A STUDY OF THE EFFECTIVENESS OF A TRAINING PROGRAM FOR
VOLUNTEERS IN A SPECIAL EDUCATION PROGRAM FOR
ORTHOPEDICALLY HANDICAPPED AND MULTI-
HANDICAPPED STUDENTS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements For the Degree of

DOCTOR OF EDUCATION

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The problem of this study was to determine if pre-training of volunteers working in special education classes for orthopedically handicapped and multihandicapped students makes a difference in their classroom effectiveness.

The purposes of this study were two-fold. The first was to develop a training program for volunteers working in special education classes for orthopedically handicapped and multihandicapped students. The second was to determine the effectiveness of the training program.

The project involved developing the training program, recruiting thirty-three volunteers for an experimental and a control group, developing five measurement instruments, implementing the training program, placing the volunteers in classrooms, and evaluating the training program.

Data from the various evaluation instruments were compiled and presented in tables. In order to determine statistically significant differences between the experimental
and control groups several analyses were calculated. These included (1) an analysis of covariance to measure differences between groups on a pre- and posttest covering training materials; (2) an analysis of variance for repeated measures to test for differences between groups on teacher ratings of volunteers; (3) a chi-square test for independence to measure differences between groups on ratings by professional independent evaluators; and (4) a t-test for two independent samples to measure differences between groups according to ratings of preparation for classroom placement by volunteers themselves.

Some of the major findings from this study were

1. Pre-service training of volunteers serving in classes for orthopedically handicapped and multihandicapped students resulted in increased knowledge and understanding of such students' handicaps, and of techniques to use with these students. The difference in means of adjusted post-test scores between the experimental and control groups was significant at the .01 level.

2. Teachers rated volunteers in the experimental group significantly higher than those in the control group (.02 level) on a composite of three periodic rating scales.

3. Pre-service training of volunteers made enough
difference in their classroom competence to enable special education professionals to identify them a significant number of times (.01 level) after only a short period of observation.

4. Volunteers perceived their preparation for classroom placement to be significantly more adequate when they participated in pre-service training. The difference in mean scores on rating scales for volunteers in the experimental and control groups was significant at the .01 level.

5. Volunteers rated actual demonstrations of techniques to use with handicapped students higher than verbal presentations. They also preferred live presentations to film and slide presentations.

Findings resulting from the study led to the conclusion that pre-service training of volunteers working in classes for orthopedically handicapped and multihandicapped students does make a significant difference in their effectiveness in the classroom. All four null hypotheses tested for this study were rejected.

The results of this study have several implications.

1. It is probable that such a training program implemented in this study would have similar benefits with all types of special education units in public school programs.
2. Findings resulting from this study could prove useful in special education programs throughout the country. All school districts have the same federal mandate for providing services to handicapped students. Thus, procedures used, training materials developed, and evaluation instruments devised could be replicated in other school districts.

3. Volunteers can be trained to do many of the tasks teachers perform with handicapped students. This is of special importance for those working with young or severely handicapped students.
TABLE OF CONTENTS

LIST OF TABLES ........................................ vi

I. INTRODUCTION ........................................... 1

  Statement of the Problem
  Purposes of the Study
  Hypotheses
  Background and Significance
  Definition of Terms
  Limitations
  Basic Assumptions
  Training Program
  Instruments
  The Population
  Procedures for Collection of Data
  Procedures for Analysis of Data

II. A REVIEW OF RELATED RESEARCH ..................... 31

  Need for Volunteer Programs
  Traditional Role of Volunteers
  Purposes of Volunteer Programs
  Potential Volunteers
  Benefits of Volunteer Programs
  Problems Involved in Volunteer Programs
  Need for Training and Supervision

III. PROCEDURES FOR THE COLLECTION AND ANALYSIS
     OF DATA ........................................... 73

  Development of the Training Program
  Development of the Instruments
  Procedures for Collection of Data
  Procedures for Analysis of Data

iv
## Chapter 4. Presentation and Analysis of Data

<table>
<thead>
<tr>
<th>Hypothesis One</th>
<th>Hypothesis Two</th>
<th>Hypothesis Three</th>
<th>Hypothesis Four</th>
</tr>
</thead>
</table>

### Additional Teacher Evaluation

- Correlation Between Three Periodic Teacher Ratings and Final Teacher Rating of Volunteers
- Informal Evaluations

## Chapter 5. Summary, Findings, Conclusions, Limitations, Recommendations, Implications, and Suggestions for Further Research

<table>
<thead>
<tr>
<th>Summary</th>
<th>Findings</th>
<th>Conclusions</th>
<th>Limitations</th>
<th>Recommendations</th>
<th>Implications</th>
<th>Suggestions for Further Research</th>
</tr>
</thead>
</table>

## Appendices

<table>
<thead>
<tr>
<th>Appendices</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>166</td>
</tr>
</tbody>
</table>

## Bibliography

<table>
<thead>
<tr>
<th>Bibliography</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>239</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. List of Professionals Interviewed</td>
<td>74</td>
</tr>
<tr>
<td>II. Alphabetical List of Validity Judges</td>
<td>82</td>
</tr>
<tr>
<td>III. Number of Volunteers Assigned to Classes of Orthopedically and Multihandicapped Students</td>
<td>100</td>
</tr>
<tr>
<td>IV. Differences Between Experimental and Control Groups for Pre- and Posttest Mean Scores</td>
<td>101</td>
</tr>
<tr>
<td>V. Analysis of Variance Using Repeated Measures: Data from Three Periodic Teacher Evaluations of Volunteers in Experimental and Control Groups</td>
<td>104</td>
</tr>
<tr>
<td>VI. First Scores Compared to Last Scores on Teacher Rating Scales for Volunteers in the Experimental Group and in the Control Group</td>
<td>106</td>
</tr>
<tr>
<td>VII. A Comparison of Mean Scores on First Rating Scale for Experimental and Control Groups, and on Last Rating Scales for Both Groups</td>
<td>107</td>
</tr>
<tr>
<td>VIII. A Comparison of the Observed Frequencies and the Expected Frequencies of &quot;Yes&quot; Teacher Responses Concerning Volunteers in the Experimental and in the Control Groups</td>
<td>109</td>
</tr>
<tr>
<td>IX. Significance Between Teacher &quot;Yes&quot; Responses for Volunteers in the Experimental and Control Groups</td>
<td>110</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>X. A Comparison of Observed and Expected Frequencies of &quot;Yes&quot; Independent Observer Response Concerning Volunteers in the Experimental and Control Groups</td>
<td>111</td>
</tr>
<tr>
<td>XI. Significance Between Independent Observer &quot;Yes&quot; Responses for Volunteers in the Experimental Group and in the Control Group</td>
<td>112</td>
</tr>
<tr>
<td>XII. A Comparison of Observed and Expected Frequencies Between &quot;Yes&quot; Responses Concerning Volunteers' Participation in a Training Program as Indicated by Teachers and by Independent Observers</td>
<td>114</td>
</tr>
<tr>
<td>XIII. A Comparison of Ratings of Preparation for Classroom Placement Between Volunteers in the Experimental Group and Those in the Control Group</td>
<td>116</td>
</tr>
<tr>
<td>XIV. A Comparison of Final Teacher Ratings Between Volunteers in the Experimental Group and in the Control Group</td>
<td>117</td>
</tr>
<tr>
<td>XV. Evaluation of Orientation Session by Volunteers in a Special Education Program for Orthopedically Handicapped and Multihandicapped Students</td>
<td>120</td>
</tr>
<tr>
<td>XVI. Evaluation of Training Program by Volunteers in a Special Education Program for Orthopedically Handicapped and Multihandicapped Students</td>
<td>122</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

A significant step forward has been taken in the "quiet revolution" (7). The goal of a free, appropriate public education for all handicapped children was mandated throughout the United States in the fall of 1978 with the implementation of Public Law 94-142, 20 U.S.C. Sec. 1401, the federal Education of all Handicapped Children Act of 1975. This legislation affects all levels of public school education—both general and special—and has dramatically pointed up the inadequacies of many organizational structures and service delivery systems for handicapped students. Special education programs have moved from isolated buildings apart from mainstream education—and often away from the scrutinizing eyes of educational accountability—into the floodlight of public attention. With such a focus has come sharpened awareness of a whole network of complex problems demanding the attention of public school systems across the nation.
While Public Law 94-142 represents a victory for handicapped students and their parents and advocates, it poses some serious concerns for school districts faced with the necessity of implementing it. One of these crises concerns school finance. This is partly as a result of the lowered adult-child ratio inherent in many of the programs for handicapped children, and partly because of the required specialized building facilities, services, and instructional materials. The education of pre-kindergarten handicapped children also is a priority requirement of this legislation. Such a group includes all handicapped children from three years of age, and deaf and blind children from birth. Thus, "zero reject" has become a reality in public school pupil accountability.

Another problem involves the requirement for individualized educational planning and programming, constituting an additional strain on available professional services. The education of handicapped children within the context of the least restrictive environment is causing concern among regular teachers as handicapped students formerly in self-contained special education classes come into their classrooms for part of the school day (6, 34, 41, 46).
Complaints center around overloaded classes and specialized services required.

Child-find searches and school accountability for students formerly contracted to private agencies have brought into the public schools many children formerly excluded because of the severity of their handicaps. Thus, special education programs, traditionally designed to accommodate students of at least trainable mentally retarded capability, now must include strategies for meeting the educational needs of severely and profoundly handicapped students. Also, parental rights for actively participating in educational planning and programming are clearly specified in the law, causing schools to seek additional ways of improving parent/school communications.

A resource, as yet largely untapped, which is available to most school systems for helping solve some of the problems climaxing by the implementation of Public Law 94-142, is the widespread use of volunteers with teachers of handicapped students (27,42). Though the volunteer movement has accelerated rapidly during the last decade, most of the training procedures and guidelines cited in the literature are directed toward traditional volunteer roles in regular classrooms.
The development of job descriptions, recruiting, training, and evaluating procedures is needed (15,36). These would enable school professionals to implement appropriate strategies for maximizing volunteer resources. This is particularly important in special education programs. Increased insecurity and apprehension of volunteers concerning working with students in these specialized programs is likely due to lack of knowledge and understanding of handicapped children. Well-planned orientation and training procedures should help alleviate anxieties of volunteers, and enable supervising teachers adequately to utilize volunteer services.

Statement of the Problem

Does pre-training of volunteers working in special education classes for orthopedically handicapped and multi-handicapped students make a difference in their effectiveness in the classroom?

Purposes of the Study

The purposes of this study were the following:

1. To develop a training program for volunteers working in special education programs for orthopedically handicapped and multihandicapped students.
2. To determine the effectiveness of the training program.

Hypotheses

To carry out the purposes of the study, the following hypotheses were tested:

1. There will be no significant difference in the mean adjusted posttest scores measuring knowledge and understanding of training materials between the experimental group and the control group.

2. There will be no significant difference between the means of teacher ratings of effectiveness of volunteers in the experimental group and in the control group.

3. There will be no significant difference between the effectiveness of volunteers in the experimental group and in the control group as determined by independent observers in the classrooms.

4. There will be no significant difference between the mean of rating scales measuring the adequacy of preparation for classroom placement completed by volunteers in the experimental group and in the control group.

Background and Significance

The implementation of Public Law 94-142 in the fall
of 1978 has caused a transition in special education and regular education programs. Questions have been raised concerning the need for redefining the role of special education "as a subsystem from that of an exclusively instructional role, to a combination instructional, internal consultation and experimental education role" (1). Burello, Tracy, and Schultz suggested that one possible option in this redefinition of role could be

... the delivery of services or alternative educational options within the general administrative and management structure of schools as opposed to the continued development of the delivery system within a separate administrative organization or substructure (3, p. 29).

Some of these suggestions for such a redefined role of special education have now been implemented as local school districts have become extensively involved in financing and planning for mandated special education programs.

Some of the problems climaxed by the implementation of Public Law 94-142 could be partially solved by utilizing a resource which has been largely untapped--volunteers in special education classrooms (11, 18, 19, 32, 37, 48).

Slack indicates:

Confronted with emptying pocketbooks, parental demand to shape up their teaching of the basics, and the realization that they no longer can survive without community support, school systems all over the nation
are turning to a still largely untapped resource—the school volunteer (42, p. 3).

Public Law 94-142 has caused concern to school administrators in the area of school finance. Modifications in school structures are required to accommodate handicapped students. Orelove points out:

Many severely handicapped students are nonambulators and/or possess sensory deficits which require modifications in school facilities (e.g., ramps, special toilet facilities, and crash bar doors). Building adaptation requires a combination of architectural/administrative/engineering expertise and a sensitivity to a student's abilities and limitations. Even small mistakes . . . could be educationally and fiscally expensive (35, p. 700).

School finances are affected by the necessity of lowered adult/child ratios in classes for the very young or for more severely handicapped students. Such a group could include children

. . . who are not toilet trained; aggress toward others; do not attend to even the most pronounced social stimuli; self-mutilate; ruminate; self-stimulate; do not walk, speak, hear, or see; manifest durable and intense temper tantrums; are not under the most rudimentary forms of verbal control; do not imitate; manifest minimally controlled seizures; and/or have extremely brittle medical existences (43, p. 21).

Fredericks, Baldwin, Hanson, and Fontana (11) point out the effectiveness of using nonprofessionals for the one-to-one instruction necessary with these groups. Other
studies verifying this include Johnson, Guinagh, Bell, and Estroff (18), Mitchell (32), and Wooden, Lisowski, and Early (47).

Teachers in regular education are concerned about the requirement of Public Law 94-142 for educating handicapped students in the least restrictive environment (6, 34, 41, 46). Needed special services produce anxiety in teachers whose job traditionally has been confined largely to academic tasks. Johnson, Guinagh, Bell, and Estroff (19), Mitchell (32), and Platt and Platt (37) describe successful volunteer programs with mainstreamed special education students.

Current legislation has ushered in the "day of the parent" in special education. Parents' rights for involvement in educational planning and programming are clearly indicated in the law. Fredericks, Baldwin, Hanson, and Fontana (11) and Karnes (21) state that there is a double benefit from using parents of handicapped children as volunteers. The programs in which they are placed are helped, and they are provided extra skills and understanding in working with their own children. Cooke and Apolloni (4), Cronin (5), Fanning (10), Matheny and Oslin
(28), Platt and Platt (37), and Roper (39) also discuss advantages of using parents as volunteers in the classroom.

Benefits from a school volunteer program accrue to students in academic gains and increased self-concept, according to Branan (2), Elliott (9), Fredericks, Baldwin, Hanson, and Fontana (11), Janowitz (17), Kane (19), Laubach and Laubach (23), Massey and Meyers (26), McCuaig (29), Platt and Platt (37), Roffman (38), and Slack (42).

The school system also benefits in many ways from having volunteers in the classroom. Cooke and Apolloni (4), Fanning (10), Jackson (16), Leedom (24), Marcovich (25), Mastors (27), McGuire (30), Miller (31), and Nathan (33) discuss economic benefits. Advantages gained through community involvement and support are discussed by Dougherty and Dyal (8), Fanning (10), Hickman (14), Jackson (16), Janowitz (17), Massey and Myers (26), McCuaig (29), McGuire (30), Nathan (33), Platt and Platt (37), Roffman (38), and Taylor (45).

Besides benefits to students and the school system, a volunteer program benefits volunteers themselves in significant ways. The benefit to volunteers in self-gratification is discussed by Cooke and Apolloni (4),
Hickman (14), Jackson (16), Janowitz (17), Kaplan (20), Leedom (24), Mastors (27), McGuire (30), Nathan (33), and Slack (42). Hartman (12), Jackson (16), Janowitz (17), Mastors (27), McCuaig (29), McGuire (30), Mitchell (32), and Stahl (44) discuss advantages to volunteers in clinical training and upward mobility.

Hedges (13) and McGuire (30) cite among advantages of school volunteer programs to teachers the fact that volunteer assistance frees teachers for higher level tasks. Mitchell (32) also indicates that professional educators gain from an improved attitude toward nonprofessionals and toward children.

The importance of training and supervision by school professionals is a repeated emphasis throughout the literature concerning successful school volunteer programs (14, 18, 21, 23, 27, 28, 30, 32, 33, 42). Job descriptions delineating responsibilities and constraints for volunteers, and structured training procedures and materials are also crucial to an effective program (11, 15, 30, 32, 33, 36, 37). Training procedures and materials must be pertinent to the kind of instructional setting in which they will be used, and to the needs of those who will be utilizing the services of trainees (28). A search of the literature
indicates that such materials apparently are available only in limited areas, particularly in special education programs. Johnson, Guinagh, Bell and Estroff indicate:

Although recent estimates indicate that over half of the major school districts are implementing classroom volunteer programs (Robinson, 1971), there is a lack of information on alternative methods of recruiting, training, and evaluating volunteers. The small amount of literature available on implementing a volunteer program generally relates either to methods employed in a given district (Henderson, 1967; Stavros, 1971) or essential components for implementing a volunteer program (Matheny and Oslin, 1971) (18, p. 17).

This study was designed to test the effectiveness of a training program for volunteers working in special education classrooms for orthopedically handicapped and multi-handicapped students. It involved the development of the training program, the recruiting, training and placing of volunteers, and the development of evaluation instruments used by teachers, independent observers, and the volunteers themselves.

Data from the study should be significant in modifying and extending training programs to other kinds of special education instructional units, and in refining recruiting, training, and placement procedures. School districts throughout the nation have the same basic needs for providing appropriate educational services for handicapped
students and for parent and community involvement. Thus, this study should be widely useful in special education programs.

Definition of Terms

For the purposes of this study, the following definitions will be used:

1. **Handicapped student.** A student evaluated in accordance with PL 94-142 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments needs special education and related services.

2. **Individual Education Plan.** A written statement for a handicapped child that is developed and implemented in accordance with the requirements of PL 94-142. It is required as a means of insuring that handicapped students have individually prescribed, appropriate educational programs, along with related services needed by the student.

3. **Individualized Instruction.** Instructional programs designed to meet the individual needs of the students
at their own functioning levels.

4. **Least Restrictive Environment.** A phrase used in PL 94-142 to describe the school setting with which the student can cope that is closest to regular education.

5. **Mainstream.** Placing handicapped students in regular classes for a part of the school day. This is one alternative to the requirement for the least restrictive environment.

6. **Multihandicapped (MH).** Students who have concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind students.

7. **Orthopedically Handicapped (OH).** Students with severe orthopedic impairments which adversely affect their educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
8. **Other Health Impaired (OHI).** Students who have limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affect their educational performance.

9. **Parent.** As used in PL 94-142, the term "parent" means a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed in accordance with the requirements of PL 94-142. The term does not include the State if the child is a ward of the State.

10. **PL 94-142.** The federal Education for all Handicapped Children Act passed in 1975 and implemented in the schools in 1978. This law insures that all handicapped children have available to them a free appropriate public education designed to meet their unique needs.

11. **Severely and Profoundly Handicapped.** Students who in the past have been excluded from public schools because of non-ambulation, incapacity for self-care or communication, or exhibiting deviant destructive or anti-social behavior.
12. **Special Education.** Specially designed instruction, at no cost to the parent, to meet the unique needs of handicapped children, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

13. **Training Program.** As used in this study, the training program is defined as nine one-hour sessions for the purpose of preparing volunteers to work in classes for orthopedically handicapped and multihandicapped students.

14. **Volunteer.** One who enters into service or undertaking of one's own free will. In this study, the term refers to unpaid aides who choose to assist in special education classes in the public schools.

**Limitations**

There were two limitations inherent in this study:

1. Along with knowledge and skills directly attributable to the training program, previously gained knowledge and skills, and such learnings acquired in the course of the volunteer experience in the classroom could affect rating scores at the conclusion of the study.

2. Because of the diversity of tasks engaged in by volunteers, measurement of effectiveness must be generalized
and less objective than if specific academic skills were uniformly taught.

Basic Assumptions

The investigator made two basic assumptions concerning this study:

1. It was assumed that teachers were not aware of which volunteers went through the training program until the conclusion of the study.

2. It was assumed that ratings of the training program by volunteers at the conclusion of the research period were a true measure of the effectiveness of the training program.

Training Program

A pool of possible topics to be included in the training program was developed. Two techniques were employed in ascertaining these topics. First, an extensive review of the literature concerning volunteers in education and concerning special education was undertaken. Second, eighteen educators, including a university professor, Regional Education Service Center Personnel, Texas Education Agency personnel, and public school personnel, including
administrators, special education teachers, and a coordinator of volunteers, were interviewed. (See Table 1, p. 74.)

Based on the literature review and the interviews, the goal and objectives for the training program were established. A decision was made to organize the training materials around three specific areas divided by the three days of training. These three areas included the following:

1. Orientation to special education in general.
2. Orientation to orthopedically handicapped and multihandicapped classes.
3. Classroom techniques to use with orthopedically handicapped and multiply handicapped students.

Meetings were held with the teachers and principal involved in the study to explain the project and secure their input. One week prior to the training program, a general orientation meeting was held at the school involved in the study. The purpose of the orientation meeting was to explain the program, provide general guidelines for the school district, and orient volunteers to the school building. The three-day training program was then implemented, following which specific assignments were distributed. A commitment was secured from volunteers that they would work
in the orthopedically handicapped or multihandicapped classrooms for at least a six-week period, three hours each week.

**Instruments**

Based on the review of literature and interviews described above, a list of seventy-five statements were formulated, covering the topics included in the training program. These statements were submitted to a panel of judges for determining content validity. The panel consisted of a public school coordinator of volunteers, a research specialist, a university professor of special education, and two teachers of orthopedically and multihandicapped students. (See Table II in Chapter III.) The approval of three judges on an individual item resulted in the inclusion of that statement in the final rating scale. The fifty-statement true-false test which resulted was used as a pre- and posttest for all volunteers. This same method was utilized in devising and validating other evaluation instruments. (See Appendix C for evaluation instruments.)

A seven-item rating scale to be used by teachers in evaluating volunteer performance in the classroom in areas
covered in the training program was developed. Fourteen items covering the specific areas included in the training program were incorporated into a rating scale to be completed by volunteers at the conclusion of the six-weeks placement in the classrooms. The form for the two special educational professionals to use after independently observing volunteers in the classroom included only a check space for their judgment as to whether volunteers had gone through the training program, and space for any comments they felt were warranted. A final seventeen-item rating scale of more specific volunteer competencies in the classroom was developed for teachers to complete at the end of the six-week project. Both teachers and volunteers were invited to contribute informal narrative evaluations, indicating strengths of the training program, areas of needed change, and additional comments.

The Population

The population was drawn from a large urban center. The school involved in the study is located in an upper middle socio-economic residential area. The second grade of the school is bused to an elementary school in a predominantly black area of the city, and students from this school in
grades three to five are bused to the school in the study. There are approximately 400 students enrolled in the school.

There are eleven special education instructional units in the school: seven classes of orthopedically handicapped and multihandicapped students, one resource room, one class for severe language-delayed students, and one speech therapy class. The seven classes of orthopedically handicapped and multihandicapped students have from seven to twelve enrolled in each class. Students in the classes range in age from three to twelve.

There is a wide range of severity of handicap among the students in these classes. The most mildly impaired students are ambulatory, speak distinctly, function academically at their grade level, and are mainstreamed into several regular education classes. The most severely handicapped students have no oral language, are not potty trained, have little controlled mobility, and must be individually fed. Between these extremes there are varying degrees of impairment. The two classes of multihandicapped students were brought into a public school setting for the first time in the fall of 1980. Before this time, educational services for them had been contracted to a local agency.
Procedures for Collection of Data

The test devised by the investigator to measure concepts and knowledge covered in the training program was used as a pre- and posttest measure. A rating scale was completed by teachers at three intervals during the six-week project: after the first week, after the fourth week, and after the sixth week. Included on this rating form was a space to check on the basis of classroom performance whether the teacher thought the volunteer had gone through the training program. The fourteen-item evaluation of volunteer preparation for placement in classes for orthopedically handicapped and multihandicapped children was completed by each volunteer at the conclusion of the project.

A letter indicating the purpose of the project and an invitation to be a part of it was sent home with students in the school, excluding parents of students in the classes for orthopedically handicapped and multihandicapped. (Such parents should already be very knowledgeable in the areas covered in the training program, and thus could not provide an appropriate opportunity for testing the effectiveness of it.) Since a sufficient number of acceptable volunteers was not secured through this means, recruitment
efforts were extended to other community groups. These efforts included a presentation of the project to the executive council of the Parent-Teachers Organization at the school where the program was implemented. In addition, printed notices appeared in the daily newspaper, in community newspapers, posters were placed in the windows of businesses, one television announcement was made, and professors in local universities were contacted. A total of forty volunteers was recruited, but seven of them dropped out of the program. Thus, data were compiled for thirty-three volunteers—nineteen of whom went through the training program, and fourteen of whom did not go through the training program.

Volunteers recruited by the time of the orientation session attended this meeting with the coordinator of the pilot project, the coordinator of volunteers in the school district, and with the principal of the school participating in the study. The group took the pre-test at the beginning of the orientation session. After the session, the entire group visited the classes for orthopedically handicapped and multihandicapped students. Volunteers were instructed that they were not to divulge whether or not they had been through the training program. One group
then attended the training sessions, and the other group served as a control. (See Appendix B for format of the orientation and training sessions.)

Each volunteer was scheduled into a class of orthopedically handicapped or multihandicapped students a half day a week for six weeks. Teachers were not told which volunteers had been through the training program, and were requested not to seek this information either directly or indirectly during the course of the study. All volunteers took the posttest before beginning their first day of classroom service.

Two special education professionals not involved in the study independently observed each volunteer in the classroom the last week of the six-week period. On the basis of this observation, they indicated whether or not it was their judgment that the volunteer went through the training program.

The final, more specific rating scale of volunteer effectiveness in the classroom was completed by teachers at the conclusion of the project. Informal narrative evaluations were also received from both volunteers and teachers, and these were noted. (See Appendix D for complete narrative account from volunteers and teachers.)
Procedures for Analysis of Data

At the conclusion of the experiment, data from the pre- and posttests, from the three teacher ratings of volunteer effectiveness in the classroom, from the independent observers' statements, from the final volunteer evaluation of preparation for classroom placement, and from the final teacher evaluations were compiled and reported in tables. Data were analyzed to discern whether or not differences between the experimental and control groups were statistically significant.

