EFFECTIVENESS OF A LEISURE EDUCATION PROGRAM ON VOLUNTEER ATTITUDES, INTENTIONS, AND KNOWLEDGE BY POSTSECONDARY STUDENTS WITH INTELLECTUAL DISABILITIES

Mattie Playne
Clemson University, volleysweetie02@aol.com

Follow this and additional works at: https://tigerprints.clemson.edu/all_theses
Part of the Recreation, Parks and Tourism Administration Commons

Recommended Citation
Playne, Mattie, "EFFECTIVENESS OF A LEISURE EDUCATION PROGRAM ON VOLUNTEER ATTITUDES, INTENTIONS, AND KNOWLEDGE BY POSTSECONDARY STUDENTS WITH INTELLECTUAL DISABILITIES" (2011). All Theses. 1195.
https://tigerprints.clemson.edu/all_theses/1195

This Thesis is brought to you for free and open access by the Theses at TigerPrints. It has been accepted for inclusion in All Theses by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.
EFFECTIVENESS OF A LEISURE EDUCATION PROGRAM ON VOLUNTEER ATTITUDES, INTENTIONS, AND KNOWLEDGE BY POSTSECONDARY STUDENTS WITH INTELLECTUAL DISABILITIES

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
Parks, Recreation & Tourism Management

by
Mattie Playne
August 2011

Accepted by:
Dr. Lynne Cory, Committee Chair
Dr. Francis McGuire
Dr. Skye Arthur-Banning
ABSTRACT

Research supports numerous benefits of volunteering, yet individuals with intellectual disabilities do not participate in volunteering as frequently as people without intellectual disabilities. According to the Leisure Ability Model, leisure education can be an effective way to promote recreation participation through volunteering. The purpose of this study is to examine the effectiveness of a leisure education program designed to support independent volunteer participation by students enrolled in a university LIFE program. The future intentions of participation in volunteer activities and attitudes towards volunteer participation of four university LIFE students were examined before, during, and after the leisure education program using single subject research withdrawal design. An adapted version of the Youth Inventory of Involvement and Youth Social Responsibility Scale were used to measure intention to participate in future volunteer activities and attitudes toward volunteering. In addition, participants were interviewed about their attitudes toward volunteering and intentions to volunteer. Lastly, the program’s social validity was examined.
ACKNOWLEDGMENTS

I would like to thank those who helped me throughout the entire research process. I could not have done any of this without you. First, thank you to my committee, Dr. Lynne Cory, Dr. Fran McGuire, and Dr. Skye Arthur-Banning for their help and encouragement through this process. Each of you contributed significantly to the success on this study. I cannot thank you enough for helping me get to this point.

I would also like to thank the staff of the postsecondary program- you were extremely supportive and accommodating. Thank you to the students. I truly enjoyed getting to spend time with you throughout the semester. I greatly appreciate all of your input and am honored by your willingness to participate.
TABLE OF CONTENTS

TITLE PAGE.......................................................................................................................i
ABSTRACT..........................................................................................................................ii
ACKNOWLEDGMENTS .......................................................................................................iii

CHAPTER

I. INTRODUCTION .............................................................................................................1
   Importance ......................................................................................................................3
   Definition of Terms ......................................................................................................5
   Research Questions ......................................................................................................6

II. REVIEW OF THE LITERATURE ...............................................................................7
   Volunteering as a Leisure Activity ............................................................................7
   Volunteering by Individuals with Disability ...............................................................8
   Beliefs of Volunteer Exposure ....................................................................................13
   Outcomes of Volunteering .........................................................................................14
   Barriers to Volunteer Participation ..........................................................................16
   Leisure Education .......................................................................................................17
   Partnership F.I.V.E. .....................................................................................................19

III. METHOD ....................................................................................................................22
   Participants ..................................................................................................................23
   Instructional Module ..................................................................................................25
   Data Instruments ........................................................................................................26
   Data Collection ..........................................................................................................28
   Semi-Structured Interview .......................................................................................29
   Reliability and Validity ...............................................................................................30
   Social Validity .............................................................................................................30
Table of Contents (Continued)

IV. RESULTS .................................................................................................................. 32
   Single-Subject Data ................................................................................................. 32
   Interviews ............................................................................................................. 42
   Social Validity ..................................................................................................... 43

V. DISCUSSION ........................................................................................................... 45
   Findings .............................................................................................................. 45
   Observations ....................................................................................................... 47
   Future Research .................................................................................................. 48
   Implications ......................................................................................................... 49
   Limitations ......................................................................................................... 50
   Conclusion .......................................................................................................... 51

APPENDICES ............................................................................................................. 53

A: Youth Social Responsibility Scale ........................................................................ 53
B: Youth Inventory of Involvement ........................................................................... 57
C: Five Item Questionnaire ...................................................................................... 63
D: Interview Questions ............................................................................................ 64
E: Social Validity Questionnaires ............................................................................ 66
F: Single Subject Totals ........................................................................................... 67
G: Leisure Education Program Plan ......................................................................... 68

REFERENCES ............................................................................................................ 91
CHAPTER ONE

INTRODUCTION

There are many benefits to participating in volunteer activities as a form of leisure. Some of these include improvements to physical health, personal well-being, life-satisfaction, self-esteem, and social connectedness (Miller, Schlein, Brooke, Frisoli, & Brooks, 2005). Despite these benefits, people with intellectual disabilities (ID) typically do not participate as frequently in volunteer programs as people without ID (Miller et al., 2005). In addition, there is little existent research on volunteering by people with ID. Much of the literature reflects anecdotal accounts (Mueller, 2005).

The ages of 18-25 are a distinctive time for adults with or without ID. Eighteen to 25 year old adults typically leave home to further their education or begin a career. This developmental period is when people begin to assert their independence and learn what roles they will play as adults (Arnett, 2000). This is a time when, if young adults choose post-secondary education, students typically independently decide what classes they will take, the activities in which they will participate, and how they will spend their time. According to Wehmeyer, Garner, Yeager, Lawrence, and Davis (2006) the same should be true for students of this age with ID. The Individuals with Disabilities Education Act (IDEA) states that educational activities should address students’ preferences and interests (IDEA, Section 602). This leads to the concept that students with ID should actively be involved in the decisions made in educational planning as well as the decisions about how they will spend their free time (Wehmeyer & Lawrence, 1995). IDEA also conveys the need for age-appropriate educational settings for students with ID (IDEA, Section 612). This translates into elementary school aged students being enrolled in classes at an
elementary school, middle school aged students being enrolled in classes at a middle school, and high school aged students being enrolled in classes at a high school. However, some students with ID continue taking classes at a high school past the age of 18 and up until the age of 22. The LIFE is a program that facilitates the opportunity for adults aged 18 and older to enroll in post-secondary education.

LIFE is a post-secondary educational program at a mid-size, southeastern university for students 18-25 with ID. The mission of LIFE is “to provide a coordinated course of study that includes career exploration and preparation along with self-awareness, discovery, and personal improvement through framework of courses, job internships, and community participation.” (taken from LIFE program’s webpage). LIFE students live on-campus and are enrolled in classes, participate in internships, attend university sporting events, go on weekend trips, and receive a well-rounded university experience. They also participate in “guided volunteerism” experiences as opposed to independent volunteerism experiences.

These guided volunteer activities are chosen for all enrolled LIFE students to participate in each semester. In these experiences, the LIFE staff members choose the volunteer activities in which students will participate. Staff members also make the necessary arrangements with the volunteer agency. The students are required to participate in these volunteer activities unless there is a work conflict. This “guided volunteerism” is in contrast to independent volunteering in which a student learns of a volunteer opportunity, initiates contact with the agency, and works through any obstacles to participate.

The years during post-secondary education are when many students are choosing their preferred volunteer experiences for the first time. Adults have opportunities to find volunteer settings that fit their specific interests and strengths and to choose to volunteer at those places for
their own reasons. It is important that volunteering by LIFE students is age-appropriate in that it is based on the personal choice and preferences of the students; however, there are many barriers to volunteering for individuals with ID. Leisure education may be a way to gain knowledge and skills to overcome these barriers.

Leisure education is defined in many ways. It has been defined as the “process of teaching various recreation and leisure related skills, attitudes, and values” (Johnson, Bullock, & Ashton-Schaeffer, 1997, p. 31). It has also been defined as any process to facilitate maximal well-being in leisure (Leitner, 1996). Leisure education can be an ongoing process and according to Kelly (1990) through education, individuals learn how to best express themselves in leisure. In addition, through leisure individuals educate themselves on freedom and self-determination that can be found in leisure. For the purpose of this paper, Bullock and Mahon’s (1997, p.38) definition will be used: “Leisure education is an individualized and conceptualized educational process through which a person develops an understanding of self and leisure and identifies and learns the cluster of skills necessary to participate in freely chosen activities that lead to an optimally satisfying life.”

