



Thesis-1985D-C289s

Dissertation

Carney, John Milton, 1939-

Page Number 106

- Images
- Foldouts
- Maps

- Scanned
- Clean-up
- PDF

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

MSF Archive Projects

JS
Verified

8/26
Date

SENIOR CITIZENS AS PARAPROFESSIONALS
IN A PUBLIC ELEMENTARY SCHOOL

By

JOHN MILTON CARNEY

Bachelor of Arts
Ouachita Baptist College
Arkadelphia, Arkansas
1963

Master of Divinity
New Orleans Baptist Theological Seminary
New Orleans, Louisiana
1978

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1982

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1985

Thesis
1985 D
C2893
cop. 2



SENIOR CITIZENS AS PARAPROFESSIONALS
IN AN ELEMENTARY PUBLIC SCHOOL

Thesis Approved:

James D. Brown

Thesis Adviser

Kenneth L. King

William E. Segall

Kenneth W. Clark

Norman N. Dunbar

Dean of the Graduate College

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 435

PHYSICS 435

PHYSICS 435

ACKNOWLEDGMENTS

The author wishes to express sincere appreciation to Dr. Russ Dobson, who served as chairman of his doctoral committee. Thanks for encouraging me to go the distance and then for being at each mile marker to coach me on. To other members of the committee: Dr. Ken St.Clair is exemplary of a gentleman and a scholar; the humor and friendship of Dr. William Segal provided enjoyment throughout the program; and Dr. Kenneth King was my first contact at Oklahoma State many years ago and his counsel at that point helped me reach this point.

For statistical assistance, thanks is extended to Jill Holmes, OSU Education Librarian, Kathy McKean, psychometrist with the Child Service Demonstration Center, and Ruth Ann Johnson, Cushing Head Librarian.

To Dr. Bill Childress, Superintendent of Schools and friend for several years, thanks for the confidence and support you and the Board of Education extended. My thanks to the other elementary principals utilizing the program; Loren West at Sunnyside; Eddie Williams at Harmony; and Jay Evers at Harrison; and to their staffs.

The Deep Rock staff includes Nadyne Smith, secretary, and teachers, K. Shinault, D. Laster, G. Reardon, G. Hensch, S. Prewett, and S. Kuykendall. The beloved paraprofession-

als include Elsie and O. O. Carter, Donna and Richard House, Judy Polson, Mary Taber, Lucille Lamb, Inez Crump, Margie Brassfield, Kathryn Parker, Madge Marker, Laveta Randall, Hazel O'Neal, Marilyn Pace, and Jessie Cook.

My children fostered encouragement: Kerri and Jeff McLinn, April and Rex Hayter, and Jon Anthony.

Special friends added their touch along the way, so thanks Dr. John and Shirley Pursell, Peppermint, Mary, Jo, Queenie, Dr. Ann, and Dr. Judy.

A special thanks to my brother Larry Carney and his family and to Kay Barbour and her family. Mom and Dad Carney have been with me "through it all." I want to dedicate this work in the memory of my grandparents, Mr. and Mrs. F. B. Carney and Mr. and Mrs. Alfred Francis.

The Deep Rock students and their families are a special kindred group and have been an extended family to and for me.

Finally, in the belief that the Lord still directs lives and provides "callings," I thank the Lord Jesus Christ for the direction that I have felt in a mid-life change. As lives are touched in the future, if there be any thanks, any gain, any glory, may it go to His credit and His alone.

TABLE OF CONTENTS

| Chapter | Page |
|--|------|
| I. INTRODUCTION | 1 |
| Justification for the Study | 5 |
| Statement of the Problem. | 5 |
| Major Assumptions | 6 |
| Objectives of the Study | 7 |
| Methodology and Procedures. | 7 |
| Definition of Terms | 8 |
| Summary | 9 |
| II. REVIEW OF LITERATURE | 11 |
| Introduction. | 11 |
| Voluntarism. | 11 |
| Aging Theories | 18 |
| Interpersonal Aspects Relating to Self-Concept | 21 |
| Paraprofessional Successes and Suggestions. | 25 |
| Summary of Literature | 28 |
| Summary | 29 |
| III. METHODOLOGY. | 30 |
| Population and Sample | 30 |
| Research Design | 31 |
| Instrumentation | 33 |
| Piers-Harris Children's Self-Concept Scale. | 34 |
| Purpose in Life Scale. | 35 |
| Administration, Scoring, and Processing of Data | 36 |
| Analysis of Data. | 37 |
| The Paraprofessional Program. | 38 |
| Program Model. | 39 |
| Recruitment. | 39 |
| Programming (Orientation). | 41 |
| Evaluation | 42 |
| Summary | 42 |

| Chapter | Page |
|---|------|
| IV. ANALYSIS OF THE DATA | 44 |
| Introduction. | 44 |
| Analysis of Data--Third Grade Students' Self-Concept | 46 |
| Analysis of Data--Fourth Grade Students' Self-Concept | 46 |
| Analysis of Data--Fifth Grade Students' Self-Concept | 47 |
| Analysis of Data--Three Grades and Self-Concept | 48 |
| Analysis of Data--Paraprofessionals and the PIL. | 49 |
| Interpretive Analysis of Data. | 49 |
| Summary | 52 |
| V. SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDA- TIONS. | 53 |
| Introduction. | 53 |
| Summary | 55 |
| Findings. | 55 |
| Conclusions | 56 |
| Recommendations | 58 |
| A SELECTED BIBLIOGRAPHY | 61 |
| APPENDIXES. | 67 |
| APPENDIX A - COORDINATOR'S ORIENTATION AND CORRESPONDENCE DIARY. | 68 |
| APPENDIX B - COORDINATOR'S DISTRICT PROGRAM SCHEDULE. | 82 |
| APPENDIX C - COORDINATOR'S LOG OF SELECTED PARTICIPANTS' REFLECTIONS | 92 |

LIST OF TABLES

| Table | Page |
|---|------|
| I. Analysis of Third Grade Students' Self- Concept | 47 |
| II. Analysis of Fourth Grade Students' Self- Concept | 47 |
| III. Analysis of Fifth Grade Students' Self- Concept | 48 |
| IV. Analysis of Third, Fourth, and Fifth Graders' Self-Concept Scores. | 48 |
| V. Analysis of Paraprofessionals' Purpose in Life Scores | 49 |

CHAPTER I.

INTRODUCTION

Public schools in the United States were historically organized through grassroots efforts at the community level and were expected to function as extensions of education in the home. The community, consisting of parents and other interested citizens, assumed an active role in determining curriculum, establishing school policy, selecting and retaining faculty, and financing the schools. Thus, in spite of the current emphasis, community and parental involvement in school affairs is not a new phenomenon.

A century ago public education in America was by no means a professional monopoly, and the concept of local control was considered basic to the public school system. However, as communities and schools grew in size, boards of education were established to govern school affairs and administrators were employed to manage them. In many instances schools became as bureaucratic as their corporate counterparts and ultimately were insulated from the desires and needs of the clientele they were designed to serve (Katz, 1971).

School administrators came to view it as their function to assume responsibility for the educational growth of

students. They saw home and community cooperation as a process whereby parents were simply kept informed, to some slight degree, of the educational growth of their children.

Teachers have often told parents to bring their children to the schoolhouse door and leave. As William Buchan has so effectively demonstrated, parents were gradually relegated to menial roles such as chaperones on class excursions, guardians of the portals against intruders, and selfless fundraisers at book fairs, fashion shows, and cake sales (Buchan, 1972).

In many instances patrons are now rejecting these assigned roles and demanding an active voice in extremely sensitive areas of decision making that, within the past 70 years, have been delegated to boards of education and school administrators. Thus parental and community involvement in school affairs has almost come full cycle since the establishment of public schools in America. If schools are to educate all children effectively in our pluralistic society, educators must find ways to actively enlist the involvement and support of parents and community members (Rowell, 1981).

Mattox and Rich pose two questions for today's educators: How can the mounting research on the relationship of the home to school success be translated into practical action? How can we involve the community meaningfully in the education action? (Mattox and Rich, 1977).

Gordon suggested five levels of parental and community involvement: (1) audience, bystander-observer, (2) teacher

of child, (3) volunteer, (4) trained worker, and (5) participant in decision making. He states that most attempts at involving parents in school programs have been at the first level only (Gordon, 1972).

Concomitant with a renewed interest in parent and community involvement in the schooling experience of the young has been a concentrated effort to call attention to the process of aging in this country. In recent years much research in the social sciences has pointed to the fact that senior citizens are becoming increasingly socially active in their communities and organizations. The literature in this field implies that senior citizens are becoming more aware of their own potential as having an important influence not only in their own age structure but upon other age groups, especially children. National organizations and conferences of senior citizens are recruiting their own peers to become involved in the public schools. The 1971 White House Conference supports this point. Nash (1971), Executive Director for the conference presented membership recommendations reflecting definite goals to this end. In part, conference recommendations were as follows:

Develop leadership training programs for aging education work in schools, libraries, senior citizen groups, unions and industrial organizations.

Use older persons as resource persons, counselors, consultants, special advisors, teaching and classroom aides and assistants on a volunteer or paid basis. Provide training programs to teach older persons to participate in and contribute to education of children, youths and adults (p. 5).

Evidence reflected in the literature pertaining to intergenerational programs supports the proposition that educators are awakening to a new realization that implementation of senior citizens in schools is providing successes in both the students' cognitive and affective domains of the educational experience. Research reveals that classroom teachers have initiated the use of human resources from the local community to enrich their educational programs (Jamer, 1961).

Research findings support the conclusion that a student's positive self-concept relates to other positive outcomes such as positive social interactions and positive academic achievement (Combs, 1979; Aspy and Roebuck, 1977; Purkey and Novak, 1984). Coopersmith (1967) supported this belief when he stated:

Persons high in their own self-estimation approach tasks and persons with the expectation that they will be well-received and successful (p. 70).

The grandparent role perceived by most children is one of acceptance, support, and a helping nature. This perceived grandparent role is enhanced even further when educators blend the elements of caring adults with impressionable children in a place called school. Recent critics of public education have suggested global improvement of the nation's schools. Goodlad has purported that if schools are to improve,

. . . it is advisable to focus on one place where all the elements come together. If we are to improve schooling, we must improve individual schools (Goodlad, 1984, p. xvi).

Justification for the Study

This research project is an attempt to analyze the consequences of shifting variables associated with the dimensions of senior citizens as paraprofessionals and the influence this role might have in the local elementary program.

Within the last three decades there has been a shift from using senior citizens as occasional resource people to designing programs on a more on-going basis, meaning a daily or weekly scheduled time in the school program. Further, this emerging program design is not clerical in nature but involves interpersonal relationships with a purpose. Sometimes this purpose has been to improve students' self-concept, reading skills, math skills, cultural appreciation, or other identified area of need.

In any event the senior citizen variable, the teacher variable, and the student variable have changed in the last few decades. Such changes are worthy of new analysis.

Statement of the Problem

The purpose of this study, therefore, is to determine whether senior citizen paraprofessionals working in elementary schools as a part of the educational team will have significant positive impact on students' self-concept and to determine if the paraprofessional's own self-concept (purpose in life) will be positively enhanced as a result of participation. Paraprofessional participation as an instructional team member was considered to have support for

both self-concept and purpose in life, assertedly needed in the life of the senior citizen (Atchley, 1980; Bengtson, 1977; Chown, 1967; Erickson, 1950; Cavan, 1962; Kart and Maynard, 1981; Cross, 1982).

Answers to the following questions will be sought:

(1) Will the student's self-concept be significantly enhanced as a result of an intergenerational program designed for that purpose? (2) Will the paraprofessional's purpose in life be positively enhanced as a result of participation? (3) Will the classroom teacher perceive the program as having value to the student's total educational experience?

Major Assumptions

For the purpose of this study the following assumptions have applied:

1. The public school is first and foremost made up of people exchanging interpersonal relationships. These relationships are viable to an individual's self-concept. For an individual's self-concept to be positively enhanced, positive self-concept experiences must be planned.

2. An intergenerational approach assumes a grandparent-grandchild relationship that is predicated on a non-threatening relationship plan.

3. The reduction of the ratio of adults to students in a classroom provides opportunities for additional and longer periods of time for interpersonal exchange.

4. The teacher having to administer this type of pro-

gram for the indigenous classroom will have to plan interpersonal relationship opportunities.

5. The school reflects the community only partially when the total community's people are not represented in the school program.

6. Children will have an experiential evaluation base of elders rather than a stereotyped frame of reference.

Objectives of the Study

This study proposes to establish a basis for the assessment of the following objectives: (1) Students' self-concept in grades one through five will be significantly enhanced as a result of an intergenerational program, (2) Senior citizens' purpose in life will be significantly enhanced as a result of participating in a paraprofessional program.

Methodology and Procedures

For the purpose of this paper the following delimitations have applied:

1. The school in this study is composed of one grade each in first, third, fourth, and fifth and two second grades. Each homeroom teacher requested paraprofessionals. The staff discussed the ethics of not providing paraprofessionals in selected homerooms for the purpose of having a nontreatment group. A decision was reached to place paraprofessionals in all homerooms. The program was planned to enhance all students' self-concept and planning a nontreat-

ment group was evaluated as negating the global purpose of the program. Objective data would therefore consist of differences obtained statistically between pre and posttests, if there was any reported difference.

