

Simulations

Objective:

Upon successful completion of the program, parent volunteers will be able to describe the possible affect of individuals with handicapping conditions.

Time: 2.5 hours

- Materials:**
1. Posttests.
 2. Paper and pencils for participants.
 3. Copies of simulation activity worksheets.
 4. Hearing Impaired Tape (Band 4 Unfair Hearing Test, Getting Through, Zenith Corporation)
 5. Plastic bags (optional: see simulation activities)
 6. Tape: (optional: see simulation activities)
 7. Canvas gloves (optional: see simulation activities)
 8. Copies of Standard First Aid and Personal Safety - American Red Cross.
 9. Crutches, blindfolds, wheelchairs.

Equipment: Tape Recorder

Personnel: Project Director

District Coordinators

Evaluation: Incorporated into written posttests for characteristics.

Agenda:

- | | |
|--------------|--|
| 9:00 - 9:30 | Review content from Friday, i.e., P.L. 94-142, the role of the volunteer, and school structure and legal issues. |
| 9:30 - 10:00 | Posttest |

10:00 - 11:10

Simulations

Select from the following simulations. Keep this activity moving at a fairly quick pace.

Additional simulation suggestions are contained in the following materials:

- a). Please Know Me As I Am: A Guide to Helping Children Understand the Child With Special Needs, Jerry Cleary Co., 25 Ronald Rd., Sudbury, Massachusetts 01776.
- b). Kids Come in Special Flavors, Box 562, Dayton, Ohio 45405.
1. Simulation #1 - Receptive Language Handicap
Have the participants prepare a worksheet for the Unfair Hearing Test which follows. The leader should deliberately garble and confuse the directions. In discussion, call attention to the fact that many students have difficulty following directions. Emphasize that the volunteer should always make an effort to give clear, concise directions.
2. Simulation #2 - Hearing Handicap
Band 4 Unfair Hearing Test - This is a ten word spelling test in which the words are filtered at three frequencies.
3. Simulation #3 - Perceptual Handicaps
Half of the group is given a copy of a

brief reading selection. The other half of the group is given a copy of the same selection with reversals, omissions, and substitutions. The groups are unaware that the reading material is different. The leader conducts an oral reading lesson. Briefly discuss the feeling a student with perceptual difficulties may have.

4. Simulation #4 - Mental Handicap

Distribute copies of worksheets containing hidden objects. The participants find as many objects as possible in a given period of time. The key to this activity is timing. Watch the group carefully and when they get very involved, stop them and tell them that their time is up (1-2 minutes should be enough). Discuss that the mentally handicapped child is often unable to understand the activity before it is time to move on to another task.

5. Simulation #5 - Visual Impairments

Fold a plastic bag and place it over the eyes of the participants. Ask each participant to copy a design on their worksheet. Suitable designs can be similar to those found in the Frostig visual perception materials.

6. Simulation #6 - Poor Motor Coordination

The participants put a heavy canvas glove on their non-dominant writing hand. They then copy an intricate design from the chalkboard. Stress neatness. Discuss that this type of handicap can cause frustration, tension, fatigue, etc.

7. Simulation #7 - Physical Handicaps

Explore the facility. (restrooms, doors, water fountains, telephones, etc.).

- a. blindfolded
- b. on crutches
- c. in wheelchairs

It is suggested that the group be divided into pairs for this activity.

11:10 - 11:30

Feedback

Discuss how each participant felt during the simulations.

11:30

Wrap-up - Reminder of next training date and time

Assignment: Read first seven chapters of Red Cross/First Aid Books.

First Aid Instruction

Objective:

Upon completion of the program, parent volunteers will be able to pass a Red Cross first aid test.

Time: Two training days

- Materials:**
1. Standard triangular bandages.
 2. 2 inch roller gauze.
 3. Blankets.
 4. Splints..
 5. First Aid Books (given to participants prior to session).
 6. Resuci-Anni mannequin for the practice of mouth to mouth resuscitation and removing foreign objects from the airways (Orr Safety Equipment, 11379 Grooms Road, Cincinnati, OH).
 7. Exceptional Children in Focus - Merrill.

Equipment: Chalkboard

Personnel: A certified Red Cross first aid instructor

Evaluation: Test given at end of each day's instruction.