Importance

Godbey (1997) stated “healthy leisure involves acting rather than being acted upon” (p.99). Volunteering gives people with and without disabilities an opportunity to act. This is supported by Mueller (2005) and her research about at-risk youth. Mueller wrote that because youth are dependent on services administered to them, they are prone to an “institutional mentality” which means they learn to expect others to assist them even with activities they could do themselves. Mueller (2005) stated that volunteering can become a solution through
empowerment of youth to be givers rather than receivers of services. This concept is echoed by Miller and colleagues (2005) “Volunteerism as a recreational activity for individuals with disabilities has gone virtually unexplored. Historically, the focus has been on recruiting volunteers without disabilities to assist in services that support individuals with disabilities rather than the valuable volunteer roles that these individuals could play themselves” (p.22).

An important tenet of therapeutic recreation is to use techniques that provide the most purposeful treatment for the client. This is done through evidence-based practice, a growing trend in therapeutic recreation (Stumbo & Peterson, 2009). Through evidence-based practice, a program is more likely to be utilized if there have been numerous accounts of its effectiveness. This study is an examination of the effectiveness of a leisure education program on volunteer attitudes and intentions as well as knowledge of volunteering possibilities. It also seeks to extend the existing body of knowledge about the effects of leisure education on the volunteer behaviors of people with ID.

Miller and colleagues (2005) addressed issues associated with volunteering for people with disabilities and described one way to implement inclusive volunteering. They suggested a method for implementation in which a potential volunteer is assessed to determine strengths and interests, then that person is matched with a community volunteering need based on the results of the assessment. In this framework, called Partnership F.I.V.E. (Fostering Inclusive Volunteering Efforts), the volunteer can be placed in a position that promotes a successful volunteer experience. By participating in a leisure education program for volunteering, individuals may learn how to assess their own strengths and interests and decide what volunteer setting would be the best for their goals and abilities.
Definitions

Intellectual disability (ID) – according to the American Psychiatric Association, intellectual disability is defined as “significantly subaverage general intellectual functioning, accompanied by significant deficits or impairments in adaptive functioning with onset before age 18 (DSM-III-R, 1987). The Association for Mental Retardation adds to this definition by characterizing individuals with ID as having limitations in areas such as communication, social daily living, or movement skills (AAMR, 1992).

Guided volunteerism- is a term used in this study to describe the volunteering experiences the LIFE students currently participate in as part of their academic requirements. In this study, guided volunteerism is defined as a volunteer activity that is required, chosen for an individual, and arranged and organized by an authority figure (LIFE staff), not the individual. For example, during this study the LIFE students participated in guided volunteerism with a program called Challenger Baseball. On Tuesday evenings, for 90 minutes, the students attended Challenger Baseball games for youth with physical disabilities. LIFE students volunteered by distributing equipment and assisted the participants as needed. This included helping participants bat, running bases with them, or pushing a participant who uses a wheelchair around the bases after batting.

Leisure Education- For the purpose of this paper, Bullock and Mahon’s (1997, p.38) definition will be used: “Leisure education is an individualized and conceptualized educational process through which a person develops an understanding of self and leisure and identifies and learns the cluster of skills necessary to participate in freely chosen activities that lead to an optimally satisfying life.” The educational process in this study is a program designed to teach different aspects of volunteering and encourage independent volunteer participation.
Partnership F.I.V.E. – is an organization that recruits volunteers with disabilities to volunteer on community projects. The researchers that are a part of Partnership F.I.V.E have found common aspects of successful inclusive volunteer programs. These findings were used to help guide the content of the leisure education program. The leisure education program was designed to teach participants how to look for these characteristics in places they may volunteer.

Research Questions

1. Does participation in guided volunteerism along with a leisure education program affect attitudes towards volunteering?

2. Does participation in guided volunteerism along with a leisure education program affect intentions of volunteers to seek out their own volunteer preferences?

3. Does participation in guided volunteerism along with a leisure education program affect knowledge about volunteering?
CHAPTER TWO
LITERATURE REVIEW

Some individuals believe that volunteering is not a form of leisure. To address this belief, this section presents literature that supports how volunteering can be perceived as leisure in contrast to unpaid work. An overview of literature related to volunteerism of individuals with disabilities is included to present existing research as well as areas that require further research on the topic of volunteerism by individuals with disabilities. Varying viewpoints on ways to expose individuals to volunteering are addressed followed by potential outcomes of volunteering as well as motivations to volunteer. Individuals with disabilities often encounter barriers to volunteering that individuals without disabilities may not encounter. The theoretical framework for this proposed study is the Leisure Ability Model (LAM). Its three components are described with specific detail on the Leisure Education component because of its use in this study. Finally, Partnership F.I.V.E. (Fostering Inclusive Volunteering Efforts) is discussed with regard to its applications to this research.

Volunteering as a leisure activity

Volunteering can be considered a form of unpaid work rather than a leisure activity. Especially for people with disabilities, volunteering may feel far from leisure by highlighting disparities between those with disabilities and those without (Balandin, Llewellyn, Dew, Ballin, & Schneider, 2006). Despite that volunteering involves doing something for someone else, it is a nonobligatory activity and therefore can be considered leisure. This is in contrast to informal and most likely obligatory helping roles such as picking up mail for a neighbor who is out of town (Piliavin & Siegl, 2007). Another reason why volunteering can be considered a leisure activity is
intrinsic motivation to participate. A sense of pride, connectedness, and social identity have been described as intrinsic motivators to volunteer participation (Lysaght, Ouellette-Kuntz, & Morrison, 2009). In addition, volunteering is associated with high levels of life satisfaction (Salkever, 2000).

Stebbins’ (2009) described the changing way people define volunteering. In the past, volunteering was defined as unpaid work, but more often now volunteers describe the activity as a leisure activity that they are in control of accepting or rejecting, and volunteers do not feel coerced into participation. Volunteer activities can fit into three categories of leisure: casual, serious, and project-based. For example, volunteer activities such as picking up litter that require little or no training and are instantly intrinsically rewarding are considered a form of casual leisure. Serious leisure is described as a leisure activity that is “sufficiently substantial, interesting, and interesting for the participant to find a leisure career” (Stebbins, 2009, p.156). Some volunteers invest time, talent, and training becoming career volunteers. Volunteering can also be considered project-based leisure in activities such as helping with a one-time event. Volunteering can be motivated by altruism and self-interestedness, both concepts that are found in leisure behavior. People volunteer typically in settings in which they believe they will get the most benefits, including opportunities for pleasure, personal development, and expression.

Volunteering by Individuals with Disabilities

Some volunteering literature focuses on volunteering by individuals with disabilities without focusing on any specific disability. Phoenix, Miller, and Schleien (2002) addressed the paradigm shift that needs to occur in which the general public considers people with disabilities as contributors to the community as opposed to recipients of services. They stated that volunteers
with disabilities have the opportunity to showcase their abilities through volunteering. In this study, volunteers without disabilities working alongside volunteers with disabilities were interviewed. They reported a positive change in their attitude toward their partners with disabilities. In addition, these volunteers without disabilities in inclusive volunteer settings reported increased willingness to interact with individuals with disabilities, increased willingness to advocate for individuals with disabilities, and embracing a more inclusive life philosophy of looking for what someone can do rather than what someone cannot do. Phoenix et al. also found keys to successful inclusive volunteering which included ensuring that the experience is built on the individuals’ with disabilities strengths, using a systematic and holistic method of inclusion, and being flexible and creative when introducing individuals with disabilities to a new volunteering environment.

Stroud, Miller and Schleien (2006) focused on the benefits of inclusive volunteering to volunteers with and without disabilities. They found that benefits to the volunteers without disabilities were increased confidence when interacting with their peers with disabilities, additional knowledge of ways to include individuals with disabilities in the activities, increased awareness of disability-related concerns such as accessibility, and development of relationships with individuals with disabilities despite having no previous interaction with individuals with disabilities. Some benefits of inclusive volunteering to the volunteers with disabilities in this study reported are an increase in socials skills, problem-solving abilities, and ability to follow directions. However, the volunteers with disabilities reported less benefits of volunteering in interviews and spoke more about various aspects of the program such as the volunteer activities, new people they met, or new environments they experienced. Dickey’s (2006) article advised ways to prepare for and recruit volunteers with disabilities. Some of the recommendations from
this article are to prepare the organization, staff, and other volunteers, make sure the volunteer site is accessible, partner volunteers with disabilities with volunteers without disabilities to help if necessary (especially in the first few days of volunteering), write clear job descriptions of what needs to be done but do not specify how it needs to be done since how can be changed to suit the volunteer, ask the right questions when interviewing potential volunteers, and be flexible in ways to accommodate volunteers with disabilities.