2. Each homeroom teacher, including the researcher, was personally involved in the program and provided personal evaluation of the program from each observer's own frame of reference and educational experience.

3. To measure "self-concept" the Piers-Harris Self-Concept Scale was administered as a pre and posttest. A correlated one-tailed t test was used to determine statistical significance. The instrument is written on a third grade reading level, therefore, to allow for independent student reactions to the questions, the researcher elected to use the instrument in grades three, four, and five. The teachers in grades one and two evaluated the effect of the program through observations.

4. To measure purpose in life, the Purpose in Life instrument was administered as a pre and posttest with the paraprofessionals. The correlated one-tailed t test was used to obtain statistical data. The researcher purchased copies of both instruments from Psychometrics Affiliates.

Definition of Terms

For purposes of this study, the following definitions apply:

Volunteer - A person who works, without remuneration

regularly in schools to support the classroom efforts of professional personnel (Warwick, 1978).

Classroom Volunteer Program - An organization of people who work in classrooms under the direction of teachers to strengthen the classroom program and to offer special skills to enrich students' educational experience (Warwick, 1978).

Teacher Directed Programming - The same definition as given for the volunteer program in that the classroom teacher administers the program.

Paraprofessional - A trained aide who assists a professional person and gives service as a teacher's aide (Webster, 1975).

Self- Concept - What an individual believes he or she is as measured by the Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself (Piers and Harris, 1969).

Purpose in Life - Finding a meaning and purpose which gives life a sense of unique identity (Frankl, 1962). The Purpose in Life scale was created by Crumbaugh and Maholick (1981), based on Frankl's logotherapy philosophy.

Elementary Grades - Administrative designated grades one through five.

Qualitative Data - Subjective data based on perceived evaluation by tenured faculty and the researcher. The evaluation is based on longitudinal observation.

Quantitative Data - Objective data that is calibrated by validity and reliability instruments (Bartz, 1981; Buros, 1978).

Modeling - An example of imitation or emulation (Webster, 1975). Learning (training) by observation of the role model.

Summary

This research was designed to examine the effectiveness of a school paraprofessional program on students' self-concept using an intergenerational model. Paraprofessionals' purpose in life was predicted to be enhanced as a reciprocal benefit due to this type of program. Two standardized instruments were employed to provide objective data for the study. An overview of the study has been given in Chapter I. Chapter II will examine pertinent research studies which influenced the current program. Chapter III will describe the method and procedure used in this study. Chapter IV will present the findings and analysis of the data. Chapter V will present the summary and conclusions for this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In this chapter, the review of literature is divided into four review sections: voluntarism, aging theories, interpersonal aspects relating to self-concept; and para-professional successes and suggestions. This chapter will conclude with a summary of the review sections.

Voluntarism

A school volunteer may be an "older" student or any person above high school age. Therefore, the theme of voluntarism will be reviewed as relating to adults in general and to the retiree in more specific terms.

Mosley (1982) has compiled a brief overview of the historically expressed need and uses of volunteers in schools. The first church schools required active citizen participation within their educative systems. This has remained as an important American ideal according to Ellis and Noyes (1978). Janowitz (1965) reports that public interest and involvement in volunteer work in education is not new. In fact, the informal education of many primitive societies is much more akin to such an approach than it is to our own highly structured

system of formal education.

According to Warwick (1978) every significant educational conference since the early 1930's has "advocated the need for the home and school to enter into a partnership of educating children," (p. 12). Organizations such as the National Congress of Parents and Teachers developed in 1929 and the National Citizens Commission in 1949 are further examples of efforts to involve the lay public in education.

The establishment of the National School Volunteer Program (NSVP) in 1964 laid the foundation for the development of aims and objectives for all organized school volunteer programs to follow. These aims include:

1. To relieve the teacher of nonprofessional chores,
2. To offer individual help to children not working well in a group situation (trying to provide motivation and experiences essential for learning,
3. To enrich the school program through community resources,
4. To stimulate an informed community to more active support of public education (Caplin, 1970, p. 10.)

Jamer (1961), who has served as Director of School Volunteers, purports that the School Volunteer Program of the Public Education Association had its beginning in 1955. At this time, the public's attention was being directed to many new practices developing in the public schools. One such new practice was the use by imaginative teachers of the human resources in their communities to enrich their educational programs. A London program had been successful for some

fifty years. This organization of school volunteers related that the key to their success was that they would begin in one school with a small group who would do what the school people wanted done and then would merely expand to other schools. Regardless of where a school volunteer program was located, regular participation by volunteers in the life and work of the school to which assigned, resulted in new and increased understanding of the schools, the school's problems, and the school's needs. The regular and helpful contacts with children brought personal satisfaction and a sustained enthusiasm for the work. Jamer thus refutes the statement made by some critics that volunteers are undependable. The records of the school volunteers in New York City and the Bay City, Michigan, programs indicate dependability. Volunteers have proven themselves to be a thoroughly reliable, conscientious, and able group of citizens interested in their public schools (Jamer, 1961).

Jamer (1961) further reports that in the late 1950's, Sam Lambert, Director of the Research Division of the National Education Association, was able to locate only three articles describing volunteer programs. These were articles by Christine (1957), Long (1957), and Woodbury (1957). From the outset, the following aims were set forth:

1. To determine ways in which volunteers can perform routine, time-consuming, non-professional tasks so that the teacher may devote his energies more fully to the professional skills for which he or she has been trained.
2. To supplement the work of the teacher by helping individual children. The volunteer works

under the teacher's supervision and guidance.

3. To explore ways in which volunteers can bring enrichment of the educational program to the children in the public schools and to provide services beyond the usual scope of the school or for which personnel is not available. Among doctors, artists, and specialists in other settings, it is common practice to offer one's services in a volunteer capacity and the schools are beginning to avail themselves of this type of service. It is a rare teacher who is expert in all fields and it is a wise teacher who calls on volunteers who are trained specialists or who have particular skills to assist him in the classroom.

4. To experiment with various types of organization in a volunteer program, develop procedures and prepare written materials which may prove helpful to other school systems.

5. To develop better school-community relations.

6. To inform citizens of the needs of the schools, (Jamer, 1961, pp. 9-10).

Carter and Dapper (1974) studied the New York City School Volunteer Program and assessed four goals of generalizability for public schools: 1) school volunteers are able to relieve teachers of nonprofessional chores; 2) the volunteers may provide individual attention and assistance that the classroom teacher is not able to supply to children who are not performing well in a group situation; 3) the school volunteers tap the human resources of the community for the enrichment of the program; and 4) the volunteer develops greater citizen understanding of the problems facing the schools. Support is enlisted for securing better budgets. In brief, the citizen volunteer is enlisted for involvement in the total effort to improve public education. The writers further stressed that the volunteer always works under the

direction and supervision of a teacher or other member of the school staff. In 1967 the American Federation of Teachers issued a policy statement that its membership was in agreement that there was a place for lay-volunteer assistance within the school setting but the use of these volunteers must be restricted to those activities approved by the teacher. Further, under no circumstances must a teacher be forced to use or supervise a lay person. The direction, control, and responsibility for the educational process must rest firmly with the teacher.

The 1971 White House Conference on aging presented some pertinent recommendations related to education. Nash (1971), Executive Director for the conference condensed the educational recommendations into four relating to intergenerational relationships and two relating to educational involvement by senior citizens:

Inform children, youth, young adults and the middle aged and increase their knowledge, understanding, concern for, and awareness of the conditions and situations of the elderly.

Provide learning opportunities for children and youth through programs of association and formal training in school and in extra curricular and service activities.

Use mass communication media and public relation organizations and associations to develop and engage in public educational campaigns to counter stereotyped images of and misinformation about older persons.

Develop leadership training programs for aging education work in schools, libraries, senior citizen groups, unions and industrial organizations.

Develop procedures for the utilization of older persons in formal and informal education activities for and about older persons and in general education at the elementary and secondary levels.

Use older persons as resource persons, counselors, consultants, special advisors, teaching and classroom aides and assistants on a volunteer or paid basis. Provide training programs to teach older persons to participate in and contribute to education of children, youths and adults (Nash, 1971, p. 5).

According to Butler (1975) such recommendations have been the continuing emphasis of each White House Conference on Aging. They also provide the resounding theme of the American Association of Retired Persons (AARP) and its branch organization, the National Retired Teachers' Association (NRTA). Butler reports that some enterprising older people have not only entered educational opportunities, but some, like famed pilot Lt. Col. George Hutchinson, have even begun innovative nursery schools. The point is for over twenty years there has been an impetus for retiree organizations to promote volunteerism among retired persons and to encourage institutions to establish a "pool" of elders as resource people.

For programs to be planned with reasonably predictable success, theorists Hoffman (1983), Babie (1972) and Sainer and Zander (1971) have written journal articles encouraging program designers to incorporate the following items as necessary: provide a variety of placement options and attempt to match the volunteer's background to the assigned task; provide orientation and training for the volunteer; train without utilizing the dreaded exam type instrument; provide

individual and public recognition; and defray transportation and other expenses.

The literature listing the benefits of voluntarism and the methods for achieving the benefits is plentiful. However, Filipczak, Lordeman, and Friedman (1977) assert that information is noticeably lacking in two important areas. One area relates to the reporting of measurable outcomes. The second area is concerned with the effects of volunteer activities on pupil behavior and academic achievement. Since this challenge, additional information has been reported that will be presented in the review of literature pertaining to interpersonal aspects relating to self-concept.

Hesburgh (1980), President of the University of Notre Dame, delivered "Reflections on Voluntarism in America", at the 1980 Volunteer Leaders Conference of United Way of America, at Toronto, Canada, on April 21 of that year. The speech was part of an acceptance speech for the 1980 Alexis de Tocqueville Award presented by United Way of America. According to Hesburgh, de Toqueville visited America in 1831 and then wrote two books which bear the same title, Democracy in America (though written some five years apart), de Tocqueville referred to volunteer organizations as associations. He further mused that at the head of some new undertaking you see the government in France, or a man of rank in England, but in the United States you will be sure to find an association. Hesburgh asserts that the federal government might suddenly be inactivated and would have less effect on

the individual life than if all voluntary associations were suddenly eliminated. He concluded his speech by further asserting what he observes as one of the most important roles of higher education today, that it is not

...just to educate students to academic excellence and professional competence, but to give them as well the vision and the practice of serving the nation's needs, which in de Tocqueville's words is "working for the good of one's fellow citizens," (p. 487).

In summary, the volunteer program has historical and geographic significance. The benefits of such a program mute serious oppositional criticism. Some researchers purport that some simple guidelines have provided success when utilized. The outstanding support for volunteer programs spawns from the senior citizens themselves and their chief organizations coupled with national government support. The retiree is available in every community and is being encouraged by his and her own age-group to get involved. This writer asserts that the retiree will react to a call to service based on an aging theory. Further, a program administrator will decide program feasibility also based on an aging theory, the theme of the next review section.

Aging Theories

The decision to utilize or not to utilize senior citizens in a school or any institution allegedly may be founded upon a theoretical base. All aging theories cannot be presented in this paper but selected theories will be presented. This writer postulates that the activity theory and dis-

engagement theories are antithetical to one another and that the continuity theory has a synthetic relationship between the activity and disengagement theories.

The activity theory has been a theory implicit in gerontological literature. Implicitly stated, the theory purports a positive relationship between activity and life satisfaction. The greater the role loss, the lower the life satisfaction. Lemon, Bengtson, and Peterson (1972) constructed an inquiry to test hypotheses derived from the theory in its implied state. The study resulted in data producing information relating frequency of activity to life satisfaction as having no consistent empirical support. Only "informal activity with friends" was associated with life satisfaction and this was at a substantively insignificant level. On the other hand Maddox (1963) conducted a longitudinal investigation and found that interpersonal activity as well as non-interpersonal activity were significantly related to morale.

In contrast to the activity theory framework is the disengagement theory conceived empirically by Cumming and Henry (1961). The theory claims that the degree of consistency between the simultaneous expectations of the individual and the society for disengagement is the strategic correlate of successful aging. Disengagement is defined as decreased interaction or activity. Cumming and Henry did formalize the theory and reported some empirical evidence to support it as a viable theory. A number of researchers had conflicting findings (Burgess, 1954; Kutner, 1956; Lebo, 1953; Maddox,

1963, 1965; Reichard, Livson and Peterson, 1962; Tobin and Neugarten, 1961). Cumming (1963) proposes that normal aging is a mutual withdrawal between the individual and the social system. An "engaged" person feels the obligation to meet the expectations of one's role partners. A disengaged person does not. A retiree behaving according to this theory base would not be interested in becoming involved in any educational program and would certainly have no interest in a volunteer program.

A synthesis theory contrasted to the activity theory and the disengagement theory has been contributed to McClusky (Cross, 1982) as a result of his reports during the 1971 White House Conference on Aging. The continuity theory calls for neither withdrawal nor maintenance of former activity but does suggest substituting satisfactions of the present for the earlier satisfactions of youth.