Hypothesis one was tested with an analysis of covariance. Hypothesis two was tested with an analysis of variance for repeated measures. Hypothesis three was tested with a chi-square test for independence. Hypothesis four was tested with a t-test for independent samples.

In addition to the testing of the hypotheses, the final teacher evaluation was tested for differences between means for the experimental group and for the control group with a t-test for independent samples. Informal narrative evaluations of the training program made by volunteers and teachers were noted, and volunteer evaluations of the
component parts of the orientation session and training
program were compiled and reported in tables.

The decision as to the level of significance below
which an hypothesis would be rejected arbitrarily was
set at the .05 level.
CHAPTER BIBLIOGRAPHY


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CHAPTER II

A REVIEW OF RELATED RESEARCH

The school volunteer movement is growing nationally as the desire of the community to become involved in the schools increases. Another impetus for this growth is the acceleration of individualization of instruction necessitating smaller pupil-adult ratios in the classroom. It is estimated that there are now six million volunteers serving in American schools (8, p. 108).

With the implementation of Public Law 94-142, there is an increasing emphasis in the literature on the use of volunteers in special education classrooms. Kane (20) studied the effectiveness of peer tutors working with learning disabled juvenile delinquents in Kansas, as compared with the effectiveness of certified teachers. He found no significant difference between the two groups. Yukish (52) designed a study to test the effectiveness of college students in teaching high frequency reading words to handicapped students. The teaching technique included using a behavior management system with periodic
reinforcement for correct responses. The investigator found a trend toward significance which favored higher levels of mastery of reading vocabulary words during periods of reinforcement. Fredericks, Baldwin, Hanson, and Fontana (12) successfully utilized volunteers to implement a behavior management system with severely handicapped preschool children. Platt and Platt (39) describe a study with students in a learning disabilities resource room. Volunteers were trained to use special methods and materials in working with these students. The authors concluded that the volunteer program significantly enhanced and accelerated the mainstreaming process.

Mitchell (33) implemented a volunteer project with students identified as functioning below their grade level in grades one through four. The project provided structured training for six nonprofessionals to work with these children. Students in the treatment group made significantly greater gains in test scores than their peers in a control group. Wooden, Lisowski, and Early (50) trained eight nonprofessional volunteer tutors with limited background, and concluded they effectively prevented potential learning disabilities in Head Start three-to-five-year-old children. Johnson, Guinagh, Bell, and Estroff (19)
describe a successful program using volunteers in five Florida Follow-Through schools and two public non-Follow-Through schools.

Need for Volunteer Programs

Public Law 94-142 has accelerated the need for volunteers in special education programs. There is a shortage of qualified professionals and paraprofessionals needed to fill the requirements for additional classes and for additional support personnel. This is due partly to school salary schedules which usually are not competitive in the market place. Though volunteers cannot take the place of teachers, extra helpers in the classroom can perform many tasks in meeting the needs of handicapped students.

Public Law 94-142 requires that schools educate without cost to parents blind and deaf children from birth and all other handicapped children from three years to twenty-one years of age. This requirement has increased significantly the number of handicapped children in the public schools, as well as the financial outlay necessary to educate them. Many students, contracted formerly to private agencies for educational programming or excluded from school because of the severity of their handicaps, now are part of the public school population. The teacher/student
ratio must be decreased proportionately in classes with very young or severely handicapped children, thus adding to the financial and personnel needs of the public schools. Platt and Platt note:

School systems are becoming increasingly aware of the difficulty involved in meeting the needs of the exceptional child, due to limited staff, resources, and funding. A partial solution to the problems that Public Law 94-142 has brought to school systems may be found in volunteerism (39, p. 31).

Public Law 94-142 also mandates that handicapped children be educated in the "least restrictive environment." Thus, students formerly in self-contained special education classes now are in regular education classes for part of the school day. Regular teachers are concerned about specialized services needed for these children as well as overloaded classes. Karnes indicates:

Mainstreaming handicapped children usually requires a higher adult-child ratio. Great strides have been made in the last ten years or so in using noncertified personnel in preschool programs . . . . Since adding professional staff to increase this ratio is not customarily feasible financially, the utilization of volunteers and parents to meet the need for additional adults seems to be a viable solution (22, pp. 54-55).

The law requires that schools provide an individual education plan, tailored to the needs of each handicapped student. This constitutes an additional strain on special...
education personnel and increases the need for extra helpers in the classroom. Fredericks, Baldwin, Hanson, and Fontana indicate:

With more severely handicapped or younger children, the problem of individual programming becomes not only one of structuring materials in sequence but of providing a one to one teacher-pupil relationship. In these instances the use of aides and volunteers is almost mandatory (12, p. 26).

Roffman (43) also reiterates this point.

Required building and equipment modifications to accommodate handicapped students as well as specialized services and instructional materials add to the financial constraints inherent in the implementation of Public Law 94-142 (39, p. 31).

Parents actively participate in the educational planning and programming for their handicapped children as a result of the current legislation. Their support, as well as other community support, is needed for positive home-school and community-school relationships. One of the most effective means of winning parent and community support is enlisting them as volunteers in special education classes (11, 12, 22, 36, 43).

The literature concerning volunteers in regular education is replete with references to the need for
volunteer programs. Matheny and Oslin indicate:

The burgeoning demand for additional personnel in education and the helping professions is without dispute. . . . That the demand for personnel in these professions far outstrips the supply of professionally trained workers . . . is not a matter for speculation. It has been repeatedly attested to by manpower studies and task force reports (29, p. 1).

Mastors also states:

It was inevitable that community members would ultimately respond to the tremendous needs of children in schools, as it was inevitable that professional educators would have to use additional resources to meet those needs with limited finances. . . . Parents and other community members constitute a very large, untapped asset . . . . Community-based, coordinated school volunteer programs are particularly suited to this role (28, p. 5).

Rauch asks the redundant question:

Can one afford to do nothing or just wait around hoping for the skilled teacher to appear on the scene? The answer is an obvious "No." There are hundreds of thousands of individuals who need help, and the only persons who can offer this assistance are volunteer tutors. One must attempt to make the most of these dedicated people who have offered their services. But one must supply them with background and training (41, p. 6).

Elliott (10, p. 535) indicates that the use of volunteers enables a focus of attention on learning. The one being tutored learns, the tutor learns, and the teacher is freed to concentrate on curriculum adapted to the needs of the pupils. Leedom indicates that volunteerism is an
"opportunity for the community to translate hopes for school into constructive action" (25, p. 31).

Traditional Role of Volunteers

Traditionally, public schools have discouraged parent and community involvement in the instructional program of students. Hickman (16) refers to problems related to school-community communication concerning meaningful involvement in the mainstream of the school instructional program. He attributes the discouraging of community involvement in schools to the following perceptions:

1. Teachers viewed the classroom as a sacred domain and discouraged nonprofessionals.

2. Parents generally agreed with the view that the class was the teacher's castle.

3. School principals also viewed their role as "gate keeper" to keep the lay public out of the classroom so the teacher could teach.

Roper (45) criticizes the school for attitudes toward parent involvement. He cites a recent Gallup Poll which shows that parents of school children rate schools high--sometimes twice as high--as nonparents.

The growing school volunteer movement reflects a change in the attitude of public schools toward the
function of volunteers. The most common use of lay people now is in instruction, with the volunteer serving as a tutor in the skill area identified by the teacher. McGuire insists that "no longer should volunteers be regarded as 'herders of little kids' and people who tack up pictures on bulletin boards. They are people who make a difference in the quality of education many children receive" (31, p. 40). Slack indicates:

The movement is remarkable in the light of past history when educators zealously guarded the halls of learning against intrusion by the alien non-educator. But in the 1970's the welcome mat is out and school volunteers are in. Volunteers are proving to be one way--perhaps the only practical way--school systems can cut teacher-student ratios despite dwindling dollars, improve reading and math scores by providing more one-to-one tutoring, and bring community members into the schools to understand for themselves the whys and wherefores of education's progress and problems (46, p. 6).

She also states that the hardest job now is convincing people that schools really want them (46, p. 8).

A study by Karnes, Teska, and Hodgins (23) provides evidence that paraprofessionals closely supervised by a professional can enable children to make academic gains not significantly different from those made by children taught by certified teachers alone. Thus, the traditional perception of the educator as "all things to all people"
is changing to include the role of facilitator and supervisor for community resources.

Purposes of Volunteer Programs

Nathan (35, p. 73) indicates four major gains for schools maintaining a strong volunteer program:
(1) resources increase in number and variety; (2) volunteers provide stimulation, support, encouragement, healthy criticism and new ideas for staff and students; (3) meaningful parental involvement increases; and (4) community/school relations show improvement. Mastors (28, p. 6) lists as an additional purpose that of meeting special needs of individual students. Massey and Myers (27, p. 62) state that one of the basic goals of volunteer programs is increasing two-way communications between schools and citizens of the district.

Matheny and Oslin (29, pp. 32-33) list the following as motivations for establishing volunteer programs in schools: (1) to establish a link between the community and the schools via indigenous personnel; (2) to improve the academic performance of students serving as tutors; and (3) to offer meaning and purpose to unchallenged housewives, retirees and students.
McGuire indicates that the

... primary purpose and aim ... of volunteer services is to provide a more effective use of all the resources available in the community in an effort to make better use of the school system's professional skills and understanding in directing the learning of young people. ... Any effort to expand these services can only lead toward more significant educational programs, more positive community involvement in our schools and better school/community relationships (31, p. 43).

Potential Volunteers

Potential recruits for this task include people of all ages and from all walks of life. Though the majority still are mothers of school children, there is a growing number of volunteers from the ranks of businessmen, retired teachers, high school students, naval officers (25). The American School Board Journal (48) has a heartening article about a member of the board of school trustees in Oregon who regularly volunteers in an elementary school classroom under the supervision of a teacher. Slack states:

Volunteers come in businessmen's suits, teeny bopper clothes, housedresses, and jeans. About five percent of them are trained teachers currently engaged in full-time careers as housewives and mothers but keeping their hand in the profession. Others are businessmen, retired executives, career women, college students studying to become teachers, high school students earning credit for tutoring younger children, and senior citizens who have found a way to feel useful in retirement. They come in just about
every size, age, and ethnic background, and they represent all levels of education (46, p. 7).

Matheny and Oslin indicate that "one of the more exciting developments in the use of teacher aides is the growing utilization of students as tutors" (29, p. 8). They indicate the following advantages of using students as teachers: (1) students are able to establish a supportive relationship with other students more rapidly than with teachers; (2) students feel unthreatened when learning from a fellow student; and (3) students who teach also learn from their teaching experience (29, pp. 10-11).

"Turnabout" is a program in Miami in which junior and senior high school students tutor younger children under the direction of a teacher (46, p. 10).

Fredericks, Baldwin, Hanson, and Fontana (12) cite a study by Cowen in which college students were used effectively as volunteers in public schools. Bechtold (4) and Janowitz (18) also emphasize the effectiveness of using college students as tutors. Slack (46, p. 10) indicates that students from the University of Miami and a local community college can get course credit for volunteering in the public schools. Other articles concerning research regarding the effectiveness of peer tutoring and of college students tutoring include Bechtold (4), Janowitz (18),
Kane (20), and Paolitto (38). Elliott quotes Herbert Thelen, "Educators, almost to a man, feel that tutoring [by students] works. I can think of no innovation which has been so consistently perceived as successful" (22, p. 535). Rogers speaks of the personal rewards of students helping other students:

Most important of all, the lack of funds may lead us to use the most untapped resource of all in education--the ability of students to help other students to learn. There is nothing so personally rewarding . . . as for one student to help another, and for each to grow in the process (44, p. 217).

Parents of school children traditionally have constituted the major part of the school volunteer work force. Matheny and Oslin (29, p. 29) believe that high priority should be given to parents of children attending the school in which the program is to operate so as to facilitate communication between the school and other parents in the community.

There are extra advantages to using parents of handicapped students in the classrooms. Fredericks, Baldwin, Hanson, and Fontana (12, pp. 29-30) utilized parents in a volunteer program for working with severely handicapped young children, but they were not placed in classrooms with their own children. The authors indicated that there was
a double benefit in using parents since not only did the children with whom they worked benefit, but there was also a carryover in the home with their own children. Karnes (22, pp. 53-54) indicates that parents of handicapped children have as their major reason for involvement in the schools ultimately helping their own children. Thus, she indicates, professionals can afford to invest more time in working with parents than with other volunteers, since the long-term payoff warrants the investment.

Senior citizens are volunteering in increasing numbers in the schools. Slack indicates that "senior citizens turn out in great numbers to vote and schools need their support. . . . Volunteering gives them identification and builds support for schools as well" (41, p. 10).

Business and industry also tie together the world of work with school. Abbott (1) advocates an adopt-a-school program for businesses, and released time for volunteers. Branan (5) describes a businessman who gives himself six hours off each week to volunteer in the public schools because he believes businessmen must commit themselves personally to solving social problems. Yeager (51) describes volunteers who take time out from work to serve schools, tutoring on company time and providing in-house
training for students. He also describes an Alliance for Education promoted by the Bay City Chamber of Commerce. An article in Reading News Report (42) indicates that executives from six major corporations in the Yonkers area of New York volunteer one hour per week in the public schools, each volunteer splitting his time between two children.

Volunteers make their own unique contribution to the classroom setting, according to several studies. Mitchell states:

The nonprofessional makes special, unique contributions which cannot be made by the professional. The energy, enthusiasm, and involvement of the nonprofessional may be a critical factor underlying differences between children seen by professionals and those seen by nonprofessionals . . . . The nonprofessional is in a position to cut through certain role-distance problems inherent in many middle class based situations where inconsistent life styles and experiences exist . . . . Students may cooperate more readily with people whom they feel are closer to them in the social hierarchy (33, p. 178).

Matheny (29, p. 29) indicates that personal characteristics necessary for success in working with children should be the primary criteria for selection of subprofessionals. Nathan feels that job qualifications for volunteers "include calmness, good organization, flexibility and an ability to work well with many different kinds of
people" (35, p. 74). Mitchell (33, p. 178) indicates that qualifications for school volunteers should include personal warmth, relatively successful childrearing history, an interest in working with young children, and a noncrusader orientation toward the school or children. Rauch quotes Albert Harris, a recognized authority in the field:

The most important single characteristic of a good remedial teacher is his real liking for children. The liking must be genuine—children quickly detect the difference between a warm, friendly person and one who puts on a show of friendliness without really feeling that way. Appearance, dress, age, speech, theoretical knowledge, experience—all these are less important than a genuine fondness for children as they are, complete with their faults and annoying habits. (41, p. 1).

Benefits of Volunteer Programs

Many benefits accruing from volunteer programs in the schools are cited in the literature. Such benefits are directed to students, to the school system, to the volunteers themselves, and to teachers.

To Students

The only ultimate justification for using volunteers in education programs for the handicapped is the benefit the program produces for the students themselves. Several
areas of such gains are noted throughout the literature concerning school volunteer programs.

**Individualized instruction.** Individualized instruction, mandated in Public Law 94-142, is feasible for handicapped students through the use of volunteer tutors. Many accounts in the literature cite this advantage as a major one in using school volunteers.

Elliott (10) indicates that volunteers greatly increase the total amount of teaching in school. An article in *Reading News Report* states, "It is vital that we involve as many people in our [volunteer] project as possible in order that we might . . . give all children the opportunity to benefit from support of individualized instruction" (42, p. 14).

Others who note the advantages of individualizing instruction as a major benefit of volunteerism are Jackson (17), Laubach and Laubach (24) with their "each one teach one" philosophy for teaching reading, Massey and Myers (27), and McCuaig (30). Roffman (43) indicates the same advantages in a special education resource room.

**Academic Gains.** One of the criteria for placement of students in special education programs is an indication of
substantial academic deficits. Thus, volunteer tutors working with handicapped students have an especially significant contribution to make—and heavy responsibility to assume—at this point.

Platt and Platt (39) describe a study by Kenhison (1977) in which reading specialists successfully used volunteer help. With training by specialists, volunteers could give needed reinforcement of specific skills. Anglin and Criscuolo (3) found that students made substantial gains as a result of volunteer tutoring. Jackson (17) reports that in Dade County, Florida, students working with tutors gained seven months in reading achievement for each two months of tutoring—far more than the control group. Janowitz (18) notes that research carried out in Chicago's various after-school study centers shows positive progress students can make when given individual tutorial help. Other studies which verify these findings are Branan (5) and Elliott (10).

Increased self-concept and classroom behavior. The improvement of self-concept is important in the overall school program, but it is especially important in special education with an entire student sub-population which is
"different," incapacitated in some way, and usually having acute academic deficits.

Janowitz (18) reports that the most impressive gains resulting from volunteerism is the confidence the child seems to gain by someone outside the classroom. Jackson (17) indicates a study in which eighty percent of the students made gains away from self-defeating behaviors. She states:

No amount of classroom instruction and no other school program got to the students as have the volunteers . . . . By providing greater opportunity for adult contact with students, volunteers have helped to personalize and humanize the school experience . . . The personal relationships that school volunteers build with children are almost more important than the tutoring, placing emphasis on the learner first and then on the subject (17, p. 12).

Elliott (10) reports a study indicating that many students seldom have the opportunity to speak at length to any person, and student tutoring provides this opportunity. An article in Reading News Report indicates that volunteerism provides an "opportunity for both volunteers and these children to develop understanding and true friendship that has proved positive and meaningful to all concerned" (42, p. 12). Mitchell states that "the attitudinal, motivational, and inspirational values accrued by the children
in their attendance at school and through the special
instruction may have outweighed other gains" (33, p. 182).

Career and occupational training.--Another benefit to
students through volunteer programs includes assistance in
vocational development and job placement. Since a large
percentage of the handicapped population has as its ulti-
mate goal the ability to fit into the vocational framework
of society as useful citizens, this is an especially impor-
tant benefit. McGuire's (31) statement that the potential
of school volunteers will show its greatest growth in
career education could apply equally well to both regular
and special education. McGuire describes a program in
White Plains, New York, in which students were sent after
school to offices and factories where volunteers worked
with them. Slack (46, p. 10) describes a Step Into Busi-
ness program in Miami. Students spend time each week
observing operations of various businesses.

To the School System

Economic benefits.--A school volunteer program bene-
fit which immediately attracts the interest of school
administrators is one which involves finance. Emphasis on
cost-effectiveness and accountability for public dollars is
causing those in the community to make increased demands for participation and a voice in the affairs of the school.

Cooke and Apolloni (6) indicate that volunteerism may serve as a partial solution to the shortage of competent and dedicated paraprofessionals and decrease the financial cost of education to society. Leedom (25) states that 280 volunteers served in a school system for a cost of less than a thousand dollars a year. Miller (32) reports that the volunteer program in Houston benefits from thousands of free hours volunteers spend. Fanning (11) states that parent volunteers can win financial support with boards to benefit programs for the handicapped. Jackson (17), Marcovich (26), and Raim (40) indicate that the Teacher-Mom program for emotionally disturbed children eased costs for the school system. Nathan reiterates that "successful volunteer programs lead to increased public support for schools, more money and more jobs" (35, p. 73). Mastors believes that . . . taxpayers must have . . . a firsthand knowledge of the educational needs of a system if they are to respond reasonably to fiscal demands. Involving them in school volunteer programs gives us the opportunity to orient them constructively and, by involving them in helping students learn, to obtain a greater commitment to education as a top priority (28, p. 40).
With increased allocation of funds for the handicapped comes greater accountability for the adequacy of their education. Placing volunteers in special education classrooms is an important way to help accelerate educational learning of the handicapped.

Community involvement and support.--Nathan (35, p. 73) indicates that volunteers have become stronger advocates for public schools. With fresh and direct personal experience in the classroom, they are in a position to squelch rumors and unfounded criticism. Fanning (11) and Roffman (43) state that community support for special education programs has broadened as a result of using volunteers in special education resource rooms. Other studies indicate that school volunteers brought greater rapport and understanding of the complexity of education (48, p. 20), were excellent ambassadors for education (39, p. 102), lead toward more significant educational programs and better school/community relationships (17, p. 40), and increased two-way communication between schools and citizens of the district (27). Janowitz states:

Perhaps the best way to combat public hostility toward the schools and respect for the task they are asked to perform is to let outsiders share in their work. . . . Schools can no longer survive without a
public presence... To create this public presence, it is necessary to have numbers of outsiders enter the school. (18, p. 89).

Platt and Platt (39, p. 102) indicate that schools need the empathy of the community, and Jackson reports:

The School Volunteer Program... has provided a highly significant means of involving the community at large in the workings of the public school system. It has without a doubt added a new dimension to the existing educational program, and it might possibly prove to offer one of the most productive avenues for meeting pressing educational needs we have yet discovered (17, pp. 12-13).

Most of the studies on volunteerism reviewed indicate that improvement in school-community relationships is an inevitable benefit of volunteer programs in the schools. In addition to those already cited, they include Gold and Taylor (13), Dougherty and Dyal (9), McCuaig (30), and Hickman (16).

Parent participation.--Public Law 94-142 has accelerated the importance of parental involvement in the education of handicapped students. One way to meet this mandate is to involve parents as volunteers in the classroom. Usually this is preferable in classes other than those attended by their own children (12).

Roper (45) reports that volunteerism successfully combats parent hostility and an attitude toward the school as
the "enemy." Cronin (7) states that there must be mutual sharing of the responsibility for education between the school and the home, and that this can be partially accomplished by volunteerism. Other studies predict that the future of the volunteer program potential leans toward increasing parent involvement (42), and that volunteerism provides maximal programmatic provision for parental involvement (6).

Some indications of the advantages of parent involvement and the necessity for it in special education are reported in several studies. Fanning (11) indicates that there is a need for parent involvement and support in the education of handicapped children. Parents often feel that the school system is little more than a system, and need to be involved in their children's education. Orelove (36) notes that among problems related to provisions of services to the severely handicapped is the need to maintain low student-teacher ratios. Achieving this, according to Orelove, means involving parents as volunteers.

To Volunteers

In addition to benefitting students and the school system, such programs benefit the volunteers themselves in
significant ways.

**Self-gratification.** Cooke and Apolloni indicate that volunteerism can "maximize intrinsic consumer satisfaction at a time of widespread public dissatisfaction . . . with educational functioning" (6, p. 168). Jackson describes volunteers who began as a civic duty, but got "hooked as human rewards received for themselves became the motivating factor" (17, p. 11). They were made to feel useful, and were exhilarated to see a child have a sense of accomplishment. Nathan (35, p. 74) reports that many letters from volunteers note the extraordinary self-fulfillment they have received from affecting the life of a young person. Slack (46, p. 7) indicates that volunteering is one way to enable people to feel good about themselves.

Mastors states:

> Participating in a successful volunteer program offers personal satisfaction from the total success of the program, even though the individual commitment may have been minimal. Participation also helps compensate for the rootless feeling being experienced throughout our society (28, p. 43).

Leedom (25) reports that volunteers really want to be involved in schools, especially when they can focus directly on students. McGuire also notes that "altruism is an important element in these [volunteer] undertakings,
but a program that relies on altruism alone is headed for trouble" (31, p. 43). Other studies which cite self-gratification for volunteers as a benefit include Hickman (10), Janowitz (18), and Kaplan (21).

Clinical training and upward mobility. Several reviews advocated practical experiences in the classroom in tutorial roles for teachers-in-training as part of their overall training program. McCuaig (30) indicates that volunteer programs are important because of the clinical and personal experiences they offer to teachers in training. Janowitz (18) states that volunteerism is a partial answer to students' complaints of irrelevance in their training.

In an effort to provide additional motivation for students to utilize this important opportunity for on-the-job experience, some schools offer college credit to students who go through a training program for volunteering and then contribute a minimum number of hours each semester in the classroom. Stahl (47) indicates that college student volunteers respond to "gentle arm-twisting" in the guise of a class requirement. More and more college classes mandate field-based components in the overall
program of study leading to degrees in numerous disciplines. Jackson (17) and Hartman (14) describe some high schools that also offer elective credit for volunteering.

Masters (28) and McGuire (31) note that there is a tendency for volunteers to continue their own formal education or seek employment. Mitchell states:

It is reasonable to expect a constructive personal change in the nonprofessional through on the job experience. For some, such involvement increases the likelihood of continuing their education in the field in which they are working. There is satisfaction derived from the acquisition of new skills, and the increased status and prestige is of personal significance. A meaningful job is the best of all therapies for some individuals (32, p. 179).

To Teachers

A number of benefits to teachers are discussed in the literature on volunteer programs. McGuire states:

The use of volunteer assistance is not the signal for less competent teaching. Quite the contrary . . . volunteers free the teacher to do those things for which she is trained and provide help with other tasks (31, p. 43).

Nathan (35, p. 73) reiterates this point. Hedges found that "with volunteer help, elementary school teachers transfer about twenty-one percent of their time from lowest to highest level functions and that pupils are given over three times the normal amount of attention"
With the increased number of handicapped children being served in regular classrooms, this becomes especially significant.

An additional benefit to teachers is discussed by Mitchell. She indicates that "professional educators develop a wholesome attitude toward the work of the non-professional, toward the need for specialized or individualized help, and toward an understanding of children themselves" (33, p. 179).

Problems Involved in Volunteer Programs

As is true in any significant undertaking, there are a number of problems inherent in school volunteer programs. Among these are teachers' fears that professional standards will be lowered by the use of nonprofessionals. Matheny and Oslin speak of the resistance by professionals to the practice of using paraprofessionals. They state, "This practice has met and will likely continue to meet staunch resistance. [Professionals] tend to view the use of paraprofessionals as a dilution to the quality of services rendered and a threat to their upward mobility" (29, p. 28). They feel the professional is especially threatened if he is not particularly skilled in his work or is new on the
job. Mitchell indicates that one of the major problems facing the volunteer movement is the "perception by the professionals of the danger of encroachment on their terrain. When professionals have given years of effort to achieve their position, there is little consolation in having nonprofessionals assume their duties" (33, p. 179).

Matheny and Oslin believe that this insecurity on the part of the professional "often places severe limitations upon the functioning of the subprofessional. The subprofessional sometimes threatens the professional when students or clients are drawn to him as a result of untrained natural warmth or charisma" (29, p. 20).