Agenda: Day 1

- | | |
|---------------|--|
| 9:00 - 11:00 | Discussion of value of First Aid for shock, bleeding, wounds; demonstration of techniques. |
| 11:00 - 12:30 | Practice session for bandaging techniques. |
| 12:30 - 1:00 | Lunch break |
| 1:00 - 1:30 | Discussion and demonstration of mouth-to-mouth resuscitation and first aid for choking. |
| 1:30 - 2:00 | Practice session for mouth-to-mouth and choking. |
| 2:00 - 2:30 | Discussion of poisoning. |

2:30 - 2:55 Posttest on Day 1 Material
 2:55 - 3:00 Assignments: 1) Construct first aid kit.
 2) Check poisons in home for safety.

Day II

9:00 - 11:00 Discussion of drugs, burns, frostbite and cold emergencies, heat emergencies.
 11:00 - 12:30 Practice session for sudden illnesses, emergency transportation, drug treatment, extreme temperature conditions.
 12:30 - 1:00 Lunch
 1:00 - 2:30 Discussion and practice of treating bone and joint injuries.
 2:30 - Posttest on Day II material.
 Assignment: Chapters 1, 3, 4 and 5 in Payne, J.S., Kauffman, J.M., Patton, J.R., Brown, G.B., and DeMott, R.E., Exceptional Children in Focus, Merrill, Columbus, 1979.

Characteristics of Learning and Behavior Disorders

Objective:

Upon successful completion of the program, parent volunteers will be able to describe social and academic characteristics of children with learning and behavior problems.

Time: One training day

- Materials:
1. Handouts of state regulations eligibility criteria for placement in LD, BD, and MR classes.
 2. Copies of handouts for simulations - "Photosynthesis" and "I Just Need More Time", from Kids Come in All Flavors, P.O. Box 562, Dayton, Ohio 45405.
 3. Part IV, V, and VI (filmstrips and cassette tapes) of "Hello Everybody...", SFA Stanfield Film Associates, Santa Monica, California, 1981.
 4. Handout with directions to guide clinic observation including looking at student work, observing language, physical signs of handicaps, etc.

Equipment: DuKane Projector, Screen, Chalkboard

Personnel: Project Director

Diagnostic Teacher and Class in NKU-CEC

Evaluation: Written posttest administered on next training day.

Agenda:

- | | |
|-------------|---|
| 9:00 - 9:15 | Introduction |
| | a) Discuss agenda |
| | b) Describe purpose of diagnostic classroom |
| | c) Describe purpose of observation |
| | d) Discuss observation guideline handout |

- 9:15 - 10:00 Observation through one way mirror culminating in entering classroom. The teacher introduces each student and parent volunteers interact with students informally.
- 10:00 - 10:15 Break
- 10:15 - 10:30 Discuss observation.
- 10:30 - 10:50 Simulations of learning problems.
- a) Write numbers from 1 - 10 on paper placed on forehead to simulate LD reversals, concentration needed to write, affect, etc.
 - b) "Photosynthesis" from Kids Come in All Flavors, to simulate need for simplifying language.
 - c) "I Just Need More Time" from Kids Come in All Flavors.
- 10:50 - 11:30 Mental Retardation
- a) View filmstrip Part IV: Developmental Disabilities from "Hello Everybody..."
 - b) Using handout, discuss state regulations for placement in MR units.
 - c) Discuss characteristics of MR, such as memory deficits, below average language, poor ability to generalize, etc. List on the board using examples from filmstrip, observation and reading assignment.
- 11:30 - 12:30 Lunch Break
- 12:30 - 1:15 Learning Disabilities
- a) View filmstrip Part V: Learning Disabilities from "Hello Everybody...".

- b) Using handout, discuss state regulations for placement in LD units.
- c) Discuss characteristics of LD, such as attentional deficits, perceptual problems, etc., listing on board.
- d) Summarize differences between LD and MR.

1:15 - 2:00

Behavior Disorders

- a) View filmstrip Part VI: Behavior Disorders from "Hello Everybody..."
- b) Discuss state criteria for placement in BD units, using handout.
- c) Discuss characteristics of BD, such as behavior occurring over an extended period of time.
- d) Summarize LD, BD, MR, emphasizing major similarities and differences in categories.