In summary and at the expense of over-simplifying three extensive theories, the activity theory would suggest that as one retires, unless continued activity in the same role is possible, then the person will be dissatisfied with life. In the disengagement theory mode, the individual retires to prepare for death and society withdraws in the same preparation. The continuity theory suggests that some forms of prior activity may "continue" and that other new activities are desirable for the retiree. This writer accepts the continuity theory as a viable theory. However, the caution of Fontana (1977) is to be remembered in that not one theory of

aging is all-inclusive. An investigator in the social sciences is to be armed with theories and theory bases but open to the testing and retesting of those theories.

Interpersonal Aspects Relating to Self-concept

This researcher had hoped to present encouraging statistics to this section regarding the intergenerational aspect to self-concept. Instead, this subject area is presented as a challenge to obtain significant data relating to planned intergenerational programs in schools. The broader topic of interpersonal programs will be presented.

The literature search utilizing descriptors for paraprofessionals provided one hundred twenty-nine possibilities. Narrowing the descriptors to an intergenerational search provided only a few programs relating to the elementary area.

A request for studies relating to intergenerational programs was also presented to the Family Relations and Child Development Department at Oklahoma State University. Four dissertations were suggested: Powell, 1974; Banta, 1976; Click, 1976; Lombard, 1982; but these dealt with children's perceptions of aging rather than an intergenerational involvement program. Powell (1974) relates that young children have negative attitudes toward the idea of growing old and toward old people. Click (1976) states that these perceptions change as children grow older. Lombard (1982) found that in research efforts to determine the effectiveness with older people on young children's perceptions that,

...it may be more appropriate to try to measure changes in children's perceptions of specific characteristics of older people rather than their perceptions of a general population of older people. If school experiences can offset children's perceptions of specific older persons, then, as they grow and mature, children will be able to transfer impressions to a generalized attitude toward older people (p. 3).

Powell and Arquitt (1978) believe that fragmentation of the extended family, elimination of the neighborhood as a social entity, and emphasis on age segregated voluntary associations have decreased contacts between generations. Powell and Lamson (1979) state that preschool children today are growing up in isolated nuclear families and same-age peer groups with little or no contact with grandparents, great-grandparents, or other adults. Chitwood and Bigner (1980) report that the day when grandparents shared in childrearing has passed. Lombard (1982) concludes that,

...a variety of methodologies have been used to determine children's perceptions of old age. Even though results are inconclusive, most researchers concluded that intergenerational experience would be beneficial for both children and older people (p. 10).

Differing with this point are Brehm and Cohen (1962) reflecting Lecky's stance that "self-appraisals" are relatively resistant to change because of the individual's need for psychological consistency. On the other hand, this static self-concept belief is supplanted by the "dynamic" approach by writers such as Frankl (1962) who asserts that humans do not even seek homeostasis but are seekers of upward mobility. Coopersmith (1967) reported that there was credence to the belief that self-esteem is significantly

associated with personal satisfaction and effective functioning.

There are pervasive and significant differences in the experiential worlds and social behaviors of persons who differ in self-esteem. Persons high in their own self-estimation approach tasks and persons with the expectation that they will be well-received and successful (p. 70).

Jersild (1952) relates that there is hope in that a different climate (warm and inviting) will allow for the opportunity for positive change.

As long as a person has important resources, each period of life is rich in promise and in hope, whether the person is 6 or 60. The self is acquired. It is not ready made (p. 16). The self is the complicated and subjective system which the learner brings with him to school. The learner perceives, interprets, accepts, resists, or rejects what he meets at school in the light of the self system he has within him. If accepted, welcomed, allowed to be himself, and if given opportunity to learn and a degree of freedom suited to his maturity level, the child will launch on a career of self-discovery. He will explore, survey the boundaries, try out his powers, investigate the nature of his relationships with others, and test the emotional limits and confines involved in these relationships (pp. 17-18).

Mead (1934) stated half a century ago that the self is essentially a social structure arising in social experiences. "It is impossible to conceive of a self arising outside a social experience," (p.12).

Combs (1979) asserts that the individual's belief system will be acted out in the social system.

People are not mere cognitive machines. What makes us human are our feelings--the things we believe, hope, like, dislike, value, seek and aspire to. An educational system that ignores these vital aspects of human experience has

immensely narrowed its possibilities for significant impact. Worse still, because human feelings and values affect everything else that people learn, ignoring their effect on learning processes will decrease the school's success in dealing with cognitive matters. Students are human and that fact must be dealt with (p. 51).

Aspy and Roebuck (1977) candidly state that, "Kids don't learn from people they don't like," (p.31). The authors purport evidence that students experiencing high levels of facilitative interpersonal conditions did indeed fare better in schools. A positive and significant correlation was found between interpersonal skills used by the teacher and student attendance, I.Q. score increases, cognitive growth and enhanced self-concept.

Purkey and Novak (1984) have championed the cause of a self-concept approach to teaching and learning. The authors report research findings that self-evaluations are basically the products of what the significant people in one's life perceive that person to be. "Self-concept is a complex, continuous active system of subjective beliefs about personal existence," (p. 25). Self-concept serves as the reference point or anchoring perception for behavior.

In summation, intergenerational programs and reports of relationships to children's self-concept were not found in quantity by this researcher. The assumption of the dynamic quality of the "self-concept" has been supported by many writers and studies of note. The school has been established as a place having a second most influential impact on children's lives. If this "place" is people doing things for

people; if this place is made up of significant others; if concept serves as the reference point for behavior; then, programs planned to enhance children's self-concept should be a number one priority goal.

Paraprofessional Successes and Suggestions

Although the literature search did not report inter-generational programs relating specifically to children's self-concept, programs were reported relating to concepts closely akin to the subject area. These programs include but are not solely made up of senior citizens.

Volunteers are often enlisted to aid in a specific subject area. For example, Schoeller (1970) reported that when volunteers were utilized in the Milwaukee school system to assist with reading, reading scores increased. Monk (1980) evaluated the Great Cities Training Program of the Detroit area. The effect of volunteer influence on reading and math segments of the California Achievement Test (CAT) produced quantifiable evidence of significance. Reading change was .5 to 1.2 grade level growth and math change was .5 to 2.0 grade level growth. In the Bronx, New York District No. 7, a developmental learning program entitled "An Inner City Program That Works" (1976) was designed for the purpose of improving reading and math skills of children with developmental learning problems. The program included 285 first graders in ten inner city New York Schools. Paraprofessionals were significantly utilized in the program. Test results

indicated that there was a positive gain in grade equivalent between pretesting and posttesting with the Wide Range Achievement Test.

Other programs using volunteers of all ages as paraprofessionals report qualitative successes. Gaulke (1972) reported a Medford volunteer tutoring program as having gains cognitively and affectively. Hooper (1976) implemented the "Good Friends Volunteer Program" in the Metro Nashville, Tennessee Schools. This was funded under the federal Emergency School Assistance Program (ESAP) with the rationale that as society becomes more complex through the years, educators must realize that one cannot be expert in all fields. The program was predicated on giving children special attention; providing enrichment areas such as tutoring, crafts, etc.; orienting rather than training aides in that the aide modeled the teacher that they were assigned to. The program is reported qualitatively as a success.

Teacher education departments at the university and state levels have made studies relating to paraprofessional programs, they continue to publish guidelines and suggestions. The Michigan State University study, "The Use of School Volunteers", (1973) and the Virginia University study, "Citizen Participation Issues", (1979) suggest using Community Education as the orientation and training echelon when preparing paraprofessionals to be used in the local schools. A Community Education orientation program could be utilized as a "screening" step to aid in identifying possible problems

through psychological unit participation during the orientation phase. McDonnell and Sewell (1981) as part of the California Special Education Paraprofessional Training Task Force conducted a survey to determine the role and utilization of paraprofessionals in special education. The report leads to development of a certification plan for statewide training. The report includes job descriptions and state licensing regulations for the states of Kansas, Texas, Louisiana, and Wisconsin. Dickson (1968) and a team of researchers concluded in part that the state universities in Ohio should restructure teacher education programs. The goal is to move from the one teacher, self-contained classroom mode to a teacher and that teacher's staff (consisting, in part, of paraprofessionals). Nelson (1978) implemented a model for curricular change for the Montgomery County Public Schools, Rockville, Maryland. A part of this model includes in-service training for aides.

In summary, whole school districts, universities, and state education departments are interested in the effective role of the paraprofessional. Successful evaluation has been largely based on qualitative data. Cooper (1983) best summarizes the spirit of this review section for in a final report of the 1982-83 Washington, D. C. program utilizing paraprofessionals: teachers preferred paraprofessionals over equipment and materials of equal cost. People make up the school as facilitators, learners, helpers, seekers--the role determined by the need of the moment.

Summary of Literature

Historically volunteers have been readily available to the public school system. Volunteers have not known age restrictions. However, the most accessible age group may be the senior citizens with time to give and wisdom to share. The use of volunteers in school is decidedly not new but "programs" are. A program consists of a purpose and a plan to expedite that purpose, involving people. Researchers of volunteer programs report predictable success when the following items are included: provide a variety of placement options and attempt to match the volunteer's background to the assigned task; provide orientation and training for the volunteer; train without utilizing the dreaded exam type instrument; provide individual and public recognition; and defray transportation and other expenses. Volunteer organizations have been reported as the cement of the American social system. To be served is comfortable but to work for the good of one's fellow citizens is a baton of merit to be passed on to all posterity.

Seeking to involve senior citizens in a volunteer program will obtain results based on a perceived aging theory. The activity theory adherent would yet be seeking upward mobility and would not be interested in a program for others. The disengagement adherent will have withdrawn to the inevitable. The continuity theory adherent is seeking a meaningful adventure. Paraprofessional program designers are proponents of the continuity theory base.

Intergenerational programs planned for enhancing children's self-concepts are taking place but few are being formally reported. Pertinent literature supports that other variables are dependent on "self-concept". For example recent research data reports significant relationships of children's positive self-concept with positive interpersonal relationships and academic successes.

There is much reported interest in the theme of utilizing volunteers in general and retirees in particular in educational programs. Educational agencies at all levels from the local level to the national government level, are either designing or funding designs for successful implementation of volunteers in the public school system.

The literature search encouraged this researcher to design a volunteer program that would utilize senior citizens adhering to a continuity theory base and to charge them with the challenge to enhance children's self-concepts at a place called school.

Summary

Chapter II reviewed literature pertinent to the emphasis of volunteerism, aging theories, interpersonal programs and self-concept theories, and programs related to all volunteer age-groups and their impact on public education.

Chapter III will describe the method and procedure used in this study as well as a brief description of the paraprofessional program designed and implemented by this writer.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the method and procedures used in this study. Five areas will be examined: (1) population and sample, (2) the research design, (3) instrumentation, (4) administration, scoring, and processing of data, and (5) analysis of data. The paraprofessional program designed by the researcher provided the framework from which this study emerged. A description of this program is included.

Population and Sample

Subjects participating in this study included the entire student population of one hundred forty students, six homeroom teachers, and fifteen senior citizens. The study was conducted in an elementary school in central rural Oklahoma. The school contains grades one through five with one homeroom for each grade except for two homerooms for second graders.

Student ethnicity included 108 Whites (76 percent of the student population), 22 of Native American ancestry (17 percent), 8 Blacks (6 percent), and 2 Hispanics (1 percent). Eighty-nine of the one hundred forty students either receive

free breakfasts and lunches or pay a reduced fee for breakfasts and lunches. The six homeroom teachers include one Black, four White, and one teacher registered on a tribal ancestry roll. Six support teachers (subject areas of music, reading, and physical education) include five White and one Native American. The fifteen senior citizens utilized as paraprofessionals in this study included twelve White, one Black, and two were listed on tribal ancestry rolls. The tribal ancestry roll validates that the individual has genetic ancestry or marital claim to specific tribal ancestry.

All subjects in the study indicate low to middle income resources. This information is obtained from salary reports on requests for free or reduced rates for breakfasts and lunches for the students. The researcher estimates the teachers and paraprofessionals in the study to represent generally low to middle income resources. All senior citizens did own their own home and only one did not own a vehicle.

Research Design

The study was designed to be an intergenerational program to provide students access to caring, supportive senior citizens in the school setting for the purpose of enhancing these children's self-concept. Each senior citizen served as a paraprofessional in an assigned homeroom and teamed with the teacher who administered the program as team leader. The intergenerational design was to also provide opportunity for the paraprofessional to experience positive purpose in

life as a result of serving as a participant in meaningful activities. The teacher planned interpersonal activities to involve all students, but especially students judged to be exhibiting low self-concept indications. This judgment was based on verbal comments by any student expressing a low evaluation of self. This included written assignments judged to be communicating a low evaluation of self, especially through narratives and poetry expressing affective information. Information was not limited to these methods.