Nathan (35, p. 73) mentions as a problem in the volunteer movement opposition by women's groups. Such groups argue that volunteering supports women's traditional roles within the home, is an extension of unpaid household work, and reinforces economic dependence of a woman by preventing her from earning money of her own. Nathan feels these arguments are unfounded. Johnson, Guinagh, Bell and Estroff (19, p. 19) indicate that some problems can be averted if volunteers are assigned only to teachers who request their assistance.
Probably the most persistent problem to teachers in the school volunteer movement is lack of punctuality and frequent absences on the part of volunteers (29, p. 27). Most volunteer handbooks perused in this study give a high priority to volunteer dependability and punctuality.

Karnes states:

Plans for absenteeism must be carefully developed before entering into a program using volunteers. Many of the rules and regulations applicable to regular staff members should hold true for volunteers--telephoning in ample time for arrangements to be made (22, p. 53).

Johnson, Guinagh, Bell and Estroff indicate that "teachers must know that their work-load will not increase substantially because they have agreed to utilize the services of another adult in the classroom" (19, p. 21).

Matheny and Oslin believe that beginning a volunteer program on a small demonstration basis should avert some potential problems.

Most articles and handbooks on the volunteer movement emphasize the importance of making volunteers feel needed and appreciated (19, 33). Slack (46, p. 11) also sounds this note. She suggests this can be done by urging the staff to give tasks of substance, sending letters of welcome, presenting the volunteers with certificates,
and having recognition meetings and coffees to honor
them.

Need for Training and Supervision

Underlying much that is written concerning effective
volunteer programs is a continuing emphasis on the neces-
sity for professional supervision and training from school
personnel. "After you find the motivated teacher," accord-
ing to Laubach and Laubach, "the most important thing is
that the volunteer teaching shall take place under super-
vision" (24, p. 278). Matheny and Oslin indicate:

The training effort is the single most essential
ingredient of a well-functioning program. Both pro-
fessionals and subprofessionals in various programs
pointed to training as crucial to the success of the
program. Preservice as well as inservice training is
necessary. Supervising professionals should attend
the subprofessionals' program. Meeting with sub-
professionals at the time role definitions are dis-
cussed encourages clear expectations on the part of
both professionals and subprofessionals (29, p. 17).

Johnson, Guinagh, Bell, and Estroff (19, p. 20) share this
emphasis.

Slack states that training should "orient volunteers
and the teachers with whom they will work so that both will
have some realistic notion of what is expected of them and
what each can look for in the other" (46, p. 8). Nathan
(35, p. 74) indicates that training leads to positive staff
attitudes and promotes good volunteer-team relations. Several other studies, including Johnson, Guinagh, Bell, and Estroff (19, pp. 19-20) cite the need for both preservice and inservice periodic training.

Some articles emphasize the need for training teachers how to supervise volunteers. Mitchell (33) insists that there is an obvious need to train people for training and to help teachers utilize nonprofessionals more effectively. Slack states:

It's as important to know how to use a volunteer as it is for a volunteer to know what to do . . . . On the basis of this philosophy, teachers are taught how to plan for volunteers, how to develop a rapport with them, and, above all, how to show appreciation" (46, p. 8).

Johnson, Guinagh, Bell, Estroff (19, p. 8), and Matheny and Oslin (29, p. 20) also emphasize this point.

Hickman (16) indicates that the essential ingredient in a volunteer program is supervision. Where school professionals take responsibility, the program succeeds. Where this is not so, it fails. Karnes indicates that "supervising volunteers' responsibilities takes time, but unless there is monitoring and feedback to the volunteer, quality services will be left to chance" (22, p. 53). Page and Jacobson (37) emphasize that there should be written
job descriptions for all tasks in a volunteer program. Other studies also reiterate this emphasis (28, 29).

There is special importance placed on the principal as the key person in volunteer programs. McGuire states:

There must be acceptance of the volunteer by the school principal, faculty, and parents of the children. You cannot impose a volunteer program on any staff. . . . The school principal is the key individual in establishing a climate of acceptance in the school" (31, p. 43).

Platt and Platt (39) also make this point.

The content of training programs is discussed in a number of studies. Johnson, Guinagh, Bell, and Estroff suggest that training sessions should be (1) a maximum of an hour, (2) conducted at school, and (3) not overweighted with theory (19, p. 20). Nathan (35, p. 31) indicates that training programs should include basic communications, interpersonal skills, the school as an institution, and skill training. Platt and Platt (39, p. 33) indicate that confidentiality and professional conduct standards as well as school procedures and rules should be included. In a training program of which she was a part, Mitchell states that the subprofessionals "were trained, not as nonprofessionals, but as though they were professionals" (33, p. 183). Fredericks, Baldwin, Manson, and Fontana (12) also emphasize this kind of intensive training. Mitchell
(33, p. 181) believes there should be little stress on theory, except as it aids in understanding the children.

Slack (46, p. 9) indicates that volunteers for special education classrooms were encouraged to attend a workshop before going into the special education classroom. Training concentrates on giving volunteers a realistic view of what to expect from special education children. Karnes (22) suggests that professionals should find out how volunteers working with handicapped children feel about certain handicaps, and avoid assigning that person to children who manifest handicaps which make the volunteer uncomfortable. She also suggests a need to observe a volunteer in a setting with handicapped children before making a decision to include this adult in the program. The volunteer may be involved in alternate ways, but not in teaching of children with handicaps. She feels that there may be implications from some studies that suggest younger volunteers may be more effective than older adults in preschool programs that are mainstreaming handicapped children.

Johnson, Guinagh, Bell, and Estroff (19) include the process of recruiting and evaluating with training as part of the overall volunteer program which requires skillful planning and constant follow-up. Matheny and Oslin
indicate that "preservice training of teachers, counselors and principals in university teacher education programs should include preparation for the utilization of subprofessionals. . . . [providing] a set of necessary supervisory skills" (29, p. 30). Johnson, Glinagh, Bell, and Estroff (19) and Mitchell (33) also imply this need.

Ames and Jackson (2) indicate a need for orientation sessions and specific job descriptions. They outline suggestions for starting a volunteer program: (1) base the program on predetermined needs; (2) run a pilot program; (3) tailor training to volunteer needs; (4) involve school personnel; and (5) implement with minimum changes in school routine.

Rauch reminds his readers:

But "love is not enough." Volunteer tutors must have some understanding and training in basic instructional techniques. They must also realize that there are serious limitations to what they can and cannot do. Thus, it is recommended that each volunteer have at least ten hours of instruction . . . under the supervision of knowledgeable personnel (41, p. 1).

Conclusion

Matheny and Oslin (29) indicate that the success of a volunteer program depends on proper selection, adequate training, clear definition of the role, budgeting support,
career development, and the successful interaction between supervising professionals and the paraprofessionals. Abbott (1) believes that schools meeting the needs of children are actively involving parents and other community resource people in classrooms as well as using the community as a classroom. Slack states:

Volunteering does work. It's not a substitute for the trained teacher, but it certainly is a valuable addition . . . Establishing the program takes commitment, planning, perseverance, and a recognition that most people have a natural desire to be needed and appreciated (46, p. 11).

Mitchell indicates that "the school with its multi-faceted functions, might effectively use nonprofessionals in a pivotal role in its systematic approach to children and to parents" (33, p. 177).

Alvin Toffler predicts that community involvement in the educational decision-making process will be a key component in schools of the future. In an interview with James J. Morisseau he says:

Teachers are going to have to forget most of what they learned about professionalism in the past half century. They will have to reverse roles and become participants--along with parents, paraprofessionals, and outside community resource people--in the many educational games that will go on, learning at the same time they are teaching (34, p. 17).

In this same source, Toffler is quoted as saying, "For
diagnosis precedes cure, and we cannot begin to help ourselves until we become sensitively conscious of the problem" (34, p. 17).

Mastors quotes an unknown source which has a direct bearing on desirable school attitudes toward leadership and supervision of community volunteers in the schools:

As for the best leaders, the people do not notice their existence; the next best, the people honor and praise; the next, the people fear; and the next, the people hate. . . . When the best leader's work is done the people say, "We did it ourselves" (28, p. 15).
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CHAPTER III

PROCEDURES FOR THE COLLECTION
AND ANALYSIS OF DATA

This chapter is divided into four sections. The first section describes the development of the training program used in the project. The second section describes the development of the instruments used in the collection of the data. The third section presents the procedures for the collection of the data. The fourth section explains the procedures for the analysis of data.

Development of the Training Program

A program was developed for the training of volunteers working with orthopedically handicapped and multihandicapped students. Appendix B includes the format of the training program. The program was developed following a careful review of the literature and interviews with eighteen educators. These included a university professor, Regional Service Center personnel, Texas Education Agency personnel, a member of a volunteer advisory council, and public school personnel including administrators, special
education teachers, a special education evaluator, and a coordinator of volunteers. Table I represents a list of interviewees and their positions.

**TABLE I**  
LIST OF PROFESSIONALS INTERVIEWED

<table>
<thead>
<tr>
<th>Subject</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Special Education Teacher* Orthopedically Handicapped</td>
</tr>
<tr>
<td>2.</td>
<td>Special Education Advisory Council Member</td>
</tr>
<tr>
<td>3.</td>
<td>University Professor Special Education</td>
</tr>
<tr>
<td>4.</td>
<td>Special Education Consultant Education Service Center</td>
</tr>
<tr>
<td>5.</td>
<td>Special Education Teacher Multihandicapped</td>
</tr>
<tr>
<td>6.</td>
<td>Special Education Consultant Education Service Center</td>
</tr>
<tr>
<td>7.</td>
<td>Special Education Coordinator Education Service Center</td>
</tr>
<tr>
<td>8.</td>
<td>Assistant Director Special Education</td>
</tr>
<tr>
<td>9.</td>
<td>Special Education Teacher Orthopedically Handicapped</td>
</tr>
<tr>
<td>10.</td>
<td>Special Education Consultant Education Service Center</td>
</tr>
</tbody>
</table>
Based on the literature review and the interviews, the basic goal and objectives for the training program were established as follows:

**General Goal:** Upon completion of the training sessions volunteers will have acquired adequate basic skills and understanding to be able to assist teachers of orthopedically handicapped and multihandicapped students.
Specific Objectives: As a result of training sessions volunteers will:

1. Develop knowledge and understanding of special education programs in general.

2. Develop awareness of the characteristics and needs of orthopedically handicapped and multihandicapped students.

3. Develop awareness of desirable attitudes and actions necessary for establishing relationships and helping special education students.

4. Acquire skills in utilizing appropriate techniques with orthopedically handicapped and multihandicapped students in the classroom.

Two meetings were held with the teachers and principal involved in the study. The first one, held shortly before school began in the fall of 1980, was a luncheon meeting. In this first meeting, the proposed project was outlined and input sought and received. A number of areas were discussed, including dates for the training program, suggested content of the training program, maximum and minimum numbers of volunteers to use, times of the day when volunteer services would be most beneficial, and methods of recruiting and evaluating. Teachers also
discussed several concerns they had regarding the proposed project. They were informed that this was a pilot project, and that it was hoped it would serve as a model for additional training programs.

Teachers were assured that their participation was voluntary, and were provided an opportunity to indicate if they preferred not to be included in the project. One person, just beginning his classroom experience in special education, chose not to participate in the project, though he contributed ideas for the training program. Two of the remaining teachers had used volunteers extensively in their classrooms previously and had no reservations about the project. Some of the others, however, felt it would not be possible to recruit the number of volunteers proposed for the project, and some seemed to feel rather insecure about participating. Nonetheless, they were all helpful and cooperative throughout the project.

In the second meeting, booklets prepared for teachers utilizing volunteers in special education were distributed, and general principles covered concerning working with volunteers in the classroom. One of the teachers volunteered to serve as teacher coordinator of the project.
Several individual conferences were held before and during the program, especially with the teacher coordinator.

One week prior to the training program, a general orientation meeting was held at the school involved in the study. The orientation meeting was for the purpose of explaining the program, providing general guidelines concerning school district policy, and orienting volunteers to special education programs and to the school building. Appendix B includes the format of the orientation program.

The coordinator of the project described the proposed program, times and dates of the training period, duration of the project, and content of the training program, and invited volunteers present to be a part of it. All volunteers then took the pretest. The principal of the school provided an orientation to the building, and explained building rules and policies. The district coordinator of volunteers described the overall volunteer program in the district, and general school policies. A film overview of special education was shown, and a packet of printed materials was distributed. This packet included printed volunteer booklets prepared for special education classes in the district, informational materials about special education and orthopedic handicaps, and information about
the volunteer program. (See Appendix F for copies of some of the training materials.) Since all volunteers received this printed material, all received some training through this means. Also, a number of the volunteers in the control group attended the orientation, which, in itself, involved some training. Thus, there were no volunteers who had no training at all. At the conclusion of the orientation session, volunteers visited the classes to be included in the study. They then filled out a form indicating the days and times they would be available for assignment, and whether or not they could participate in the three-day training program. They were also invited to note any of the classes visited in which they could not work comfortably because of the age or severity of handicap of the students.

After the development of the training program indicated earlier in this chapter, a decision was made to implement it three hours a day for three consecutive days. The training materials were organized around three specific areas, divided by the days of training as follows:

1. Orientation to special education in general
2. Orientation to orthopedically handicapped and multihandicapped classes
3. Classroom techniques to use with orthopedically handicapped and multihandicapped students.

Specialized professionals were secured to present parts of the training program. They included a school psychologist, occupational and physical therapist, assistant director of special education, school nurse, pediatric occupational therapist, and specialists in speech and language, reading, math, early childhood, and adaptive physical education. Materials and techniques used included films, slide presentations, manipulative materials, demonstrations, printed handouts, and some hands-on experiences. Two of the presentors rated highest by the volunteers were a parent of an orthopedically handicapped student and a cerebral palsied adult who had been a public school teacher and currently was employed in the local urban ministries program. Because of the wide diversity in severity and kinds of handicaps of students in the six classes included in the project, it was necessary to cover a wide range of skills and techniques in the training program. Presentations ranged from techniques to use in teaching reading, to techniques to use in feeding and lifting severely handicapped students. All of the training program was videotaped for possible use in future programs. Presentors
enjoyed seeing themselves on "television," though some were nervous about this aspect of their presentations.

Volunteers recruited for the project were divided into two groups. Twenty of them were included in the experimental group, but one dropped out after the first week of classroom placement. A total of fourteen volunteers in the control group eventually completed the six-week project. Six of the control group dropped out of the project.

Following the last day of the three-day training period, specific assignments for working in the classes for at least a six-week period were distributed to the volunteers. All those participating in the training program filled out a rating scale of the various component parts of the training sessions as a means of providing input for future programs.

Development of the Instruments

For the purposes of this study a test was developed covering knowledge and understanding of the topics included in the training program. Based on a review of the literature and interviews with the educators listed in Table I, a pool of seventy-five statements was generated with the possibility of incorporating them into a true-false test (2).
The seventy-five statements were presented to the five validity judges listed in Table II. Each judge was asked to check "yes" or "no" for the inclusion of each statement. "Yes" responses from three of the five judges resulted in the inclusion of the statement in the final form of the test. Table II represents the list of the five validity judges.

TABLE II

ALPHABETICAL LIST OF VALIDITY JUDGES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University Professor</td>
</tr>
<tr>
<td>2.</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>3.</td>
<td>Volunteer Coordinator</td>
</tr>
<tr>
<td>4.</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>5.</td>
<td>Special Education Evaluator</td>
</tr>
</tbody>
</table>

Of the seventy-five statements presented to the five validity judges, fifty were judged to be valid by the judges according to the above criterion. The final test instrument consisted of these fifty statements. The other evaluation instruments were validated in a manner similar to that described above, utilizing the panel of judges.
Several rating scales were developed for use in the project (4, 5, 6, 8, 9, 10, 11). A rating scale of volunteer preparation for classroom placement was developed for teachers' use in three periodic evaluations of each volunteer. The rating scale covered seven general areas of competency incorporated into the orientation and training program. Teachers were requested to fill out one of these rating scales at the end of the first week of volunteer placement in the classroom, at the end of the fourth week, and, finally, at the conclusion of the six-week placement period. They were also requested to check whether or not they thought the volunteer had participated in the training program, and to note any suggestions they had at that time regarding the project. The purpose for the periodic evaluation rather than one final evaluation was to guard against a judgment made by the teacher which might reflect on-the-job training instead of the pre-service training. It was felt that classroom behavior of the volunteer justifiably might be more attributable to the training program after only one week in the classroom than after the six-week period.

A rating scale of the preparation received on fourteen specific competencies covered in the training program was
developed for volunteers to complete at the conclusion of the six weeks of classroom placement. One of the competencies on the rating scale was included during the two-hour orientation session before the formal training program began. Thus, all those who attended the orientation session received training in this area. This included some volunteers who were placed in the control group. Four of the competencies were included in the first day of the training program, two on the second day, six on both the first and second day, and one on specific techniques was included the third day of training. Volunteers were invited to indicate strengths of the training program as well as suggested areas of change.

The evaluation of each volunteer by teachers at periodic intervals was related directly to competencies included in the training program and was shortened so that it could be completed with minimal time and effort. An additional final rating scale was devised to evaluate qualities considered by the panel of judges to be too subjective for the main purposes of the study, but nonetheless important to a volunteer program. This rating scale of seventeen competencies was divided into five major areas: commitment to
total program, responsiveness to pupils' needs, instruction, staff relationships, and personal characteristics.

A form was devised for use by two special education professionals who independently observed each volunteer in the classroom during the sixth week of placement. This form included a space for the observer to check whether or not the observer felt the volunteer had participated in the training program. There was also a space for comments by the observer.

A copy of all evaluation instruments is included in Appendix C. These include the following:

1. Pre- and posttest
2. Teacher evaluation of volunteers
3. Volunteer evaluation of preparation for placement
4. Independent observer evaluation
5. Final teacher evaluation

In addition to the evaluations of the effectiveness of volunteers in the classroom, an evaluation of component parts of the orientation session and of the training program was completed by volunteers in attendance. This was for the purpose of modifying future programs. Informal narrative evaluations were also invited, and were received from several of the volunteers and teachers.
Procedures for Collection of the Data

After the training program was developed, and the instruments for evaluation were generated, a letter indicating the purpose of the project and an invitation to be a part of it was sent home with the student population at the school used in the study. (See Appendix A for copy of letter and application form.) A sufficient number of positive responses did not materialize as a result of this letter, so subsequent efforts at recruitment were made. These included printed notices in the daily newspaper, in community newspapers, posters (Appendix E), contacts to university professors in local universities and colleges, and one television announcement. Forty volunteers eventually were recruited, but seven of these dropped out of the program, either before it began or shortly thereafter.

At the orientation session held one week before the beginning of the training program, all participants filled out a pretest. At the conclusion of the orientation session, participants completed an evaluation of the component parts of the orientation for use in future programs. Again at the conclusion of the three days of training, participants completed an evaluation of the component parts of the training program for use in modifying future programs.
Volunteers completed the pretest at the beginning of the orientation session. They completed the posttest before beginning their first day's service in the classrooms. Differences between the experimental and control group mean scores were computed statistically.

At the end of the first week, the fourth week, and the sixth week of classroom service, teachers filled out an evaluation of each volunteer's effectiveness in the classroom, based on curriculum utilized in the training program. They also indicated on each evaluation whether or not they believed the volunteer had participated in the training program. These were collected at the intervals indicated. At the conclusion of the six-weeks' project, an additional final evaluation rating scale was filled out by teachers on each volunteer.

All thirty-three volunteers filled out a rating scale of their perception of preparation for classroom service after six weeks' placement. Informal narrative evaluations were collected from volunteers who chose to contribute these at the conclusion of the training program and at the conclusion of the classroom placement phase of the project. A sampling of these is included in Chapter IV, and the full text of them is in Appendix D. Such informal narrative
evaluations were collected also from teachers at the conclusion of the project. A sampling of these, too, is included in Chapter IV, and the full text is in Appendix D.

During the sixth week of classroom placement, two professional special educators observed each volunteer for at least fifteen minutes each in the classroom. On the basis of their observations, each indicated whether or not she thought the volunteer gave evidence of having participated in the training program. Observer A was a director of special education, retired from a large urban school district. Observer B was a speech and language specialist, on leave of absence from a large urban school district.

Procedures for Analysis of Data

The data from the various instruments used in the project were compiled and reported in tables (1, 3, 7). The .05 level of significance was used to reject the null hypotheses.

For hypothesis one, the number of correct responses for both pre- and posttest were calculated for each subject. An analysis of covariance was calculated using
posttest scores as the criterion variable and pretest scores as the covariate.

For hypothesis two, an analysis of variance for repeated measures was calculated, adjusted for unequal numbers, using the means of the three evaluations to compare the experimental with the control group for significant differences. Teacher ratings as to whether or not volunteers had participated in the training program were analyzed using the chi-square test of independence to test the degree of agreement between the two groups.

For hypothesis three, independent observer ratings as to whether or not the volunteer had participated in the training program were analyzed using the chi-square test of independence.

For hypothesis four, a t-test for independent samples was run to test for differences between the two groups on the evaluation completed by the volunteers.
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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The problem of this study was to determine if pre-training of volunteers working in special education classes for orthopedically handicapped and multihandicapped students makes a difference in their effectiveness in the classroom.

The purposes of the study were to develop a training program for volunteers working in special education programs, and to determine the effectiveness of the training program.

Data for this study were collected from teachers, volunteers, and independent evaluators during the fall of 1980. Data analysis was done with the statistical package for the Model Ten Hewlett-Packard calculator as well as by the North Texas State University Computing Center.

The presentation of the analyses of data is related to the hypotheses formulated in Chapter I. All hypotheses were stated in the null form. Data collected through the study are presented in this chapter under the appropriate
hypotheses. Tables are used to present salient features of these analyses of data.

Volunteer Population

Out of a total of forty volunteers recruited, thirty-three remained in the experimental project until completion. Of the seven volunteers who dropped out of the program, six were from the control group. The single drop-out from the experimental group sustained a back injury and could no longer lift the handicapped students.

The volunteer population for the project represented a diversity in many areas. These included ethnicity, sex, work status, educational background, previous volunteer experience, type of class to which assigned, scheduled days of week and time of day, and manner in which volunteers learned about the project.

Four men participated in the project. Three of these participated in the three-day training program. All of the men worked at full-time jobs. Three of them were in the air force, assigned to a local air base, and one worked at a job with flexible hours. One of the air force subjects worked at a job with rotating shifts. Unfortunately, at the time of the training sessions he was on an eight-hour
shift in which he worked up to the time for the sessions to begin. Nonetheless, he came directly to the sessions from work without getting any sleep. He was determined to follow through with the training program, and was a very enthusiastic supporter throughout the project.

Four of the volunteers were black, and one was Mexican-American. An additional black and an additional Mexican-American dropped out of the program. Two of the black volunteers were students at local universities, and the other two were older housewives. One of this latter group whose three children are now in college indicated on her application form, "I am just now in a position to be able to do something worthwhile with my time."

Seven of the volunteers were parents of students in the school involved in the project. Three of these were members of the Parent-Teacher Executive Council, and first learned of the project in a presentation made to this group. One other of the parents of children in this school joined the project as a result of a personal contact. Thus, only three additional parents from the school participated in the project solely as a result of the 400 letters sent home with students! It is interesting to note, however, that six parents volunteered for other school jobs as a result
of the letter. (This option had been included in the letter.) Thus, the school benefitted in this additional way as a result of the project.

Eight of the participants in the project were university students. An additional volunteer was a student in the early childhood program of a local theological seminary. All of the students had to be placed in the control group because their class schedules would not permit the three consecutive mornings for the training program. Five of these students volunteered to work in the classes to which they were assigned in the afternoons instead of the usual morning hours to fit in with their own class schedules. All students were recruited as a result of personal contacts with their professors.

Nine of the participants in the project learned about it through notices in the daily newspaper (See Appendix E). Three responded as a result of articles in a newspaper distributed in the community in which the school is located, and two volunteers read the notices in both papers. Three volunteers participated in this project as their volunteer service in the Junior League. Three joined the group after learning about the project from friends or family members, one joined as a result of an announcement to a
preschool organization, and one as a result of a contact through a volunteer group.

Two of the volunteers had taught in the public schools and one had taught in a college. All three of these were in the experimental group and participated in the three-day training program. Eight additional volunteers were college graduates, fourteen more of them had had some college training, and the eight remaining volunteers were all high school graduates.

A surprising twenty-six of the thirty-three volunteers in the project indicated that they had had some type of previous volunteer experience. This included working in a kindergarten screening project in the public schools, working in an institution for the mentally retarded, volunteering at a hospital or at Easter Seal, tutoring, working at a church, raising funds, working with scout and Camp Fire organizations, school library, Red Cross, Junior League, symphony, and one subject had even volunteered as a clown!

In addition to the nine students in the project and the four men who were employed full-time, two of the volunteers were employed in part-time jobs. Of the seventeen housewives in the group, all but three participated in the
three-day training program. Two of these three had small preschool children. The other housewife in the control group lived in a town several miles away. Her husband was a student in the city where the project was implemented, and she commuted with him one day a week in order to be included in the volunteer project. This latter volunteer demonstrated such enthusiasm and competence her supervising teacher was surprised to learn at the conclusion of the project that she had not participated in the training program. The mean of the three periodic teacher evaluations on this volunteer were higher than that of all but four of the volunteers in the total project, and all of these other four were in the experimental group. She was given a perfect rating on the final teacher evaluation.

None of the volunteers were in the senior citizens age range, though some special effort was made at recruiting this group. Contact was made through the local senior citizens' group in the city, as well as with the retired teachers' organization. Potential volunteers in both groups, however, were already committed to other programs by the time they were contacted.

Tuesday was the most frequently chosen day for those in the program. Fourteen of the volunteers were scheduled
into classes on that day. There were eight volunteers on
Wednesday, eight on Thursday, six on Monday, and only three
on Friday. Two of the students volunteered for an hour and
a half a day for two days a week instead of the usual three
hours on one day in order to fit the volunteer experience
into their own class schedules. One of the older volun-
teers who participated in the training program was so enthu-
siastic about the opportunity she wanted to volunteer three
mornings a week instead of just one, and was allowed to do
this.