Other volunteering literature focused on volunteering by individuals with developmental disabilities. One of these articles is about volunteering conducted by individuals with developmental disabilities who are also homeless (Morton, Cunningham-Williams, & Gardiner, 2010). Morton et al. interviewed 60 individuals who are homeless and reported having a developmental disability about their volunteer involvement. Forty-eight percent of the individuals interviewed reported volunteering at the homeless shelters they received services from as a way to give back. This research was done to compare other volunteerism related factors such as age, family involvement, and employment status to volunteer status. It was found that, of the 60 individuals who were interviewed, those that volunteered were mostly older, unemployed, and had ties to friends and family.

Wells, Schachter, Little, Whylie, & Balogh, (1993) found that volunteers with amputations were able to support patients with recent amputations in three ways that other volunteers could not. In the affective domain, volunteers were able to show the patients that they were valued. They were able to affirm the patients through normalization of their feelings and validation of their experiences. Lastly, they were able to offer aid in the form of practical help and the sharing of information.
In a study about volunteering by individuals who use wheelchairs, Andrews (2005) interviewed 47 volunteers who use wheelchairs about their experiences with volunteering. Andrews learned four main points from the interviews. One, there is a need for organizations to provide a volunteering assistant to some volunteers who use wheelchairs to facilitate ease of volunteering. Two, institutional discrimination directed at volunteers who use wheelchairs is a current issue and negatively influences potential and present volunteers. Three, individuals who use wheelchairs are involved in a wide variety of volunteering activities and fill high supervisory roles as volunteers. Lastly, there are many environmental, social, personal, and institutional barriers to volunteering that volunteers who use wheelchairs encounter and some organizations reinforce these barriers through their interactions with these volunteers. The final conclusion from this study was “the overall commitment, social entrepreneurship and social advocacy of wheelchair users who volunteer is in stark contrast to the negative images of vulnerability and dependency often associated with disability.” (p.201).

Trembath, Balandin, and Togher (2009) examined volunteering by individuals who use augmentive and alternative communication. They found that volunteer supervisors have reported that individuals who use augmentive or alternative communication methods have developed a variety of skills associated with the nature of their disability that are useful when volunteering. Some of these skills are problem-solving abilities, awareness of the necessity of clear communication, time management skills, budgeting skills, and ability to organize staff. However, individuals who use augmentive or alternative communication have difficulties communicating that impact their ability to volunteer successfully and currently, there needs to be more research done on the topic of these individuals volunteering to find best practices in including these individuals in volunteering successfully.
Roker, Player, and Coleman (1998) conducted a broad survey including any “young person” with a physical or intellectual disability who volunteered to learn what various volunteering these individuals had done and what the experience was like. They found that young people with disabilities were involved in a wide variety of volunteer activities. The research challenged the image of young people with disabilities as passive receivers of services and depicts them as active participants in giving back to their communities.

Other literature about individuals with ID does not address volunteering specifically, but focused on serious leisure pursuits which can include volunteering. Buttimer and Tierney (2005) studied leisure participation of 34 students with ID who were attending secondary school. The students and their parents reported that their leisure activities were mostly passive. It was also reported that, in these leisure activities, all students participated in the same activity, at the same place, at the same time separate from people without disabilities. Serious leisure participation may be a more worthwhile leisure pursuit. Serious leisure activities are a way individuals with ID can develop skills and confidence and improve their quality of life and sense of self-worth (Patterson & Pegg, 2009). However, individuals with disabilities attempting to engage in serious leisure activities may need more help than others if they have never participated in serious leisure pursuits before (Stebbins, 2000). To remedy this issue, Patterson and Pegg recommended leisure education programs for individuals with ID based on serious, as opposed to casual, leisure pursuits.

While volunteer literature is established and covers many aspects of volunteering, there is a large gap in the literature regarding volunteers with disabilities (Andrews, 2005). In addition, the benefits of inclusive recreation opportunities have been well documented, but little attention has been paid to volunteering as a leisure activity for individuals with disabilities (Phoenix, et al.,
Of the sparse research there is on individuals with disabilities volunteering, there is even less research specifically focused on individuals with ID volunteering. This study will extend existing research related to volunteering by individuals with ID.

**Different Beliefs on Volunteer Exposure**

There are various ways that individuals may become exposed to volunteer activities. One way to expose students to volunteering is through service-learning programs. Service learning programs are required community service hours mandated by the school where a student is enrolled. These often come in the form of graduation requirements such as when a student is required to complete a given number of approved community service hours. This type of volunteer exposure is similar to the guided volunteer experiences of LIFE students. Service learning program experiences have been found to benefit the students who participate in them (Giles & Eyler, 1994). However, some students may not benefit from these required experiences. Students who feel forced to volunteer typically say that they plan to lessen their involvement in these volunteer activities once the service programs end (Stukas, Snyder, & Clary, 1999).

Other methods that encourage student volunteer involvement have been shown to be more effective. Communicating the organization’s need for volunteers and the important roles volunteers could fill has been shown to be a successful way to involve individuals in volunteer activities (Fisher & Ackerman, 1998). Another way is by recognition for volunteer efforts (Fisher & Ackerman, 1998). Snyder and Omoto (2001) found that enrolling students in educational programs that focus on the benefits of volunteering and motivations to volunteer is more useful in encouraging future volunteering in students than required service programs.
Possible outcomes of volunteering and motivations to volunteer

There are a variety of reasons why some individuals choose to volunteer when others do not. One of the motivations of volunteering can be to generate feelings associated with being a contributing member of society though the process of helping others (Barlow & Hainsworth, 2001). This aspect of volunteering is especially important to people with disabilities who are accustomed to being the recipients rather than the giver of services (Miller et al., 2005). In addition, many volunteers report the most basic reason to volunteer is that it feels good. Volunteer activities are often enjoyable and participants feel good about themselves after volunteering. This is especially true if the participant found the volunteer activity to be personally meaningful (Yates & Youniss, 1996).

Social connectedness is another reason people volunteer (Barlow & Hainsworth, 2001). This motivation aligns itself with findings that individuals who receive the most positive effects from volunteer participation are individuals with limited social networks (Piliavin & Siegl, 2007). Social isolation can be a problem for people with disabilities more so than for people without disabilities (Rodriguez, Smith-Canter, & Voytecki, 2007). Social connectedness is critical to whether or not individuals participate in altruistic activities. The most common answer volunteers give when asked how they got involved with a certain volunteering activity is “someone asked me” (Putnam, 2000, p.121). This point emphasizes the cyclical nature of involvement in volunteer activities since social isolation can limit individuals’ volunteer involvement; however, a potential benefit of volunteering is feeling less isolated (Barlow & Hainsworth, 2001). Yates and Youniss (1996) found that not only do volunteers report decreased feelings of loneliness and isolation, they also report increased feelings of openness towards others and greater tolerance of differences.
Positive effects on individuals’ physical health are another possible outcome of volunteering (Piliavin & Siegl, 2007). People who commit to a volunteer project are more likely to report higher levels of overall physical health and health satisfaction than those who leave volunteer commitments (Thoits & Hewitt, 2001). Volunteering may also produce cognitive benefits for participants. Cognitive benefits occur through opportunities to practice skills (Clary, et al., 1998). There are benefits to overall leisure lifestyle since being involved in a volunteer setting can give participants a “worthwhile and challenging activity” (Barlow & Hainsworth, 2001, p.207).

There are emotional and psychological benefits of volunteering. Participants reported feeling like they have a “new lease on life” and sense of purpose (Barlow & Hainsworth, 2001, p.211). Volunteering also gives participants an opportunity to express personal values and for personal enrichment and development (Clary et al., 1998). Volunteering can lead to a development of “personal resources” such as confidence and the feeling of being in control of one’s own life (Thoits & Hewitt, 2001, p.122).

Psychological benefits can manifest in different ways. Yates and Youniss (1996) found that volunteers express an increased sense of competence in the way they think and in resulting actions as well. They also report an increase in confidence in social settings that extends beyond just the volunteer setting. Yates and Youniss also found that volunteers describe less of a difference between their perception of whom they are now and who they would like to be rather than people who do not volunteer. High school students who volunteer demonstrate that they are less influenced by outside opinions and have a better inner sense of direction than indicated by their peers. In addition, students who volunteer plan ahead for their futures more so than students who do not volunteer.
Barriers to volunteering for people with disabilities

“Within disability studies more broadly the concept of volunteering appears to have been neglected in theoretical discussions about the nature and extent of social barriers people with impairments face” (Balandin et al., 2006, p.680). One barrier to volunteer participation is perceived difficulties people with disabilities may encounter if they attempted volunteering (Balandin et al., 2006). One example would be the perceived difficulties for some individuals with ID that occur when changing their daily routine. When trying a new experience more planning may be required for individuals with ID than for individuals without ID.