2:00

Assignment: Chapters 7, 8, 9, and 10 in Payne, J.S., Kaufman, J.M., Patton, J.R., Brown, G.B., and DeMott, R.M., Exceptional Children in Focus, Merrill, Columbus, 1979.

Sensorimotor Characteristics

Objectives:

Upon completion of the program, the parent volunteer will be able to describe social and academic characteristics of children with sensory and/or motor impairments; and to demonstrate skills in working with the physically handicapped, if appropriate, in field placement.

Time: One training day

- Materials:
1. Slide/tape presentation - Sensorimotor Impairments Para Training Materials, P.O. Box 1107, 119 South Commercial, Emporia, Kansas 66801, (316) 343-3772.
 2. Handout - information packet: (Definitions and Kentucky eligibility regulations for placement; Characteristics of visually impaired, hearing impaired, physically handicapped and other health impaired; the role of the therapist (OT/PT, Speech and language); list of adaptive equipment.
 3. Handout describing criterion referenced and norm referenced tests.

Personnel: Project Director or Coordinator, Special Education Director, Occupational Therapist, Physical Therapist, Speech/Language Therapist, Special Education Teachers.

Equipment: Caramate Projector

Evaluation: Posttest administered on following training day.

Program Format: Lecture, discussion, slide presentation.

Agenda:

- 9:00 - 9:20
1. Introduction - discuss the day's agenda.
 2. Discuss normal sensorimotor developmental milestones using wall chart.

- 9:20 - 10:35
1. Slide presentation - Sensorimotor Impairments.
 2. Discuss characteristics of the students with sensorimotor impairments.
 - a) Visual Impairments
 - b) Hearing Impairments
 - c) Physically Handicapped
 - cerebral palsy
 - muscular dystrophy
 - spina bifida
 - osteogenesis imperfecta
 - absence of limbs
 3. Discuss the role of physical therapists, occupational therapists, and speech/language therapists.
- 10:35 - 10:45 Break
- 10:45 - 11:30 Observations of therapists working with children.
- 1) Physical Therapist
 - 2) Occupational Therapist
 - 3) Speech Therapists
- The participants will be divided into groups of four and will rotate at 15 minute intervals among the therapists.
- 11:30 - 12:15 Lunch Break
- 12:15 - 1:15 Classroom observations: The participants will remain in four groups and will again rotate at 15 minute intervals in the following classrooms:

1. Hearing Impaired Pre-school Class
2. Visually Impaired Class
3. Multi-handicapped Class
4. Physically Handicapped Class

1:15 - 1:45

Classroom demonstration of equipment, i.e., wheelchairs, braces, crutches, standing table, transfer techniques, toileting and eating. The participants interact informally with the classroom teacher and the students.

1:45 - 2:00

Wrap-up, Feedback.

Assignment: Handout describing criterion referenced and norm referenced tests.

Test Administration

Objective:

Upon successful completion of the program, parent volunteers will be able to administer and score at least one standardized assessment instrument.

Time: One training day.

- Materials:
1. Posttests on LBD and Sensorimotor characteristics.
 2. Handout of observation directions, e.g., note the physical setting, teacher responses, etc.
 3. Handout "Test Your Savvy of Things Hillbilly" from Blackhurst, A. E., and Berdine, W. H. Instructor's Manual to Accompany an Introduction to Special Education. Little, Brown, and Co., Boston, 1981.
 4. Standardized tests widely used in local districts, e.g.,
• Brigance Inventory of Basic Skills (Curriculum Associates, Woburn, Mass); Key Math Diagnostic Arithmetic Test (American Guidance Services, Circle Pines, Minn.). Obtain a sufficient number of copies of tests and manuals so participants can work in pairs.
 5. Handout: Do's and Don't's of Testing summarizing critical points, e.g., don't plan to give a test during a student's favorite activity.
 6. Copies of test response books to use as practice sheets during simulations of test administration.
 7. Handout: Teaching hints for assisting with oral reading, content reading, and math.

Equipment: Chalkboard

Personnel: Project Director

Diagnostic Teacher and Child from NKU-CEC

Parent Volunteer who completed training during previous session

Evaluation: 1. Written posttest given the following training day.