The most desirable time of day indicated by teachers
to have volunteer assistance was in the morning through the
children's lunch time. The afternoon schedule was con-
siderably more relaxed in these classes, with most of the
academic and pre-academic activities occurring in the morn-
ing. The teachers of the multihandicapped classes indicated
that their greatest need for volunteer help was at lunch
time when most of their students required help with feed-
ing. Thus, none of the five students who participated in
the program in the afternoons was assigned to these class-
rooms. Insofar as the volunteer's own schedule permitted,
each was encouraged to schedule time into the classes in
the mornings.
Two of the volunteers requested that they be allowed to work with the adaptive physical education teacher since this was the area of their interest and training. As a result, the evaluations for these two volunteers were completed by the adaptive physical teacher instead of by the regular classroom teachers. This special teacher worked with all the children included in the project.

Nine volunteers were assigned to the two classes of multihandicapped students, and twenty were assigned to the four classes of orthopedically handicapped students included in the experiment. One of the volunteers was a commercial artist, and though he was assigned primarily to one class, he also worked with the students in a second class with art projects. Two of the volunteers were assigned to work with the adaptive physical education teacher.

Assignments of volunteers to specific classes were based on several factors. Volunteer preference for age and disability of student was considered. Schedules of volunteers had to fit into the schedule of the class to which they were assigned. Most of the volunteers in the control group expressed anxiety about being placed in classes with severely handicapped students, so only two of the fourteen in that group were placed in these classes. Several
volunteers dropped out of the program after scheduling was completed, leaving some disparity in the distribution by classes. Table III indicates distribution of volunteers by classes.

**TABLE III**

**NUMBER OF VOLUNTEERS ASSIGNED TO CLASSES OF ORTHOPEDICALLY HANDICAPPED AND MULTIHANDICAPPED STUDENTS**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Disability</th>
<th>Age Range</th>
<th>No. of Students</th>
<th>No. of Volunteers</th>
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<td>5-9</td>
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<td>8</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td>MH</td>
<td>3-8</td>
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<tr>
<td>7*</td>
<td>OH/MH</td>
<td>3-12</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

*Adaptive Physical Education Teacher

**Hypothesis One**

Hypothesis one stated that there would be no significant difference in the mean adjusted posttest scores measuring knowledge and understanding of training materials.
between the experimental group and the control group. To test this hypothesis, an analysis of covariance was computed using posttest scores as the criterion variable and pretest scores as the covariate. Table IV shows the pretest mean, standard deviation, adjusted posttest mean, standard error, and degrees of freedom for each group.

TABLE IV
DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS FOR PRE- AND POSTTEST MEAN SCORES

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pretest Means</th>
<th>SD</th>
<th>Adjusted Posttest Means</th>
<th>SE</th>
<th>df</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>19</td>
<td>39.11</td>
<td>5.59</td>
<td>46.94**</td>
<td>.43</td>
<td>1</td>
<td>43.84*</td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td>42.71</td>
<td>4.10</td>
<td>42.44</td>
<td>.55</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

*P < .01

**Unadjusted posttest means: Experimental: 46.63
Control: 43.86

According to the table of critical values presented by Roscoe (2), the calculated F exceeds the tabled value for the .01 level of significance. Since there is a significant difference in the adjusted means, the null hypothesis is rejected. Volunteers in the experimental group
apparently made significantly greater gains in posttest scores than those that were recorded in the control group.

It is interesting to note that the mean of the pretest scores was higher for the control group than for the experimental group. This could be influenced by the fact that there were several college students in the control group, some of whom had had special education courses. The experimental group was comprised largely of housewives or those in the work force. This initial difference was more than overcome, however, in the means of the posttest scores. The experimental group gained 7.52 points between the mean of pretest and unadjusted posttest scores, whereas the control group actually gained only .15 points. Since identical measures were used for pre- and posttests, and since this instrument tested for mastery of material covered in the training course, it would be expected that the experimental group would show greater gains than the control group. The greatest difference on one pair of tests was an improved score of eighteen.

It may be noted that the means of unadjusted posttest
scores in Table IV are somewhat different from the adjusted means. This is due to the statistical adjustment made by the covariance technique and required because of the unequal pretest scores of the experimental and control groups.

Hypothesis Two

**Teacher Rating Scale**

Hypothesis two stated that there would be no significant difference between the mean of teacher ratings of effectiveness of volunteers for the experimental group and for the control group. To test this hypothesis, an analysis of variance for repeated measures was computed as a measure of comparison between the experimental and control groups for the three periodic teacher evaluations on each volunteer. These evaluations were completed at the end of the first week, at the end of the fourth week, and again at the end of the sixth week of classroom placement of the volunteers. Table V is a summary of the data, adjusted for unequal numbers of subjects to be found in the experimental and control groups.
### TABLE V

**ANALYSIS OF VARIANCE USING REPEATED MEASURES:**
**DATA FROM THREE PERIODIC TEACHER EVALUATIONS OF VOLUNTEERS IN EXPERIMENTAL AND CONTROL GROUPS**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (training condition)</td>
<td>7.9690</td>
<td>*a-1=1</td>
<td>7.9690</td>
<td>**5.8707</td>
</tr>
<tr>
<td>Subjects within groups</td>
<td>42.0794</td>
<td>N-2=31</td>
<td>1.3574</td>
<td>....</td>
</tr>
<tr>
<td>B (time of ratings)</td>
<td>.1844</td>
<td>*b-1=2</td>
<td>.0922</td>
<td>.29374</td>
</tr>
<tr>
<td>AB</td>
<td>1.6470</td>
<td>(a-1)(b-1)=2</td>
<td>.82352</td>
<td>2.6234</td>
</tr>
<tr>
<td>B x Subjects within groups</td>
<td>19.4620</td>
<td>(N-a)(b-1)=62</td>
<td>.3139</td>
<td>....</td>
</tr>
</tbody>
</table>

*a=2 levels of training  
b=3 times of training

**p < .02**

According to the table of critical values presented by Kirk (1), the difference in means between training conditions (experimental and control) was significant at the .02 level. Thus, the null hypothesis is rejected. There were no significant differences indicated for rating
periods ($p > .75$) or for the interaction between rating periods and training conditions ($p > .08$).

These data indicate that teachers rated volunteers in the experimental group significantly higher than they rated those in the control group in the three periodic evaluations. There was not a significant difference, however, between the overall ratings of volunteers (including both experimental and control groups) completed by teachers at the end of the first week, at the end of the fourth week, and at the end of the sixth week of classroom placement. Nor was there a significant interaction between the time of the rating and the difference between the two groups.

Because there were no differences between rating periods, additional exploratory $t$-tests for paired data were computed to test for significance in several areas. Comparisons were made between the mean scores on the first teacher evaluation and on the last teacher evaluation both for the experimental group and for the control group. These were inter-group comparisons testing for significance in time of evaluation. Table VI shows the mean, standard deviation, degrees of freedom, $t$-values, and significance for each group.
# TABLE VI

**FIRST SCORES COMPARED TO LAST SCORES ON TEACHER RATING SCALES FOR VOLUNTEERS IN THE EXPERIMENTAL GROUP AND IN THE CONTROL GROUP**

<table>
<thead>
<tr>
<th>Group</th>
<th>Rating</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>First</td>
<td>19</td>
<td>3.98</td>
<td>.92</td>
<td>18</td>
<td>1.17</td>
<td>&gt;.10</td>
</tr>
<tr>
<td></td>
<td>Last</td>
<td>19</td>
<td>4.20</td>
<td>.82</td>
<td>18</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>First</td>
<td>14</td>
<td>3.74</td>
<td>.63</td>
<td>13</td>
<td>-1.88</td>
<td>&lt;.05</td>
</tr>
<tr>
<td></td>
<td>Last</td>
<td>14</td>
<td>3.38</td>
<td>.73</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the control group, mean scores for the last teacher evaluation (completed after six weeks of classroom placement) are lower than the mean scores for the first teacher evaluation (completed after only one week of classroom placement). Though the gain in mean scores between the first and last rating for the experimental group was not significant at the specified .05 level, there was an increase of twenty-two points. On the other hand, there was a decrease of thirty-six points between the first and last rating scale for the control group. The reasons for this decline in ratings for the control group over the six-week period of the project are open to conjecture.
An additional \( t \)-test was computed to test differences in mean scores of rating scales between the experimental and control group on the first of the three periodic rating scales. A \( t \)-test was also computed to test for differences between groups on the last of the three rating scales. Table VII shows means, standard deviations, degrees of freedom, and \( t \)-values for these groups.

**TABLE VII**

**A COMPARISON OF MEAN SCORES ON FIRST RATING SCALE FOR EXPERIMENTAL AND CONTROL GROUPS, AND ON LAST RATING SCALES FOR BOTH GROUPS**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Group</th>
<th>( N )</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>( t )</th>
<th>( p ) value</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Experiment</td>
<td>19</td>
<td>3.96</td>
<td>.92</td>
<td></td>
<td>.76</td>
<td>( p &gt; .10 )</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>14</td>
<td>3.74</td>
<td>.63</td>
<td>31</td>
<td>2.96</td>
<td>( p &lt; .005 )</td>
</tr>
</tbody>
</table>

A comparison of means on the first rating scale of the experimental and the control groups indicated no significant difference. The differences between means on the last rating scales for the experimental and the control groups, however, is significant beyond the .005 level.
These data suggest that there was a significant difference in teachers' perceptions of volunteer effectiveness for the experimental group and for the control group by the end of the six-week project, even though no differences were found on the initial rating.

**Overall Teacher Rating of Volunteers**

In addition to checking a rating scale of volunteer effectiveness in the classroom at the three periodic intervals, teachers were asked to check on each evaluation on the basis of classroom competency whether they felt the volunteer had participated in the training program. Thus, there was the possibility of three "yes" checks on each volunteer, indicating the teacher's judgment concerning the volunteer's participation in the training program.

Data were analyzed using a chi-square test for independence. These data were cast into a two-by-four contingency table as indicated in Table VIII. There were four possible teacher "yes" responses for each volunteer: zero, one, two, or three responses. The chi-square test compared responses for volunteers in the experimental group versus those in the control group.
TABLE VIII

A COMPARISON OF THE OBSERVED FREQUENCIES AND THE EXPECTED FREQUENCIES OF "YES" TEACHER RESPONSES CONCERNING VOLUNTEERS IN THE EXPERIMENTAL AND IN THE CONTROL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of &quot;Yes&quot; Responses</th>
<th></th>
<th></th>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>4.6*</td>
<td>2.3</td>
<td>3.5</td>
<td>8.6</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>0**</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>3.4</td>
<td>1.7</td>
<td>2.5</td>
<td>6.4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Observed Frequencies</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>15</td>
<td>33</td>
</tr>
</tbody>
</table>

*Expected
**Observed

The expected frequencies for the experimental group are greater than the observed frequencies for "zero" ratings, but less for "three" ratings. Conversely, the expected frequencies for the control group are less than the observed frequencies for the "three" ratings, but greater for the "zero" ratings.

The chi-square statistic obtained from this analysis and resulting probability level appear in Table IX.
TABLE IX
SIGNIFICANCE BETWEEN TEACHER "YES" RESPONSES FOR VOLUNTEERS IN THE EXPERIMENTAL AND CONTROL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Chi-square</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>19</td>
<td>19.37</td>
<td>3</td>
<td>$p &lt; .01$</td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td>19.37</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

The chi-square statistic was found to be 19.37 with three degrees of freedom. According to the table of critical values presented by Roscoe (2), this is significant beyond the .01 level. Thus, the null hypothesis is rejected on this measure.

Hypothesis Three

Overall Independent Observer Rating of Volunteers

Hypothesis three stated that there would be no significant difference between the effectiveness of volunteers in the classroom in the experimental group and in the control group as determined by independent observers. Two professional special educators observed each volunteer in the classroom for at least fifteen minutes to make this
determination. On the basis of their observations they checked whether or not they thought the volunteer had participated in the training program. These observers had no input on volunteers before the observations were made.

Data testing this hypothesis were cast into a two-by-three contingency table as indicated in Table X and were analyzed using a chi-square test for independence. There were three possible independent observer "yes" responses for each volunteer: zero, one, or two responses. The chi-square test compared responses for volunteers in the experimental versus those in the control group.

TABLE X

A COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES OF "YES" INDEPENDENT OBSERVER RESPONSE CONCERNING VOLUNTEERS IN THE EXPERIMENTAL AND CONTROL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of &quot;Yes&quot; Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Experimental</td>
<td>6.3*</td>
</tr>
<tr>
<td>Control</td>
<td>4.7</td>
</tr>
<tr>
<td>Total Observed Frequencies</td>
<td>11</td>
</tr>
</tbody>
</table>

*Expected  
**Observed
The expected frequencies for the experimental group are greater than the observed frequencies for the "zero" ratings, but less for the "two" ratings. Conversely, the expected frequencies for the control group are less than the observed frequencies for the "zero" ratings, but greater for the "three" ratings.

The chi-square statistic obtained from this analysis, and resulting probability level appear in Table XI.

**TABLE XI**

SIGNIFICANCE BETWEEN INDEPENDENT OBSERVER "YES" RESPONSES FOR VOLUNTEERS IN THE EXPERIMENTAL GROUP AND IN THE CONTROL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Chi-square</th>
<th>df</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>19</td>
<td>15.78</td>
<td>2</td>
<td>$p &lt; .01$</td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The chi-square statistic was found to be 15.78 with two degrees of freedom. According to the table of critical values presented by Roscoe (2), this is significant beyond the .01 level. Thus the null hypothesis is rejected. The independent observers, both experienced
professional special educators, noted a significant difference in classroom effectiveness of volunteers who had participated in the training program and those who participated in the control group, favoring the former group. Both of the observers expressed frustration at making this judgment after only fifteen or twenty minutes of observing the volunteers. Nonetheless, they still identified the trained volunteers at a significant level.

Extent of Agreement Between Independent Observer and Teacher "Yes" Responses

An additional comparison was made between "yes" responses of teachers and independent observers. A contingency coefficient of .45 was obtained by casting ratings of teachers and independent observers into a contingency table (Table XII). The Spearman correlation coefficient for the same data was .4388 with a significance level of .005. Thus, there was a high degree of agreement demonstrated between the data collected on these two analyses.
TABLE XII

A COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES BETWEEN "YES" RESPONSES CONCERNING VOLUNTEERS' PARTICIPATION IN A TRAINING PROGRAM AS INDICATED BY TEACHERS AND BY INDEPENDENT OBSERVERS

<table>
<thead>
<tr>
<th>&quot;Yes&quot; Responses of Teachers</th>
<th>&quot;Yes&quot; Responses of Independent Observers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td>All</td>
<td>5.9*</td>
</tr>
<tr>
<td></td>
<td>9**</td>
</tr>
<tr>
<td>Some</td>
<td>3.94</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>3.15</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total Observed Frequencies</td>
<td>13</td>
</tr>
</tbody>
</table>

*Expected Frequencies
**Observed Frequencies
***Contingency Coefficient .45

For sixteen of the volunteers there was complete agreement between the responses of teachers and the two independent observers. Both groups indicated all "yes" responses for nine of the volunteers, some for three of the volunteers, and none for four of the volunteers. There were only four complete disagreements between the groups. The two independent observers had "yes" responses on none of
four of the volunteers for whom teachers checked all "yes" responses. This seems noteworthy, especially in view of the fact that teachers were working with volunteers for three hours a week for six weeks, and the independent observers observed the same volunteers for a maximum of twenty minutes each without any input regarding previous training of those volunteers whom they were observing.

Hypothesis Four

Hypothesis four stated that there would be no significant difference between the mean of rating scales completed by volunteers in the experimental group and in the control group. These rating scales concerned volunteers' perceptions of their preparation for service in the classroom (Appendix C) and were completed at the conclusion of the six-weeks' project.

To test this hypothesis, a $t$-test for two independent samples was computed. Means, standard deviations, degrees of freedom, $t$-value, and level of significance are indicated in Table XIII.
TABLE XIII
A COMPARISON OF RATINGS OF PREPARATION FOR CLASSROOM PLACEMENT BETWEEN VOLUNTEERS IN THE EXPERIMENTAL GROUP AND THOSE IN THE CONTROL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>19</td>
<td>4.01</td>
<td>.53</td>
<td>31</td>
<td>4.74</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td>2.70</td>
<td>1.04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This analysis of differences in means between the two groups yielded a t-value of 4.74 with thirty-one degrees of freedom. According to the table of critical values by Roscoe (2), this is significant beyond the .01 level. Thus, the null hypothesis is rejected.

This data suggests that volunteers who participated in the training program perceived their preparation for classroom placement to be significantly more adequate than did those in the control group.

Additional Teacher Evaluation

The four hypotheses outlined in Chapter I all were directly related to the content of the training program. They tested the effectiveness of the program in preparing
volunteers for placement in classrooms of orthopedically and multihandicapped students. It was felt by the coordinator of the project that teacher evaluation was also needed in additional areas of volunteer competency. Thus, an additional rating scale was developed, especially with a view to its use in possible future volunteer programs. A copy of this instrument entitled "Final Teacher Evaluation" can be found in Appendix C. Included in this instrument were items related to volunteer commitment to the total program, responsiveness to pupils' needs, effectiveness of instructional techniques, adequacy of staff relationships, and adequacy of personal characteristics.

To test for differences between the experimental and control groups a $t$-test for two independent samples was computed. Means, standard deviations, degrees of freedom, $t$-value, and level of significance are reported in Table XIV.

### TABLE XIV

A COMPARISON OF FINAL TEACHER RATINGS BETWEEN VOLUNTEERS IN THE EXPERIMENTAL GROUP AND IN THE CONTROL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>$N$</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>$t$</th>
<th>$p$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>19</td>
<td>4.32</td>
<td>.65</td>
<td>31</td>
<td>1.87</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td>3.84</td>
<td>.82</td>
<td>31</td>
<td>1.87</td>
<td>$p &lt; .05$</td>
</tr>
</tbody>
</table>
The analysis of data yielded a $t$-value of 1.87 with thirty-one degrees of freedom. According to the table of critical values by Roscoe (2), this is significant beyond the .05 level. Thus, in these additional areas of volunteer competency, teachers rated volunteers in the experimental group significantly higher than those in the control group.

**Correlation Between Three Periodic Teacher Ratings and Final Teacher Rating of Volunteers**

A Pearson product moment correlation was calculated to determine the degree of relationship between each of the three periodic teacher ratings and the final teacher rating of volunteers. Resulting data indicate that there is a correlation of .31 with the final teacher evaluation and the first of the three periodic teacher ratings. There is a correlation of .59 with the final teacher evaluation and the second of the periodic ratings. There is a correlation of .71 with the final teacher evaluation and the third of the periodic teacher ratings of volunteers. It may be noted that the correlation was higher with each administration of the periodic teacher ratings of volunteers, the highest correlation occurring at the
end of the six-weeks' classroom placement of volunteers. Since both of these instruments were completed simultaneously at that time, perhaps such an increased correlation at this point should be expected. However, the areas rated were different on the two instruments.

Informal Evaluations

In addition to the formal evaluations discussed earlier in this chapter, several informal evaluations were secured from volunteers, teachers, and independent observers. These will be presented either in visual descriptive tables or in narrative form.

Orientation Evaluation

Volunteers completed a rating scale for each of the component parts of the orientation session held one week before the training program began. The rating scale ranged in value from a low of one to a high of five, and the mode for the rating scale was five. Thus, volunteers rated the overall session as being helpful. Visits to the classrooms at the conclusion of the session were less well planned than other parts of the orientation, and this was reflected both on the evaluation instrument and in two
of the narrative comments. Table XV indicates the number of ratings for the scale by area of the orientation listed.

TABLE XV

EVALUATION OF ORIENTATION SESSION BY VOLUNTEERS IN A SPECIAL EDUCATION PROGRAM FOR ORTHOPEDICALLY HANDICAPPED AND MULTIHANDICAPPED STUDENTS

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1. Necessary information covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Information presented clearly</td>
<td></td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>3. Information presented in interesting manner</td>
<td></td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>4. Information presented in varied manner</td>
<td></td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>5. Ratings of parts of orientation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Overall explanation of program</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>(2) Orientation to program in district</td>
<td></td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>(3) Orientation to school</td>
<td></td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>(4) Teachers' presentation</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>(5) Volunteer's presentation</td>
<td></td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>(6) Film</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(7) Visit to classes</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>
The film was highly rated in the orientation, whereas those shown in the training session were rated low. Apparently volunteers felt that adequate explanation was provided, and was presented clearly in the orientation session.

**Training Program Evaluation**

At the conclusion of the training program, volunteers were asked to rate the program's component parts on a scale of one to five. Again the mode of the ratings was five, reflecting strong endorsement of the overall program. Two film substitutions had to be made during the training sessions because of unavailability of films originally scheduled. Both of these were rated comparatively low. The slide presentation was also rated low, as was the presentation on laws affecting special education programs.

Presentations by a parent of an orthopedically handicapped student and by an orthopedically handicapped adult were rated very high by volunteers. Of the presentations on techniques for working with handicapped children, the one demonstrating feeding and lifting techniques was rated the highest. Table XVI is a visual presentation of the ratings.
### TABLE XVI

**EVALUATION OF TRAINING PROGRAM BY VOLUNTEERS IN A SPECIAL EDUCATION PROGRAM FOR ORTHOPEDICALLY HANDICAPPED AND MULTIHANDICAPPED STUDENTS**

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
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<td>15. Techniques for Feeding, Lifting</td>
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Apparently volunteers felt somewhat insecure in the area of feeding and lifting, and responded especially positively to the demonstration of these techniques. All of the demonstrations of techniques for working with the students were rated higher than the more theoretical presentations, and those which utilized the lecture technique.

**Informal Narrative Evaluations**

Informal narrative evaluations were received from volunteers, teachers, and independent observers. (See Appendix D for complete evaluations.) The same form was used for volunteers and teachers: (1) strengths of the program, (2) suggested changes for future programs, and (3) additional comments. The two independent observers occasionally filled in comments on the evaluation forms they used.

**Informal volunteer evaluation**--Volunteers mentioned a number of areas of strength of the training program. Among those noted several times were the enthusiasm demonstrated, preparation made for the meetings, organization manifested, information provided, and interest shown. Volunteers indicated they gained an increased understanding of handicapped students as a result of the
training program. One volunteer said she was grateful to the presentors for "making me aware of the needs of these children as children, not merely as handicapped children," and another, for "making us understand that these children can be helped and live productive lives."

Parts of the program which were especially helpful, according to several of the volunteers, were presentations by the mother of an orthopedically handicapped child, by the orthopedically handicapped adult, and by the specialist who demonstrated feeding techniques. This was summed up by one volunteer who stated that "hearing a handicapped person tell us what it feels like; listening to a handi-
capped child's mother; learning how to feed" were meaning-
ful to him.

The caring attitude of the various presentors was noted by some of the volunteers. One of them stated, "I noticed that the attitude of the people speaking to us reflected love for the child as most important."

One volunteer indicated that "the training made me feel wanted and needed." Another stated, "I'm a changed person--richer--for it [training]. Thank you so much for this valuable opportunity." One volunteer noted, "It is a good feeling to know that the elementary special
education department is really interested in our opinions, fears and strengths, not only as a volunteer but as a member of the community as well."

Several volunteers mentioned their increased feeling of security in working with the students as a result of the training program. One of them stated, "I don't think I could have handled the children without the training because the teachers, although they were very helpful, do not have time to answer all the questions you will have." Another indicated, "I know if I didn't go through the course I would have been up in the air on what to do. It was all very good." One volunteer stated:

If it hadn't been for all of the interesting and very useful information that I learned through the pilot program I probably would not have attempted volunteer work of this nature. I think it would be difficult to go in "cold" and try working in these classrooms (in my case). Thanks for the opportunity.

A specific instance of security as a result of the training program was mentioned by one volunteer:

Because of the training, I believe my attitude towards the children was relaxed from the beginning. Once, when I was picking up a child, I remembered what the therapist said about picking up a handicapped child, so I picked him up the way she taught us with his knees against his cheek and me behind him. My teacher saw it and said, "That's very good carrying. Did you learn that in your training?" And I never said one word about any kind of training!
A rather wistful note was sounded by one volunteer, "I wish I'd had these children in my early years of college to work with; possibly I would have stayed in the B.S. program instead of switching to B.A." And another promised, 

We are leaving . . . next month, but as a result of the training I've received I will be volunteering my services at a school for retarded and physically handicapped students near where my husband will be working until our baby is born. Thank you!

Several of the volunteers suggested that in future programs it would be advantageous for the volunteer to meet the teacher and children before starting classroom work. This would enable more concentration of training in areas needed for that particular assignment. Some expressed a need for more experience with actually "doing" in the training program, i.e. feeding a handicapped child.

Some of the volunteers indicated that the training sessions were too long. One suggested there should be a "mid-project" meeting for volunteers to share experiences and ask questions involved with the students. Several stated that the demonstrations were more valuable than the films shown. One indicated that the questionnaire was too long!
Informal teacher evaluation.--Several of the teachers indicated as strengths of the training program the enthusiasm it engendered, and the willingness of the volunteers. They expressed appreciation for the extra help in the classroom provided by the volunteers assigned to them. One teacher stated a need for a pre-conference with volunteers before assignment, with teacher input on selection. Another noted that the greatest need was to be contacted when the volunteer could not come on the assigned day. This same teacher stated that volunteers should have more training on appropriate classroom control. One indicated that there should be more emphasis on having the volunteers continue their service after the project was over.

Overall, teachers were enthusiastic about the volunteer program, and appreciative of the help it provided to them. One of them summed it up, "Thanks for my volunteers. They were all super and really invaluable to our classroom!"

Independent observer informal evaluation.--Both independent observers expressed frustration at making a judgment concerning training of a volunteer after only fifteen to twenty minutes of observation in the classroom. One of
them wrote, "It was very difficult to make a decision as to whether the volunteer was trained or not. Factors to be considered: (1) personality of volunteer, (2) past experience of volunteers, (3) what the teacher wanted the volunteer to do, (4) personality of teacher, and (5) observation time limit."

Some of the notes observers made included whether or not the volunteer being observed was positive and friendly toward children, was enthusiastic, appeared comfortable in working with children, demonstrated initiative, and demonstrated competence in helping students with classroom tasks.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Summary

The problem of this study was to determine if pre-training of volunteers working in special education classes for orthopedically handicapped and multihandicapped students makes a difference in their effectiveness in the classroom.