Transportation is one of the primary barriers for individuals with disabilities. The logistics of transportation to and from volunteer activities was cited by participants as a barrier to participation (Balandin et al., 2006). If an individual who drives independently wants to volunteer, he can just get in his car and go. For individuals with ID who do not drive independently other arrangements are required. Public transportation can be difficult, time consuming or even nonexistent and using another individual as a driver is not always a possibility.

Social concerns were identified as a barrier to volunteer participation (Balandin et al., 2006). Individuals stated anxiety about social interactions with participants outside of their usual setting. While settings that provide services for people with ID are seen as safe, other organizations may not be perceived as comfortable in which to participate. In specialized settings, staff is trained to work with people with disabilities; however, in community volunteer settings, volunteer coordinators, volunteers, as well as other individuals may not be as supportive (Balandin et al., 2006). Participants described potential social stereotypes and the potential for discrimination against people with ID as a barrier to volunteering.
Volunteer participation can result in positive outcomes for both the organization receiving volunteer services as well as the volunteer. Despite potential for positive development as a result of volunteering, individuals with disabilities do not volunteer with the same frequency as individuals without disabilities. One reason for this may be that individuals with disabilities encounter barriers to volunteer participation that individuals without disabilities may not encounter. There are several different views on the best way to expose individuals to volunteer participation. One way is educational programs that focus on the benefits of volunteering and motivations to volunteer because they have been found to be more effective in encouraging volunteer participation. A leisure education program focusing on volunteer participation may assist individuals with disabilities in overcoming obstacles to participation.

*Leisure Education and the Leisure Ability Model*

The Leisure Ability Model (LAM) is one of oldest and most widely used therapeutic recreation practice models (Peterson & Gunn, 1984). It is founded in the concepts and theoretical frameworks of intrinsic motivation, internal locus of control, personal causality, freedom of choice, and flow (Stumbo & Peterson, 1998). It consists of three components: functional intervention, leisure education and recreation participation. The first component is functional intervention. Within the functional intervention component, therapists focus on developing the basic skills needed for involvement in leisure in four domains: physical, mental, affective, and social. For this project, it was anticipated that the LIFE students were currently learning or had already learned the functional skills necessary to volunteer based on their participation in guided volunteerism activities. Therefore, it was anticipated the study was well-suited as a leisure education intervention.
"Leisure education is a process through which people go in order to become self-determining or independent in their leisure" (Howe, 1989, p. 207). Because the participants in this research have functional skills needed to volunteer but currently do not volunteer, the purpose of leisure education in this context is to increase their independence in volunteering. Four components of leisure education are leisure awareness, social interaction, leisure resources, and leisure activity skills (Stumbo & Peterson, 2009). The leisure education intervention for this study focused on leisure resources and leisure awareness. Leisure resources include activity opportunities, personal resources, family and home resources, state and national resources, and community resources. Aspects of leisure resources focused on during the leisure education intervention were learning new volunteer opportunities at various organizations, resources of the LIFE program, and community transportation resources. Leisure awareness was also addressed in the form of learning participation and decision-making skills. Some examples of this in the leisure education intervention were learning to decide between volunteer opportunities and learning how to contact volunteer organizations.

The final component of the LAM is recreation participation. The LAM is based on the idea that the overall goal of therapeutic recreation services is for clients to achieve a satisfying leisure lifestyle. This satisfying leisure lifestyle is defined as “the independent functioning of the client in leisure experiences and activities of his or her own choice” (Stumbo & Peterson, 2009, p.33). When clients are functioning within the recreation participation component they are participating independently in activities of their own choosing. Since this project was focused on volunteering, participants considered to be in the recreation participation component would be volunteering independently in settings of their choosing. For clients to reach this independence in
leisure choices, leisure education is needed to develop clients’ leisure skills, attitudes, and knowledge.

While it is widely used, the LAM is not the only therapeutic recreation practice model. However, it was chosen for this study because of the (a) goal of an independent leisure lifestyle, (b) the LAM’s focus on leisure as opposed to a more medical model, and (c) its component of leisure education. The goal of the leisure education intervention in this study is independent volunteer participation, so a leisure oriented model of practice is a better choice than a more medically oriented model. One important part of the LAM is choice. The LAM relies on choice through the theoretical frameworks of intrinsic motivation and internal locus of control. Stumbo and Peterson (1998) define choice as an individual possessing the necessary skills, knowledge, and attitudes to be aware of their recreation opportunities and be able to choose between these opportunities. This idea is also stated by Lee and Mobily (1988). They proposed that therapeutic recreation should provide a client with recreation options. These recreation options include freedom from other obligations that prevent recreation participation as well as freedom to participate by having the skills needed for participation. Without options to choose from and having the skills to choose, a client does not have an independent leisure lifestyle. While the LAM has been criticized for its focus on leisure as the goal of therapeutic recreation, it fits this study because of its focus on independent volunteer participation as the goal.

Fostering Inclusive Volunteer Efforts (F.I.V.E.)

The importance of setting up a volunteering program to match individuals with the best setting possible for their success and ability level has been pointed out by many volunteer researchers (Miller et al., 2005; Carone & Burker, 2007; Mueller, 2005). Individuals feeling welcomed and
accommodated are the two most important aspects of inclusion (Miller et al., 1998). Partnership F.I.V.E is an organization that recruits volunteers with disabilities to work on community projects such as neighborhood cleanups and delivering meals to patients who are homebound. Partnership F.I.V.E. identified five indicators of a quality inclusive volunteer program: (a) administrative support, (b) nature of the program, (c) nature of the activities, (d) environmental/logistical considerations, and (e) programming techniques and methods (Miller et al., 1998). These five indicators are crucial to the success of an inclusive volunteering program (Miller et al., 2005).

Administrative support is described as an agency having mission statements or philosophies that reflect inclusive practices, adhering to ADA standards, and staff training related to inclusive practices. The nature of the volunteering program can facilitate participation, skill-development, and socialization rather than competition. In addition, there should be options for activity modification (if necessary). The nature of the activities should reflect participants’ physical age rather than cognitive function and provide opportunities for challenge and choice. Environmental/logistical considerations include the setting’s physical accessibility, ability to be modified to improve accessibility, and affordability to participants. Lastly, programming techniques include ongoing assessment to be sure that training techniques are matching participants’ needs, as well as involvement of individuals to assist volunteers when necessary (Miller et al., 1998).

The type of organizational setting in which individuals volunteer has been shown to be a predictor of motivation, satisfaction, feelings of usefulness, and personal fulfillment (Celdrán & Villar, 2007). It is also important that participants feel competent and confident while
volunteering (Miller et al., 2005). This is why a leisure education program may be necessary to assist people in choosing volunteer settings that will showcase their strengths.

Wilson, Allen, Strahan, and Ethier (2008) developed an educational program for youth with the purpose of changing volunteer behaviors to facilitate participants’ positive feelings toward volunteering. The program’s focus was on the benefits of volunteering as well as various motivations to volunteer with the idea that, by teaching students why volunteering is important, the students would want to volunteer more in the future. This educational program was based on findings that focused on psychological benefits of volunteering and the various motivations individuals have to volunteer as a more effective way in which to encourage volunteer behaviors rather than programs that require volunteer participation (Snyder & Omoto, 2001). One potential way to encourage students to volunteer and teach them how to volunteer is to incorporate volunteer education in schools (Hofer, 1999). The students that participated in the study reported significantly higher intentions to volunteer than those in a control group.

The leisure education intervention in this study incorporated existing research findings by teaching volunteer education and by focusing on motivations to volunteer. In addition, the principles of F.I.V.E. were used to guide the content of the leisure education intervention. The intervention included the five aspects of F.I.V.E. (administrative support, nature of program, nature of activities, environmental/logistical considerations, and programming techniques and methods). Partnership F.I.V.E. used these aspects to match individuals with disabilities in volunteer sites. These aspects were taught during the leisure education intervention so that participants could identify characteristics that satisfied their volunteering needs when independently seeking volunteer opportunities.
CHAPTER THREE

METHOD

The study was conducted using single-subject withdrawal (ABA) design and qualitative interviews with participants. Single-subject design allow for evaluation of separate individuals’ performance as opposed to group performance by identifying the effects of a variable on a single participant (Alberto & Troutman, 2006). In single-subject withdrawal design each participant’s performance is measured during different conditions of the intervention. The purpose of single-subject research is to discover possible causal relationships between variables. Single-subject research should be used when (a) the individual participants are the unit of concern; (b) there is an active intervention period; and (c) when practical, problem-solving procedures are being tested. (Horner, Carr, Halle, McGee, Odom, & Wolery, 2005).