2. Test protocol from test administered to child on following training day.

Agenda:

- | | |
|---------------|---|
| 9:00 - 9:30 | 1. Posttests on Characteristics.
2. Discuss observation of test administration using handout of points to observe. |
| 9:30 - 10:00 | Through observation room window, observe administration and teaching recording of responses to <u>Key Math Diagnostic Arithmetic Test</u> . |
| 10:00 - 10:15 | Break |
| 10:15 - 11:30 | Discuss test administration including the following: <ol style="list-style-type: none"> 1. Observation of test administration emphasizing motivation of students, teacher's verbal and nonverbal responses, and the recording of responses. 2. Purposes of assessment. 3. Formal versus informal tests. 4. Characteristics of standardized tests, i.e., manuals from selected points to illustrate standardized administration and scoring procedures. 5. Norm referenced versus criterion referenced tests. |

11:30 - 12:30 Lunch

12:30 - 1:45 Supervised simulation of standardized test administration in pairs. Project director and former P.A.V.E. participant supervise. Participants begin by practicing with the instrument to be used with a child in the diagnostic classroom during the next training day. If time permits, participants practice with a second instrument.

1:45 - 2:00 Discuss handout: Do's and Don't's of Testing.
Assignment: Handout on teaching hints.

Teaching Strategies

Objectives:

Upon successful completion of the program, parent volunteers will be able to 1) follow written teaching procedures; and 2) describe the relationship of goals and objectives in an I.E.P. to a child's characteristics.

Time: One training day.

- Materials:
1. Tests and response booklets (copies of selected pages) for one-to-one test administration in diagnostic classroom.
 2. Blank 3" x 5" index cards (3 per participant) and felt tip pens.
 3. Handouts:
 - A) I.E.P. form with instructions for type of information required for each component.
 - B) Description of components of behavioral objectives, i.e., student centered, measurable performance, conditions, criteria.
 - C) Description of steps of a multisensory procedure for teaching sight words (or other method of instructors choice).
 - D) Recording sheet for collecting student performance data during teaching procedure.

Equipment: Chalkboard

Personnel: Project Director

Children NKU-CEC

Diagnostic teacher NKU-CEC

Project participant who completed training in prior sessions.

Evaluation: Written posttest on goals and objectives.

Recording sheet of data gathered while teaching sight words to students in NKU-CEC.

Both evaluations given on next training day.

Agenda:

- | | |
|---------------|---|
| 9:00 - 9:30 | Written posttest on test administration.
Review test to be administered to child in NKU-CEC. |
| 9:30 - 10:00 | Test administration in NKU-CEC (Brigance word recognition). |
| 10:00 - 10:30 | Score tests administered.
Project director immediately reviews protocol with parent volunteer to be sure all errors and identifying information are recorded. |
| 10:30 - 12:00 | Relationship of IEP's to assessment information.
<ol style="list-style-type: none"> 1. Using handout A, discuss components of an IEP emphasizing the use of assessment information to generate goals and objectives. Very briefly discuss other IEP components. 2. Orally present brief summaries of student performance. Guide the participants as a group to generate appropriate goal statements for each student. 3. Using handout B, describe the components of behavioral objectives. 4. Guide the group to generate appropriate objectives for one of the goal statements given above. In pairs, participants generate an |

objective for another goal statement.

The group evaluates each objective based on the components outlined in the handout.

12:00 - 1:00

Lunch

1:00 - 1:30

Discuss multisensory procedure to teach sight words using handouts C and D. Project director and project participant from prior training group demonstrate procedure and data recording.

1:30 - 2:00

Each parent volunteer uses the assessment data gathered earlier in the day to select three sight words to teach during the next training day. Each word is recorded on an index card.

In pairs, parent volunteers simulate teaching sight words following the written teaching procedure.

The project director and project graduate assist and direct as needed.

Behavior Management

Objectives:

Upon successful completion of the project, parent volunteers will be able 1) to observe and record student behavior and 2) to describe principles of behavior managements.

Materials: 1. Handouts

- A. Recording sheets for sight word procedure.
 - B. Items to observe during use of code by teacher and project director, i.e., independence of observations; interval between recordings, etc.
 - C. Observation code and recording sheets.
2. Stop watches (1 for each participant).
 3. Video tape of students working independently and in small groups, such as "Behavior Sequences" from the Videotape Training Packages in Child Variance, The Council for Exceptional Children, Reston, 1981.
 4. Filmstrip and cassette Module 4 "Behavior Management Principles" from Volkmar, C.B., Langstaff, A.L., and Higgins, M., Structuring the Classroom for Success, Merrill, Columbus, 1974.