The purposes of this study were two-fold: (1) to develop a training program for volunteers working in special education classes for orthopedically handicapped and multihandicapped students, and (2) to determine the effectiveness of the training program.

A review of the literature was divided into seven sections: (1) need for volunteer programs, (2) traditional role of volunteers, (3) purposes of volunteer programs, (4) potential volunteers, (5) benefits of volunteer programs, (6) problems involved in volunteer programs, and (7) need for training and supervision. Literature on
the school volunteer movement indicates a well established need for school volunteers in special education (3, 9) as well as in general education (6, 7). The traditional role of volunteers is changing from tasks related to preparation of materials, to direct pupil instruction under the supervision of a teacher. The primary purpose of volunteer programs is to provide additional individualized help to students (8, 11), but there are benefits to schools also. These include relief from some of the financial burdens imposed on schools as a result of federal laws mandating increased services to handicapped students, and improved parent and community support (1, 2, 6). Increasingly, schools are recognizing that volunteers are available as a largely untapped resource for alleviating some of these problems. Throughout the literature, there is an emphasis on the need for adequate training and supervision of volunteers from the professional staff of the school (4, 7, 12). This seems to be especially important in special education programs because of the unique needs of the special education population (3).

To accomplish this study, thirty-three volunteers were recruited to serve in six elementary classes of orthopedically handicapped and multihandicapped students in a
large urban school district. A nine-hour training program was developed to be implemented on three successive days. Formats for the orientation and training sessions are in Appendix B. Printed materials used in the training sessions are in Appendix F. The volunteers were divided into two groups. Nineteen of them participated in the training program, and the other fourteen served as a control group. All volunteers were scheduled into classrooms for at least six weeks.

A test was developed to be administered to all volunteers before and after the training program. Additional evaluation instruments were developed to be completed by teachers, volunteers, and by two special education professionals who independently observed each volunteer. Copies of all evaluation instruments are in Appendix C.

Statistical analyses were used to test the four null hypotheses. Hypothesis one stated that there would be no significant difference in the mean adjusted posttest scores measuring knowledge and understanding of training materials between the experimental group and the control group. This hypothesis was tested with an analysis of covariance. Hypothesis two stated that there would be no significant difference between the mean of teacher ratings of volunteers
in the experimental and control groups. This hypothesis was tested with an analysis of variance for repeated measures. Hypothesis three stated that there would be no significant difference between the effectiveness of volunteers in the experimental group and the control group as determined by independent observers in the classrooms. This hypothesis was tested with a chi-square test of independence. Hypothesis four stated that there would be no significant difference between the mean of rating scales completed by volunteers in the experimental group and the control group. This hypothesis was tested with a t-test for independent samples. Data from the analysis of the evaluations were compiled and presented in tables.

Findings
The analysis of data and analyses of informal evaluations and observations resulted in several findings.

Concerning Testing of Hypotheses
An analysis and interpretation of the data obtained reveals the following:

1. Pre-service training of volunteers serving in classes for orthopedically handicapped and multihandicapped students seemed to result in increased knowledge and
understanding of such students' handicaps, and of techniques to use with these students. The difference in means of adjusted posttest scores between the experimental group and the control group was significant at the .01 level.

2. Teachers rated volunteers in the experimental group significantly higher than those in the control group on a composite of three periodic rating scales (.02 level of significance). Pre-service training of volunteers seemed to be more obvious to supervising teachers after a period of time in classroom placement, however, than immediately after placement. Though there was not a significant difference in teacher evaluations of volunteers in the experimental group and in the control group after the first week of classroom placement according to rating scales completed by teachers (.10 level), there was a highly significant difference after the final week of classroom placement (.005 level).

When differences between the experimental and control groups regarding volunteer participation in the training program were noted by a teacher response of only "yes" or "no," accuracy of teacher judgment was significant beyond the .01 level.
3. Pre-service training of volunteers made enough difference in their classroom competence to enable special education professionals to identify them a significant number of times after only a short period of observation. Two special education professionals observed each volunteer in the classroom for only fifteen or twenty minutes each. Yet, without any previous input on volunteers, they accurately identified those who had participated in the training program at the .01 level.

4. Volunteers perceived their preparation for classroom placement to be significantly more adequate when they participated in pre-service training. The difference between mean scores on rating scales of preparation for classroom placement for volunteers in the experimental group and those in the control group was significant at the .01 level.

Concerning Additional Analyses

In addition to the analyses used to test the four hypotheses in this study, several other analyses were made.

1. A \( t \)-test for independent samples was used to analyze differences between volunteers in the experimental group and those in the control group on teacher ratings of
seventeen competencies demonstrated by volunteers in the classroom. Teachers rated volunteers with pre-service training to be more competent than those without such training in the areas of these competencies. The difference in mean scores between the two groups was significant at the .05 level.

2. A Pearson product moment correlation was calculated to determine the degree of relationship between each of the three periodic teacher ratings and the final teacher rating of volunteers. Resulting data indicated that there was an increasingly high correlation between the three periodic teacher ratings of volunteers and the final teacher evaluation. There was a correlation of .31 with the first of the periodic ratings, .59 with the second, and .71 with the third.

3. A comparison was made between the "yes" responses of teachers concerning whether or not volunteers had participated in the training program, and the "yes" responses of the two independent evaluators. When these ratings were cast into a contingency table, a coefficient of .45 was obtained. The Spearman correlation coefficient for the same data was .44. Thus, there was complete agreement on almost half of the evaluations by these two groups
concerning whether or not volunteers had participated in the training program.

Concerning Informal Evaluations and Observations

In addition to the formal evaluations completed by teachers, volunteers, and independent evaluators for this study, volunteers completed a rating scale for evaluating the orientation session, and another for evaluating the training program. (Tables XV and XVI). Also, narrative evaluations were received from volunteers, teachers, and independent evaluators. (Appendix D). Findings from these informal evaluations and observations follow:

1. In training sessions volunteers rated actual demonstrations of techniques to use with handicapped students higher than verbal presentations. Among the highest rated was a session on techniques for feeding and lifting severely handicapped students. Highest ratings were also given to two presentors representing those most knowledgeable concerning orthopedic handicaps—a cerebral palsy adult, and the mother of an orthopedically handicapped student. Low ratings were given for the films and slide presentations used. Some of the narrative evaluations indicated volunteer preference for live presentations in the training program.
2. There were no untrained volunteers in this study, only those who had minimal training, and those who had more extensive training. Printed materials given to every volunteer, and the orientation session provided a measure of training to all volunteers.

3. As a result of volunteer experience, one volunteer decided to continue her college training to get certification qualifying her to teach multihandicapped students. This tendency for volunteers to continue formal education as a result of volunteer experience in classrooms was noted in the literature (6, 8).

4. Volunteers recruited other volunteers. At least two of the volunteers in the project were recruited by a friend or family member who learned about the program through newspaper articles. Some of the mothers of students in the school involved in the study persuaded others in their group to join the project.

5. The recruiting effort for volunteers in special education classrooms produced additional volunteers for other programs in the school involved in the study. Six parents indicated they would like to work in other volunteer jobs in the school in response to the recruitment letter sent home by students before the project began.
6. Volunteers recruited from the school involved in the study were more dependable in following through with their volunteer commitment than the average volunteer recruited through other means. All of this group stayed in the project at least until its completion, and were punctual and dependable in attendance.

Conclusions

Concerning Analyses of Data

Findings resulting from the analyses of data in this study lead to the conclusion that pre-service training of volunteers working in special education classes for orthopedically handicapped and multihandicapped students does make a significant difference in their effectiveness in the classroom. All four null hypotheses tested for this study were rejected.

The instruments used in testing the hypotheses were varied, as were the analyses of data resulting from them. Evaluations were made before and after the orientation and training sessions. They were also made periodically during the six-weeks' project, as well as after the project was over. Evaluations were completed independently and on several occasions by six special education teachers, by
two additional special education professionals, and by the thirty-three volunteers in the program. The consensus of all of these participants in the evaluation process leads to the conclusion that pre-service training of volunteers contributes significantly to their effectiveness in classrooms for orthopedically handicapped and multihandicapped students.

**Concerning Informal Evaluations and Observations**

There were several informal written evaluations completed by volunteers, teachers, and independent observers in this study. Also, the project duration of six weeks provided opportunity for observation and additional informal evaluation. Thus, some conclusions regarding these findings seem to be appropriate.

1. Pre-service training seems to contribute to the overall commitment of volunteers. The final teacher evaluation of volunteer classroom competencies included ratings of the volunteer's commitment to the total program. This section included items concerning punctuality and regularity in attendance. On these two items the experimental group had a mean score of 4.5, whereas the control group had a mean score of 4.0. The difference in mean
scores for this overall instrument was significant at the .05 level. After three days of training, volunteers were eager to begin their classroom service, and the training itself seemed to sustain them, according to narrative comments. Of seven volunteers who dropped out of the project, only one had participated in the training program, and that one was unable to continue the program because of an injury. It was as though volunteers in the experimental group had invested time and energy in the program, and they were determined to get an adequate return on their investment. The value of the program to volunteers seemed to be commensurate to the price paid for it.

2. Volunteers make an important contribution to teachers and students in the classroom. Teachers in the project unanimously indicated that this was so. After visiting in the classes for observation of volunteers, one of the special education professionals who served as an independent evaluator stated that she felt the teachers would have had a very difficult time caring for student needs without the extra help provided by the volunteers. This seemed to be especially true for classes of severely handicapped students who had just come into the public schools from private contract services.
3. Differences in needs and personalities of teachers and volunteers make a difference in the effectiveness of a volunteer program in special education.

Differences in teacher personality seemed to be important in the success of the volunteer project. Teachers who were warm and open in their relationships with volunteers, and who provided them with structured, meaningful classroom tasks, seemed to inspire loyalty and commitment in the volunteers assigned to their classes. The teacher who took the most time with volunteers at the beginning of classroom assignment, and who expressed appreciation and praise freely, had the best record for volunteer dependability and punctuality of any of the six teachers participating in the project, and had no drop-outs.

The personality and attitude of the volunteers, too, are important to their effectiveness in classroom performance. Though teachers identified volunteers who had participated in the training program at a significant level, they were surprised to learn the identities of some of those in the experimental group, as well as of some of those in the control group. One teacher was astonished to learn that a volunteer had not participated in the training program whom she had rated unusually high because of her
positive attitude and competence in the classroom. On the other hand, while watching a slide showing of the training program after the completion of the project, several teachers indicated they had been inaccurate in some of their judgments about volunteer participation in the training program. Concerning one volunteer rated high by both teacher and independent evaluators, the teacher wrote on the volunteer's final evaluation, "On a scale of one to ten, this volunteer is a fifteen!"

4. Both teachers and volunteers need reinforcement of confidence that they are performing adequately in the volunteer program. Volunteers sometimes seemed surprised when told by the implementor of the project that their supervising teacher had spoken positively of their work with handicapped students. They seemed to be apprehensive that they were not pleasing the teacher with whom they worked. Conversely, teachers occasionally demonstrated apprehension concerning volunteers' opinions of the classroom experience, and the teacher's role in it. They seemed to feel threatened especially by volunteer drop-out, as though it reflected on their relationship with the volunteer.
5. Differences in training, special skills, and preferences for kinds of tasks and types of children with whom the volunteer can work comfortably need to be considered in assigning volunteers to special education classrooms. Both teachers and independent evaluators noted that some volunteers in this project worked more adequately with materials than directly with students. Volunteers who expressed reservations about working with severely handicapped students were not assigned to work with this group. One volunteer in the project was a commercial artist, and his skills were utilized with two groups of orthopedically handicapped students instead of with just one class. One volunteer was in a university training program as a physical education teacher, and another was training to become an occupational therapist. Both of these people were assigned to work with the adaptive physical education teacher. Another volunteer who expressed a preference for tutoring students in mathematics was assigned to this kind of task.

6. Younger, less experienced teachers seem to establish more positive rapport and to be more accepting, flexible, and open with volunteers than older, more
experienced teachers. This is a generalization, and, as such, would have many exceptions.

7. Volunteering in special education classrooms provides relevant experience for university students in teacher education programs. Several students in this project stated this conclusion to the program implementor.

8. Some of the most helpful input on establishing guidelines and planning the volunteer program is contributed by volunteers. The contributions of a volunteer with extensive experience in volunteering helped keep project plans realistic for volunteers.

9. There is a value in including relevant printed materials in a training program for volunteers in special education. Several volunteers noted that the printed materials distributed to them in a packet at the beginning of the orientation session contributed to their knowledge and understanding of the students with whom they worked.

10. Recruiting and training efforts contribute to community relations and community support by presenting a positive image of the school system. Volunteers seemed to be pleased to learn that they are important to special education programs in the schools, and that such programs actually want their help.
11. Prime time for recruiting volunteers for special education classrooms is at the beginning of the fall and spring semesters. In planning this project it was hoped that an adequate number of volunteers could be recruited from the school in which the program was implemented. Thus, other recruiting efforts were delayed until it became obvious that they would be needed. When recruiting efforts were extended to other groups and through other means, however, some of the people who might have been interested in participating in the project already were committed to other efforts. University students' schedules change with each semester, and the beginning of a new semester is also the best time for special education teachers to plan for volunteer help.

Recommendations

Two limitations were indicated in Chapter I as being inherent in this study. They were

1. Along with knowledge and skills directly attributable to the training program, previously gained knowledge and skills, and such learnings acquired in the course of the volunteer experience in the classroom could affect rating scores at the conclusion of the study.
2. Because of the diversity of tasks engaged in by volunteers, measurement of effectiveness must be generalized and less objective than if specific academic skills were uniformly taught.

Additional considerations surfaced in the course of the training program implementation. Among these were the following:

1. Delaying assigning volunteers to classrooms until immediately before their service began interfered with maximum effectiveness of the program.

2. Including the project as an integral part of the overall school volunteer program would have added to its effectiveness.

In light of these considerations and previously noted findings, conclusions, and implications regarding testing the effectiveness of the training program, several recommendations can be made.

Such training programs should be refined and extended to include all kinds of special education instructional units with all ages of handicapped students in public schools. Training programs for volunteers working in classes for orthopedically handicapped and multihandicapped
students need to be modified in several ways as a result of the findings from this study. Some of these recommended modifications are applicable to training programs for other kinds of special education classes as well.

**Pre-service and Inservice Training**

Pre-service training programs should be limited to six hours. This was a recommendation for change in future programs made by several volunteers. Training times need to be flexible to fit schedules of those participating in the volunteer program. Housewives and senior citizens usually prefer two consecutive mornings of training for three hours each morning. Students require training sessions scheduled in the afternoons or on Saturdays to fit into their class schedules. Volunteers from business and industry would need training sessions scheduled during extended lunch periods or on Saturday.

On-going periodic inservice for teachers and volunteers, both in separate meetings and together, needs to be added as an integral part of the training program. Such meetings would provide additional training for volunteers, as well as provide opportunities for both groups to express concerns and work out difficulties encountered in the
volunteer experience. This would help prevent build-up of frustration for either group, and thus contribute to stability in volunteer placement.

Some of the literature reviewed in this study suggested that inservice meetings for teachers and volunteers need to be held separately to prevent the tendency of teachers to monopolize the sessions, thus discouraging volunteer openness (7, 12). On the other hand, teachers in this project demonstrated a high degree of curiosity about the training program, and attending some of the sessions would satisfy this curiosity by enabling them to know what instruction had been provided for volunteers. Some articles reviewed indicated that teachers should attend training sessions in which the role of the volunteer is discussed (7, 10). They would then know what information had been presented to volunteers concerning both the opportunities for classroom help, and the constraints under which volunteers work. Mutual openness and appreciation between teacher and volunteer is a major goal of any volunteer program in special education classrooms.

**Overall School Volunteer Program**

A limitation was imposed on this project as a
consequence of conducting it as a pilot program, apart from the overall local school volunteer program. It is recommended that future programs for volunteers in special education be tied more closely into the total volunteer program of the local school. Including the special education volunteer program in the program of a local school volunteer committee would have many advantages. It would give the school additional responsibility for its implementation and involve the principal more integrally in the program—both essential to the success of any school volunteer program. It would provide a structured, organized way of establishing policies and procedures concerning screening, monitoring, supervising, evaluating, problem-solving, and on-going recruiting. Recognition of volunteer service—an important part of a school volunteer program—would also be integrated into the total school program. Tying the special education volunteer program more integrally into the local school program would provide stability, continuing organization, and needed monitoring.

University Training Programs

University training programs for prospective special educators as well as regular educators should make
maximum use of opportunities to place students in special education classrooms. This is especially important when training programs are provided at the school. Regular educators as well as special educators need to have orientation to special education programs. The mandate in Public Law 94-142 concerning mainstreaming makes it probable that most teachers will need to provide an instructional program for handicapped students. Placement in special education classrooms while prospective educators are in their sophomore, junior, and even freshman year should provide valuable on-the-job experience. Several of the university students working in this project stated that this was true for them. Such placement could also motivate some students to pursue certification in special education, thus contributing to the alleviation of personnel shortages in this field.

The recruitment of university students in other fields than education for placement in volunteer programs in special education would have many benefits. This experience should result in self-gratification for the student as a result of the contribution made, provide broadened general understanding and appreciation of handicapped
people, as well as contribute additional help to students and teachers in these classrooms.

Some of the literature also suggested that teacher training programs should include training for supervision of subprofessionals (9). Such a need was borne out in this study.

Additional Recommendations for Training and Placement

As a result of this study, several additional recommendations are made for implementing training programs for volunteers in special education classrooms.

Volunteer dependability and punctuality.--A major concern of teachers in this project was the lack of punctuality and dependability in attendance of some of the volunteers. This concern is also noted in the literature (6, 7). Specific procedures need to be developed in this area. Having the project as a part of the overall school volunteer program should be helpful in establishing a structured method for dealing with attendance problems. A school volunteer committee would be responsible for setting up specific guidelines concerning attendance of all volunteers in the school, and a method for handling problems which arose in this area. A reporting and
contacting system in which there is a check-up on volunteers who failed to notify the school about their absence or who were habitually tardy in their attendance should contribute to a solution. A stronger emphasis on the importance of dependability and punctuality could be made to volunteers during the training period. Teachers should be encouraged to check on volunteers who are absent without notification, underscoring the importance of volunteer dependability.

Classroom management.--Specific techniques for classroom management need to be included in a volunteer training program. This need was especially noted by one of the teachers in this study, who indicated that all of the eight volunteers assigned to her class were weak in this area.

Pre-training assignment of volunteers.--The most commonly-noted suggestion from volunteers for modifications in future training programs was that volunteers be given their assignment before training sessions began. Teachers also expressed a need for this change. Pre-training assignment would make possible more specific and intensive
training procedures, as well as provide impetus and direction to volunteers in preparing for a specific classroom situation. Teachers also noted their desire to have input on the assignment of volunteers to their classes. Getting teacher suggestions for the training program would also insure that training was relevant to classroom needs.

**Consideration of volunteer differences.**--Differences and preferences of volunteers need to be considered in the kinds of tasks given them, and students with whom they work. Special skills and training of volunteers should be recognized and utilized in special education volunteer assignments. This should contribute to volunteer satisfaction and effectiveness.

**Volunteer evaluation procedures.**--It is recommended that a procedure be set up for volunteer evaluation of the special education volunteer program. This should provide additional valuable input for increasing the effectiveness of future programs. Also, an evaluation conference would be helpful in which the volunteer is apprised of evaluation of classroom performance by the supervising teacher.
Extending Recruiting Procedures

It is recommended that recruiting procedures be refined and extended.

Including additional groups.--Other groups than those recruited for this project could profitably be included in volunteer training programs in special education. These groups include high school students, senior citizens, social and professional clubs, and employees from local businesses who tutor students on extended lunch periods.

Parents of handicapped students are an especially important group of potential volunteers excluded from this study. Fredericks (3) effectively used this group in other classes than those of their own children. Studies in the literature point out that special benefits accrue to parents with their own children as a result of the techniques learned in their volunteer experience (3, 5).

Extending publicity.--More extensive use of the media than was used in this project could be made if volunteer programs in special education were implemented throughout the city. Radio and television coverage could be extended, as well as news stories and notices. Personal contacts to clubs, businesses, church groups, and individuals should
result in recruiting additional volunteers as well as enlisting additional community support for special education programs.

Implications

The results of this study suggest several implications.

Extension to Other Special Education Units

Since all analyses of data and informal evaluations seem to indicate that pre-service training of volunteers placed in classes of orthopedically handicapped and multi-handicapped students makes a significant difference in their effectiveness in the classroom, it is probable that such training would have similar benefits in other special education programs as well. The same need for volunteer help exists to varying degrees in classes for students of other ages and other kinds of handicapping conditions. A needs survey (Appendix G) conducted by the investigator in the school district in which this study was done, and before it began, indicated that a high percentage of special education teachers in that district desired to have volunteer help in their classrooms.
The project described in this study was implemented with students between the ages of three and twelve, and within a wide range of severity of handicap. This was a disadvantage for training purposes since it did not allow a concentration of training in any one area. It did, however, provide an opportunity to observe trained volunteers in special education classrooms utilizing techniques taught with students in a wide range of age and severity of handicap. This range would cover students in most elementary special education programs. Some materials and presentations appropriate to this variety of classroom situations were included in the training program. It seems probable there would be the same evidence of increased effectiveness of volunteers participating in similar training programs at secondary school levels, and with other types of programs for handicapped students. Extending the program to train volunteers to work with handicapped students mainstreamed to regular classes should be especially welcome to regular classroom teachers, often frustrated in attempting to meet the special needs of such students.

Extension to Other School Districts

Public Law 94-142 provides the same mandate for
every school district in the nation to meet the needs of handicapped students within its boundaries. Thus, this imposes on all states the problems discussed earlier in this paper concerning financial constraints, staffing difficulties, need for individualized instruction, decreased adult/student ratios, and improved parent and community support. Since it is likely all school districts include some handicapped students, concerns regarding appropriate implementation of the law are common. Much of the literature reviewed in Chapter II indicates that volunteers constitute an untapped resource available to most school districts for helping meet the requirements of Public Law 94-142. The need for training and supervision in volunteer programs is cited throughout the literature on the volunteer movement, and this study seems to verify such a need. Consequently, findings and suggestions resulting from this study should prove widely useful in special education programs. Procedures used, training materials developed, and evaluation instruments devised (included in the appendices) could be replicated in many school districts throughout the nation.
Extension of Tasks Covered in Training Program

Volunteers can be trained to do many of the tasks teachers perform with handicapped students. Volunteers in the control group consistently requested that they not be placed in classes with severely handicapped students. They seemed to feel inadequate in working with these students, and afraid of harming students by handling them inappropriately. On the other hand, after participating in the three-day training program most volunteers in the experimental group expressed a willingness to be assigned to any class in which they were needed. Teachers in the classes for severely handicapped students noted how beneficial it was for volunteers to take the initiative in helping a student with feeding, diapering, lifting, or with whatever other task was needed. Fredericks (3) described a training program in which volunteers were taught effectively to use highly structured behavior management techniques with severely handicapped students. With the implementation of Public Law 94-142, school districts could benefit from a structured training program for volunteers--especially for those working with very young and severely handicapped students whose educational program now is often implemented in public school classrooms.
Suggestions for Further Research

As a result of findings and limitations of this study, several recommendations are made for further research in developing training programs and testing their effectiveness with volunteers in special education classrooms.

1. A volunteer population more homogeneous than the one used in this study would enable the investigator to impose more rigorous controls in a subsequent study. Volunteers came to this project with a wide variety of schedules and backgrounds, and this affected their inclusion in the training program and assignment to classes. Such a volunteer population as junior class university students training for special education certification would have similar backgrounds and schedules, and thus could be randomly placed in classrooms. In the current study, all university students (several of them in special education programs) had to be placed in the control group since they could not participate in a three-consecutive-morning training program because of their own class schedules. Consequently, the control group seemed to be weighted in favor of more adequate knowledge and understanding of handicapped students before classroom placement. This conclusion seems to be warranted on the basis of more
correct responses on the pretest by volunteers in the control group than by those in the experimental group.

If such a volunteer population were used in a subsequent study, all could be scheduled into classes when students were engaging in similar types of activities. In the current study, several of the students had to schedule their volunteer service in the afternoon when class activities were more relaxed, whereas most of the volunteers were scheduled in the morning for more highly structured academic and pre-academic tasks with handicapped students.

2. A program for training volunteers to tutor special education students in academic areas in which student gains could be measured through the use of standardized tests would provide investigators with objective data for measuring volunteer effectiveness. Including such data in this study was not possible because of the wide range of severity of handicap and levels of functioning of students included in the project. Whereas the instructional program of students in this project ranged from teaching basic self-help skills to teaching academic subjects on grade level, a subsequent study could be confined to training volunteers to work with students functioning on similar academic levels.
3. A study comparing personality traits of supervising special education teachers with rate of volunteer drop-out, dependability in attendance, satisfaction with the volunteer experience, and effectiveness in the classroom should make an interesting contribution to improving special education volunteer programs.

4. Much has been written on the effectiveness of peer tutoring, and high school students volunteering in elementary classrooms (7, 11, 12). A study measuring effectiveness of such student tutors in special education resource rooms, or in other kinds of special education instructional units, should provide an impetus for more extensive use of this easily accessible resource for helping underachieving special education students. Similar studies could also be done using other specific groups of tutors, such as senior citizens, or employees in community businesses tutoring students on extended lunch periods.

5. A study utilizing a program for training parents of students in an inner city school to work in classrooms with special education students should make an interesting as well as a rewarding contribution to the field of special education volunteer programs. Some of the literature reviewed cited the advantage of using volunteers to cut
through role distance between student and teacher (9). This study was conducted in a school in an upper middle class neighborhood. Though no effort was made to screen volunteers, the volunteer population was weighted with those who had completed at least some college training. All volunteer participants were from middle to upper class neighborhoods.