For this study, each participant’s performance was measured prior to initiation of the intervention (leisure education program), during the intervention, and after the intervention was over one week post intervention. The baseline measures prior to the initiation of the leisure education intervention (A) was conducted at least three times for each participant or until the participant’s scores reached a stable baseline and are not demonstrating an accelerating or decelerating trend. This occurred for each participant during the intervention (B) and post intervention which is a return to A conditions.
Participants

Participants were chosen from students of a university’s LIFE program. This LIFE program started in January of 2009. The program consists of 12 students. Seven of the students are returning to the program from last year and five are new to LIFE. There are six males and six females between the ages of 19 and 23. Ten of the 12 students were currently participating in a series of guided volunteer opportunities provided by the LIFE staff during data collection. The volunteer activity this fall was with Top Soccer. This spring, students were volunteering with Challenger Baseball. In Top Soccer and Challenger Baseball, the LIFE students work one on one with children with disabilities to practice soccer and baseball skills as well as play games. In these guided volunteer opportunities many aspects of the experience are arranged for the students by the LIFE staff. The organization that the students will volunteer for is decided for them. LIFE staff members work with the organization’s staff to arrange volunteer participation. The LIFE program provides transportation if needed. Participation is required by all students who do not
have work conflicts. These volunteer experiences may be beneficial to LIFE students. However, currently the students do not choose their own volunteer settings.

The LIFE students who have been enrolled for at least one academic year have been involved with different volunteer activities. They have volunteered for Hustle for Haiti 5k benefit passing out water, Children’s Miracle Network Dance Marathon as dancers, Top Soccer, and Challenger Baseball. When asked, the students expressed that they enjoyed volunteering at these different settings and stated that they would like to volunteer more in the future. The students ages range between 18 and 23 with an average IQ score of 68. All the students are independent in daily living activities such as dressing, toileting, and showering. They have various disabilities including Down syndrome, Cerebral Palsy, Joubert syndrome, ADHD, and Soto syndrome. These students would not be accepted to the university if applying with every other mainstream student. However, they function at a high enough level that they can live away from home and it is believed that they may benefit from the university experience.

For this study, four students from the LIFE program were chosen to participate. All four were new to the LIFE program and did not have work conflicts with the leisure education program. All other LIFE students were invited to attend the program and did, they just were not required to come and were not included in the study. Of the four chosen there were two females and two males. These four participants were chosen because they were new to the LIFE program and had not participated in guided volunteerism activities before starting the leisure education intervention. In addition, they had no other school or work conflicts with the intervention and were able to commit to going to every session. Their average age is 20.5 (range 20-21) and their average IQ score is 67 (mean 73, range 40-82).
Carrie. Carrie is a 21 year old Caucasian female who has a diagnosis of Pervasive Development Disorder- not otherwise specified. Carrie’s IQ score is 82 and her grade level equivalency is 10\textsuperscript{th} grade. She enjoys spending time with her family, and describes herself as a leader.

Rob. Rob is a 20 year old Caucasian male who has a diagnosis of dyslexia and dyscalculia. He is also blind in his left eye and has been diagnosed with dysgraphia. Rob’s IQ score is 74 and his grade level equivalency is 4.2. Rob enjoys ultimate Frisbee and describes himself as a good listener.

Erin. Erin is a 20 year old African-American female. Her diagnosis is intellectual disability. Her IQ score is 40. Erin enjoys art and spending time with her younger cousins. She also likes to travel. Erin describes herself as creative.

Jacob. Jacob is a 21 year old Caucasian male diagnosed with Pervasive Development Disorder- not otherwise specified. Jacob’s IQ score is 72 and his grade level equivalency is 5\textsuperscript{th} grade. Jacob enjoys listening to music and going to church. He describes himself as friendly and funny.

\textit{Instructional Module}

The leisure education intervention was developed using Dattilo’s (1999) book Leisure Education Program Planning. This offered a guide to creating leisure education program on various topics such as Appreciate Leisure, Be Aware of Self on Leisure, Use Resources Facilitating Leisure, and Make Decisions about Leisure. To create a leisure education intervention that focused on volunteering, the principles from Partnership F.I.V.E. were combined with the more general leisure education topics. These topics were broken down into
five, 60 minute sessions. During Session 1, three topics were covered: Benefits of Volunteering, Volunteer Roles, and Local Volunteer Sites. The Session 2 topics were Volunteer Interests and Values and Volunteer Strengths and Abilities. The Session 3 topic was Choosing a Volunteer Site. During Session 4, the topic covered was Transportation. Session 5 was a shorter session on Contacting Volunteer Sites. The second half of that session was used to discuss barriers to volunteer participation and answer questions about the intervention.

**Data Instruments (Quantitative)**

The Youth Inventory of Involvement (YII) was originally designed to measure past community participation of youth (Pancer, Pratt, Hunsberger, & Alisat, 2007). It is a fourteen item questionnaire describing a variety of ways students can be involved in their community. The YII also measures the level of involvement and extent of participation from basic participation to leading a group or organizing events. This is indicated by respondents on a five-point Likert type scale ranging from 0 (never did this over the previous year) to 4 (did this a lot over the previous year).

In the original study using the YII, researchers identified four groups of respondents. “Activists” are defined as respondents with high involvement and extent of participation in a wide range of community activities. “ Helpers” are defined as respondents who help individuals in their community. “Responders” are defined as respondents who respond to opportunities to help in the community, but do not initiate involvement themselves. Lastly, respondents can be classified as “uninvolved” (Pancer, et al., 2007). The YII was adapted by Wilson et al. (2008) to measure future intention to volunteer. For this study, wording was changed to indicate intent
about future behavior, 0 (do not plan to do this at all) to 4 (plan to do this a lot). The adapted version was used in this study.

In addition to the YII, the Youth Social Responsibility Scale (YSRS) was used to measure participants’ attitudes toward volunteer activities before and after the leisure education intervention. The YSRS consists of 10 questions with response choices in a five-item Likert type scale. The answer choices range from Do Not Agree to Completely Agree.

The YII and YSRS were designed for youth and written for student ages 11-18. For this study, some of the wording was simplified to make the measures easier to understand. Per advisement of the LIFE staff, the YII and YSRS were reworded to a 4th grade reading level using the Flesch-Kincaid reading scale. The revised version was sent to LIFE staff for review. The last five item questionnaire was created for this research and is written for the participants’ understanding without need for revision.

Along with the YII and YSRS the participants were given a five item volunteer knowledge questionnaire (5Q) based specifically on information presented in the leisure education intervention. The 5Q scale was developed to measure participants’ knowledge of how to volunteer independently. It was written based on the specific content of the intervention sessions. In this way, it was used to measure what information participants retained from the sessions. Some examples of these questions are: (a) Do you know any places in town where you could volunteer?; (b) Do you know of any strength or talent (something that you’re good at) you have that could help you volunteer?; and (c) What are three possible benefits of volunteering? These questions were used to determine if the participants already knew the information included in the intervention so it could have been revised if needed to benefit the participants. These questions were asked prior to the intervention, during the intervention, and post-intervention.
Each separate measure (YII, YSRS, and 5Q) were given a highest score possible. The best score on the YII is 18. There are nine items on the YII. Each “do not plan to do this at all” response was scored as zero points. Each “plan to do this a few times” response was scored as one point. Each “plan to do this a lot” response was scored two points. The highest score on the YSRS is 32. There are eight items on this measure and each was scored zero-four points based on responses “do not agree” – “completely agree”. The highest score on the 5Q is 20. Each of the five items was given four points if answered correctly. Two-part questions were scored as a possible two points for each part. Percent scores on each measure were calculated with the highest score as 100 percent. For example, a participant who received a 20 on the 5Q would be scored as 100 percent.

Data Collection Procedures

The YII, YSRS, and 5Q assessments were conducted with the participants according to single subject withdrawal (ABA) design (Tawney & Gast, 1984). The first “A” condition is baseline condition prior to initiation of the Leisure Education intervention. The YSRS, YII, and 5Q were administered at least three times or as many times as needed to demonstrate a zero-celerating trend. A zero-celerating trend indicates that a participant’s score is not increasing or decreasing. An accelerating trend would demonstrate that a participant’s score is increasing while a decelerating trend would show that a participant’s score is decreasing. The “B” condition represents initiation of and participation in the leisure education intervention. The YSRS, YII, and 5Q were administered to each participant at least three times during the “B” condition or until a new stable baseline was reached. Following completion of the leisure education intervention there was a return to “A’” condition by withdrawal of the leisure education
intervention. The YSRS, YII, and 5 Q were administered at least three times during the withdrawal condition and until a stable baseline was reached. Measures were given immediately following intervention sessions during intervention condition.