The framework of the program was designed for paraprofessional participation for maximum benefit for all parties involved. The researcher and the faculty reached a decision that a workable schedule would involve the volunteers two half-days per week. The faculty expressed a need to use only the half-days when scheduling did not include any student "pull-outs" for any support programs. This time frame was reported as satisfactory with the paraprofessionals. The paraprofessional spent the entire assigned time with the students of one homeroom. The paraprofessional worked with children who had gotten behind in their work due to absence or due to needing additional assistance for understanding the assignment. Students could practice doing the assignment right under the supportive direction of a paraprofessional. Flexibility of the program design allowed for whole group participation in sharing narratives, jokes, arts and crafts, and travels, for example. The paraprofessional assisted students in the homeroom and did not take students out of the

homeroom for instruction. The paraprofessional did go out on the playground with the students and did eat in the cafeteria with students from time to time. Large group times, small group times, and one-to-one relationships were planned by the homeroom teacher. Enhancement of the child's self-concept was evidenced through prioritized efforts throughout the program. For example, when a child's frustration level was in conflict with a lesson's content, the content was modified to lessen the student's frustration level.

Objective data to measure the program's effects on students' perceived self-concept was obtained through the Piers-Harris Children's Self Concept Scale. This instrument was designed to report a student's perceived self-concept. The Piers-Harris Children's Self Concept Scale was administered as a pretest on September 6, 1984, and as a posttest on October 23, 1984.

Objective data to measure the program's effects on the paraprofessionals' perceived purpose in life was obtained through the Purpose in Life test administered as a pretest on August 30, 1984, and as a posttest on October 23, 1984. This testing was placed on a voluntary basis of participation. Eleven of fifteen instruments were completed for data.

Instrumentation

Two instruments were purchased by the researcher to be used in this study: (1) Piers-Harris Children's Self Concept Scale and the (2) Purpose in Life instrument.

The Piers-Harris Children's Self Concept Scale (The Way I Feel About Myself), was designed to measure overall or global self-regard. Self pertains to the child's "view of his actual self or real self; that is, his concept of himself as he actually is," (Wylie, 1974, p. 128).

The scale is comprised of eighty simple declarative sentences and is worded at the third grade reading level. Yes or no answers are recorded by the child or examiner according to the way the child expresses how he or she generally feels. The instrument measures responses of children in the early grades when administered orally. For the purpose of this investigation, grades three through five were administered the instrument. The reading level is designed at the third grade level. The researcher wanted independent responses by the students based on a personal interpretation and allotment time frame established by the student for each response item.

The Piers-Harris was designed primarily for research on the development of children's self attitudes and correlates of these attitudes (Piers and Harris, 1969). Wylie (1974) reports that the original item pool was taken from Jersild's collection of children's statements about what they liked and disliked about themselves.

The Kuder-Richardson reliabilities for an intermediate, 95-item form for six samples, from grades 3 to 10, ranged from .78 for grade 10 girls to .93 for grade 3 boys (Piers and Harris, 1969). For three samples, grades 3, 6, and 10,

four month test-retest reliability coefficients from the 95-item form ranged from .71 to .72. The two and four month test-retest reliability coefficient for fifth grade subjects taking the 80-item form was .77. The Piers-Harris norms were based on data collected from 1,183 public school children ranging from grades 4 to 12. The mean of the normative sample is 51.84 and the standard deviation is 13.87 as reported by Piers (1969).

The Purpose in Life (PIL) instrument is an attitude scale constructed from the orientation of Logotherapy (the logo based on the Greek word "logos" referring to treatment by finding meaning in life.) This system of existential therapy originated through the work of Frankl (1962) to measure a concept referred to as existential vacuum. Frankl purports the primary motive in man to be the "will to meaning" which is set in opposition to Freud's "will to pleasure" and Adler's "will to power". "According to logotherapy, this striving to find a meaning in one's life is the primary motivational force in man." (p. 99).

Crumbaugh and Maholick (1981) and Acuff (1967) report that the scale used in group administration for research purposes has successfully distinguished a variety of populations according to predictions based on their expected degree of meaning and purpose in life.

Reliability appears satisfactory with reported odd-even reliabilities in the low .90's. The manual presents extensive validity data in the form of both means for various

patient and normal groups. In general, most of the validity data presented are positive and support both the theoretical underpinnings of the Purpose in Life scale and its empirical functional use (Buros, 1978).

Administration, Scoring, and Processing of Data

Permission to test students in grades three through five with the Piers-Harris Children's Self Concept Scale was obtained from the Superintendent of Schools. This testing was on a voluntary basis requiring the parent's signature and the child's elected participation. A letter was sent to the parents prior to enrollment day to inform the parents that the test would be administered on a voluntary basis. Explanation was given that the tests were to obtain information to provide objective data about the paraprofessional program. Results of the pre and posttests would be reported as a group score and not reported individually. Individual scores would be noted by the faculty and a parent could request to see his or her child's scoring. No individual scores would be made public. The parent permission form was signed on enrollment day. No parent or student refused the testing plan.

A scoring key, provided by the Piers-Harris Children's Self Concept Scale manual, was used to calculate raw scores for the eighty item scale of "yes-no" responses. Pretest information indicating possible individual low self-concept

was discussed with the teacher. After eight weeks of participation in the paraprofessional program, a posttest was completed by the students.

The Purpose in Life test was selected for objective data to be used with the paraprofessionals. The purpose of the instrument was presented to the paraprofessionals, also on a voluntary participation basis. Section A of the test was used to obtain data for this study. Raw scores were obtained by adding the twenty scaled responses. Sections B and C are intended to be interpreted by a qualified psychologist or psychiatrist. Therefore, these sections were deleted for purposes of this study. The test was included in the orientation material and the instructions indicated that if the paraprofessional elected to complete the instrument, it was to be placed in a designated mail box. Eleven of fifteen volunteers completed a pretest; all fifteen voluntarily completed posttests.

Pre and posttest scores of the Piers-Harris scale and the Purpose in Life test were processed by this researcher and psychometrist personnel at the Child Service Demonstration Center. A correlated, one-tailed t test was used to obtain change rate significance between pre and posttesting.

Analysis of Data

The purpose of this study was to determine the effect of intergenerational relationships on students' self-concept and paraprofessionals' purpose (meaning) in life. To faci-

litate this investigation, retirees were enlisted as paraprofessionals to obtain evaluative data.

The analysis of data for the quantitative instruments was obtained from the Piers-Harris Children's Self Concept Scale and the Purpose in Life test. Additional data were obtained from teacher observation and evaluation of the program. Teachers evaluated the students in regard to his or her self-concept affectation based on years of experience as a teacher in the same classroom and based on perceived paraprofessional influence on students' self-concept. Teachers in grades three, four, and five also used the evaluative observation method along with the Piers-Harris scale. The researcher has been in the community of study since January, 1977, and has been an administrator for the past five years in this district. The weightier decision of the program's success would be of an interpretive nature for over-all determination of the effectiveness of the program.

The Superintendent of Schools, the School Board, the Director of Community Education, and the Special Projects Director evaluated the program as having merit and worthy of being activated district-wide based on the data obtained from this study.

The Paraprofessional Program

The model for the school in this study as developed by the researcher, focused on the following components: (1) the Program Model, (2) Recruitment, (3) Programming (orientation),

and (4) Evaluation.

Program Model

The model for this school's program has been designed on a simplistic plan. The teacher requests the services of a paraprofessional from the program director (in this case, the researcher). Following recruitment and placement, the teacher and the paraprofessional work together on an in-room plan to help students feel better about themselves, others, and their schooling. Each homeroom program in this study was administered by the apropos teacher. For two half-days a week, the teacher and the paraprofessional teamed to carry out the purpose of the program.

The successful involvement with students provided the opportunity for the paraprofessionals to sense more meaningful purpose in life. The program was designed for quarterly stoppage for the purpose of evaluation and to allow the homeroom teacher the autonomy of reactivating the program willfully and purposefully. Continued use of paraprofessionals and senior citizens as resource persons was evidenced throughout the school year.

Recruitment

After judging that at least two paraprofessionals per classroom would be adequate for the study, this researcher requested, in May, 1984, that students recommend their grandparents for a special grandparent program. It was pointed

out that the grandparent should live in the district because the grandparent would be visiting the school at least twice a week. It was further pointed out that when a grandparent came to visit the grandchild from outside the district, it was hoped that the grandparent would come to school and visit.

From the list of names submitted by the students, the researcher wrote each candidate to introduce the proposed program and then promised a call to each to discuss the program further. The discussion would determine if the candidate did have the time to give and to discuss transportation logistics. In the course of the conversation it was asked if the candidate might want to recommend a friend who might also be interested in such a program. The follow-up produced candidates and other resource individuals. An orientation meeting was set upon Thursday morning during the teacher report week. The staff and paraprofessionals gathered at 9:00 A.M. for refreshments and introductions. The researcher then reiterated the goal of the program as previously outlined to the staff and to the paraprofessionals. Assignments were made and the various "teams" looked at the first day as an observation day and then became acquainted with the room assignment, materials, and the various roles that each would be fulfilling. Final details of car pooling, lunches, and other administrative details were discussed. Further recruitment was not necessary at this time.

Programming (Orientation)

A major emphasis of the program was to promote simplicity of the utilization of the paraprofessional. The paraprofessional was to use teacher developed and teacher directed materials and directions. The paraprofessional would use these materials for one-to-one and small group interactions. The paraprofessional would share crafts, arts, and stories in a show-and-tell methodology after becoming familiar with the homeroom teacher, the students, and the school. By Wednesday of each week, the teacher had the weekly schedule in motion and knew how to manage the classroom for paraprofessional help, which came every Wednesday and Friday morning. Often the paraprofessional was in the classroom for additional time and even additional days as cooperatively decided. The paraprofessional's training became a reflection of the modeling perceived of the classroom teacher. The room continued to be autonomous for the classroom teacher as designed by the researcher. A model of orientation/training has been drafted for the district that will utilize Community Education as the "training" organization and the trainers will be classroom teachers who have utilized the paraprofessionals and the experienced paraprofessionals will train through testimonials (see Appendix B). The researcher used the medium of video taping to prepare observation of the paraprofessional program in action. There were planned gatherings of the paraprofessionals for exchange of experiences. One to two in-coming calls

per week to the school were from volunteer candidates for the program. These have been utilized in reactivated portions of the program and have been added to the district's list of resource people.

Evaluation

A weekly evaluation was conducted on a personal basis with each teacher, each paraprofessional, and randomly selected students. The questions were usually posed as to what was liked best about the program, what was liked least, and what suggestions do you have. Negative comments were not volunteered to the researcher or to the homeroom teachers during the weekly evaluations and none were indicated at the end of the program or on a follow-up call several weeks following the first quarter's program.

The two objective data gathering instruments provided encouragement for the program. However, personal evaluations were weightier to the researcher in that objective data might reveal statistical significance but if the teachers and paraprofessionals did not perceive value or reason for personal investment, then the program had no merit.

Summary

The purpose of this chapter was to describe the method and procedures used in this study. Information has been presented concerning: (1) the population and sample, (2) the research design, (3) instrumentation, (4) administration,

scoring and processing of data, and (5) analysis of data. A description of the paraprofessional program concluded the chapter. Presentation of the findings and an analysis of the data in detail will be discussed in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the results of the study. The first part of the chapter will present statistical data followed by a presentation of qualitative data. The major study questions will be addressed: Will students' self-concept and paraprofessionals' purpose in life be significantly different as a result of an inter-generational program?

Specifically, this investigation studied the difference between pre and posttest self-concept scores for children in grades three, four, and five. Pertaining to the paraprofessionals, a study was made regarding the difference between pre and posttest for the paraprofessionals' purpose in life. Students in grades one through five were subjectively evaluated by faculty observations of the students' interpersonal relationships.

Students in grades three, four, and five were selected to receive the Piers-Harris instrument to measure students' self-concept change rate. It was predicted that self-concept would be enhanced for the students as a result of interpersonal relationships with retirees. Initially the

three grades were composed of twenty-four students each. The data available for analysis consisted of measured student self-concept before an intergenerational program and measured student self-concept after one school quarter with intergenerational interaction. At the end of the school quarter, there were fifty-five usable instruments. Attrition was due to absences, transfers, and mismarked scales.

The paraprofessionals voluntarily completed a pretest Purpose in Life test during the orientation phase of the program and at the scheduled conclusion of the program. An analysis would be obtained between the pre and posttests. There were fifteen paraprofessionals involved in the program with eleven usable instruments of measurement.

Paraprofessionals were assigned to every homeroom (six). There were at least two paraprofessionals in each homeroom. The teachers were requested to keep a journal throughout the program and to enter periodic evaluation of the program. A written evaluation of the program was requested and received by the researcher from the faculty and paraprofessionals at the conclusion of the program.

The Piers-Harris Children's Self-Concept Scale was administered during the first week of September and at the end of the quarter. The Purpose in Life test was administered during the last week of August and the last week of the first quarter.

The correlated one-tailed t test was selected based on the analysis of pre and posttests and due to all restric-

tions relating to a t test being met and because a more stringent significance level (.01) may be applied if desired. "The t test will give fairly accurate results even if assumptions have been violated to a certain degree," (Bartz, 1981, p. 251).

The presentation of data will be summarized in brief tables accompanied by interpretive statements. A fourth table will be a summary of the three grades. The tables relating to the grades will be followed by a table in reference to the paraprofessionals' purpose in life measurements.

Analysis of Data--Third Grade Students' Self-Concept

Table I relates that the sample included twenty students with usable instruments for both the pre and posttest on the Piers-Harris scale. The pretest mean was 61.9 and the posttest mean was 65.8. The correlated t (1.729) was significant at the .05 level.