6. The need for improvement in self-concept is especially acute for special education students. A study measuring such improvement in student self-concept as a result of a training program for volunteers working in special education classrooms could make a contribution to volunteer programs in special education.
CHAPTER BIBLIOGRAPHY


Date: September 16, 1980

To:

Subject: Training Program for Volunteers in Special Education Classes

Ruth MacGorman, supervisor/diagnostician in special education, has submitted a proposal to implement a training program for volunteers working in special education classes. This pilot project will be at Elementary School. The group of volunteers participating in it will be placed in seven classes of orthopedically handicapped and multiply handicapped students at this school. The project should be of benefit to the School District for several reasons.

1. Training for volunteers is essential to an effective volunteer program, and we do not now have any structured training procedures in special education for this purpose. This is especially needed in special education classes because of increased insecurity of volunteers in working with students in this specialized area.

2. It is hoped that once the program is piloted it can be modified and implemented in other kinds of instructional units in special education in Fort Worth.

3. Research indicated that very little material is available for such a project on a national level. Thus the material we develop should be useful to other districts as well.

4. The School District is now servicing younger and more severely handicapped students within our own schools than has been true in the past. Such students increase the need for additional personnel resources to supplement the professionals employed by the district. Community resources for volunteers in special education are available as a largely untapped resource.

5. There is an increasing emphasis in the School District to involve the community meaningfully
in the schools. This training program, which involves recruitment efforts and placement procedures as well, should contribute to this overall effort.

Thank you for your interest and help in this project.

Director of Special Education

jj
Dear Parent,

Would you be willing to volunteer one morning a week in a special education classroom? This fall we will have a pilot program at for recruiting, training, and placing volunteers in classes for orthopedically handicapped and multi-handicapped students. This is a "first" in the Public Schools, so you have an opportunity to help determine the most effective volunteer training program to use. Hopefully, the program can then be used in other schools as well, with all types of handicapped students.

If more parents volunteer than can be used in this pilot project, there are many other volunteer opportunities available at

Why not fill in the attached Placement Information Sheet and return to your child's teacher by This is an opportunity for you to help handicapped children, your school, and your community.

An orientation session for this project will be held in the school auditorium at Details will be given then concerning training sessions and scheduling. You might wish to wait until that time to make a firm decision about participating, but fill out the information sheet and return it to the school if you are interested in this opportunity for service.

Sincerely yours,

Principal
VOLUNTEERS IN PUBLIC SCHOOLS

Name ____________________________ Date __________

Last Middle First

Address ____________________________ Zip____ Phone____

Education: ___High School; ___College; ___Other

Have you ever taught school? ___Yes; ___No

I ___am; ___am not) a parent of a handicapped student.

Check one or more of the following:
___I am interested in being a part of the volunteer pilot project with orthopedically and multi-handicapped students.
___I am interested in volunteering in another school situation.
___I will help wherever needed.
___I will consider serving as a volunteer coordinator.

Have you ever done any volunteer work? ___Yes; ___No

If yes, what kind? _______________________________________

Number of children:
___pre-school age
___elementary school age
___older than elementary age

Do you speak a language other than English? ___Yes; ___No

If yes, which one? __________________________

Check any of the following areas in which you are skilled:
___Music; ___Art; ___Office skills; ___Athletics;
___Handicrafts; Others (Please specify)______________________

Available days (Please circle): M T W Th F

Available times: Morning___________; Afternoon___________

Other information: ________________________________
I will give one-half day volunteer service on a regular basis.
I will inform the school if I am unable to fulfill my assignment.

Date

Volunteer

For school use only:

Assignment

Day(s) and Hour Assigned
Dear Volunteer,

Thank you for your inquiry about volunteering in special education classes in the Schools. Please fill out this attached application form and return in the enclosed envelope. If you have further questions about volunteer opportunities in the school call me at 737-5161 or Coordinator of Volunteers at 732-8381.

Sincerely yours,

Ruth MacGorman
Supervisor/Diagnostician
September 16, 1980

Dear Volunteer,

Thanks for your interest in volunteering in special education classes in .

Remember the date, Monday, September 22, for the orientation meeting for the special project at Elementary School, . The meeting will be at 9:00 o'clock in the resource library. You will have an opportunity to visit the classes for orthopedically handicapped and multiply handicapped children at that time.

The training sessions are scheduled at the school September 30, October 1, and October 2, 9:00-12:00. Part of the volunteers will not go through the training, so don't worry if you do not have this much free time. We will then schedule volunteers into the classroom for a half a day each week.

We are enthusiastic about the opportunity to meet you and work with you. Call me if I can help you.

Ruth MacGorman

/rt

P.S. If you have not yet returned the Placement Information Sheet, bring it to the meeting Monday. We will have extra copies.
Dear Volunteer:

Thank you for volunteering to help us in the classes for orthopedically handicapped students at Elementary School. I know the experience will be helpful and rewarding both to you and to the children with whom you work.

Please fill out the information sheet and the pre-test and return to me in the attached metered envelope. Before you begin work the first day, ask the teacher to whom you are assigned to give you another copy of the test to complete. She will get it to me. Remember, do not study or worry about the answers to the test. It is not a test of you, but of the training program. The assumption is that those who have not gone through the training will make about the same score on pre- and posttest, and the gains between tests are all we are looking for. Thus, do not check for answers or ask anyone about them.

Since this is a controlled project, I need a commitment on your part to work at least six weeks in the classroom. Most volunteers will continue for the semester, or even for the year. On November 21 at 12:00 noon at the school library we will have a luncheon for those who are participating in the project for the purpose of evaluation. I hope you can attend, but if not, I will get in touch with you individually. The teachers should not be told who has or has not been through the training program, as this would invalidate our study. They have been requested not to ask about this.

Enclosed you will find a list of school personnel, among whom will be the teacher to whom you are assigned. Your assignment is the following:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
</table>

Call me if I can help.

Sincerely yours,

Ruth MacGorman
September 26, 1980

Dear Volunteer:

We are eager to begin our training sessions at 9:00 on Tuesday, September 30, at Elementary School, in the resource library. Of course we are anxious to see you there. Here are some things to remember:

1. Volunteer coordinator for this project is Diane Griffin, 7513 Parkwood Lane, 76133, Telephone 294-7525. Call her if you have questions or can't get in touch with your assigned teacher.

2. Teacher coordinator for the project is Billie Skinner, 4805 Hildring Dr., E., 76109, Telephone 924-8718.

3. My number in special education is 737-5161 or 737-6646 and at home is 293-0605. Feel free to call if you need my help.

4. Please remember at all times that this is a controlled project for the purpose of testing our training program—at least for the first six weeks of classroom placement. It is important that you not make the teacher or aide aware that you have or have not been through the training program. This could influence the results of the testing period. Our primary purpose is to help the boys and girls in the classroom, but this is one part of our effort to make the training procedures the most meaningful possible. We will be using the program in other kinds of special education classes.

The training sessions will be held from 9:00 until 12:00 Tuesday, September 30, Wednesday, October 1, and Thursday, October 2. Please make an effort to be present at 9:00 if possible, as we have planned a rather full training schedule.

We are enthusiastic about the possibilities of this program, and greatly appreciate your help with the boys and girls in these classes.

Sincerely yours,

Ruth MacGorman
October 1, 1980

OH/MH Teachers -

I need to meet with you for a short time Friday afternoon to give you the names and schedules of your volunteers, and possibly a little background information. They will begin working next week.

Could you meet in room at 2:30 on Friday, October 3? You will be pleased at the level of enthusiasm--and even excitement--of the people who will be working with you. This has been a very positive and helpful experience. Thanks for your cooperation and help!

Ruth MacGorman
October 7, 1980

Dear OH/MH teacher,

How patient you have been to put up with the changes and difficulties in scheduling, etc. for the volunteer program with OH/MH classes. Thanks for your understanding and helpful spirit. I am expecting that all scheduling will be completed this week. Feel free to make any changes which are helpful to you and acceptable to the volunteers.

Could I impose on you for one more thing which I mentioned to you last week? Please complete one of the Teacher Evaluation Sheets for the Training Program for each volunteer working with you, by the end of their first work week. This could be this week, next week, or, in one instance, October 20 (because of in-service October 13). Please either give these to me, or send to me in the school mail when they are complete, or just send them to me yourself. I think it would be helpful if all the second group were completed for the week of October 27-31, if this is possible. The last group should be completed for the week of November 10-14.

Here are additional posttests if you need them. I am not sure I explained that all evaluations are of the training program—not of people, either volunteers or teachers. It is the program which is being tested.

Don't forget the luncheon in the library on November 21 at 12:00. Just come in as you are free to do so. I think many of the volunteers will continue to work with you through the semester, or even through the year.

I hope you have a very rewarding and fulfilling year. You have helped to make mine so!

Sincerely yours,

Ruth MacGorman
November 10, 1980

Dear OH/MH Teacher,

Thanks for all your help in the volunteer project! I could not ask for a higher degree of patience and cooperation than you have shown.

Here are forms for the last evaluation. I have added a second side for additional data on this check, though I realize it will take a little bit more of your time. It should be helpful in planning future volunteer programs.

Edwina Sanders and Jill Wortham will be visiting your classes for a short time (probably 15 minutes each visit) to observe the volunteer/s/ working with you. They will be coming in for the next week to make a judgment as to whether the volunteer has been through the training program.

Don't forget the luncheon in the library at noon on Friday, November 21. I will be checking at that time to find out how many of the volunteers will be continuing their work with you. I feel most of them will continue.

Sincerely yours,

Ruth MacGorman
November 10, 1980

Dear Volunteer,

How many glowing reports I have had about your fine help with the teachers and students in the classes for orthopedically handicapped at . I know this is proving to be a rewarding experience for you—as helping efforts usually are.

We are planning a luncheon in the resource library at 12:00 noon on Friday, November 21 for all participants in this project. This is a check-up time to get your input on the program, and to learn whether or not you are planning to continue your work for the rest of the semester or for the year. Please plan to be present if possible. If you are not able to attend this luncheon, I will attempt to contact you individually. Since this is a pilot project, we are trying to learn all we can from it as we plan for more extensive volunteer programs in special education.

Enclosed you will find printed copies of the volunteer booklets. These were not off the press when we began this project, so we had to give you xeroxed copies. The booklets are so attractive we wanted to share them with you.

Please fill out and return in the attached metered envelope the form at the bottom of this page, indicating whether or not you are planning to attend the luncheon. We hope to see you there!

Sincerely yours,

Ruth MacGorman

____ I am planning to attend the luncheon on November 21 at Elementary School.

____ I will not be able to attend the luncheon on November 21 at Elementary School.

Volunteer ________________________ Date ________________
November 24, 1980

Dear Volunteer:

Enclosed you will find a certificate of appreciation for your participation in the pilot volunteer training project in the OH/MH classes at School. You have done a great job! Though the testing part of the project is concluding, we are hoping you will continue your work as a volunteer through the semester or through the school year.

Will you help us with one final evaluation? Please circle the appropriate number on the enclosed evaluation form and return in the envelope provided. This is an evaluation of your preparation for working in these classes. For those who did not go through the training of course, there was actually no preparation provided for the assignment. We need input from each of you. Please answer honestly.

In addition, we welcome any comments or suggestions you want to make concerning the program.

Thanks for your cooperation and help.

Sincerely yours,

Ruth MacGorman
Supervisor/
Diagnostician

RM; jm
Certificate of Appreciation

In grateful appreciation for Participation in the Pilot Volunteer Project with classes of Orthopedically Handicapped Students

November 31, 1980
Elementary School
Independent School District

Coordination: Volunteers

Director of Special Education

Principal
Introduction and explanation of program: Coordinator of project

Orientation to district-wide school volunteer program: District coordinator of volunteers

Orientation to school: Principal

Film overviewing special education: "Never Been There Before"

Give out handbook and packet of printed materials and go over handbook for volunteers in special education

Two teachers describe orthopedically handicapped and multiply handicapped programs

All volunteers visit orthopedically handicapped and multiply handicapped classes

All volunteers meet and fill out form expressing wish to participate in the program or not to do so
TRAINING PROGRAM

FOR

VOLUNTEERS IN SPECIAL EDUCATION

Training Period: Three hours a day (9:00-12:00) for three consecutive days

1. Orientation to special education

   Pre-test
   Film - "One Step at a Time"
   Slide Presentation - "Special Education in Fort Worth"
   How special education is affected by federal laws - Presenter
   Interpersonal skills and behavior management - School psychologist
   What a parent of a handicapped child wants volunteers to know - Mother of an orthopedically handicapped student

2. Orientation to orthopedically handicapped and multiply handicapped classes

   Accepting and understanding the orthopedically handicapped person - A cerebral palsied adult
   Film - "Public Schools Programs for Physically Handicapped"
   The importance of health considerations for physically handicapped students - School nurse
   Speech programs for orthopedically handicapped and multiply handicapped students - two speech therapists
   Film - "Hollis - Feeling Free"

3. Classroom techniques to use with orthopedically handicapped and multiply handicapped students

   Techniques for feeding, dressing, and working with motor areas - occupational therapist and physical therapist
Techniques used in adaptive physical education - physical education teacher
Working with children at readiness levels - early childhood specialist
Reading techniques to use in the classroom - reading specialist
Math techniques to use in the classroom - math specialist

Posttest
APPENDIX C

PRE- AND POSTTEST FOR VOLUNTEERS

INSTRUCTIONS: Please put a "T" in the blank before each statement if it is true, and "F" in the blank before each statement if it is false. If you are uncertain about the answer, leave the blank unmarked.

1. ___ All children in special education are in self-contained classes (the same class all day).
2. ___ SB 376 is the most important federal law that has affected special education in recent years.
3. ___ Special education serves children between the ages of 0-22.
4. ___ 35% of the total number of students in school qualify for special education services.
5. ___ The term "Special Education" refers only to retarded students in the school system.
6. ___ Most handicaps are inherited.
7. ___ Bilingual students qualify for special education because of the limitation in their English language skills.
8. ___ The school nurse is very important in the provision of special education services.
9. ___ Special education teachers cannot teach their entire class as a group for most subjects.
10. ___ "Mainstream" in special education means that the school is located by a major river.
11. ___ Parents of handicapped students are more involved in their children's education today than they were ten years ago.
12. ___ The largest percentage of special education students are orthopedically handicapped.
13. ___ There are no longer any public schools in which the entire student body is made up of special education students.
14. ___ Most parents eventually develop a feeling of gratitude that their child is handicapped.
15. ___ Non-handicapped students benefit in many ways from having handicapped students in their classes.
16. ___ Because the needs of the handicapped student are so great, schools can place them in a special education class immediately, without having to wait for the parents' written consent.
17. ___ The way a handicapped student feels about himself is an important consideration for the special education
18. ___ The handicaps of all special education students are obvious to everyone.

19. ___ Culturally handicapped students qualify for special education because their home backgrounds often do not prepare them adequately for school.

20. ___ Special education teachers must concern themselves with behavior problems in the classroom, and emotional disturbance in students at least as much as teachers in regular education.

21. ___ "OH" means "Other Handicapped."

22. ___ Special education students often have speech difficulties.

23. ___ All handicapped students need special education services.

24. ___ There is no handicapped child so severely disabled for whom the public schools can fail to provide a free education appropriate to his needs.

25. ___ Since orthopedically handicapped students are often confined to wheelchairs or must use crutches, they cannot really benefit from physical education.

26. ___ Some orthopedically handicapped students can read and work math as well as non-handicapped students.

27. ___ All orthopedically handicapped students have cerebral palsy.

28. ___ Spina bifida is a contagious disease.

29. ___ Even though multiply handicapped children are often without language or independent mobility, they can benefit from an educational program in a school.

30. ___ All orthopedically handicapped children need to be in the same class all day (self-contained class) because of their handicap.

31. ___ The orthopedically handicapped students need special structural provisions made for them in school buildings.

32. ___ There have been rather drastic changes in the public attitudes toward the handicapped in the last twenty-five years.

33. ___ Even though physical therapists and occupational therapists have been used largely in medical settings, the schools need the services of these people in order to provide appropriate education for some handicapped students.

34. ___ All handicapped students in each category are alike (For instance, all mentally retarded, all deaf, or all blind).
35. ___ The teacher alone is responsible for writing the individual education plan for special education students.

36. ___ The laws regulating special education are largely for the purpose of protecting non-handicapped students from their handicapped peers.

37. ___ Once a student is placed in special education, his educational plan must be reviewed at least every three months.

38. ___ A parent can request that a child be placed in a special education class, and the principal must comply immediately--within twenty-four hours if possible.

39. ___ Special education students may be capable of continuing their education after high school.

40. ___ Special education students come from a variety of backgrounds.

41. ___ There is a difference between hard of hearing and deaf.

42. ___ There is a difference between learning disabled and mentally retarded students.

43. ___ Special education students can be blind, deaf, physically handicapped, emotionally disturbed or retarded.

44. ___ Deaf students use only sign language.

45. ___ There is a difference between visually impaired students and blind students.

46. ___ One important function a volunteer can perform is to help a child understand that he can be successful in school tasks.

47. ___ Since volunteers are not teachers, their role is not very important to the children they work with.

48. ___ A volunteer can develop a close relation with a child by agreeing with criticism of the child's teacher.

49. ___ In order to establish a friendly relationship with a child, it is important to agree to pursue whatever activity he wants during the period the volunteer is working with him.

50. ___ The volunteer should not tell the child how well he is doing, because it might give him the wrong idea about his ability.

Volunteer ____________________________

Pre-Test Date______________________ Posttest Date __________
TEACHER EVALUATION OF TRAINING PROGRAM

INSTRUCTIONS: Please rate each of the following competencies for the volunteer with whom you work.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Avg.</th>
<th>High</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of school district and local school policies and procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrates knowledge of special education in general</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Accepts and understands the handicapped child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Demonstrates knowledge and understanding of the orthopedically or multiply handicapped child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Demonstrates appropriate techniques to use with OH/MH children in the classroom (feeding, reading, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Demonstrates understanding of health factors involved with orthopedically and multiply handicapped children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Deals effectively with communication problems with the students (speech, non-language)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
On the basis of classroom performance, check your opinion of the following concerning this volunteer:

___ Volunteer went through training program

___ Volunteer did not go through training program

Suggestions:

Teacher ___________________ Volunteer ___________________

Date ___________________
## FINAL TEACHER EVALUATION

INSTRUCTIONS: Please rate each of the following competencies for the volunteer with whom you work.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Low</th>
<th>Avg.</th>
<th>High</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Commitment to Total Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates interest and enthusiasm</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrates punctuality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Demonstrates regularity in attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Accepts and carries out assignments willingly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Performs routine tasks efficiently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Protects student and teacher confidentiality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>II. Responsiveness to Pupils' Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates good rapport with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Shows concern for and awareness of pupils' health and safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Accepts individual differences in pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>III. Instruction</td>
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<td>1. Demonstrates competence in reinforcement of skills</td>
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<td>2. Demonstrates initiative and resourcefulness in assigned tasks</td>
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IV. **Staff Relationships**
1. Accepts guidance and suggestions from teachers 1 2 3 4 5
2. Demonstrates loyalty to teachers and school 1 2 3 4 5
3. Enjoys working in school situations 1 2 3 4 5

V. **Personal Characteristics**
1. Demonstrates appropriate dress and grooming 1 2 3 4 5
2. Shows evidence of growth 1 2 3 4 5
3. Demonstrates confidence in performing classroom tasks 1 2 3 4 5

Comments and/or suggestions on forms, procedures, communication, or anything else in the overall volunteer project: (Use back of page if more space needed.)
INSTRUCTIONS: Please rate the preparation you received as a volunteer in special education by circling the appropriate number in each of these areas.

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<th>Low</th>
<th>Avg.</th>
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<tr>
<td>1. Knowledge of school district and local school policies and procedures</td>
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<td>2. Knowledge of special education in general</td>
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<td>3. Accepting the handicapped child</td>
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<td>4. Understanding the handicapped child</td>
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<td>5. Impact and importance of federal laws in special education</td>
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<td>6. Interpersonal communication in the school</td>
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<td>7. Managing children's behavior problems</td>
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<td>8. Knowledge of the orthopedically handicapped child</td>
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<td>9. Understanding of the orthopedically handicapped child</td>
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<td>10. Knowledge of the multihandicapped child</td>
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<td>11. Understanding of the multihandicapped child</td>
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<td>12. Techniques to use with children in the classroom (reading, feeding, self-help, etc.)</td>
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<td>13. Understanding of health factors involved with orthopedically and multihandicapped children</td>
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<tr>
<td>14. Dealing with communication problems with the students (non-language, speech)</td>
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</table>

What do you feel were the strengths of the training program?

What areas of change would you suggest?

Name of volunteer _________________________ Date __________

I went through the training program. ___Yes ___No
CHECKLIST FOR INDEPENDENT OBSERVERS
OF VOLUNTEERS

INSTRUCTIONS: Please check the appropriate blank below.

On the basis of my classroom observation, it is my opinion that this volunteer went through the training program.

On the basis of my classroom observation, it is my opinion that this volunteer did not go through the training program.

Name of Observer

Date

Volunteer

Comments:
INFORMAL EVALUATION

On the basis of your experience with the pilot volunteer project at Elementary School, please honestly evaluate the program in the space provided below.

Strengths of program:

Suggestions for change in future programs:

Other Comments:

Teacher

Date
APPENDIX D

INFORMAL NARRATIVE VOLUNTEER EVALUATIONS (FALL, 1980)

I. WHAT ARE THE STRENGTHS OF THE TRAINING PROGRAM?

The training I received helped me to understand each child. Because of the experts who spoke to us, I felt I would trust their every word—and it has proven true!

Mrs. MacGorman's enthusiasm and dedication greatly encouraged me and kept me interested even when I began to be afraid I'd fail. Her understanding and encouragement kept me at ease with the whole undertaking. I noticed that the attitude of the people speaking to us reflected love for the child as most important.

Everything that I learned was very helpful. I know if I didn't go through the course I would have been up in the air on what to do. It was all very good.

I felt we were very well informed on each area: roles of occupational and physical therapists, school nurse, guest speakers, teachers, etc. It felt like we were going to do more than just volunteer one morning a week. Information handouts answered almost every question I had about OH/MH children; laws pertaining to education, etc. Everyone seemed to give their all in each presentation.

Your program was extremely well planned. The people that were chosen to speak certainly held my interest and the presentations were interesting and helpful.

Extraordinarily well organized, informative, interesting.

The training program was especially helpful to me because I had never done any volunteer work. During the training I became aware of the many problems the children have to cope with, both physical and mental. Meeting the principal and some of the teachers who work with the children was also very beneficial.

The teachers and therapists gave very informative talks, [handicapped adult's presentation was super. Having an "experience talk" by an OH person was very enlightening. I really learned much from the talk about feeding techniques, etc. [Mother of handicapped child's talk was excellent!]
Having it three days in a row is better than having it strung out. I feel that I got more out of it because we were hearing the speakers in person as opposed to seeing a tape.

The woman from [local institution] who gave practical tips on handling the children. The man who talked about how it feels to be handicapped and how to treat handicapped children.

The talks given by the people who work with the children in each special area. I don't think I could have handled the children without the training because the teachers, although they were very helpful, do not have time to answer all the questions you will have.

Having the different speakers come in and tell us how they deal with learning problems—reading and math specialists, physical education, etc. Handouts were very helpful also. I have thoroughly enjoyed the time I have spent as a volunteer. Working one-to-one has let me see what I can do to assist in __________ classroom. Sometimes it doesn't seem like much, but I am reassured that it is helpful. I have also enjoyed working with __________ other group—even though my time has been short. I feel that I have been able to develop a rapport with both classes. Many times I have been asked if I will be in their class that day and what we will be doing. Also the children in __________ room will want to know first thing in the morning what we will be doing. I'm glad that I could bring so many short art activities to them and I've learned to accept the challenge. I wish I had these children in my early years of college to work with; possibly I would have stayed in the B.S. program instead of switching to B.A., studio art, etc. I will continue to volunteer as long as I can. If it hadn't been for all of the interesting and very useful information that I learned through the pilot program I probably would not have attempted volunteer work of this nature. I think it would be difficult to go in "cold" and try working in these classrooms (in my case). Thanks for the opportunity.

Making us understand that these children can be helped and live productive lives.

The training made me feel wanted and needed.

Very well organized and informative.

The parts of the training that dealt with understanding the psychology of the handicapped child.
Well organized for effective use of volunteers.

Hearing handicapped person tell us what it feels like; listening to a handicapped child's mother; learning how to feed.

Making me aware of the needs of these children as children, not merely as handicapped children.

Films and especially the guest speaker. They were very helpful.

A very good overall knowledge for all volunteers plus the feeling of unity for all volunteers.

Instructors were excellent, good foundation for volunteers; good communication.

The emphasis in understanding the plight of handicapped students and how to deal with specific problems. We are leaving next month, but as a result of the training I've received I will be volunteering my services at a school for retarded and physically handicapped students near where my husband will be working until our baby is born. Thank you!

Having the adult handicapped person and the handicapped child's parent speak to us made me understand them more.

Good speakers who were very knowledgeable.

Enthusiasm, preparation, organization, and interest.

Learning how to help the child as far as feeding, communication, and motor skills. I really enjoyed working with these children.

The following speakers were very informative: Mother of a handicapped child, handicapped adult; speech therapist; occupational therapist for severely handicapped students.

II. WHAT AREAS OF CHANGE WOULD YOU SUGGEST?

I think it would help a volunteer to meet some of the children before starting classroom work.

All the volunteers to learn a little more about the student he/she is working with in order to possibly understand the learning disability.

Less emphasis on specific teaching methods and materials.
Some of the areas—such as feeding—I would like to have more experience with actually doing.

None, I've really learned a lot and enjoyed it.

Perhaps more time spent on "on the job training," rather than lecture type training.

I wouldn't change anything but I would add a film showing the volunteers the different types of handicaps children have.

A more indepth program possibly on the exact area you would be working with.

More instruction on exactly what volunteer would be asked to do or teach and explanation on amount of authority for disciplining children. More communication between teacher and volunteer on teaching methods of each child.

I feel there should be a "mid-project" meeting where volunteers can share experiences and ask questions involved with our students.

More on the health of handicapped children and more on individual handicaps.

I really can't think of any changes. Everything was covered real well.

Think orientation is too long—could be condensed into one morning. Films not necessary. Lot of speakers were interesting, but not that informative.

Planning for things to do for the volunteer by director of volunteers or teacher.

Make the meeting room warmer!