Equipment: Videotape playback; Filmstrip projector; Cassette tape recorder; Chalkboard

Personnel: Project Director

Children in NKU-CEC

Teacher in NKU-CEC

Project Graduaté

Evaluation: Written posttest administered on subsequent training day (AV's and Instructional Equipment).

Recording sheet from observation performed on subsequent training day (AV's and Instructional Equipment).

Agenda:

- | | |
|---------------|--|
| 9:00 - 9:20 | Posttest on teaching strategies. |
| 9:20 - 9:45 | Teach sightwords to NKU-CEC students. |
| 9:45 - 10:00 | Break |
| 10:00 - 10:15 | Discuss teaching procedures. |
| 10:15 - 10:30 | Discuss observation handout, and purposes for gathering data. |
| 10:30 - 10:45 | Observe Project Director and classroom teacher take data on student in the classroom. |
| 10:45 - 11:30 | Discussion of behavior management principles. <ol style="list-style-type: none"> 1. Show filmstrip 2. Discuss <ol style="list-style-type: none"> a) target behaviors b) interventions to increase behavior c) interventions to decrease behavior d) shaping |
| 11:30 - 12:00 | Lunch |
| 12:30 - 2:00 | Observation codes <ol style="list-style-type: none"> 1. Discuss coding categories, e.g. student on task, teacher giving praise, etc. 2. Describe use of recording sheet showing sheets used in the morning observation. Discuss reliability. 3. Demonstrate and practice use of stopwatches. |

4. Describe use of stopwatches with recording sheets. Use a clock face to indicate segments of time to observe and when to record.
5. Using videotapes, practice observing and recording student behavior. Project Director should verbally cue time to observe and record and gradually fade cues. Project Graduate and Director assist participants as necessary.

Instructional Materials

Objective:

Upon successful completion of the program, parent volunteers will be able to make at least one instructional material.

Time: One training day.

<p>Materials: tag board</p> <p>construction paper</p> <p>markers</p> <p>pencils</p> <p>word lists</p> <p>library pockets</p> <p>envelopes of various sizes</p> <p>rulers</p> <p>spinners</p> <p>blank game boards</p>	<p>assorted dots</p> <p>assorted labels</p> <p>tissue paper</p> <p>rubber cement</p> <p>collection of various pictures</p> <p>manila file folders</p> <p>scissors</p> <p>index cards.</p> <p>plastic bags</p>
--	---

Handouts: 1. Transferring Patterns
2. Copies of game boards

Personnel: Classroom teacher

Evaluation: Completed game brought to use in instructional materials session.

Agenda:

9:00 - 9:30

Game description

1. Introduction to multi-level games

- a. Multi-level academic games can be very helpful in providing individualized instruction. The need for such games grows due to the increased range of student performance.

- b. A multi-level game allows two or more students of different ability levels to play the same game at the same time with the same rules.
 - c. You can't buy multi-level games yet. If you want them you have to make them.
2. Examples of games which permit children of varying ability levels to work together are shown and explained.

9:30 - 11:15

Game Construction

1. Participants are permitted to look more carefully at the games and questions are answered.
2. Participants have approximately 90 minutes to make a game. They may use the ideas presented at the session, vary them, or create new ones of their own.
3. Circulate among the group to answer questions, provide suggestions, ideas, etc.

11:15 - 11:30

Game Sharing

1. Participants share their game creations.

11:30 - 12:30

Lunch

12:30 - 2:00

Construction time to copy activities on display.

Use of Instructional and Audiovisual Equipment

Objective:

Upon successful completion of the program, parent volunteers will be able to utilize at least three different types of audiovisual or instructional equipment.

Time: One training day.