Analysis of Data--Fourth Grade Students' Self-Concept

Table II relates a sample of nineteen. The pretest was a mean average of 61.105 and a posttest of 58.368. It was readily obvious that the raw scores reflected a regression of the posttests. Thus, the correlated t was not significant at the .05 level.

Analysis of Data--Fifth Grade Students' Self-Concept

Table III reflects a sample population of some sixteen instruments that could be used. The pretest mean is 56.875 and the posttest is 58.125. Raw scores indicated an increased positive self-concept but a significant difference was not attained.

TABLE I

ANALYSIS OF THIRD GRADE STUDENTS' SELF-CONCEPT

| Sample Number | Pre-Mean | Post-Mean | t test .05 | Results |
|---------------|----------|-----------|------------|---------|
| 20 | 61.9 | 65.8 | 1.729 | S |

TABLE II

ANALYSIS OF FOURTH GRADE STUDENTS' SELF-CONCEPT

| Sample Number | Pre-Mean | Post-Mean | t test .05 | Results |
|---------------|----------|-----------|------------|---------|
| 19 | 61.105 | 58.368 | _____ | NS |

TABLE III
ANALYSIS OF FIFTH GRADE STUDENTS' SELF-CONCEPT

| Sample Number | Pre-Mean | Post-Mean | t test .05 | Results |
|---------------|----------|-----------|------------|---------|
| 16 | 56.875 | 58.125 | .1417 | NS |

Analysis of Data--Three Grades and Self-Concept

Table IV was designed to present student data from grades three, four, and five in an over-view and then to test the statistical data of the entire program. The number of instruments totaled fifty-five. The pretest mean average became 60.164 and the posttest became 61.0. The correlated t (1.676) was not significant at the .05 level.

TABLE IV
ANALYSIS OF THIRD, FOURTH, AND FIFTH GRADERS'
SELF-CONCEPT SCORES

| Sample Number | Pre-Mean | Post-Mean | t test .05 | Results |
|---------------|----------|-----------|------------|---------|
| 55 | 60.164 | 61.0 | 1.676 | NS |

Analysis of Data--Paraprofessionals and the PIL

Table V reflects the paraprofessional sample number at eleven. The pretest mean average is 117.182 and the post-test is 125.182. The correlated t (1.813) was significant at the .05 and at the .01 level. The pretest group mean reflected a seventy-ninth percentile which is abnormally high. The posttest resulted in group means at the eighty-ninth percentile. Again, this is abnormally high. Further observations will be indicated in the final chapter of this paper.

TABLE V
ANALYSIS OF PARAPROFESSIONALS'
PURPOSE IN LIFE SCORES

| Sample Number | Pre-Mean | Post-Mean | t test | Results |
|---------------|----------|-----------|-------------|---------|
| 11 | 117.182 | 125.182 | 1.813 (.05) | S |
| | | | 2.764 (.01) | S |

Interpretive Analysis of Data

Interpretive analysis has been based on professional faculty members' evaluation of the program, the paraprofessionals' evaluation, district administrators' assessments and the researcher's judgment. Each faculty member reported

the program a success based on: (1) students' involvement and perceived increased self-concept; (2) paraprofessionals' involvement and perceived increased purpose in life; (3) the teacher's own evaluation of perceived value of the program based on a before, during, and after evaluation of the homeroom and school climate. Each paraprofessional judged the program as a success based on personal perceived increased purpose in life and recommended the program to be used in other elementary schools in the district. District administrators evaluated the program as a success based on reports from the paraprofessionals and from the data presented as a result of this school's program. Greater voter turn-out and a wider margin of voting success was noticed during a recent voted millage increase. District administration and the School Board voted district wide utilization of the program and supported its implementation.

A simple design evaluation form was used by teachers, paraprofessionals, and random selected students to report to the director each week. The questionnaire was a simple one, two, or three, as indicated:

1. One--the program is progressing as expected. The purpose of the program is being realized.
2. Two--the program is progressing as expected but I suggest the following to make it better.
3. Three--the program is not progressing as expected and I suggest the following to make it better.

The weekly evaluations included six homeroom teacher reports, fifteen paraprofessional reports, and at least four student reports. The teachers consistently reported in the

"One" area, only. The comment most often made by the faculty was in reference to any improvement of the program being dependent on the initiative of the homeroom teacher. The paraprofessionals indicated like-mindedness in that the program was given a "One". Paraprofessionals often asked, "Am I doing enough? Am I worth the trouble?" Students consistently gave the program a "One" and asked why the paraprofessionals could not be at school all the time.

For discipline correction, an agreement is made between the teacher and the offending student as to action needed on the part of the student and the teacher for correcting an inappropriate action. Based on previous years recollection of first of the school year reports, the staff related that the homeroom file contained less reports than previous years. There were no recorded physical acts (fightings, for example) during the first quarter with the program being utilized in every homeroom.

Every paraprofessional continued to work in the homerooms through the school year. One paraprofessional became a paid aide for kindergarten. Other paraprofessionals worked at other elementary schools on a "shared" basis, spending time at both schools. All paraprofessionals worked with other than homeroom programs such as music programs, play productions, and special school party programs. Appendix C contains selected reportings from teachers, paraprofessionals, and students.

Summary

This chapter presented the data collected in the study and utilized tables to facilitate understanding of the material. Table I illustrates an analysis of the difference between third grade students' self-concept pre and posttests. Significance was found at the .05 level of confidence.

Table II illustrates an analysis of the difference between fourth grade students' self-concept pre and posttests. Significance was not found at the .05 level of confidence.

Table III illustrates an analysis of the difference between fifth graders' self-concept pre and posttests. Significance was not found at the .05 level of confidence.

Table IV illustrates a summary of the program with analysis of the difference between third, fourth, and fifth grade students' self-concept pre and posttests. Significance was not found at the .05 level of confidence.

Table V illustrates an analysis of the difference between paraprofessionals' purpose in life pre and posttests. Significance was found at the .01 level.

This chapter concluded with a brief description of interpretive analysis of data. Chapter V will present the summary and conclusions for this study.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Introduction

A paraprofessional program designed and implemented by the researcher provided the background and opportunity for conducting this study. The staff had concluded that enhancement of the students' self-concept was of vital importance. A further, and compatible evaluation was that the teacher to student ratio (one to twenty-four) needed to be improved. It was postulated that a paraprofessional program utilizing retirees, especially grandparents of some of the students, would provide a climate conducive to the enhancement of the students' self-concept and would provide some school days with a ratio of three adults to twenty-four students.

During the designing of the program, all homerooms became involved, thus an ethical issue surfaced as to using some rooms as control groups. Therefore, all homerooms were to have at least two paraprofessionals. Objective data would be based on pre and posttests rather than a comparison or contrasting of experimental with control groups. The Piers-Harris scale was selected by the program designer based on

familiarity with the instrument obtained during research and statistical design coursework. A seminar in social gerontology introduced the Purpose in Life instrument to the researcher.

Students in grades one through five were to be evaluated qualitatively based on observed daily attitudes and interpersonal relationships, in particular. Students in grades three through five would be pretested and posttested with the Piers-Harris scale to determine if there were significance between the tests as a result of involvement in the program. The instrument was written at the third grade reading level. To establish independent test results, grades three through five were selected for this additional testing. Grades three through five provided seventy-two students for the study and fifteen paraprofessionals worked with six homerooms.

A simplistic program model was constantly stressed to relieve the homeroom teacher and paraprofessional of undue anxiety. The teacher would direct the homeroom program with the expressed goal of providing a climate conducive to the enhancement of students' positive self-concept by providing additional "friendly and warm" adult help. It was judged that the paraprofessionals could provide a non-threatening relationship conducive to improving students' self-concept. A program provided by a legitimate institution such as the public school would allow opportunity for paraprofessionals' increased purpose (and meaning) in life.

The researcher provided the design, enlisted the candidates, and provided an initial orientation for the candidate paraprofessionals. The homeroom teacher provided further orientation for the paraprofessionals and administered the program autonomously. The students had become involved in the initial steps of the program by having nominated their own grandparent or other retiree candidate. Most of the students knew each paraprofessional enlisted.

Summary

The purpose of the present study was to investigate the effects, if any, of an intergenerational program on students' self-concept and on paraprofessionals' purpose in life. Results were obtained qualitatively from every participant in the program. Quantifiable data were provided by administering the Piers-Harris scale to students as a pre and posttest. The Purpose in Life was administered to paraprofessionals as a pre and posttest.

Findings

A program objective was reflected in the question: Will the difference in the pre and posttest self-concept scores as reported by the Piers-Harris scale for children in grades three, four, and five be of significance?

The response to this question was only affirmative for grade three with no significance in grades four and five, and no statistical significance for the program when taken

as a whole and t tested for significance.

A second program objective was reflected in the question: Will the difference in the scores between pre and posttests for Purpose in Life for the paraprofessionals be of significance?

The response to this question was affirmative but with a cautionary warning. The sample was very small and the scoring on the tests by the paraprofessionals was extremely high.

The third program objective was reflected in the question: Will teacher perceived evaluation of students' behavior, attitudes, and interpersonal relationships be of positive significance?

There were fewer discipline reports during this program period and observed positive social interactions took place both between students and between students and retirees. Qualitative assessments were of positive reportings (See Appendix C).

Conclusions

Considerable research has indicated the value of utilizing people in volunteer programs. White House Conferences, national organizations such as the American Association of Retired Persons (AARP) and the National Retired Teachers' Association (NRTA), and parent-teacher organizations have not only encouraged the use of volunteers, but have actively solicited volunteers for the schools. Qualitative data in

this study continues to support the value of a volunteer program such as the paraprofessional program. However, quantitative data did not purport significant data for student scores in grades four and five.

Some factors which may have contributed adversely to the lack of significant positive outcomes in this study are as follows:

1. The pretest was administered at the beginning of the school year when positive anticipation of the school year may be a variable that must be considered.
2. Pretest results produced a surprise to the researcher and the faculty in that "self-concept" normed higher than anticipated for students in all three grades. This would predict minimal change scores. The information obtained through the Piers-Harris scale did support identification of those students indicating a minimal self-concept. The teachers designed the homeroom plan to provide opportunity for more positive self-concept for these identified students. This was accomplished by the homeroom teacher designing more personal time for these students and designed quality time for interpersonal relationships between these students and the paraprofessionals.
3. There is a possibility that the brief period between pre and posttesting resulted in "remembering" pretest reactions to the scale. A longer period of time between testing might have produced statistical significance.

Recommendations

1. Selection and use of other self-concept instruments will provide additional findings for this type of program.

2. Caution is suggested in interpreting this paper's Purpose in Life test results: (a) It is a volunteer basis of study; (b) Paraprofessionals in this study exhibited high purpose in life from the outset; (c) The working sample (N=11) is extremely small.

3. Community Education is recommended as an additional agency to provide success in this type of program. Enlistment, orientation, screening, and placement are possibilities with this agency, especially on a district level.

4. A scheduled ending point for the program, specifying weeks or months, is highly recommended in the event paraprofessionals need an exit point from the program for various reasons and so that the teacher may reactivate the program at a future point based on continuing program needs.

5. A study of the Purpose in Life instrument as having possible regression characteristics would be most interesting. A few paraprofessionals indicated "prepared and unafraid to die" as a definite on the pretest but were less definite on the posttest. The response to questioning concerning this reflected that it was due to the paraprofessional program, that is, they had found they needed to do more before facing death.

6. The simplicity of the program cannot be overstress-

ed. An orientation rather than training; teacher directed rather than director based; two to three stoppages during the year rather than a full year's program.

7. This program was designed for in room participation of the teacher, paraprofessional, and students. For the paraprofessional to work with students in areas of the building rather than the classroom, on a consistent basis, defeats the spirit of the program.

8. A further study as to why third graders displayed self-concept growth scores when other older grades in the same study did not might provide data of interest for this type of program.

Some practices in education are a result of "happening" and then continue to be and to propagate an on-going existence. For example, historically desks were placed in tidy rows, and desks are still found in tidy rows today in many classrooms. Self-concept has a stated relationship with achievement and sociability but further investigations are needed. The use of nonthreatening adults in schools seems to be a direction with possibilities. Involving the community in the school seems to validate a statement: The school is in and about the community and the community is in and about the school.

This entire study was and is based on the premise that the "school" is people rather than a building or materials. The school is made up of people who have all been children. The school is that transition place where each day the child

is a day older, thus depending on the older (or elder) to share that event by and through experience. The elder shares the school as an historical adhesive to society and as an investment place--investing one life in the lives of others. At this point in history, some concepts and abstractions cannot be measured by present data gathering instruments. For now and until which time such instrumentation is effected, the inner scale of qualitative assessment will be in effect and will remain to have value when evaluating people and people programs.