There's not much that I see that you could really change. Maybe you could have a couple more movie presentations.

It seems that if we could have an overview of each child we would be coming in contact with it would be easier to work with that child. For instance, in the MH area know what level the child is on (age level) or for the OH area what problems the child has—hearing loss, speech problem, or whether the child is shy, outgoing, etc. to give us a little edge in dealing with the child. Since the teachers are aware of this information, couldn't some of it be passed on to the volunteers?
(1) Perhaps have the over-all orientation, introduction (some films, terminology, nurse, a walk-through).
(2) Next, receive assignments, go at once (to visit classroom).
(3) Return to orientation for all specialists' suggestions.

The classroom visits could be better organized. A better understanding of what a parent of a handicapped child wants the volunteer to know.

The films were not particularly helpful. I think the nurse could give a more detailed description as to the health, etc. of these children. I think the sessions could probably be reduced to two meetings.

One film that we saw was more frivolous than informative. I mean the one which started with the musical starring people in wheel chairs. This was a substitute film.

I think it would be useful to have the classroom teachers tell just what sort of things they would like volunteers to do. I would like to have known some of the specific tasks expected of me as a volunteer.

III. DO YOU HAVE ADDITIONAL COMMENTS ABOUT THE TRAINING PROGRAM?

Because of the training, I believe my attitude towards the children was relaxed from the beginning. Once, when I was picking up a child, I remembered what the therapist said about picking up a handicapped child, so I picked him up the way she taught us with his knees against his cheek and me behind him. My teachers saw it and said, "That's very good carrying. Did you learn that in your training?" And I never said one word about any kind of training! So I'm sure that even with only nine hours training, the results are evident to all—and I'm a changed person—richer—for it. Thank you so much for this valuable opportunity.

All of the speakers and films were informative and covered not only the major points but seemed to cover some of the minor ones as well. It is a good feeling to know that the elementary special education department is really interested in our opinions, fears, and strengths, not only as a volunteer but as a member of the community as well.

I feel that my time was well spent attending your program. I hope you continue with them.
Ruth, thought you did such a good job. I realize the many uses of filming; however, the people speaking "live" made it quite interesting.

The only thing I can suggest right now is as follows: It would be helpful if a volunteer could be assigned a class, and then have a fifteen or twenty-minute conference with the teacher alone in the classroom without the children so that the volunteer can be shown where everything is, be told about routines such as washing hands, the schedule, shown where the children's lockers and belonging are, and what she will be helping with, etc. I feel the teacher's time is too valuable to have to use classroom time explaining things like where to find a ruler, so I think a brief meeting before the first day would be quite helpful. P.S. I am going to enjoy helping. These teachers have such a difficult job.

The questionnaire could be shortened.

I really enjoyed this, and the sessions showed much interest and effort on Ruth's part.

[Handicapped adult's] talk was very good overall, but his cup of coffee was a big distraction. I recommend no coffee for speakers.

The training program was very interesting, but a bit long.

IV. COMMENTS FROM VOLUNTEERS IN THE CONTROL GROUP

[Teacher's name] was willing to share with me and made it easy to love and work with the children. [Teacher] and [kids] are very concerned and open with the children. I didn't go through the training program but learned a great deal through the classroom.

I did appreciate the pamphlets provided.

I enjoyed the time spent out there classroom.

The kids were cooperative and very responsive.

I think it is very important for students college to have on-the-job training, whether or not they are in special education.

I was so encouraged with [teacher] and the children. It is easy to see this will be a wonderful, rewarding experience. Thank you for sharing it with me.
The past six weeks have been very rewarding. Each of the children are now special friends as are [teacher] and [aide]. I will be continuing the volunteer work through the remainder of this semester. This has been a learning experience. I love each of the children and thank you, teacher, and aide for letting me receive this blessing. Thank you again.
I. WHAT ARE THE STRENGTHS OF THE TRAINING PROGRAM?

Enthusiasm created in the training program. Having an extra body has been a life saver to us.

Orientation procedure.


Volunteers seem to appreciate well organized type program. Another strength is just being able to get that many people together which could not be done unless it is an organized effort. Another strength is that the volunteers were prepared for the children being different.

The volunteers were all willing to do any activities I asked them to do. It is helpful to have extra hands in my classroom.

Effectiveness of screening for volunteers: received good competent help. The in-service techniques gave awareness and appropriate techniques to use with the children.

II. WHAT AREAS OF CHANGE WOULD YOU SUGGEST?

Perhaps because I had such good volunteers, I really cannot complain about anything!

More stress on need for volunteers to continue services after termination of program.

Let volunteers know which type of children they would be working with. Let teachers have a say-so in selection of volunteers. Have a pre-conference.

Stress the idea that they need to do what the teacher needs done. If it is completely out of their line, they need to admit it instead of trying to change program.

The training received in the academic areas seemed to bias the volunteers in what the children were capable of doing. The children do have some average capabilities and some developmental lags, and all these things are difficult.
More reliable source of contact when a volunteer does not show. A session on discipline. All my volunteers lacked this control in group situations. More knowledge of the handicaps.

III. DO YOU HAVE ANY ADDITIONAL COMMENTS ABOUT THE TRAINING PROGRAM?

Some suggestions that helped me:

1. I called each volunteer the night before their first day and introduced myself and our program.
2. Their first thirty minutes on their first day was spent reviewing each child and discussing the program for each child. Also asked them what they wanted to do and they didn't feel comfortable doing.
3. I specifically gave them something to do every time they came. Keeping a volunteer busy also keeps them interested.
4. If the volunteer was sick, I always called them several days later to see if they were feeling better. They really seem to appreciate this.
5. I really tried to praise my volunteers and make them feel needed. When called to tell me she was going back to work, she made the comment that she really felt appreciated. (That really did wonders for me!)

Have lifting and picking up techniques shown.

Pre-conference would help.

Thank you for all the help and concern. I feel all the volunteers were very understanding and effective in performing classroom tasks.

Happiness is having a volunteer!

I have rated my volunteers pretty high, but basically they were all unusually good!

Thanks for my volunteers. They were all super and really invaluable to our classroom! We appreciate all your time and effort put into the program.
INFORMAL NARRATIVE EVALUATIONS FROM INDEPENDENT EVALUATORS (FALL, 1980)

It was very difficult to make a decision as to whether the volunteer was trained or not. Factors to be considered:

1. Personality of volunteer
2. Past experiences the volunteers had— their families, other jobs
3. What the teacher wanted the volunteer to do and personality of teacher
4. Observation time limit. Fifteen to twenty minutes is really not long enough to form an opinion. It might have been helpful to observe the volunteers at the very beginning to see the "before" and "after". Hope my notes have been of some help.


Seemed very aware of child's problems. Broke directions down and went over until sure the child understood what she was to do (crossword puzzle, reading). Stimulating and motivating.

Warm and accepting of children; maintained a high level of enthusiasm which was reflected in children's approach to tasks; reinforced children often and appropriately.

Excellent interaction with group at small table. Was able to motivate children for lesson on letter/sound recognition. Both teacher volunteer and children were being positively reinforced.

Good initiative. Made appropriate and original adaptations in program with teacher's approval. Good interaction with students.

Related well to students. Used appropriate methods of encouragement and motivation. Recognized and adapted well for short attention span of students.

Provided an excellent learning situation. Motivated and reinforced child. Volunteer-pupil interaction was warm and meaningful.

Little enthusiasm or praise. Teacher directs her on what to do.
Enthusiastic; seemed to enjoy working with the children. Used visual and auditory methods to stimulate.

She did not seem to enjoy herself.

Very friendly toward children. Positive approach. Perhaps should expect or push a little more effort on child's part.

Had difficulty with control and attention but seemed to be praising and understanding. Change in weather; change in children; short attention span.

No enthusiasm; no praise. Gave word instead of clues to sounding out.

Gave praise; followed teacher directions. Seemed to know schedule but not involved with the kids. Felt she didn't enjoy the work. Perhaps uncomfortable around these children.

Not too enthusiastic or encouraging. Worked one-to-one on reading. Not very motivating.

Showed little enthusiasm but did praise children for completing work. Children were doing packet-type work at their rate. She just kept them continuing on with their planned work.

Sweet, understanding, but very little motivation. Had trouble keeping children's attention; did not correct the child when he was wrong.

She did not work with the children. Helped fix food and design a halter strap for a child. I feel because she wasn't involved with the children she probably did not go through the training.

Would rather make teaching materials than work with children. Teacher says this is usually what she does. I felt that felt uncomfortable working with the children.

Understanding, stimulating and motivating. Very organized and supportive. Also helped (MH) class with feeding the children.

Praise and encouragement but gentle sternness.

Supportive; very observant as to child's weak areas.

Worked one to one with student on reading. Seemed to feel comfortable around the children.
Not very stimulating. Did not praise child enough. She did try to give clues instead of supplying answer.

Non-stimulating. Very little praise or encouragement.

Gave praise for correct response. Let child work out solutions to math problems with helpful clues. Was not overly enthusiastic or stimulating.

Super! Very supportive; does extras for children. Just jumps in and does things needed to be done without being told by teacher.

In P.E. did nothing on own. Seemed unsure of role. In classroom was accepting and understanding of children's limitations.

Seemed unaware of physical needs, e.g., kleenex for drooling. Teacher noticed and took care of problem. Used inappropriate sentences to illustrate spelling words. Did not sign in or wear volunteer badge. Did provide an encouraging atmosphere.

Seemed able to sense and meet children's physical and emotional needs. Showed both knowledge of routine needs and initiative especially as the children were getting ready to go to lunchroom.

Did not seem at ease with students or sure of role.

Lack of interest and initiative was noted during the observation period.

Knew how to handle negative behaviors—how much pressure to apply. Provided positive reinforcement.

Showed understanding and acceptance of children. Was actively involved, providing motivation and encouragement.

Did not interact positively with students. Listened passively to students read. No enthusiasm and little encouragement as simply "supplied" a difficult word.

Was as "loose ends" much of time. Did provide appropriate feedback during the time was interacting with child. Did not "sign in" or wear volunteer pin.

Moved from one child to another. Showed knowledge of needs and appropriate interactions.

Acceptance and understanding of children were evident. Knew what to do and did it well.
Did not work with children. Interest and contribution focused on making things for room and assisting teacher with cooking activity.

Teacher reported had come to bring harness she had made but didn't stay because children were going on a field trip.

Seemed unaware (uninterested?) of children. Never looked up from task of tracing pictures. The task may have been the problem.

Saw little interaction—or assistance—to child with whom she was sitting as he did math. However, at a later time in a different room, she provided encouragement and appropriate help while feeding a child.

Seemed indifferent. Too much negative reinforcement. Did not provide happy, enthusiastic learning environment.

Understand needs and limitations; was never at a loss for what to do next.

Showed interest in program. Volunteered to stay for film. Quick to provide help to teacher but did not seem knowledgeable of children.

Very passive in academic assistance to child. Was aware of children's needs and response to them was good.

Seemed unsure of what could or should do. Lacked warmth or rapport. Appeared uninterested.

Was giving reading test. Showed understanding and patience, but interest was not evident.

Exhibited unusual knowledge of physical needs and ability to meet them. Took initiative in meeting the work-load.
Schools want volunteers for handicapped

Schools are seeking volunteers to work with special education classes.

A training program for volunteers working with orthopedically handicapped students is scheduled Sept. 30 through Oct. 2. The volunteers will work in classes for orthopedically handicapped children one morning a week for six weeks.

In addition, another group will work with students without taking the nine-hour training course. Each group will be evaluated at the end of the program.

The results of the training will be used as a basis for training volunteers working with all types of special education classes.

Persons interested in volunteering should call the district's volunteer services office at 732-8381.

September 17, 1980

Volunteers Needed
In Special Education

The Special Education Department of the Public Schools needs volunteers who can give one morning a week for at least six weeks in Special Education classes. These volunteers are especially needed now for a pilot volunteer training project, training volunteers to work with physically handicapped children at Elementary School.

An orientation session will be held at the school, September 22 at 9:00 a.m. If you are interested, call Ruth MacGorman, 293-0605 or the school volunteer office, 732-8381.

The Independent School District's special education department is seeking volunteers to participate in a pilot training program, Sept. 30-Oct. 2, for working with orthopedically handicapped students. Volunteers are also needed for all kinds of special education classes. Call the school volunteer office, 732-8381, for application forms and further information.

Volunteer aids are needed to assist teachers at a local school for children who have special needs. This will be on a one-to-one basis and training will be provided. Scheduling will be arranged for your convenience.

Tuesday evening, September 4, 1980

Shopping News...

WILL YOU HELP?

Volunteers Needed for Special Education Classes at

Can you give a half-day a week for at least six weeks to work with orthopedically handicapped special education students at Elementary School? You are needed in a pilot project to place volunteers in seven classes of orthopedically handicapped elementary age boys and girls. The pilot placement will be for a six-week period, but volunteers are encouraged to remain in the classrooms for as long as their schedules allow—until the end of the semester or the end of the year.

You can make the difference in the school experience of some handicapped boy or girl. Will you help?

For more information call the volunteer office of the Public Schools, 732-8381, or the special education office, 737-5161.
Volunteers in Special Education

Could you give one morning a week to handicapped children in the

Volunteers are needed in all kinds of special education classes.

Special Training Project: Elementary School

September 22, 9:00 o'clock-orientation session at school

September 30, October 1, October 2
Training sessions at school
  9:00 - 12:00

Placement for one morning a week for at least six weeks

Call School Volunteer Office 732-8381
Evenings after 5:00 293-0605

WE NEED YOU!
Appendix F

JOB DESCRIPTION

Special Education Assistant for Severely Handicapped Students

PLACE OF WORK: Special education classes in an elementary or secondary school.

DURATION OF JOB: Minimum of one-half day a week in a special education class.

DUTIES OF JOB: Work under the direction and in cooperation with the teacher. Generally, the assignment will include one or more of the following tasks:

1. Assist teacher in transferring children to and from all activities.

2. Work with children in play to develop concepts of size, shape, color, manipulation, etc., as instructed by teacher.

3. Assist in preparation of materials for use in play, morning snack, and general schedule requirements such as getting out and putting away toys, keeping wheel chairs in order, taking special equipment in and out of storage, etc.

4. Assist in feeding.

5. Assist children in daily living skills; putting on a coat, wiping a nose, toileting, etc.

QUALIFICATIONS: Cooperative and cheerful attitude; willingness to follow directions; interest in students.

CONTRIBUTION: Assist special education students in building a more positive self-image and in improving academic or preacademic skills. Increase the amount of time the teacher has to do actual teaching by assuming a supportive role. Develop a channel of communications between the school and the community regarding special education students in the public schools.
# JOB DESCRIPTION

**Special Education Assistant for Mildly Handicapped Students**

**PLACE OF WORK:** Special education classes in an elementary or secondary school.

**DURATION OF JOB:** Minimum of one-half day a week in a special education class.

**DUTIES OF JOB:** Work under the direction and in cooperation with the teacher. Generally, the assignment will include one or more of the following tasks:

1. Reinforcing skills and giving individual help to students when the teacher asks or the need arises.
2. Assisting in supervising play activities in the classroom and/or playground.
3. Assisting the teacher with the supervision of pupils who are going from the classroom to other areas of the school (lunchroom, etc.).
4. Assisting the teacher in preparing materials for all activities.
5. Reading stories to students.
6. Duplicating materials for classroom teacher.
7. Filing written work in the students' work folders.
8. Operating audio-visual equipment (16mm film projector; film strip projector; listening stations; etc.).

**QUALIFICATIONS:** Cooperative and cheerful attitude; willingness to follow directions; interest in students.

**CONTRIBUTION:** Assist special education students in building a more positive self-image and in improving academic or preacademic skills. Increase the amount of time the teacher has to do actual teaching by assuming a supportive role. Develop a channel of communications between the school and the community regarding special education students in the public schools.
FOREWORD

This guide shows the purpose of the volunteer program and provides the teacher with suggestions for using volunteers.

In recent years, there has been a proliferation of demands for special education services without an adequate number of personnel to provide these services. Volunteers can help to fill this gap. They will be able to help, however, only if teachers learn to use them effectively. This bulletin is designed as a beginning effort to properly orient teachers.

This bulletin was prepared by resource room teacher at with suggestions from other teachers, under the direction of Ruth MacGorman, special education supervisor, coordinator of volunteers, gave technical advice and assistant director of special education, made many appropriate suggestions. Everyone involved in this publication is to be commended for a work which will bear real dividends.

This bulletin was planned, edited, and published in the Department of Curriculum Development.

Director
Department of Curriculum Development

August, 1980
TABLE OF CONTENTS

Introduction
Who is a Volunteer?
What do Volunteers Do?
The Public Relations Role of the Teacher
Preparing for and Working with the Volunteer
Retaining Special Education Volunteers
Checklist for Special Education Teachers Using Volunteers

INTRODUCTION

In recent years the number of students in special education has increased as additional federal and state regulations have been enacted. This increase has necessitated improved teaching performance, more productive classroom management, and greater individualization of instruction.

The increased demands have made it difficult to continue to provide individualization at the same level. It is apparent that a corps of well-trained volunteers could be a great help in improving the quality of instruction in special education.

It is with the goal of improving the learning environment that the Special Education Resource Volunteer (SERV) program is planned. This guidebook is designed to help special education teachers who have volunteers implement the volunteer program in the Public Schools.

This guide shows the purpose of the volunteer program and provides the teacher with suggestions for using volunteers.
WHO IS A VOLUNTEER

A volunteer is a person who serves without monetary compensation by helping teachers with the classroom routine. Special education volunteers include anyone who is willing to give time, thought, and love to children with special needs. They come from all age groups and all walks of life. They are from various neighborhoods and may be associated with clubs or may be individuals.

WHAT DO VOLUNTEERS DO?

Services will vary according to local school needs; however, a volunteer always works under the direction of the teacher. Generally the volunteer...

- Performs clerical and routine tasks such as duplicating
- Provides one-to-one tutorial assistance to students
- Prepares bulletin boards
- Assists in lunchroom activities: eating techniques, feeding, monitoring behavior
- Lists to oral readers, checking for comprehension
- Makes arrangements for field trips
- Accompanies students on field trips
- Assists with teaching self-help skills such as zipping, buttoning, and tying shoes
- Reads stories to children during "quiet time"
- Helps with make-up work
- Pronounces words for spelling tests
- Writes stories and letters dictated by children
- Operates audio visual equipment (16mm film projector, film strip projector, listening stations, etc.)

The special education volunteer does not...

- Diagnose student needs
- Prescribe and select instructional materials
- Contact and confer with parents
- Counsel with students
- Write comments on student work which goes home
- Evaluate student programs and progress on a formal basis
- Substitute for the teacher
- Punish children

Special education volunteers work only under the direction and supervision of the teacher. They only provide supplemental tasks; the teacher is the instructional leader. The teacher must determine tasks which the volunteer can perform and give them those responsibilities. The volunteer also needs to know which tasks belong exclusively to the teacher. Teachers will have a successful volunteer program if they respect the volunteers as persons and make them feel they are part of the educational process.
PREPARING FOR AND WORKING WITH VOLUNTEERS

Relevant general orientation and training will be provided for volunteers before they begin work in the classrooms. They will learn techniques for reinforcing concepts. Volunteers who work in elementary schools will learn about specific needs of young children while those who will be assigned in secondary schools will learn how to relate to older children.

The classroom teacher, however, must also prepare to receive the volunteer. There are steps which can be taken in working with volunteers which will assure a better chance of there being a productive relationship.

- **Plan the work of volunteers before they arrive.**
  For example, if the volunteer is to check papers, have an answer key ready.

- **Give clear and special instructions.** Show the volunteer the materials to be used. Explain how to conduct an activity. Avoid assigning responsibilities beyond the volunteer’s ability.

- **Prepare a task sheet for each volunteer.** Anticipate the needs of volunteers. Explain how an activity is set up and what materials will be needed.

- **Become acquainted with the volunteer.** All have particular interests and skills that can be of value in the classroom. Utilize their creative ideas and skills.

- **Expect the volunteer to be punctual.** Set up a procedure for calling if they are to be late or absent.

- **Give volunteers information about students which would help them in their work—strengths, weaknesses, or emotional problems.**

- **Explain the importance of confidentiality.** Let them know they should discuss student grades, behavior, family situations, test scores, and other sensitive areas only with the teacher.

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THE PUBLIC RELATIONS ROLE OF THE TEACHER

It is important that the teacher establish a healthy relationship with the volunteer. The volunteers ...

- Need to be encouraged
- Should be treated with respect
- Must feel wanted and needed
- Need directions on what is expected of them
- Need praise and recognition

The success of the volunteer program depends upon the teacher. The teacher must make the volunteers a part of the team and make them feel that the work they are doing is more than just busy work.

(Welcome)

(Thank you)
CHECKLIST FOR TEACHERS USING VOLUNTEERS

- arranging a meeting with your volunteers before they first come at a time when students are not present so that an uninterrupted orientation to the classroom can be given
- using a special folder for the volunteers so they will be able to begin working without waiting for instructions
- getting to know the volunteers so activities can be planned that take advantage of special interests, talents, or skills of volunteers
- explaining the purpose and importance of the tasks assigned to volunteers so they understand the total picture
- increasing the amount of responsibility as the volunteers show their capabilities and strengths
- providing information about the classroom procedures and alternative plans for those times when the regular schedule cannot be followed
- keeping the volunteers aware of positive gains so they can see merit in what they are doing
- permitting the volunteers to observe good teaching techniques
- giving the volunteer a school calendar which includes school activities

• Prepare the students for the volunteer so they will consider the volunteer's activities a positive part of their educational program.
• Make arrangements for volunteers to observe in at least one class before they begin their work.
• Acquaint the volunteers with storage areas, files, equipment, and learning centers.
• Arrange times to confer with the volunteers when the students are not present. Make suggestions and resolve problems during such conferences.
• Brief the volunteers on fire drill and dismissal procedures.
• Introduce the volunteer to the teacher next door.
• Recognize the services of the volunteers so they will feel important and want to continue in the program. Remember that their only remuneration is the satisfaction they get from helping others.
• Contribute stories about the work of the volunteers to school newsletters or special education newsletters.
• Nominate exceptional volunteers for awards in the community.
RETAINING SPECIAL EDUCATION VOLUNTEERS

Special education volunteers are people who want to work. They want to become a part of the school team and want to assist the teacher in providing quality education for students. When problems begin to develop, it is important for the teacher to contact the appropriate resource person in the school or the volunteer coordinator. In most cases communicating with those who can solve the problem is the most effective way of resolving it.

Teachers who utilize volunteers are the most significant persons in the program. Without their support the program cannot succeed. Teachers who learn to utilize volunteers will have extra time to spend with individual students, assessing their needs, giving personal guidance, and evaluating their progress.

Time and energy spent providing on-the-job training for a volunteer will be lost if the volunteer quits. It is important that every effort is made to retain their services. Volunteers who stay in the program will be those who receive satisfaction from doing assignments well and knowing that their work is appreciated.

...Of a good leader who talks little When his work is done, his aim fulfilled, They will say, "We did this ourselves." Lao-tzu
WELCOME OH/OHI SERVs

Welcome to the program for Orthopedically Handicapped and Health Impaired Students of the Independent School District.

This program is designed for students, ages 3-21, who cannot attend a full day program in the regular classroom setting.

The needs of students in this program are highly individualized and varied. This type of classroom environment, which implements the team approach of teacher/therapist/aide/volunteer, provides an atmosphere conducive to emotional, educational, and habilitative normalization. The interdisciplinary approach demands a low adult/student ratio to facilitate the total growth of the child.

As a volunteer in our program your services are needed and welcomed. You, as a volunteer, will extend and reinforce the teacher. A good volunteer is a positive link between the community and the educational process of the public schools.

The staff of the OH/OHI program of the Independent School District sincerely appreciates your time and effort. We are grateful for your willingness to be a part of our team.

A Guide for Volunteers
Orthopedically Handicapped/
Other Health Impaired Program

Independent School District
GENERAL INFORMATION

Just as in the regular classroom, there are many levels of learning abilities in the OH/OD classroom. However, the primary handicapping condition of these students is physical.

VOCABULARY

Cerebral Palsy A general term used to describe several types of movement disorders resulting from defect, injury, or infection to the brain before, during, or shortly after birth. The manifestations vary widely in degree of severity and body parts involved. The three most common types are spastic, athetoid, and ataxic.

Spina Bifida Condition caused by defect of the spinal canal due to abnormal fetal development.

Shunt A "tube with a valve" surgically inserted for the purpose of regulating the flow of spinal fluid in the body. Prevents excessive fluids from surrounding the brain.

Hydrocephalus The literal translation is "waterbrain," an enlargement of the head caused generally by excess fluid when spinal fluid circulation is blocked.

Learning Disability A condition in which a person experiences difficulty in understanding or in using spoken or written language. The difficulty is the result of a neurological or psychological disorder and may affect the ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Muscular Dystrophy A hereditary disease with wasting muscles that causes progressive weakness.

Other handicapping conditions which could be encountered in the classroom are childhood arthritis, congenital heart defects, spinal cord injuries, epilepsy, asthma, sickle cell anemia, and arthrogryposis.

TEAM MEMBERS

The team approach is often used when working with these students. The team members who may be involved are . . .

Teacher Trained to handle specialized educational needs.

Occupational Therapist Trained to habilitate fine motor skills, i.e., activities of daily living and perceptual skills.

Physical Therapist Trained for habilitation of gross motor skills, i.e., walking, wheelchair mobility, and muscle tone maintenance.

Speech Therapist (Pathologist) Trained to habilitate speech problems, i.e., stuttering, articulation, and communication disorders.

Adaptive Physical Education Teacher Trained to modify and/or adapt regular physical education activities to serve the needs of the handicapped student.

Volunteer Extends and reinforces the work of the professional staff; represents a significant program resource.
GUIDELINES FOR VOLUNTEERS

Needs in individual classrooms will vary and each teacher will explain and define those needs to the volunteer.

If, for any reason, you feel unable to complete and/or handle any task, it would be to the benefit of all involved for you immediately to inform the teacher in your assigned classroom.

Responsibilities of a volunteer might include assistance in . . .