Administration of single-subject measures schedule:

<table>
<thead>
<tr>
<th></th>
<th>Cognitive</th>
<th>Pretest</th>
<th>Baseline</th>
<th>Intervention</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-Mar</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-Mar</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-Mar</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-Mar</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

************Spring Break************

|               |          |         |          |              |           |
| 29-Mar        | X         |         |          |              |           |
| 31-Mar        | X         |         |          |              |           |
| 5-Apr         | X         |         |          |              |           |
| 7-Apr         | X         |         |          |              |           |
| 12-Apr        | X         |         |          |              |           |
| 14-Apr        | X         |         |          |              |           |
| 19-Apr        | X         |         |          |              |           |
| 21-Apr        | X         |         |          |              |           |
| 26-Apr        |           | x       |          |              |           |
| 28-Apr        |           | x       |          |              |           |
| 3-May         |           |         |          |              |           |

**Semi-Structured Interview**

Pre and post-intervention semi-structured interview questions were developed with all participants. Pre-intervention interviews were designed to assess the level of knowledge, skills, and attitudes required to initiate independent volunteer participation. Post-intervention interviews were conducted to evaluate changes following implementation of the leisure education program.
**Reliability and Validity**

For this study, reliability was addressed within data analysis throughout use of multiple coders who analyzed interview data and through comparison of commonalities and differences in themes. Internal validity of the single-subject findings were addressed in multiple ways. The potential of subject attrition was controlled for by having enough participants so that the loss of a participant (4) did not hurt the research. Another aspect of internal validity in single-subject research is treatment integrity. Treatment integrity is defined as “the extent to which the independent variable is implemented or carried out as planned” (Cooper, Heron, & Heward, 1987, p.237). To address treatment integrity, only one researcher led the leisure education intervention and each participant received the same information at the same time. In addition, the leisure education program plans were recorded with detailed descriptions so the program could be replicated ensuring procedural reliability.

A pilot test was given to three LIFE students who were not in the leisure education program. This was to assess the YSRS, YII, and 5 Q for comprehension by individuals similar to the participants. The three LIFE students who took the pilot test were asked clarify what they thought the questions meant and to explain their responses. They were also asked to identify any words they did not understand. After the pilot test the YSRS and YII were reworded to reflect the findings. The changes were made to specific words, but the concepts remained the same.

**Social Validity**

Wolfe (1978) stated three levels of social validation: goals, procedures and effects. This translates into three questions: (a) Will an increase or decrease in the measured dimension of this behavior result in an improvement in the subject’s life?; (b) Are treatment procedures
administered in the most efficient and effective way possible?; and (c) Is the subject better off if
the behavior changes? (Cooper et al., 1987). To determine social validity a social validity
questionnaire was administered to LIFE staff members after the participants completed the
leisure education intervention. The purpose of the questionnaire was to assess the staff’s opinions
of and social validity related to the leisure education intervention. It assessed whether the leisure
education intervention was the most appropriate and efficient way to increase independent
volunteer behaviors. LIFE staff members were asked if they believed the students enjoyed the
program. The questionnaire sought to examine if staff believes it is important for LIFE students
to begin to make independent volunteer choices and if quality of life has increased for students as
a result of their participation in the leisure education intervention. In addition to staff
questionnaires, interviews with the participants served as a measure of social validity. The four
participants were given the opportunity to discuss their opinion of the leisure education
intervention’s social validity during post-interviews.
CHAPTER FOUR

RESULTS

The results presented in this chapter are findings from participant responses to the three single-subject questionnaires as well as pre and post-intervention interviews and social validity measures. The quantitative findings are presented first followed by qualitative findings. The interview data is categorized together into themes from the pre and post-intervention interviews. In addition, individual comments from each participant are presented. Lastly, the results of the social validity questionnaire that was given to LIFE staff members are presented.

Single-Subject Data

The single-subject scores are shown for each measure and each participant. The YII is a measure of participants’ intent to participate in volunteer activities. The YSRS is a measure of participants’ attitudes and values of volunteering. The Five-Item Questionnaire is a short answer measure of volunteer knowledge specific to the leisure education intervention.
According to split-middle calculations, Rob exhibited YII scores that were slightly decelerating during baseline measures with a median baseline score of 70%, \( M = 73\% \) (range = 69-78%). His YII scores showed a slight increase upon initial start of the leisure education intervention. According to split-middle calculations within intervention, scores displayed a zero-celerating trend (median 89%, \( M = 85.4\% \), range = 78-94%). The scores remained stable after the leisure education program was completed with a zero-celerating trend. The findings suggest that Rob’s intentions to volunteer increased because his median score of 70% during baseline measures increased to 83% during follow-up.

According to split-middle calculation, Jacob exhibited YII scores with a slight decelerating trend during baseline measures (median = 39%, \( M = 37\% \), range = 33-39%). His YII scores increased slightly after beginning the leisure education intervention and showed a zero-celerating trend with split-middle calculations (median = 44%, \( M = 45.4\% \), range = 39-50%). His YII scores increased again during follow-up measures, demonstrating a zero-celerating trend (median = 61%, \( M = 61.2\% \), range = 55.5-67%). The findings suggest that Jacob’s intentions to volunteer increased because his median score of 39% during baseline measures increased to 61% during follow-up.
Carrie exhibited YII scores with a zero-celerating trend during baseline measures (median = 39\%, \text{M} = 38.6\%, \text{range} = 33-44\%). Her YII scores showed an immediate increase at the start of the leisure education program, but with a decelerating trend (median = 44\%, \text{M} = 46.6\%, \text{range} = 39-55.5\%). Her scores returned to their highest point again post-intervention and remained stable at 55.5\%). The findings suggest that Carrie’s intentions to volunteer increased because her median score of 39\% during baseline measures increased to 44\% during follow-up.

Erin exhibited YII scores with a zero-celerating trend during baseline measures. All scores remained the same at 67\%. Her YII scores showed an immediate increase at the start of the leisure education program, with a slightly accelerating trend (median = 78\%, \text{M} = 77.6\%, \text{range} = 72-83\%). Her scores demonstrated a zero-celerating trend post-intervention remaining at their higher level (median = 80.5\%, \text{M} = 79.5\%, \text{range} = 75-83\%). The findings suggest that Erin’s intentions to volunteer increased because her median score of 67\% during baseline measures increased to 78\% during follow-up.
Youth Social Responsibility Scale (YSRS)

Baseline | Intervention | Follow-up

Rob
Jacob
Carrie
Erin
Rob exhibited YSRS scores that were zero-celerating during baseline measures with a median baseline score of 78%, \( M = 79\% \) (range = 75-84%). His showed a slight increase at the start of the intervention and remained stable throughout the leisure education intervention exhibiting a zero-celerating trend (median = 87.5%, \( M = 85.5\% \), range = 81-87.5%) There was a slight increase in scores after completion of the leisure education intervention with a consistent score of 94%. The findings suggest that Rob’s attitudes toward to volunteering became more positive because his median score of 78% during baseline measures increased to 94% during follow-up.

Jacob’s YSRS scores remained stable throughout all conditions. During baseline measures his scores showed a zero-celerating trend (all scores at 67%). His scores during the leisure education intervention continued to exhibit a zero-celerating trend (median = 67%, \( M = 69\% \), range = 67-75%). His follow-up scores remained at the same level with a slight decelerating trend (median = 69%, \( M = 71\% \), range = 69-75%). The findings suggest that Jacob’s attitudes toward to volunteering did not change because his median score of 67% during baseline measures increased to 69% during follow-up. This increase is not enough to suggest change in attitudes.

Carrie’s YSRS scores remained stable throughout all three conditions. According to split-middle calculations, her baseline scores showed a zero-celerating trend (median = 75%, \( M = 77\% \), range = 72-84%). Her scores during the leisure education intervention demonstrated a zero-celerating trend (median = 81%, \( M = 81.1\% \), range = 78-87.5%). Her post-intervention scores showed a zero-celerating trend (median = 84%, \( M = 85.2\% \), range = 84-87.5%). The findings suggest that Carrie's attitudes toward to volunteering did not change because her median score of
75% during baseline measures increased to 81% during follow-up. This increase is not enough to suggest change in attitudes.