- Materials:
1. Handouts of observation code and recording sheet.
 2. Stopwatches.
 3. Games constructed by participants.
 4. Reproduction ready copies of various training handouts.
 5. One each - film, filmstrip, and videotape.
 6. Staples and stapler.
 7. Ditto masters.
 8. Laminating film.
 9. Thermofax transparency masters.
 10. Handout describing type of film projectors; ways to avoid film damage, tips for threading and trouble shooting.
 11. Handout describing the Learning Resource Center.
 12. Handout of instructions for laminating machine, ditto machine, thermofax and primary typewriters.
 13. Computer Software.
 14. Handout - General information for the parent volunteer, i.e., questions to ask a teacher or principal regarding orientation to the school.
 15. Handout - Names and phone numbers of participants and field placements.

Equipment: 16mm Pagent Projector (manual); 16mm Singer Insta-load (slot-loaded); 3/4" Videotape Deck and Monitor; 35mm Filmstrip; Seal laminator; Roll laminator; IBM Selectric typewriter; Olympia primary typewriter; 3M Thermofax; Xerox photocopier; duplicating machine (manual); Paper cutter; T-Square; Compass; Ruler; Stencils for letters/shapes; Apple Iie computer.

Personnel: Project Director
 Director of the Learning Resource Center (curriculum library on campus)
 Media specialist
 Students in NKU-CEC

Evaluation: Field Experience

Agenda:

9:00 - 9:30	Review observation code; handout stopwatches and recording sheets. Participants are assigned to pairs to determine reliability of recording procedure. Each pair selects a child in NKU-CEC to observe and uses observation code to gather data for 10 minutes. Upon completion, pairs calculate reliability and discuss observation.
9:30 - 10:00	Posttest on behavior management techniques.
10:00 - 10:15	Break - Walk to the Learning Resource Center.
10:15 - 11:30	Use of instructional equipment - Presentation by Director of the Learning Resource Center, using handout.
	a. 5 minutes - Introduction to LRC and its Production Room.

- b. 10 minutes - General equipment
- c. 5 minutes - Typewriters
- d. 5 minutes - Laminators
- e. 5 minutes - Thermofax
- f. 5 minutes - Duplicator
- g. 15 minutes computer; input of disk
- h. 40 minutes - Actual production of some materials and practice at computer. Participants rotate in order to have time at each piece of equipment.

11:30 - 12:30

Lunch

12:30 - 1:45

Use of audiovisual equipment - Presentation by Media Specialist.

12:30-12:40 16mm Projector - Explain different types; 16mm film - What it is and how it works; Threading; Room condition; Problems - Image, lamp, audio, etc.

12:40-12:55 35mm Projector; 35mm film, Threading, Room Condition; Problems.

12:55- 1:05 Videotape Formats - 3/4" U-matic 1/2" VHS; 1/2" Open reel; 1/2" BetaMax; Explain differences.

1:05- 1:15 3/4" Playback demo; Deck controls; Cable connections; Problems.

1:15- 1:45 Hands-on experience.

1:45- 2:15 Wrap-up - Field experience instructions. Using handouts, review critical information to obtain from teacher and principal related to school policy and procedures. Confirm days and dates for field experience.

Field Experience

Field experience takes place at the school of the participants' choice for four weeks. Each participant works for one full day or two half-days. This is set-up for the convenience of teachers and volunteers.

The Project Director solicits field experience preferences from the participants during the first month of training. District coordinators are asked to set-up field experiences with the receiving principals and teachers. Sites are confirmed by the end of the 6th workshop week.

Receiving principals and teachers are invited to an orientation workshop held during the eighth training week. A description of that training session follows.

The Project Director visits each field experience site at least once during this period. Participants and teachers are urged to contact P.A.V.E. staff if any problems arise.

During the third week of field experience, project evaluation sheets and a skills checklist (See Appendix D) are sent to participants along with a reminder of the final evaluation meeting. Field experience evaluation forms (See Appendix E) are sent to the receiving teachers to be completed by them and initialed by the principal who may add additional comments.

Receiving Principals and Teachers

Objective:

Receiving principals and teachers will be able to appropriately utilize the parent volunteer.

Time: Two hours

- Materials:**
1. Copies of project training schedule.
 2. Blank overhead transparencies.
 3. Overhead pen.
 4. Handouts with
 - A. sheet for listing orientation items,
 - B. sheet for listing possible reinforcers,
 - C. sample daily schedule for a volunteer.
 5. Evaluation form for parent volunteer field experience.
 6. List of volunteers and phone numbers and placements.

Equipment: Overhead projector.