A SELECTED BIBLIOGRAPHY

- Acuff, F. G. "Retirement, Meaning and Adjustment: the Emeritus Professor and Retired Clergy of a Southwestern State." (Unpublished Ph. D. dissertation, University of Missouri, 1967.)
- Aspy, David N. and Flora N. Roebuck. Kids Don't Learn From People They Don't Like. Amherst: Human Resource Development Press, Inc., 1977.
- Atchley, Robert C. The Social Forces in Later Life. Belmont: Wadsworth Publishing Company, 1980.
- Babie, Anna L. "The Older Volunteer: Expectations and Satisfaction." The Gerontologist, 1972, 12, pp. 87-89.
- Banta, Patricia Ann Lauson. "An Inter-generational Study: Living History with Young Children." (Unpublished M. S. dissertation, Oklahoma State University, 1976.)
- Bartz, Albert E. Basic Statistical Concepts. Minneapolis: Burgess Publishing Company, 1981.
- Bengtson, Vern L. The Social Psychology of Aging. Indianapolis: The Bobbs-Merrill Company, 1977. (Fifth printing).
- Brehn, J. W. and A. R. Cohen. Explorations in Cognitive Dissonance. New York: Wiley, 1962.
- Buchan, William J. "Educational Accountability: The Parent's Role." Education, October, 1972, 93, pp. 22-24.
- Burgess, E. W. "Social Relations, Activities, and Personal Adjustment." American Journal of Sociology, 1954, 59, pp. 352-360.
- Buros, O. K. (Ed.) The Eighth Mental Measurements Yearbook. Highland Park, New Jersey: Gryphon Press, 1978.
- Butler, R. N. Why Survive? Being Old in America. New York: Harper and Row, 1975.
- Caplin, M. D. "An Invaluable Resource: The School Volunteer." Clearing House, 1970, 45, pp. 10-14.

- Carter, B. and G. Dapper. Organizing School Volunteer Programs. New York: Citation Press, 1974.
- Cavan, R. "Self and Role in Adjustment During Old Age." Human Behavior and Social Processes: An Interactionist Approach, ed. A. M. Rose. Boston: Houghton Mifflin, 1962.
- Chitwood, D. G. and J. J. Bigner. "Young Children's Perceptions of Old People." Home Economics Research Journal, 1980, 8, pp. 369-374.
- Chown, S. M. "Personality and Aging." Paper prepared for Conference on Theory and Research in Aging, University of West Virginia, May 14, 1967.
- Christine, (Mrs.) Mark. "Parents Lighten the Load at Ohlones School." National Parent-Teacher. May, 1957, 51, pp. 32-34.
- "Citizen Participation Issues." Virginia University, Mid-Atlantic Center for Community Education, 1979.
- Click, Eulalia Tate, "Preschool Children's Perceptions of the Aged." (Unpublished M. S. dissertation, Oklahoma State University, 1976.)
- Combs, Arthur W. Myths in Education. Boston: Allyn and Bacon, Inc., 1979.
- Cooper, M. "Assessment of Services Provided by Paraprofessionals." District of Columbia Schools, 1983.
- Coopersmith, S. The Antecedents of Self-Esteem. San Francisco: W. H. Freeman and Company, 1967.
- Cross, K. Patricia. Adults as Learners. San Francisco: Jossey-Bass Inc., Publishers, 1982.
- Crumbaugh, James C. and Leonard T. Maholick. Manual of Instruction of the Purpose in Life Test. Munster, Indiana: Psychometric Affiliates, 1981.
- Cumming, Elaine. "Further Thoughts on the Theory of Disengagement." International Social Science Journal, 1963, 15, pp. 377-393.
- Cumming, E. M. and W. Henry. Growing Old. New York: Basic Books, 1961.
- Dickson, George E. "Educational Specifications for a Comprehensive Elementary Teacher Education Program." Consortium of the State Universities of Ohio, Toledo, 1968.

- Ellis, S. J. and K. H. Noyes. By the People: A History of Americans as Volunteers. Philadelphia: Michael C. Prestegord and Company, 1978.
- Erikson, Eric. Childhood and Society. New York: Norton, 1950.
- Filipczak, J., A. Lordeman, and R. M. Friedman. "Parental Involvement in the Schools: Towards What End?" Paper presented to the American Educational Research Association meeting, New York, April, 1977.
- Fontana, Andrea. The Last Frontier: The Social Meaning of Growing Old. Beverly Hills: Sage Publications, 1977.
- Frankl, Viktor. Man's Search for Meaning: An Introduction to Logotherapy, Boston: Beacon Press, 1962.
- Gaulke, M. F. Laubach Trained Volunteer Tutor Pilot Project. Medford, Oregon: Medford Public Schools, 1972.
- Goodlad, John I. A Place Called School. New York: McGraw-Hill Book Company, 1984.
- Gordon, Ira J. Parental Involvement in Compensatory Education. Champaign-Urbana: Illinois Press, 1972.
- Hesburgh, Theodore M. (Speech). Vital Speeches of the Day. 1980, 46 (16), pp. 484-487.
- Hoffman, Stephanie B. "Peer Counselor Training with the Elderly." The Gerontologist, 1983, 23 (4), pp. 358-360.
- Hooper Richard. "The Good Friends Volunteer Program Evaluation Report." Davidson County Metropolitan Public Schools, Tennessee, 1976.
- "Inner City Program That Works." New York City Board of Education, 1976.
- Jamer, T. School Volunteers. New York: Public Education Company, Publishers, 1961.
- Janowitz, G. Helping Hands: Volunteer Work in Education. Chicago: University of Chicago Press, 1965.
- Jersild, Arthur T. In Search of Self. New York: Teachers College, Columbia University, 1952.
- Kart, Gary S. and Barbara Maynard, Aging in America. Palo Alto: Mayfield Publishing Company, 1981. (Second Edition).

- Katz, Michael B. Class, Bureaucracy, and Schools: The Illusion of Educational Change in America. New York: Praeger, 1971.
- Kutner, B., D. Franshel, A. Togo, and S. W. Langner. Five Hundred Over Sixty. New York: Russell Sage Foundation, 1956.
- Lebo, D. "Some Factors Said to Make for Happiness in Old Age." Journal of Clinical Psychology. 1953, 9, pp. 384-390.
- Lemon, Bruce W., Vern L. Bengtson, and James A. Peterson. "An Exploration of the Activity Theory of Aging. Activity Types and Life Satisfaction Among In-Movers to a Retirement Community." Journal of Gerontology, 27, 1972, pp. 511-523.
- Lombard, B. H. "Effects of Intergenerational Experiences on Children's Perceptions of Old People." (Unpublished M. S. dissertation, Oklahoma State University, 1982.)
- Long, Helen Halter. "What Price Participation?" Parents and the Schools. Thirty-sixth Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1957, Chapter 7, pp. 132-138.
- Maddox, G. L. "Activity and Morale: A Longitudinal Study of Selected Elderly Subjects." Social Forces, 1963, 42, pp. 195-204.
- Maddox, G. L. "Fact and Artifact: Evidence Bearing on Disengagement Theory from the Duke Longitudinal Study." Human Development, 1965, 8, pp. 117-130.
- Mattox, Beverly and Dorothy Rich. "Community Involvement Activities: Research Into Action." Theory into Practice. February, 1977, 16, pp. 29-34.
- McDonnell, Barbara and Margaret Sewell. "A Study of Paraprofessional Competencies and Statewide Trends for Training." DeAnzor College, Cupertino, California, 1981.
- Mead, George H. Mind, Self, and Society. Chicago: University of Chicago Press, 1934.
- Monk, Catherine C. "Evaluations of the Great Cities Training Programs, 1979-1980." Detroit Public Schools, 1980.
- Mosley, E. S. C. "The Effects of a Classroom Volunteer Program on Achievement, Self-Concept, and Behavior Among Primary Grade Pupils." (Unpublished Ed. D. dissertation, Oklahoma State University, 1982.)

- Nash, Bernard (Ex. Dir.). White House Conference on Aging, 1971.
- Nelson, Marilyn E. "In-Service Training for Curricular Change: Focus on Delivery of Integrated Training for Principals, Teachers, and Paraprofessionals." Montgomery County, Maryland School District, 1978.
- Piers, E. V. and D. B. Harris. Manual for the Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself). Nashville: Counselor Recordings and Tests, 1969.
- Powell, J. A. "Children's Concepts of General Divisions of Time, Historical Time, and Time and the Life Cycle." (unpublished Ph. D. dissertation, Oklahoma State University, 1974.)
- Powell, J. A. and G. E. Arquitt. "Getting the Generations Back Together: A Rationale for Development of Community Interaction Programs." The Family Coordinator, 1978, 27, pp. 421-426.
- Powell, J. A. and P. A. Lamson. "Intergenerational Sharing: Young Children and Aging Adults." Journal of Home Economics, 1979, 71, pp. 35-39.
- Purkey, W. W. and J. M. Novak. Inviting School Success. Belmont, California: Wadsworth Publishing Company, 1984. (Second Edition).
- Reichard, S., F. Livson, and P. G. Peterson. Aging and Personality. New York: John Wiley, 1962.
- Rowell, J. Cy. "The Five Rights of Parents." Phi Delta Kappan. February, 1981, 62, pp. ~~441~~443.
- Sainer, J. and M. Zander. "Guidelines for Older Person Volunteers." The Gerontologist, 1971, 11, pp. 201-204.
- Schoeller, A. "Better Reading Through Volunteer Reading Tutors." Reading Teacher, 1970, pp. 625-636.
- Tobin, S. S. and B. C. Neugarten, "Life Satisfaction and Social Interaction in the Aging." Journal of Gerontology, 1961, 16, pp. 344-346.
- "Use of School Volunteers." Michigan State University, 1973.
- Warwick, W. "An Investigation of the Effect of Volunteer Tutors on Reading Achievement of First Grade Students." (Unpublished Ed. D. dissertation, Northern Arizona University, 1978.)

Webster, Merriam. New Collegiate Dictionary. Springfield, Massachusetts: G. and C. Merriam Company, 1975.

Woodbury, Roger M. "We Tap Our Human Resources." American School Board Journal. 1957, 135, pp. 33-34.

Wylie, R. C. The Self-Concept. Lincoln: University of Nebraska Press, 1974. (Revised edition, Vol. 1).

APPENDIXES

APPENDIX A

COORDINATOR'S ORIENTATION AND
CORRESPONDENCE DIARY

February 1, 1984

Dr. Bill Childress, Superintendent
Independent School District No. 67
314 N. Steele
Cushing, Oklahoma 74023

Dear Dr. Childress:

This principal and the professional staff of Deep Rock School have assessed our greatest need at Deep Rock to be, "enhancing the self-concept of each student" in the belief that a positive self-concept is related to positive academic achievement and social relationships. Another need has been assessed as needing additional personnel for the homeroom teacher. The thought that emerged was, "paraprofessionals" (retirees, in particular) could help teachers in the classroom to reduce the ratio of students to teacher and could (because of a grandparent image) possibly enhance the self-concept of the individual student, especially if the student were struggling with positive self-concept.

With your endorsement and that of the Board of Education, I would like to implement a paraprofessional program at Deep Rock, beginning in August. Upon your approval, a designed program will be submitted.

To be up-front with all of this, I am considering this as a thesis project, but feel that all of us will benefit from the program and program research.

Very truly yours,

John M. Carney
Principal, Deep Rock
Doctoral Candidate, OSU

February 6, 1984

Dear Staff,

Dr. Childress has given initial approval for the paraprofessional program at Deep Rock. I would like to submit the following design to you for approval and then will submit this design to Dr. Childress and to the Board of Education.

Paraprofessionals will initially be nominees by students in your homeroom. These will be grandparents living in the Cushing area. As discussed, we will place two candidates (at least) per homeroom and the program will be on Wednesday and Friday mornings each week for one quarter of the school year and then re-evaluated by you. You will provide orienting and training for the paraprofessional (paraprofessional meaning an aide rather than a semi-professional).

Since we have prioritized self-concept, the paraprofessional will be working with students one-to-one, small group, and large group, rather than grading papers and other "housekeeping" chores.

For purposes of research, I would like to administer self-concept instruments to the students (grades 3-4-5) and to the paraprofessionals. I will obtain necessary permission and will administer all testing. I am requesting a brief "journal" from each of you and a qualitative evaluation of the program on an "on going" basis and at closure. Make any comments on the proposed program and return to me.

Begin obtaining nominees from your students.

Thanks,

John Carney

Program title: Paraprofessionals (retirees) at Deep Rock
(Paraprofessional meaning a teacher aide rather than a semi-professional, but not an office aide)

Date beginning: August 1984 (Orientation: August 30, 1984)

Date ending: October 1984 (final assignment, Oct. 31)

Number of Paraprofessionals: Six homerooms, two per homeroom (min.)

District costs: School lunches, 2 times per week for 9 weeks.

Community Club costs: Lunches above the two paraprofessionals per homeroom and gifts for the recognition program at end. Transportation and printed recognition costs to be paid by the program designer (JC).

Training: An "orientation" style. Director of program will orient candidates concerning the philosophy of the District and the administrative philosophy of Deep Rock School. The homeroom teacher will orient as to daily schedule and will "train" when a particular area requires more than a "helping hand." The key to this program is the availability of retirees and the simplistic approach in administering it. The homeroom teacher will model, direct, and administer the program.

Daily schedule: Paraprofessionals will assist one half day on Wednesday and Friday mornings.