Erin’s baseline YSRS scores showed a zero-celerating trend (median = 75%, M = 76%, range = 75-78%). Her scores immediately increase after beginning the leisure education intervention demonstrating a zero-celerating trend with all scores at 87.5%. Her post-intervention scores showed a zero-celerating trend with all scores remaining at 87.5%. The findings suggest that Erin’s attitudes toward to volunteering became more positive because her median score of 75% during baseline measures increased to 87.5% during follow-up.
Five-Item Questionnaire (5 Q)

Baseline

Intervention

Follow-up

Rob

Jacob

Carrie

Erin

1 2 3 4 5 6 7 8 9 10 11

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5 6 7 8 9 10 11

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5 6 7 8 9 10 11

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5 6 7 8 9 10 11

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5 6 7 8 9 10 11

0 10 20 30 40 50 60 70 80 90 100

1 2 3 4 5 6 7 8 9 10 11
Rob exhibited scores on the Five-Item Questionnaire that were slightly decelerating during baseline measures (median = 50%, $M = 53.3\%$, range = 50-60%). Once the leisure education intervention began, there was an increase in scores with an accelerating trend until reaching 100% (median = 90%, $M = 90\%$, range = 80-100%). Rob’s follow-up scores were maintained at 100% post-intervention. The findings suggest that Rob’s knowledge about volunteering increased because his median score of 50% during baseline measures increased to 100% during follow-up.

Jacob’s Five-Item Questionnaire scores exhibited a zero-celerating trend during baseline measures with every score at 30%. His scores showed an accelerating trend throughout the leisure education intervention until reaching the maximum score of 100% (median = 80%, $M = 76\%$, range = 40-100%). His scores exhibited a zero-celerating trend post-intervention remaining stable at 100%. The findings suggest that Jacob’s knowledge about volunteering increased because his median score of 30% during baseline measures increased to 100% during follow-up.

Carrie’s Five-Item Questionnaire exhibited a zero-celerating trend during baseline measures with every score at 60%. Her scores immediately increased and showed an accelerating trend throughout the leisure education intervention until reaching the maximum score of 100% (median = 100%, $M = 94\%$, range = 80-100%). Her scores exhibited a zero-celerating trend post-intervention remaining stable at 100%. The findings suggest that Carrie’s knowledge about volunteering increased because her median score of 60% during baseline measures increased to 100% during follow-up.

Erin’s Five-Item Questionnaire exhibited a zero-celerating trend during baseline measures with every score at 60%. Her scores showed an accelerating trend throughout the
leisure education intervention until reaching a maximum score of 80% (median = 80%, $M = 74\%$, range = 60-80%). Her scores exhibited a zero-celerating trend post-intervention remaining stable at 80%. The findings suggest that Erin’s knowledge about volunteering increased because her median score of 60% during baseline measures increased to 80% during follow-up.

All four participants’ responses demonstrated the most change in the 5 Q that measured volunteer knowledge taught during the leisure education intervention. Each participant exhibited a similar pattern of stable pre-intervention scores. Then the scores immediately increased upon beginning the intervention. The 5 Q scores then continued to increase during the intervention until leveling out and remaining at that level throughout post-intervention measures. The participants’ YSRS that measured attitudes towards volunteering demonstrated the least change from pre to post-intervention.

Overall, the participants’ YII scores increased slightly during the intervention stage. When reviewing individual participant responses on the YII, it was found that participants became more selective in their responses. For example, during intervention assessments, Jacob’s YII scores only increased slightly from the pre-assessments. However, his responses changed significantly. During baseling assessments, he responded “plan to do this a few times” to more statements than during intervention assessments. During the intervention, he responded “do not plan to do this at all” to more statements, but he also responded “plan to do this a lot” to more statements. This suggests that he had become more directed in his volunteer choices. The other participants’ YII responses reflected similar changes.
Semi-Structured Interviews

During pre-intervention interviews, the four participants were asked to define the word “volunteer.” Three out of four participants had similar definitions of the word volunteer. These included the concepts of helping people and of not getting paid for their help. The fourth participant defined the word volunteer as different volunteer activities she had done such as “help kids out.” One of the participants who defined the word volunteer as helping people out elaborated by saying “people who help us out” and went on to define volunteer based on individuals volunteering to help him, not him volunteering. This is consistent with Miller and colleagues’ findings that individuals with disabilities are more dependent on volunteers than individuals without disabilities and do not realize their own volunteer potential (2005).

When asked if volunteering was important, the participants all answered “yes” but gave different reasons why it was important. These reasons included: helping the community, giving back, and doing something meaningful. One participant specified that “volunteering was only important if she was volunteering for something that had personally affected her.” Another participant stated that “the volunteer activities she was required to do were not important to her, but the ones she chose to do were important.” Three out of the four participants had volunteered before beginning LIFE. One had helped plan charity events with his high school student government association. Another had helped with younger children at his temple. The third had volunteered as a camp counselor. When asked if there were volunteer activities they had not tried yet but wanted to, all four participants answered similarly. They all responded that there might be volunteer activities they had not tried they might like but that they did not know what opportunities were available. Answers given to the statement related to “good things that could
happen because of volunteering” were: make new friends, have fun, help people, and get better at talking to people.

During post-intervention interviews, participants were asked what they liked about the leisure education program. All four participants stated that they most enjoyed using the internet to find places to volunteer. One participant stated that she enjoyed all of the classes that used the computers because, “It wasn’t just sitting and listening. I was actually doing something useful.” When asked what he disliked about the leisure education program, one participant said that he disliked taking the same assessments multiple times. The participant that had the most volunteer experience stated that she disliked hearing information she already knew. All participants were able to name different benefits of volunteering, but many different answers came up including feeling good, feeling like you helped someone, meeting new people, making friends, and helping understand others better. All four participants were able to name local places to volunteer and state which ones they were interested in contacting. All four participants were able to state the necessary steps to volunteer at these places (i.e. find their contact information, call or email, and transportation options to get there). Three out of four participants said that schoolwork or classes may be barriers to their volunteer participation. The fourth participant said that his learning disability was a barrier because he had trouble concentrating on one thing for too long.

Social Validity Scale

A Social Validity Questionnaire was sent out through email to LIFE program staff members who had frequent contact with participants before, during, and after the leisure education program. Six of LIFE staff members fit this description and were asked to complete the questionnaire. Of the six staff members asked to take the survey, three completed and
returned it. All three responded “strongly agree” to the statement “it would be beneficial to teach the students more about volunteering using similar programs.” All three responded “agree” to the statement “overall, the students have different attitudes towards volunteering now than before the program.” In addition, in response to the statement “the students did NOT benefit from the volunteer program” two out of three marked “strongly disagree” and one marked “agree.” For more detailed results see Appendix E.
CHAPTER FIVE

DISCUSSION

The purpose of this study was to examine effectiveness of a leisure education program designed to support independent volunteer participation by students enrolled in a university’s LIFE program. The future intentions of participation in volunteer activities and attitudes towards volunteer participation of four LIFE students was examined before, during, and after the leisure education program using single subject research withdrawal design. Adapted versions of the Youth Inventory of Involvement (YII) and Youth Social Responsibility Scale (YSRS) were used to measure intention to participate in future volunteer activities and attitudes toward volunteering. A short five item questionnaire was given that was created to test volunteer knowledge specific to the leisure education intervention. In addition, participants were interviewed about their attitudes toward volunteering and intentions to volunteer.

Findings

Youth Inventory of Involvement. When examining each participant’s individual YII answers, most scores stayed stable or increased slightly during the leisure education intervention. When looking at changes in specific responses, most participants responded that they would participate in a smaller range of volunteer activities, but would participate in some volunteer activities more often. For example, one participant received about the same score on the YII across all three conditions. However, his answers changed. Before beginning the program, he answered that he “planned to do a few times” most of the volunteer activities listed. During and after the program, he answered that he “did not plan to do” more activities, but the ones he did plan to do he answered that he “planned to do a lot” keeping his score the same.
Youth Social Responsibility Scale. Each participant’s YSRS scores remained stable across each condition. Participants’ scores started high before beginning the program and remained high during and after the program. Of all three measures, the YSRS showed the least change.

Five-Item Questionnaire. The participants’ five-item questionnaire scores showed the most change. Their scores reflect information learned during the leisure education intervention. For three of the four participants there is an immediate accelerating trend upon initiation of the intervention. Accelerating trends continue for all of the participants until a stable zero-celerating trend occurs for two participants at the sixth session and two participants at the seventh session. At follow-up there is no change across all participants.

Interviews. “Importance of volunteering” was one recurring theme during interviews prior to beginning the intervention. Participants discussed the importance of volunteering as well as how volunteering could benefit the people they volunteer for and themselves. Participants stated that volunteering was an activity they should participate in often. “Desire for knowledge” was another theme discussed during pre-intervention interviews. Participants stated that they would like to participate in more volunteer activities in their area. However, they expressed that they did not know places they could volunteer in the area or how to begin the volunteering process.

“Volunteer competency” was a theme of the post-intervention interviews. Participants described how to find a place they wanted to volunteer, how to contact that place, how to travel to that place, and how to contribute to that place through volunteering. “Volunteer barriers” was another prevalent theme from the post-intervention interviews. Participants stated various
barriers to volunteer; however, they were able to identify different ways of negotiating those barriers. For example, using public transportation to get to a volunteer site if no one was available to drive them was a response.