Personnel: Project Director

District Coordinators

Teacher who has worked with parent volunteers

Evaluation: Parent volunteer evaluation of field experience.

Agenda:

- | | |
|-------------|--|
| 4:00 - 4:05 | Introduction of those present.
Handout list of participants and placements. |
| 4:05 - 4:20 | Using the training schedule, review project instruction and experiences. |
| 4:20 - 4:50 | Describe the need for the parent volunteer to be oriented to school policies and procedures. |

The teacher who has worked with a volunteer describes his/her orientation procedure. Teachers and principals from each district generate items to be included in orientation. If the whole group is small, this may be completed together rather than by district. Suggested items include lunch room procedures, office and support personnel, discipline procedures, etc.

- 4:50 - 5:20 Methods for reinforcing the volunteer are discussed. The teacher and district coordinator describe reinforcers they have used. Again, small groups generate appropriate reinforcers for their school. These ideas are shared with the entire group and listed on an overhead transparency. Suggestions include praise, public recognition, soft drinks, Valentines, etc.
- 5:20 - 5:50 Discuss the need to plan for volunteer participation and specifically schedule the volunteer's duties. Teacher who has worked with the volunteer describes her procedure. Director presents samples of scheduling systems. Small groups discuss scheduling options in their schools.
- 5:40 - 6:00 Present evaluation form. Discuss rating scale, purpose and procedures for evaluation of participant. Describe Project Director's role in supervising field experience to respond to problem situations.

Final Wrap-up and Evaluation**Objective:**

To receive evaluation information and reinforce participants.

Materials: Certificates of Achievement

Personnel: Project Staff

Agenda:

- 4:30 - 5:30 1. Evaluation forms are collected.
2. Each participant describes the highlights of her/
 his field experience.
3. General questions and discussion follow.
- 4:30 - 6:30 Dinner (or other reinforcing activity)
- 6:30 - 7:00 District coordinators present each participant
 from their respective districts with a Certificate
 of Achievement.

Follow Up Activities

1. Stipends for participants should be processed at the end of each month as well as reimbursement for babysitting.
2. Grade and record posttests.
3. Analyze pre and posttests, field experience evaluations and participant evaluations for instructional revisions.
4. Prepare for next training cycle.
5. Six months after training, send questionnaires to the participants requesting placement information. Send followup questionnaire to principals and teachers.

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Appendix A
Cover Letter and Application



Dear Prospective P.A.V.E. Participant:

Project P.A.V.E., Parents As Volunteers in Education, is a federally funded project at Northern Kentucky University. Its purpose is to train parent volunteers to assist in the education of handicapped students in the least restrictive educational environment.

P.A.V.E. training consists of a weekend retreat, 9 day-long workshops, and four days of supervised field experience in your public school. Project P.A.V.E. will reimburse you for child care and travel expenses on those training days. In return, you will be expected to work as a volunteer in your school for, at least, one semester.

The summer training session will take place from mid July to early September, with the supervised field experience taking place in your school in September. Specific dates have not been finalized, but the weekend retreat will be July 22, 23, and 24. We ask that you plan to be available throughout the training time. Workshops will be 1 or 2 days per week.

If you are interested in Project P.A.V.E. training, please complete the attached form and return it by June 1. If you are interested, but unable to participate during the summer session, please indicate whether you would be interested in the fall or spring session on the top of your application.

If you have any questions concerning Project P.A.V.E. training, please call:

Rachelle M. Bruno - BEP 100
Project P.A.V.E. Director
Northern Kentucky University
Highland Heights, KY 41076
Phone: (606) 572-5167

Sincerely,

Rachelle Bruno

Rachelle M. Bruno
Project P.A.V.E. Director

RMB/bjw

Attachment

What session are you interested in? (circle one)

PROJECT P.A.V.E. APPLICATION

Summer (July - Sept.)
Fall (Oct. - Jan.)
Spring (Feb. - May)

Parents as Volunteers in Education

Name _____ Social Security # _____

Address _____

Phone _____ School District _____

Last Educational Level (circle)

Elementary

High School

College

Graduate

List the ages of your children. _____

Have you had any experience with special education students? _____

If so, describe briefly. _____

What activities have you been involved with at your child's school? _____

Why are you interested in Project P.A.V.E.? _____

How much time would you be able to spend as a volunteer in a public school next year? (estimate hours per week or month) _____

Would you be willing to assist in training future volunteers for Project P.A.V.E.? _____

Please ask your school principal or special education director of your district to send a letter recommending you for Project P.A.V.E.