Paraprofessional duties: As directed by the homeroom teacher, they shall assist students who have been absent, will have students read to them, will read to students, will assist students needing additional practice and instructions, will relate area history, personal travels and experiences, assist in art and craft projects for the class. Will eat in the cafeteria and be on the playground from time to time.

Evaluations: 1) on-going: Principal-teacher weekly assessments.
Principal-paraprofessional, weekly.
Principal will work with two paraprofessionals in one classroom throughout the project.

2) Closure: evaluation with staff and with the Superintendent and the Board of Education

Quantitative data will come from a Self-concept scale for children (grades 3-4-5) and from the PIL for the paraprofessionals.

As requested, a District Program will be designed.

March 6, 1984

Dear Dr. Childress and Board of Education:

Thank you for endorsing the Paraprofessional Program at Deep Rock. We are now enlisting candidates and will have the program in effect when school begins in August.

Thank you for realizing that this is a research project but for your thoughts in that this is a research project with exciting possibilities for a District Program. This will be done!

Again, thanks for your support, encouragement, underwriting, and interest in this innovative program.

Very truly yours,

John Carney
Principal, Deep Rock
Doctoral Candidate, OSU

March 6, 1984

Dear Staff,

I have enclosed my thank-you to Dr. Childress and to the Board. I have your list of candidates and comments that you endorse each and every nominee on the list.

As candidates accept, I will keep you posted throughout the summer. Plan now for at least two paraprofessionals per classroom. Especially prepare for the new school year with our prioritized goal of "creating a climate to enhance the self-concept of all of us as 'family members' in the Deep Rock clan."

Thanks for helping make this possible.

Sincerely,

John Carney

Dear

Congratulations! You have been nominated by your grandchild to be one of our "paraprofessionals" at Deep Rock School. Paraprofessional means one who will work with the teacher in your grandchild's classroom and to be an "adopted grandparent" for the entire class. This position is for two half days per week until Halloween.

Will you accept such a position? We need you to work with us on Wednesday mornings and Friday mornings for about eight weeks (absences permitted).

What will you do? Read to children....have them read to you.... tell stories about Cushing.....your own school days....Help children who have been absent or have gotten behind in their work. The teacher will always show you what to do and how to do it. In fact, you will only watch during the first week and help out only as you feel comfortable. You will not have to grade papers, tests, and do other paper work.

What will we do? We will provide orientation and training; provide you a meal at school and provide gas for the drivers of the car pools. Your real rewards may come from the children you assist.

I will be calling you in a few days to try to answer questions that you may have about this program. If you want to call me, the phone number is on this letter.

The enclosed postcard is for you to send back after you have made up your mind.

I am looking forward to talking with you by phone in the near future.

Cordially,

John Carney, Principal
Deep Rock School
R. 4 Box 152
Cushing, Oklahoma 74023
Office phone: 918 225-4497

Postcard information:

Yes, I will serve as a paraprofessional at Deep Rock School.

No, I am unable to serve as a paraprofessional at this time.

Yes, I will need a ride in the carpool, or

I will be able to use my car in the carpool.

Mrs. Penny Maples, Chairperson
Deep Rock Community Club

Dear Mrs. Maples and Community Club,

We discussed the possibility of a paraprofessional program recently at a community club meeting and how the club could be involved. Dr. Childress, the Board of Education, the Community Club, and the staff of Deep Rock has perceived value in such a program. I would like to propose the following suggestions for you and the Community Club's consideration:

- 1) Pay cafeteria costs for paraprofessionals that the District has not allowed for. The District will pay for two paraprofessionals per room for the program. This may mean another six people and for an occasional resource person (not to exceed \$50.00).
- 2) Provide a flower and a gift for each paraprofessional at the recognition program (provide this for about twenty people as the Club directs). The recognition program is scheduled for October 26, 1984 at 10:00 A. M.
- 3) Provide media exposure concerning the program as coming from the community, especially the Deep Rock Community.
- 4) Plan to include and involve the paraprofessionals in the annual Christmas Program at Deep Rock, December 18, 1984, 7:00 P. M.

I want to thank you and the Club for the support and involvement thus far. Please inform the members of the above proposals before the next meeting. I am looking forward to this meeting.

Very truly yours,

John Carney, Principal
Deep Rock Elementary

August 20, 1984

Dear Staff,

Good News! We have at least two paraprofessionals enlisted per homeroom.

We will go over the program on Tuesday, August 28 during our annual staff meeting. I will meet with our paraprofessionals on Thursday at 9:00 A. M. I would like all the staff to gather at 9:00 A. M. in the cafeteria for juice and coffee and a snack. Following my orientation time, I would like for you to regather at 10:30 and spend the remainder of the time with your paraprofessionals in your room.

Hope you have been having a great summer. See you Monday, August 27.

Cordially,

John Carney, Principal
Deep Rock Elementary School

Dear Parent or Guardian,

Enrollment day approaches and is scheduled for August 29 from 9:00 A. M. until 12:00 noon.

You will be asked to make any necessary changes on the registration card and to please up-date necessary emergency numbers:

We have a student handbook for this coming year. You will be asked to sign that you received the book and that you endorse its contents. You will be given time to read the handbook.

Further, as mentioned to you last year, and as we have discussed in the Deep Rock Community Club Meetings, we are implementing an Adopted Grandparent Program to help the students and to assist the teachers this year. The paraprofessionals will assist two half-days per week until Halloween. After that date, it will be left up to the homeroom teacher as to further implementation. There is the possibility that we will be going District wide in the spring and so if you wish to nominate others who would be interested in such a program, please let me or one of the teachers know.

Further still, to objectively evaluate if the program is working, I would like to give each child in grades three through five a self-concept test. This will not be given without your approval and signed statement. Results of the scale will be available to you on request. The scale will be administered September the 6th. The results of individual tests will not be made public or will be published. A card will be given to you on enrollment day and you may indicate your preference at that time and it will be honored. Thanks,....see you next Wednesday.

PARAPROFESSIONAL ORIENTATION

August 30, 1984

- 9:00 Get-together: Paraprofessionals and Deep Rock Staff
- 10:00 Orientation and conversation - John Carney, Principal
- 10:25 Break
- 10:30 In room with Homeroom teacher
- 11:30 Final discussion, car pool information and PIL instrument.

WHAT A DEEP ROCK PARAPROFESSIONAL IS.....

1. A friend to each and every student.
2. An adopted grandparent.
3. A reader, story teller, assistor, art helper, craft instructor, etc.
4. A teacher's pet and right arm.

WHAT A DEEP ROCK PARAPROFESSIONAL IS NOT.....

1. A babysitter.
2. A paper grader.
3. A Discipliner -- the student needs some adults at school who don't even schold--but "hold."

MATERIALS

The paraprofessional will be given the teacher's directions and materials and will designate the students or number of students that the paraprofessional will be helping.

The paraprofessional is not to have any out-of-pocket expenses. Materials and supplies needed will be provided by the school or by the Deep Rock Community Club.

ABSENCES

We know that you cannot make all sessions. Kindly let your home-room teacher know in advance, as possible.

TREATS FOR KIDS

We believe that a child should enjoy school and you without additional treats. We believe that a child should not have "sugar" before the noon meal, etc. We will have a party or two before the paraprofessional program is over and if you want to add to the sweet-tooth then, you may do so.

PLAYGROUND AND CAFETERIA

If you want to go out with the children or eat with them from time to time, you may, but do not feel that it is required. Huddle with as many students as possible when you are with us.

GRANDPARENT

Remain a friend, never take sides with the teacher or the students. The teacher does not expect it and the students need to build just a special relationship with you.

IF YOU MUST BE OUT....

Please do not send someone in your place. The teacher will manage or will work something out to everyone's satisfaction. If you have suggestions for other possible paraprofessionals, do not hesitate to let one of us know. We will have these programs throughout the year based on quarters of need and the district is considering such a program for other elementary schools.

A REQUEST.....

Certain testing helps us to objectively look at our program. Please feel free to refuse any or all "testing." The test is not to test you as much as it is to test the effect of our program--but if you feel uneasy about a test or a test question, please do not complete it--thanks!

Weekly and at the end of the program, you will be asked to evaluate the program and to add your good suggestions.

WEEKLY AND END OF PROGRAM EVALUATION

FACULTY MEMBER: How is the program progressing and what suggestions might you have?

PARAPROFESSIONAL:

How do you feel the program is going?

What would you like to see done or what would you like to do that has not happened?

Thought of any suggestions for the program?

We are designing a DISTRICT PROGRAM.....any suggestions?

APPENDIX B

COORDINATOR'S DISTRICT PROGRAM SCHEDULE

GRANDPARENT PARAPROFESSIONAL PROGRAM

DESIGNED FOR INDEPENDENT SCHOOL DISTRICT No. 67

DESIGNED BY: John M. Carney
Administrative Coordinator--G.P. Program

DESIGNED SCHEDULE: Second Semester, 1984-85 School Year

TO: DR. BILL D. CHILDRESS, SUPERINTENDENT
SCHOOL BOARD I-67

FROM: JOHN CARNEY, PRINCIPAL, DEEP ROCK ELEMENTARY

PROGRAM BASIS: Doctoral Program, based on intergenerational
program utilizing retirees as paraprofessionals in an
elementary classroom and elementary school.Sucessful project completed, first quarter of school
year, 1984 - '85, Deep Rock Elementary Public School.

TABLE OF CONTENTS

| | |
|---|---|
| PROGRAM TITLE AND DEFINITION | 1 |
| PROGRAM SCHEDULE PROPOSAL | 1 |
| PROGRAM ORIENTATION AND TRAINING | 1 |
| PROGRAM SPONSORSHIP | 2 |
| PROGRAM COORDINATORS | 2 |
| PROGRAM RECRUITMENT | 2 |
| PROGRAM CLOSURE | 3 |
| PROGRAM TEACHER DIRECTED/ADMINISTERED | 3 |
| PROGRAM PARAPROFESSIONAL COORDINATOR'S DUTIES | 4 |
| PROGRAM SCENARIO OF PREVIOUS PROGRAM | 4 |
| PROGRAM RECOMMENDATIONS AND PROPOSALS | 5 |
| PROGRAM COVENANT BETWEEN THE PARAPROFESSIONAL AND THE DISTRICT | 6 |
| PROGRAM FLOW-CHART | 7 |

PROGRAM TITLE AND DEFINITION

District Grandparent Paraprofessionals (and Resource Persons)

Operational terms:

"Grandparent" - A retiree who is able to give two half days per week or person closely meeting this criteria.

"Paraprofessional" - Webster: A trained aide who assists a professional person: ex: a teacher's aide.

"Resource Person" - Any individual that is able to give time to a small group, large grouping, or entire school in the areas of vocations, arts/crafts, travel, etc.

PROGRAM SCHEDULE PROPOSAL

The program is designed for the final quarter in the elementary schools for Wednesdays and Fridays for the paraprofessional program. The Resource Person could be utilized at any time based on scheduling by the teacher and principal.

The third quarter would be used for recruiting paraprofessionals, training and orienting.

The end of the fourth quarter brings natural "closure" for experiencing the program and then for assessment and evaluation for the individual school and principal/teacher.

Weather in the latter spring is more conducive for paraprofessional travel.

PROGRAM ORIENTATION AND TRAINING

The Superintendent, Staff, School Board and Principals will receive orientation by Administrative Coordinator, faculty, and video showing.

The Principals and apropos (volunteer) faculty will receive orientation by Administrative Coordinator, faculty, and video.

Community Education will provide time for orientation of paraprofessionals by Paraprofessional Coordinators, Administrative Coordinator, faculty, and video.

Following orientation, the individual faculty member will provide training and administrative direction for the paraprofessionals (this is an important element of the program).

PROGRAM SPONSORSHIP

Independent School District No. 67 will sponsor the program by administrative endorsement, Board endorsement, and shall administrate the program through an administrative coordinator, paraprofessional coordinators, Community Education Director and through the apropos Principals and Teachers.

Sponsorship includes providing a meal on the day that the paraprofessionals are scheduled at the local school. A stipend amount may be earmarked for car pooling, as needed.

Alternate sponsorship: Business adoption of schools, the program, etc., in part or in whole. Twenty-five dollars per paraprofessional, per quarter; for meals and travel is a very realistic estimate.

PROGRAM COORDINATORS

An Administrative Coordinator shall have the responsibility of carrying out the program as endorsed by the District. The orientation and training shall be the responsibility of this role. The Administrative Coordinator shall supervise the role of the Paraprofessional Coordinators (Two) who shall have the responsibility of assigned schools as to contacting and enlisting recruits; providing oreintation and training with Community Education's guidance; providing a viable list of Resource Persons for the schools; working as liason between the Paraprofessional and apropos administration.

PROGRAM RECRUITMENT

The most effective recruitment comes from recommendations from children within the classroom. The recommendations are screened by the classroom teacher and in counsel with the Principal may make the recruitment contact or may request that a Paraprofessional Coordinator make the contact. The candidate must be able to meet schedule requirements and orientation and training requirements.

Once a candidate has been contacted, the candidate will often have friends, associates, etc. to recommend.

The teacher should decide if one or more than one paraprofessional is to be enlisted. Early grades may require more than one whereas upper primary grades may require only one paraprofessional.