- individual tutoring (spelling, reading, etc.)
- clerical duties
- constructing bulletin boards
- field trips
- lunchroom monitoring/feeding
- restroom monitoring
- oral reading (story time, library, etc.)
- operating audio-visual equipment
- daily living skills (shoe tying, tooth brushing, hand washing, etc.)

Volunteers DO NOT . . .

- discuss students with parents
- discuss students in their presence
- counsel students
- evaluate programs/students/staff
- discipline students

For your reading . . .

Black, Eugene E., et. al. (eds.) Physically Handicapped Children: A Medical Atlas for Teachers. Crone and Stratton (1975). Available at Fort Worth Public Library, Main Branch, Catalog Number: 618.92P.
Volunteerism is one of our great American traditions. It is a real joy to see this tradition being received in a big way. It is especially exciting to know that this vast resource of talent will be shared with special education students. We want to thank all of those who give of their time, who give of themselves, for their willingness to serve.

This bulletin has been written for the volunteer. It is not "the last word" but does include many suggestions which should prove helpful to the volunteer. Any suggestions which volunteers could give would be appreciated and will be considered when this bulletin is revised.

This bulletin was written by special education teacher at Carroll Elementary School, and resource teacher at Southwest High School, under the direction of Ruth MacGorman, special education supervisor. They are to be commended for their contributions. Appreciation is also extended to assistant director, of special education, and coordinator of volunteers, for their suggestions.

This bulletin was planned, edited, and published in the Department of Curriculum Development.

Department of Curriculum Development

August, 1980
Thank you so very much for volunteering to give of your time in service to the boys and girls in special education. This will be a rewarding experience for you as well as for the boys and girls.

The children you will work with are neither "sick" nor "grotesque." They are individuals who have needs for special services. Such children need to be treated, as much as possible, like other children. They need the opportunity to mingle and compete in the mainstream where there are people who can see, hear, speak, and move about freely. Through such associations children with handicaps can practice their social skills while they are maturing, thus gaining confidence and independence.

The volunteer must have a deep love for children and must want to help these special children develop to their potential. Each child has abilities and we must build on these. Development of INDEPENDENCE is of prime importance--encourage it and foster it at every opportunity.

You are important! YOU can make a significant and positive difference in the lives of these children who are special!
WHO IS A VOLUNTEER?

A volunteer is a person who serves without monetary compensation by helping teachers with the classroom routine. Special education volunteers include anyone who is willing to give time, thought, and love to children with special needs. They come from . . .

- All age groups—students, adults, senior citizens.
- All walks of life—business, industry, professions, military.
- Neighborhoods—parent-teacher groups, churches.
- Clubs—fraternal clubs, sororities, social clubs, student groups.

Individual parents are also welcome to work in classrooms other than those of their own children. Parents can work in their children's classrooms on special projects such as field trips, parties, and assembly programs.

WHY VOLUNTEER?

You should volunteer because you are needed. Public Law 94-142 requires that special education programs be provided for younger and more severely handicapped students. Students who were formerly cared for at home or in institutions are now in the public school setting. These children, as well as the more traditional kinds of special education students, require highly individualized help. As a result, the volunteer becomes an invaluable part of the special student's education.

Volunteers are important because they

- Improve instruction by permitting more individual help to students under the direction of a teacher,
- Improve school and community relations by involving more adults from the community and by making the education of special students more relevant, and
- Enrich the curriculum by adding their special interests, hobbies, and avocations to the knowledge of the classroom teachers.

OUR AIM . . .

to help students
WHAT DO VOLUNTEERS DO?

Services will vary according to local school needs; however, a volunteer always works under the direction of the teacher. Generally, the volunteer...

- Performs clerical and routine tasks such as duplicating.
- Provides one-to-one tutorial assistance to students.
- Works with small groups.
- Prepares bulletin boards.
- Assists in lunchroom activities: eating techniques, feeding, monitoring behavior.
- Listens to oral readers, checking for comprehension.
- Makes arrangements for field trips.
- Accompanies children on field trips.
- Assists with teaching self-help skills such as zipping, buttoning, and tying shoes.
- Reads stories to children during "quiet time."
- Helps with make-up work.
- Pronounces words for spelling tests.
- Writes stories and letters dictated by children.
- Operates audio-visual equipment (16mm film projector, filmstrip projector, listening stations, etc.).

The volunteer does not...

- Diagnose student needs.
- Prepare instructional materials.
- Select materials.
- Counsel with students.
- Evaluate student programs and progress.
- Take over for the teacher!

GENERAL TIPS FOR THE VOLUNTEER

- Be patient with special students. Learning will be slow-paced.
- Use visual clues extensively, such as gestures, pictures, or models.
- Ask short questions. They may have to be repeated several times.
- Speak slowly and clearly.
- Use one-concept phrases.
- Speak in a positive manner: Say, "Sit here away from the television," instead of, "Don't sit so close to the television."
- Accept children as they are. Establish good rapport.
- Give moral support.
- Encourage oral responses.
- Allow ample time for responses.
- Enter the classroom without establishing eye contact with any child; this distracts them.
- Ask the teacher about children in private only; special children are also sensitive.
- Be dependable, punctual, and regular in attendance. Call if you must be absent.
- Be friendly, but know when to be firm.
- Be flexible. Recognize when an activity does not seem to be working and change it.
- Take the initiative when you see something that needs to be done such as cleaning up spilled milk.
- Ignore undesirable behavior such as crying, screaming, or kicking unless the child is abusing someone. You are not expected to deal with severe discipline problems. Call the teacher to handle destructive and aggressive behavior.
- Make direct statements so the child knows exactly what he is expected to do.
• Be courteous, using "please" and "thank you" with the student.

• Reward the child's good behavior, accomplishment, or effort with a smile, a pat on the back, a hug, or verbal praise.

• Be consistent, applying the same rules every day to every student.

• Support and supplement the instructional program of the teacher. The volunteer's role is assistance.

• Hold in strict confidence the child's work and behavior.

• Make comments and suggestions regarding the classroom to the teacher only.

• Act as a role model to the students in such areas as behavior, courtesy, and dress.

• Stay in a relaxed mood. If you smile and appear happy, the child is more likely to be happy and relaxed.

• Meet the student in a relaxed, friendly manner.

• Learn the child's name and pronounce it correctly.

• Let the student know you are truly interested by asking about interests, friends, and problems.

• Keep your schedule. If you cannot meet with the student at the regular time, be sure to notify the teacher.

• Give the student your full attention. Listen to what the student says.

• Confer with the student's teacher regularly to get instructions on the lessons to be taught.

• Let the student know you are human too. Do not be afraid to acknowledge your mistakes.

• Learn school rules and follow them.

• Set an example for the students by being courteous and respectful.

• Always be prepared for your tutoring session. If you are not prepared, the student will think you are not interested.

• Keep the lesson moving. When you notice the student losing interest, change activities.

• Build the student's self-confidence. Let him know you expect him to do well.

• Ask the teacher for help when you meet a problem you are not sure you can handle.
Sources of Pressure

Special education students have additional pressures because of the handicaps. You will be better prepared to help the child if you understand some of these pressures.

- Home and parental pressure: Parents become ego-involved in their children's work. They tend to set higher expectations than the students can reach. Parents do not hide their disappointment in or disapproval of their children's lack of progress.

- School pressure: Schools and teachers tend to foster a competitive atmosphere and sometimes expect all students to perform at high levels. Nonreaders occasionally may also be considered threatening to the "success system." These ideas stem from a success-oriented society.

- Self-pressure: When children do not live up to the expectations of the adults in their lives, they feel they are failures. These feelings of failure lead to feelings of guilt, which causes stress.

General Information

What is a Handicapped Child?

According to Public Law 94-142, the Education for All Handicapped Children Act of 1975, handicapped children must meet two criteria: The children must have one or more disabilities listed in this section and they must require special education and/or related services. Not all children who have disabilities require special education. Many are able to attend school without a program modification and thus should be allowed to do so.

1. Auditory Handicapped: Students whose hearing is so impaired that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

2. Autistic: Students whose disturbances of speech and language, relatedness, perception, developmental rate, motility are such that they cannot be adequately educated in the regular classes of public schools without the provision of special services.

3. Deaf-Blind: Students whose hearing and vision, after all necessary medical treatment and use of hearing and optical aids, remain legally nonfunctional or otherwise result in serious educational handicaps requiring special provisions for maximal educational achievement.

4. Emotionally Disturbed: Students whose emotional condition is psychologically or psychiatrically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services.

5. Handicapped Students, General: Students between the ages of 3 and 21, inclusive, with educational handicaps; and students between birth and age 22, inclusive, who are auditorily or visually handicapped whose disabilities are so limiting as to require the provision of special services in place of or in addition to instruction in the regular classroom.
6. Learning Disabled Students who have a disorder affecting their understanding or use of spoken or written language. The student's ability to listen, think, speak, read, write, spell, or do mathematical calculations may be affected. Conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia are included in this category.

7. Mentally Retarded Students who have both significant below-average intellectual functioning and deficits in adaptive behavior. These deficits should have been observable throughout the child's development and are such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

8. Multiply Handicapped Students handicapped by any two or more of the handicapping conditions described that may result in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

9. Orthopedically Handicapped Students who have a severe orthopedic impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly and impairments caused by disease.

10. Other Health Impaired Students with limited strength, vitality, or alertness, due to chronic or acute health problems, which adversely affect educational performance.

11. Speech Handicapped Students whose speech is so impaired that they cannot be adequately educated in regular classes of the public schools without the provision of special services.

12. Special Education The provision of a continuum of child-centered educational and supportive services in combination with those provided in the general school program to meet the needs of students who are handicapped.

13. Visually Handicapped Students whose sight is so impaired that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.
INSTRUCTIONAL ARRANGEMENTS IN THE SCHOOL

1. **Deaf/Blind Self-contained Class** Provides for the maximal educational development of those students whose hearing and vision remain legally nonfunctional after medical treatment and use of hearing and optical aids; and/or those students who are totally blind and nonspeaking who may not be educated in the manner provided elsewhere for the blind or nonspeaking.

2. **Early Childhood Self-contained Class** Designed to broaden the experiences of a young child and develop readiness skills to improve the child's chances for success in a regular classroom.

3. **Severe Language-delayed Self-contained Class** Designed to remediate deficits in receptive or expressive language and/or auditory perceptual skills. Students age six through eight may participate in the program. Students must demonstrate evidence of average potential in order to be considered for placement and may remain in the program no longer than two years.

4. **Orthopedically handicapped Self-contained Class** Provides modified facilities, curriculum, or materials to orthopedically handicapped or other health impaired students whose physical conditions and/or special health problems may require modified facilities, curriculum, or materials.

5. **Regional Day School for the Deaf** A school for any person, birth through age 22, whose unaided hearing is determined by professionally acceptable evaluation to be nonfunctional for educational purposes. Eligible students may attend this school for part-time or full-time services.

6. **Resource Room** The least restrictive environment for handicapped students which provides additional, supplementary, or different methods and/or materials than those provided by the regular school program. Students receive small-group or individual instruction in the resource room and usually spend a majority of time in the regular school program.

7. **Self-contained Integrated Class** Designed for students who may need to remain in the more restrictive environment through their public school education and demonstrate the need for special academic instruction in a small group setting. Instruction is individualized and the students are paced according to their ability and performance. Students may be mainstreamed when appropriate but must receive a minimum instruction time of three hours per day.

8. **Speech Therapy Class** A class in every public school in Fort Worth for students ages 3 through 21 whose speech, language, voice, and/or hearing deviates from the norm as to adversely affect that pupil's developmental and educational progress. Most students are in speech class two 30-minute periods per week.

9. **Transitional Self-contained Class** A class of students requiring small group structure, a consistent behavior management system, and individualized instruction. Students must have demonstrated an evaluated potential which indicates the possibility of returning to the regular program. The student may be mainstreamed for whatever portion of the day proves of benefit to him.

10. **Visually Handicapped Class** A self-contained class for students who have no vision or whose visual impairments after correction are of such nature to impede maximum educational achievement. Programs provide special materials and methods of instruction.

11. **Self-contained Special Education Schools** Schools for special education students whose academic functioning is so deficit they cannot integrate into other less restrictive instructional units available. In these schools include the following:

   1) **Bonnie Brae Elementary School**: A school for students ages 3 to 13 who have severe physical and/or mental handicaps. Programs are designed to foster independent functioning and include development of communication skills, personal and physical competencies, and social skills.

   2) **Jo Kelly Secondary School**: A school for students ages 13 through 21 who have severe physical and/or mental handicaps. Programs are designed to foster independent functioning, and include
development of communication skills, personal and physical competencies, social skills and vocational training.

3) Como School of Occupational Orientation: A middle school program for special education students in preparation for occupational training and successful job placement. A student must have completed the fifth grade. Major areas of emphasis are career orientation, self-improvement, and continued academic improvement.

4) Kirkpatrick School of Occupations: A secondary school program for special education students who cannot function successfully in the regular program of high school instruction. Students must be at least 15 years of age by September 1 and may continue in the program until the age of 21. Curriculum includes career orientation, occupational/vocational skill development and on-the-job training.

12. Cooperative Work-Study Program A vocational adjustment class for handicapped students on the secondary level. The student spends a part or all of the school day off campus in an on-the-job training station or in supervised employment. Students in part-time job training/employment for less than four hours per day receive a minimum of one hour of daily instruction from special education personnel.

SUPPORT PERSONNEL IN THE SCHOOL

1. Aide, Special Education Works directly with the teacher in implementing special education strategies and procedures for special students.

2. Occupational Therapist Evaluates, consults, and/or provides direct services to individuals whose ability to cope with the tasks of living and learning is threatened or impaired by developmental deficits, environmental or sensory deprivation, physical injury, illness, psychological disability, or special disability.

3. Physical Therapist Evaluates students, plans, and implements programs for physical or corrective conditions resulting from birth, illness, or injury. Facilitates maintenance or maximal performance levels within the individual's capabilities.

4. Psychologist Conducts diagnostic evaluations on children, recommends academic or behavioral programs, and engages in consultation with students, parents, teachers, and community agencies concerning prevention and/or intervention strategies related to learning and behavioral problems or students and planning and managing a program of psychological services.

5. Speech and Language Therapist Works with special students who have a speech, language, or auditory deficit, identifying and instructing such children, language disorders.

6. Supervisor/Diagnostician Assesses intelligence and educational functioning of children, making educational recommendations and supervising special education programs.

7. Visiting Teacher/Home School Counselor Serves as the liaison between home, school, and community and assists in the correction and analysis of appraisal data pertaining to sociological variables.
DEFINITIONS

1. Adaptive behavior The ability to adjust to and control one's environment during the developmental period, conception to about age sixteen.

2. Adaptive physical education Physical education altered in some way to accommodate the needs of special children.

3. ARD (Admission, Review, Dismissal Committee) A committee of professionals and parents that meets to determine a child's eligibility for special education programs, placement, and educational goals.


5. Attention span Extent to which a person can concentrate attention on a task.

6. Auditory Pertaining to hearing.

7. Autism Developmental disability in which the child has difficulty relating to situations or communicating with people.

8. Behavior modification A treatment based on the premise that all behavior is learned and therefore can be changed and improved.

9. Due process A set of procedures which guarantee that a handicapped child and his parents have an opportunity to participate in decisions relating to identification, placement, and evaluation of programs for handicapped children.

10. Down's Syndrome Medical term for a handicap formerly called Mongolism, a condition associated with chromosomal abnormality. Characteristics include upward slant of the eyes and usually moderate to severe mental impairment.

11. Evaluation, psychological An assessment by trained personnel to determine individual potential and functioning through the use of tests and informal procedures.

12. Fine motor Pertaining to the use of small muscles necessary for coloring, cutting, working puzzles, turning pages of a book, etc.

13. Gross motor Pertaining to the control of large muscles necessary for throwing, catching, kicking a ball, rocking in a chair, etc.

14. Eye-hand coordination Coordination of the eye and hand in such activities as cutting, pasting or handwriting.

15. IEP (Individual Education Plan) Individual plan written for every special education student by a group including specific school personnel, parents, and children when appropriate, indicating educational goals they are to work on during a specified period of time.

16. LRE (Least Restrictive Environment) The instructional arrangement which is closest to the regular education program in which a special education student can function adequately in a school setting.

17. Mainstreaming Process in education in which special education students are put into regular education classes.

18. Occupational therapy Training for tasks of living (dressing, feeding, etc.) and fine motor skill development.

19. Physical therapy Training of gross motor skills, including balance, walking, etc., and corrective training for conditions resulting from birth, illness, or injury.


21. Related services Supplementary services to the instructional program for special education students to enable them to benefit from the educational programs in the public schools.
CONCERNS FOR VOLUNTEERS
WITH
SECONDARY SPECIAL EDUCATION STUDENTS

The older special education student is constantly confronted with problems that require a background of understanding and achievement which he has not been able to develop. Thus, frequently he learns to regard the school environment as threatening and himself as an inadequate person. By providing a warm, caring relationship and a sensitivity to the problems of the adolescent, the school volunteer can help overcome the student's diminished enthusiasm, thus enabling the student to gain in self-image, self-confidence, increased social skills and improved study habits.

1. Needs of the Older Special Education Student
   a. Improved self-concept

   A major area of need for the older special education student concerns his self-concept. He has experienced much failure and may have a limited background of experience and language development and may use a different dialect.

   1) Need for acceptance and respect of cultural differences. Young people tend to adopt the kind of cultural patterns provided by their environment. You must know the students' background and accept and respect their cultural differences. By providing disadvantaged students with individualized attention you can provide additional experiences, increase oral language, and change their attitudes toward themselves and school.

   2) Need for freedom from fear. Most students are bound by restrictions of teachers, principals, and parents, but they are also bound by their own fears: fear of being different and fear of failure. Being afraid is both natural and normal, but needless fear deters learning. You can help the older special education student...
overcome some of these fears by changing his focus from, "I don't want to be wrong" to "I will try to be right."

b. Improved academic achievement

While needing your support in their feelings about themselves, the older special education students will also need help in academic skills. Many special students are unable to do the things that one expects the "average" student to do. They may be lacking in native intelligence or have an emotional problem or a handicapping condition that inhibits learning. The volunteer who is tolerant of special students and encourages them to strive for maximum academic achievement and productivity can add much to their development.

2. Important of the Older Student-volunteer Relationship

If there is any single magic ingredient in the older special education volunteer relationship, it lies in the relationship itself. If you can establish good rapport with the students who are having difficulty in learning, you can do much to make these students believe in themselves. You can provide the students with someone to talk to who is interested in them. By providing the students with the security and support they need to succeed in their learning experiences, you may well be the most important friend they have.

Special Education Staff

... Director of Special Education

... Assistant Director, Special Education

... Assistant Director, Special Education

Ruth MacGorman ... Coordinator of Special Education Resource Volunteers (SERV)
APPENDIX G

Date: February 6, 1980
To: Special Education Teacher
From: Ruth MacGorman

Subject: Survey Concerning Special Education Volunteers

Please complete the enclosed questionnaire entitled "Survey Concerning Special Education Volunteers". This questionnaire is designed to provide information to professional special educators. Resulting data will be used in developing training materials and guidelines use with school volunteers working with special education students. Thus, your contribution is significant toward improving the quality of special education programs in , as well as increasing community involvement in special education programs. Your responses will be treated with anonymity.

The questionnaire is simple. Please take a few minutes to complete it--right now if you can--and return to Ruth MacGorman in the attached envelope by February 22, 1980. If you have any questions, call me at 737-5161.

Thanks for your cooperation.

__________________________
Director
Special Education

__________________________
Ruth MacGorman, Supervisor
Special Education

__________________________
Assistant Superintendent
Occupational Education and Auxiliary Service
Special Education Department

January, 1980

This questionnaire is designed to provide information to professional special educators and will take only about ten minutes of your time. Resulting data will be used in developing training materials and guidelines for use with school volunteers in working with special education students. All information will be treated confidentially. Please check all items on the questionnaire which apply to you.

Professional Assignment (Check one)
1. ______ Teacher, regular education with mainstreamed special education
2. ______ Teacher, special education
3. ______ Principal, regular school
4. ______ Principal, special education school

School Level (Check one)
1. ______ Elementary
2. ______ Middle
3. ______ High

Kind of Instructional units in your Class/School
1. ______ Mainstreamed students in regular education class
2. ______ Speech therapy
3. ______ Resource Room (Special education)
4. ______ Self-contained Integrated
5. ______ Transitional
6. ______ Visually Handicapped
7. ______ Auditory Handicapped
8. ______ Early Childhood (Special Education)
9. ______ Orthopedically Handicapped
10. ______ VAC
11. ______ Special Education School
12. ______ Itinerant/Homebound
13. ______ Other. Specify______________________________

Special Education Endorsement?
1. ______ Yes
2. ______ No

Number of Special Education Students in Your Class/School
1. ______ 1-5
2. ______ 6-10
3. ______ 11-15
4. ______ 16-20
5. ______ 21-30
6. ______ 31-100
7. ______ more than 100
PLEASE CIRCLE APPROPRIATE NUMBER IN QUESTIONS ONE AND TWO INDICATING CURRENT USAGE AND PERCEIVED NEED FOR VOLUNTEERS WORKING WITH SPECIAL EDUCATION STUDENTS IN YOUR CLASS/SCHOOL

<table>
<thead>
<tr>
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<th>Levels of Need</th>
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<tbody>
<tr>
<td>Circle One</td>
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<tr>
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<tr>
<td>2-5</td>
<td>2-5</td>
</tr>
<tr>
<td>6-10</td>
<td>6-10</td>
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<tr>
<td>over 10</td>
<td>over 10</td>
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</tbody>
</table>

1. Use of volunteers to assist in working with special education students in your class/school
2. Hours per week of assistance from volunteers working with special education students in your classroom

INSTRUCTIONS FOR REMAINING QUESTIONS:

1. In the first column (left side of page), please circle the number which indicates most accurately the present use of volunteers working with special education students. If a teacher, circle the number for your class. If a principal, circle the number for your school.

2. In the last column (right side of page), please circle the number which identifies the level at which you would like to utilize the services of volunteers working with special education students.

   1 - None
   2 - Some
   3 - Greatly
   4 - No opinion

<table>
<thead>
<tr>
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<th>Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle One</td>
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<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Classification of Volunteers</th>
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<tbody>
<tr>
<td>3. Male volunteers</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>4. Female volunteers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Parents of special education students in their own child's class</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>Levels of Usage Circle One</td>
<td>Levels of Need Circle One</td>
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<tr>
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<td>Some</td>
<td>Greatly</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6. Parents of special education students in a class other than their own child's</td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7. Parents of non-special education school-age children</td>
<td>1</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8. Retired teachers</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>9. Senior citizens -- non teachers</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10. Nonworking individuals -- not parents of school-age children</td>
<td>1</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>11. Career/professional</td>
<td>1</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>12. Industry workers</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>13. College students in teacher education</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14. College students not in teacher education</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15. High school students</td>
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Kinds of Tasks for Volunteers Working With Special Education

<table>
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<th>None</th>
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<th>No Opinion</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>17. Tutors</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>18. Marking papers</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>19. Miscellaneous paper work, record keeping</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>20. Direct service to students other than tutoring</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>21. Behavior modification implementation</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>22. Field trips, parties, etc.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>23. Other (Please specify: ____________________)</td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>24. Recruitment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. Training volunteers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Training teachers working with volunteers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. Supervision of program</td>
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<tr>
<td>29. Evaluation of volunteers and program</td>
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**Preferred Time for Using Volunteers for Tutoring Special Education Students**

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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>30. Before school</td>
<td>1</td>
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<td>31. After school</td>
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<td>2</td>
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<tr>
<td>32. During school</td>
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**Instructional Arrangements Using Volunteers Working with Special Education**

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>33. Mainstreamed handicapped students in regular education classes</td>
<td>1</td>
<td>2</td>
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<tr>
<td>34. Special education resource room</td>
<td>1</td>
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<td>35. Self-contained special education classes in regular classes</td>
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<tr>
<td>36. Handicapped students in special schools</td>
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<td>2</td>
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<tr>
<td>37. Support services such as adaptive physical education</td>
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<tr>
<td>38. Speech therapy</td>
<td>1</td>
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<td>39. Other (Please specify:_________________)</td>
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### Components Needed for Effectively Using Volunteers Working With Special Education Students

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</table>

1. Orientation to local school and to school system
2. Initial training for volunteers
3. Ongoing training for volunteers
4. Teacher training in utilizing volunteer services
5. Teacher and volunteer evaluation of services
6. Principal evaluation of services
7. Personal interviews with prospective volunteers
8. Minimal education requirements
9. Teacher supervision of tasks
10. Integral involvement of building principal
11. Structured volunteer tasks and appropriate materials

### Benefits of Using Volunteers Working With Special Education

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<th>Level of Usage</th>
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</tbody>
</table>

1. Help fulfill increased requirements for special education as a result of PL 94-142, the Education for All Handicapped Children Act.
2. Help ease the financial load of the school district for special education students
3. Improve academic progress of handicapped students
4. Aid in individualizing instruction for handicapped students
5. Increase parent understanding and satisfaction
6. Provide additional community involvement and thus additional support for special education programs
7. Provide clinical experience for college students
### Levels of Usage

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>Greatly</th>
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</table>

58. Provide enriched experiences for handicapped students as a result of volunteers' varied experiences

59. Provide a "public presence" in special education to tie programs more closely to the community

60. Motivate volunteers to get additional formal training

61. Increase self-concept and meet emotional and social needs of students in special education

62. Enable volunteers to earn college credit through training and implementing a minimum number of hours of volunteer work in special education

### Levels of Need

<table>
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<tr>
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### Concerns about Having Volunteers Work with Handicapped Students

<table>
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<th>Low</th>
<th>High</th>
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<tr>
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<td>3</td>
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</table>

63. Interference with classroom structure

64. Lack of adequate training and understanding of tasks

65. Criticism of classroom instructional strategies

66. Added responsibility for teacher

67. Undependable in attendance

68. Breaching confidence concerning students

69. Other (Please specify:______________________)

### Levels of Concern

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<thead>
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</table>

### Concerns about Having Volunteers Work with Handicapped Students

**PLEASE INDICATE ANY OTHER SUGGESTIONS, OBSERVATIONS, OR CONCERNS WHICH YOU FEEL ARE IMPORTANT FOR CONSIDERATION IN THIS STUDY.**
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