Send this application and letters of recommendation to:

Rachelle Bruno, Director
Project P.A.V.E.
Education Department
Northern Kentucky University
Highland Heights, KY 41076

Appendix B
Suggested Schedule

P.A.V.E.

Fall, 1982

October 5	Orientation
October 8, 9, & 10	Retreat (Ramada Inn - Louisville)
October 13	Red Cross
October 20	Red Cross
October 26	Characteristics LBD
November 2	Characteristics Sensorimotor
November 9	Assessment
November 16	Teaching Strategies
November 23	Behavior Management
November 30	Recording Data/AV's/Materials
December 7	Instructional Equipment/Materials
	Orientation for Principals and Teachers
week of January 3	Field Experience
January 10	Field Experience
January 17	Field Experience
January 24	Field Experience
January 31	Make-up Day - Field Experience

Appendix C
Letter of Acceptance

Dear

We're very pleased that you have been accepted as a Project P.A.V.E. (Parents as Volunteers in Education) participant for Winter, 1983.

We will be having an orientation meeting on January 26, at 9:00 a.m. at Northern Kentucky University. Enclosed is a parking permit for you to display in your windshield on that day. We will be meeting in Room 201 of the University Center. Park in lot A (see enclosed map) or as close to that as possible.

At the orientation, you will have the opportunity to meet other Project P.A.V.E. participants and instructors. You will receive information about reimbursement for travel and child care expenses and you will also receive a schedule of Project P.A.V.E. training sessions.

Please call me at 572-5167 if you have any questions or concerns before the orientation session. I'm looking forward to meeting you on the 26th!

Sincerely,

Rachelle M. Bruno, Ed.D.
Assistant Professor of
Special Education

RMB/bjw

Enclosures

Appendix D
Skills Checklist and
Volunteer Evaluation of Program

NAME _____

DATE _____

For each of the following skills, check how competent you feel now.

	Not At All Competent	Somewhat Competent	Competent
1. Administer first aid			
2. Use effective communication skills			
3. Manage an epileptic seizure			
4. Manage braces			
5. Administer a standardized assessment instrument			
6. Score a standardized assessment instrument			
7. Follow a written teaching procedure			
8. Use an observation code to gather behavioral data			
9. Use audiovisual equipment			
10. Prepare instructional materials			

NAME _____

DATE _____

VOLUNTEER EVALUATION OF PROGRAM

School _____ District _____

Principal _____, Teacher(s) _____

1. How many hours did you work weekly? _____

2. To what extent were you oriented to the school building and policies?

3. Who did the orientation? _____

4. Did your teacher write daily plans for you to follow? Yes _____ No _____
Describe. _____

5. Briefly describe what you did as a volunteer? _____

6. Did you have good rapport with the students? Yes _____ No _____
Describe. _____

7. Did you have good rapport with the teacher(s)? Yes _____ No _____
Describe. _____

8. In what areas were you of most help to the teachers? _____

9. What knowledge and/or skills that you learned in Project P.A.V.E. were more useful to you during your field placement? _____

10. What knowledge and/or skills from Project P.A.V.E. instruction were least useful during field placement? _____

11. What additional skills do you need? _____

12. Briefly describe your plans to continue as a volunteer during the next school semester. _____

Appendix E
Field Experience Evaluation Form

PARENT VOLUNTEER: _____
 SCHOOL: _____ CLASS: _____
 TEACHER: _____ DATE: _____

PROJECT P.A.V.E.
 Field Experience Evaluation

	Poor	Fair	Excellent	N/A
Administration of a standardized assessment instrument				
Comments:				
Scoring of a standardized assessment instrument				
Comments:				
Use of audiovisual equipment (indicate)				

Comments:				
Following written teaching procedures				
Comments:				
Observation recording				
Comments:				
Interpersonal Communication Skills				
Comments:				
Keeps information confidential				
Comments:				
Management of physically handicapped (describe)				
Comments:				

 Signature of person completing form

BEST COPY AVAILABLE