Paraprofessional Coordinators shall be busy with recruitment.

PROGRAM CLOSURE

The end of the quarter brings about natural closure. The program will have been experienced for assessment and evaluation.

Paraprofessional recognition is a theoretical/practical variable for success. Recognition via an in-room recognition by student "thank-you" notes, art work, etc., is apropos. An assembly for the purpose of recognition of the paraprofessional is apropos. A presentation of a "certificate" by the teacher and principal is fitting. This program may be closed just before the final days of school closing as decided by the teachers and principal.

PROGRAM: TEACHER DIRECTED/ADMINISTRATED

Orientation to the program is provided by the Administrative Coordinator and faculty, the Paraprofessional Coordinator and Community Education.

The training is the responsibility of the individual teacher. If the paraprofessional(s) is to be utilized in a tutoring situation, then the teacher should provide the training for that purpose. If small groups - then apropos training; and if classroom use for arts/crafts/reading, etc., then training to that end. The Paraprofessional is answerable to each teacher and is effective only to the degree of communication by the supervising teacher. The point of the program is to provide opportunity for intergenerational interpersonal relationships. This may be in the classroom, playground, cafeteria, etc. Some administrative duties such as correcting papers, etc. may be assigned but it is hoped that this is minimally assigned.

The reasoning behind Wednesday and Friday scheduling of the Paraprofessionals is to give the teacher time to get the week underway and to know by Tuesday evening the most effective way to utilize the paraprofessional on Wednesday and Friday. Students who have been absent and who need time and direction to "catch up" could use this additional adult direction. Small groups of students may need additional direction or the entire room may enjoy a "tale" or a story read to them. Aiding the art and crafts has been effective.

It is firmly suggested that all paraprofessional help be given and administered in the classroom (as opposed to "take out"). Playground, cafeteria, etc. fellowship must be with a duty or the classroom teacher. It is good for the paraprofessionals to eat together, occasionally, to share incidents, successes, etc.

PROGRAM PARAPROFESSIONAL COORDINATOR'S DUTIES

At the option of the teacher, the Coordinator will recruit a nominee or will recruit a pool from which the teacher may accept a paraprofessional.

The teacher/principal may contact the Coordinator if a paraprofessional misassignment seems in evidence.

The Coordinator is responsible for orientation of the candidates, who remain candidates until orientation and training have taken place. The Coordinator assists in this orientation process with Community Education.

The Coordinator will provide a viable list of Resource People who differ from paraprofessionals in that paraprofessionals have an on-going classroom assignment for the quarter whereas a Resource Person may be utilized for a class period, or similar bloc of time.

A Coordinator will be assigned a school for the best economy of contacts, etc.

PROGRAM SCENARIO OF PREVIOUS PROGRAM (DEEP ROCK)

The students were asked to submit names of their grandparents (if living in the school district). We contacted the nominees and asked them to help in the school two half days per week. We gave the time as 9:00 A.M. through lunch and that lunch would be "on us." We suggested car-pooling and promised some help on providing gasoline. We set aside the day of "observation" and this would give a day for the paraprofessional to observe the teacher and the students. An assignment or direction was offered by the apropos teacher for the next scheduled assignment. Some Paraprofessionals worked in a tutorial role, some helped students catch-up or to understand a "new" assignment better. Some listened to the teacher in the "large group" setting and then took a small group to carry out the assignment with some direction from the teacher, as needed. Some helped with the art or craft assignment. In brief, the teacher provided the administration of the program and the paraprofessionals worked as directed. Some paraprofessionals changed roles from tutor to story-teller or art/craft leadership, etc. We had one program that involved the entire school but was more as a Resource Person rather than a paraprofessional. The ideas and possibilities are endless. The intergenerational relationships are invaluable. A teacher should have no problem with a "corrected" child going to the "grandparent" for solace. The program was designed to enhance "self-concept" whose enhancement has led to positive academic and social achievement.

PROGRAM RECOMMENDATIONS AND PROPOSALS

Administrative Coordinator should be an administrator who has experienced the program.

Paraprofessional Program Coordinators should be individuals who have served in the Paraprofessional program. The assignments would be separated as to schools for best economy of administration. For example, M/M House would coordinate Harmony and Harrison and M/M Carter would coordinate Deep Rock and Sunnyside. Both couples would compile a list of Resource Persons for the District.

Community Education would be the orientation and basic training facilitator. This branch would also provide for some type of "screening" instrument for future program possibilities where a pool provides candidates.

A* agreement between the Paraprofessional and the District signed by the Paraprofessional is on page 6.

It is suggested that all elementary schools be on the same basic program for economy of administration. For example, even the Recognition Assembly might be on the same day for best news media coverage, etc.

Suggested that Staff Development Points be awarded for training and for program involvement as decided by the administration and the Staff Development Committee,

Assessment and evaluation provided by each principal and teacher during and at the conclusion of the program. A recommendation as to an '85-'86 program may then be reached.

PROGRAM COVENANT BETWEEN A PARAPROFESSIONAL AND THE DISTRICT

The Paraprofessional is enlisted to aide the professional in the classroom.

The teacher is the administrator and director of the classroom program and supervises the program and paraprofessional.

A primary purpose of the program is to enhance the self-concept of the individual student through this intergenerational program. The Paraprofessional GRANDPARENT is to be GRAND!

The paraprofessional is not to discipline a student, but to encourage and to be a loving "touch."

On the playground and in the cafeteria, the Paraprofessional's presence is for fellowship and intergenerational relationships but no duty assignment may be given by a District I-67 employee.

Since the District is enlisting volunteer help, it cannot be held responsible for injury or accident incurred while serving as a paraprofessional or resource person at a school facility or enroute. As a volunteer, there is no remuneration. It is hoped that the volunteer will sense the value of one's service and investment in this community's youth.

It is expected that the paraprofessional cannot always be present but it is hoped that the time at school will be a priority for the paraprofessional. The students come to look forward to this time with their "Grandparent." It is asked that you make contact with your teacher supervisor when you are unable to make your scheduled appointment.

As a paraprofessional, it is expected that records, incidents, etc. not be discussed away from the classroom. A student's privacy, self-concept, etc. is valued. He or she is not discussed in such a way as to cause a lessening of self-concept, etc. If in doubt about sharing an incident, then do no more than discuss the issue with the teacher or principal.

PROGRAM PROPOSED "FLOW-CHART"

| | |
|---|---|
| Endorsement by Superintendent and Board | <u>Jan.</u> |
| Preparation for Orientation by Comm. Educ. | <u>Jan.</u> |
| Preparation by Special Projects Director | <u>Jan./Feb.</u> |
| Activation of Paraprofessional Coordinators | <u>Jan./Feb.</u> |
| Orientation programs. | <u>Feb./March</u> |
| Classroom nominees for Paraprofessionals | <u>March</u> |
| Begin enlistment of Resource Person List | <u>March</u> |
| In-room observation day - proposed | <u>April 5</u> |
| Beginning of program - proposed | <u>April 10</u> |
| Closure of Program | May 22 or on scheduled <u>awards' day.</u> |

APPENDIX C

COORDINATOR'S LOG OF SELECTED
PARTICIPANTS' REFLECTIONS

Selected Faculty Reflections

"The love and the pats on the backs by each of the grandparents were priceless. The self-esteem and confidence of the children were built."

"Mr. B. was an asset to our Indian Unit and careers unit."

"The grandparents had numerous, meaningful life experiences to discuss and share with the children."

"My grandparents were very supportive to me personally."

"They were good listeners. They would use gestures like smiles and head nods to let the child know that they were listening."

"I had a few move-ins at this particular time, and sometimes it's hard on a child when they move to a different school. But they gave them tremendous support by listening to them, letting them share their most inner feelings. This reduced the withdrawn feelings and shyness. This gave me more of an insight into the interests and to any problems the child may have had, in order for me to be of more help."

"They became more than helpers. They became friends."

"When we were studying money in math, two of my grandparents used about three dollars in change and bills to work with the students."

"One grandparent made up pretend spelling tests for students who needed extra help. They would grade these together."

"Mr. H. showed us pictures and talked about Oklahoma when he was a boy. He showed slides of his vacations in Europe. Several of the slides were about Switzerland and we study this country in our Social Studies lessons. The students enjoyed his discussions."

"One lasting friendship has developed between Mr. and Mrs. C. and a student who is confined to a wheel-chair. They have 'adopted' each other. The boy's father died of a heart-attack this past summer."

"Mrs. A. gave a talk on Alaska. She brought pictures and mementoes of her recent trip there. All were "spell-bound" by the talk."

"The grandparents shared stories one day about their own grandchildren. They talked about their feelings for their grandchildren and how it made them feel to get a letter or card from them. We all talked about ways in which we could honor our own grandparents on Grandparent Day."

"The 'one on one' is so effective with these students and without the grandparents here, there is little time for it."

"The grandparents came in handy. They circulated among the students and helped them with a difficult and new concept in math while I had reading groups."

Selected Paraprofessional Reflections

"I have enjoyed this program because as a Grandmother I see the need and it gives me something to look forward to."

"I love children and I love working with them. I have twenty grandchildren and I spend my time loving them, sharing the wisdom and knowledge that God has given me. Now I can share with other children, also."

"Children are gifts from God and I thank Him for everyone of them. May God bless the staff for such a beautiful and worthwhile program. I pray that this program will spread and become a part of our whole school system."

"Come on, grandmothers! Let's give our time, ourselves and our service."

"Being able to be a part of a program that you feel will be a help to everyone concerned makes me feel mighty good."

"I believe the program has helped the grandparents as much, or more, than it seems to help the children. There's already been proof of that by looking at their faces as they leave the classroom."

"I feel that my association with the children and with the teachers has been a valuable experience for me."

"I have always known there was a need for help for the slow learners, seeing this as an opportunity to help in this area I wanted to be here to do what I could to maybe help some child to get over the hard spots of learning and make

school more enjoyable for them. By being here, one can see the teacher is in need of help with the little things so she can take care of the bigger things of teaching. I just think it is fun!"

"I know that some children have a hard time trying to learn and some have little or no help at home. Children need all the help they can get."

"I was interested in helping a 'friend' with his program. But, after getting into the classroom after an absence of sixty years, instead of helping the children, it has been pleasant for me as there has been so much change in the way children are taught, that I think I got more benefit out of the adventure myself."

"Most teachers are doing all they can to help the children in their class. Some children are more advanced than others. This makes the others feel inferior and waste time. This causes a great problem."

"I count being asked to help as a great privilege. There is nothing in this world more important than having a chance to help children with their learning. I enjoy every minute of it."

"My husband and I grew up without any grandparental influence. As a result, we both agreed that we want to be the best grandparents possible."

"Children sense when they are loved and I feel it is very important that each and every child be aware that they are a lovable individual."

"Every child attending this school may have loving, devoted grandparents, but in the event there's even one who doesn't, I'd like to be there to show them I care and have time to listen."

"As a former teacher I realize the value of help from citizens in the community in promoting quality education for our children."

"I feel this program is more than worthwhile."

"As a former teacher I can tell you that this has been delightful. I have been about the business of teaching and helping. I have not had to worry about disciplining or about what was happening out in the hall. You know what I mean."

Selected Student Reflections

"Why are the grandparents here only some days? Why aren't they here all the time?"

"I love my grandparent! My school grandparent!"

"What would I change? Get more grandparents here!"

"Grandparents never ever give you a mean look."

"My school grandparents took me to the circus this weekend. I had never been to a circus before."

"Mr. H. is so neat and so cute. He and his wife have traveled a bunch of places. One of them was a place that we are studying in social studies."

"My dad and I are making clocks for our grandparents at school. We have been working at nights getting them ready for the special program. I can't wait!"

"My school grandparent really loves me. She really does."

"I love to be hugged! And helped. Know what I mean?"

VITA 2

John M. Carney

Candidate for the Degree of

Doctor of Education

Thesis: SENIOR CITIZENS AS PARAPROFESSIONALS IN AN
ELEMENTARY PUBLIC SCHOOL

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Dexter, Missouri, April 3,
1939, son of Mr. and Mrs. Brady Carney.

Education: Graduated from Dexter High School, 1957;
received the Bachelor of Arts from Ouachita Baptist
College, Arkadelphia, Arkansas, in 1963;
attended New Orleans Baptist Theological Seminary,
New Orleans, Louisiana, from 1963 through 1965
and up-graded the degree to Master of Divinity
in 1978; attended Southeast Missouri State Uni-
versity, Cape Girardeau, Missouri 1966 through
1969 for elementary certification; received the
Master of Science in Educational Administration
from Oklahoma State University, May 1982; com-
pleted requirements for the Doctor of Education
degree at Oklahoma State University in May, 1985.

Professional Experience: Elementary teacher in Bernie,
Missouri, 1966-1970; Elementary teacher in
Jackson, Missouri, 1970-71; Affiliated with the
Southern Baptist Convention through these dates
until 1980; Middle School Assistant Principal,
1980-1982, Cushing, Oklahoma; Teaching-Princi-
pal from 1982 until present date at Deep Rock
Elementary, Cushing, Oklahoma and Coordinator of
Cushing Public Schools, I-67 Paraprofessional
program, 1985.