Research Observations and Field Notes

For this study’s leisure education program, the researcher taught every session to ensure consistency in information delivery and format. Another University graduate student in the Parks, Recreation, and Tourism Management program attended the sessions to provide assistance when needed and observe the session. Some observations were made during the program that were not readily reflected in the participants’ assessment scores or the interviews. The first observation made was that some participants wanted to attend the sessions. These participants came to each session on time, participated without prodding, and sometimes stayed late to ask questions. It was observed that other participants seemed to want to be somewhere other than at the sessions. These participants showed up late at times, participated only when called on, and repeatedly reminded the instructor what time they needed to leave. Whether the participants fell into the “wanted to” category or the “didn’t want to” category, participants’ scores progressed similarly. However, the participants from the “wanted to” category had higher YII and YSRS scores across all conditions.

Each participant took the YSRS, YII alone with the researcher the first time it was administered. The purpose of this was to allow the participants to ask any questions about the assessments and insure understanding. All four participants were able to complete the assessments however, some participants completed with more ease than others. Of the four participants, Erin took the longest to complete the assessments. The YSRS is the most difficult of
the measures to complete. After taking the YSRS a few times, Erin’s YSRS scores remained the same. It was observed that the time it took her to complete the YSRS was greatly reduced when all participants began taking the assessments at the same time and in the same room. It might be possible that, after comparing herself to the other participants, Erin rushed through the YSRS answering the same every session without thoroughly thinking through her answers.

**Recommendations for Future Research**

The purpose of the leisure education program was to inform participants of benefits of volunteering, how to find volunteer opportunities where they live, and help them think about what abilities they have in regards to contributing to a volunteer activity. Other topics of this leisure education program’s classes included professionalism when contacting volunteer supervisors, transportation, and overcoming barriers to volunteer. Ideally, the leisure education program would lead to future independent volunteer participation. However, due to time limitations, volunteer behavior was not measured; only intent. Future studies can take this research a step further and attempt to measure changes in volunteer participation following completion of the program.

Another purpose of the leisure education program was to promote choice in volunteer participation. Participants were taught the necessary skills to independently participate in volunteer activities of their chose as opposed to participating in required volunteer activities for school. The participants in this study were required to attend the leisure education program as part of their course work. In the future, this study could be replicated with participants who voluntarily enroll in the leisure education intervention. This study was done with a limited
population in a specific setting. The leisure education program could be revised for various populations and studied.

Implications

The participants in this study began the study with an overall mean 74.75% on the YSRS which measures attitudes and values of volunteering. Following participation in the leisure education intervention their overall mean score was 84.4%. The participants’ YII scores, that measure intention to volunteer, began at an overall mean of 53.9%. Following participation in the leisure education intervention their overall mean score was 70.4%. Participants’ scores on the five-item questionnaire began at an overall mean of 50.8% and following participation in the leisure education intervention the scores reached an overall mean of 95%. Overall, participants began the study with positive attitudes toward volunteering but little knowledge of how to volunteer independently.

During interviews, participants spoke positively about their initial guided volunteer experience although some stated they did not like the requirement to volunteer. In the LIFE program, guided volunteerism may be effective as a means of introducing students to volunteer participation. Results indicated the leisure education intervention was effective in teaching the knowledge necessary to volunteer independently. Following participation in a guided volunteer experience, interested students can choose to participate in a leisure education program to teach the skills necessary to volunteer independently. This same pattern may be effective for populations other than in this study but more research will need to be done to determine this.
Limitations

One limitation of this research is the unique environment of LIFE that may not be generalizable to other situations. Students enrolled in the LIFE program are from supportive families willing to use their available resources to have their children participate in the program. However, this is not the reality for all adults with ID. Because of the nature of the LIFE program, students have participated in many activities that promote an independent lifestyle. For this reason, they may be more likely to independently choose to volunteer than other adults with ID. None of the individuals in LIFE program drive his or her own car. The students have on public transportation to transport them to activities. When a location is not on a bus route, LIFE students have the option of transportation by LIFE staff or volunteers to take them to and from an activity. For most individuals with ID, and for LIFE students after graduation, this will no longer be an option for transportation. Lastly, participants in this study were required to attend the leisure education intervention as part of their course work. This could have had an effect on behavior.

The researcher of this study conducted both the pre and post interviews. The same researcher also taught the leisure education program. Through the program, participants spent extended periods of time (six, 45 minute sessions) with the researcher. Because of this, participants may have felt a need to please the researcher during post interviews. In addition to this, there are some limitations in the design of the Five-Item Questionnaire (5Q). The 5Q was created specifically for this study and was not created by an expert in survey design. Because of this, the scale of this measure compared to the YII and YSRS is different. Three out of four participants reached and remained at a score of 100 percent on the 5Q. There was no way of measuring further knowledge gained after reaching the maximum score. In addition, as
mentioned earlier, the YII scores did not exhibit a major change from baseline to follow-up. However the specific responses did demonstrate a change in intention to volunteer. This is a limitation of any scale like the YII scale in which two “plan to do this a few times” responses receive the same score as one “plan to do this a lot” response.

Other limitations of this research were specific to single-subject research design. One is that, from taking the same questionnaire repeatedly, participants can learn the test and might not continue to answer as thoughtfully as the first time they take it (Tawney & Gast, 1984). In this design, participants were administered the same performance measures repeatedly and may have learned the assessment or experienced test burnout. In addition, single-subject research does not take into account external factors. For example, other experiences the participants have beyond this research such as guided volunteer experiences may have affected performance on the assessment. Lastly, this research was bound by time factors during the spring 2011 semester. Because of the time constraints, single subject data collection was limited.

Conclusion

In conclusion, results indicated that the leisure education intervention was effective in increasing participants’ knowledge of how to volunteer independently. Attitudes toward volunteering did not change significantly; however, participants entered the study with positive attitudes toward volunteering as demonstrated by their high YSRS scores. Another study would have to be conducted with participants having less positive attitudes toward volunteering to determine if the intervention is an effective method of changing scores for volunteer attitudes. Participants’ intentions to volunteer increased slightly; however, individual responses changed from “participating less often on more volunteer activities” to “participating more often in less
volunteer activities”. Because of this there is potential to suggest that the leisure education intervention may have been effective in helping participants narrow down volunteer options by learning which ones would be their preference. Additional research will be helpful to determine this.

This study reinforces Miller and colleagues’ (1998) research findings that individuals with ID should be seen as contributors rather than recipients of services. Participants demonstrated a positive attitude toward volunteering, intent to volunteer, and knowledge of how to volunteer independently. In addition, this study supports Snyder and Omoto’s (2001) research conclusion that enrolling students in educational programs that focus on the benefits of volunteering and motivations to volunteer is more useful in encouraging future volunteering in students than required service programs such as LIFE student’s guided volunteerism. The importance of Leisure Education component of the Leisure Ability Model (Peterson & Gunn, 1984) is maintained within this research. The quantitative score increases after completing the leisure education intervention exhibit a positive effect of leisure education. Additionally, during post-intervention interviews, participants demonstrated increased knowledge of volunteering supporting the positive effect of the leisure education intervention.

The volunteer recommendations from Partnership F.I.V.E. may be linked to the participants’ increased intent to volunteer as demonstrated by their increased YII scores. Miller and colleagues Partnership F.I.V.E guidelines (1998) informed the content on the leisure education intervention. The participants not only increased their knowledge of these guidelines (five-item questionnaire scores), but increased their intent to volunteer as well. This may be a result of the F.I.V.E. guidelines participants learned. Further research on volunteer behavior is needed to conclude if knowledge of Partnership F.I.V.E. guidelines affect volunteer competency.
### Appendices

Appendix A

**Youth Social Responsibility Scale**

*The Youth Social Responsibility Scale*

*The following questions have to do with the way people relate to their community, society and country. Please respond to each of the statements below by circling the number that represents your opinion.*

1) Helping others gives a person a tremendous feeling of accomplishment.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>strongly disagree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>disagree somewhat</strong></td>
<td><strong>neither agree nor disagree</strong></td>
<td><strong>agree somewhat</strong></td>
<td><strong>agree</strong></td>
<td>strongly <strong>agree</strong></td>
</tr>
</tbody>
</table>

2) Young people have an important role to play in making the world a better place.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>strongly disagree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>disagree somewhat</strong></td>
<td><strong>neither agree nor disagree</strong></td>
<td><strong>agree somewhat</strong></td>
<td><strong>agree</strong></td>
<td>strongly <strong>agree</strong></td>
</tr>
</tbody>
</table>

3) It is important for people to know what's going on in their communities.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>strongly disagree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>disagree somewhat</strong></td>
<td><strong>neither agree nor disagree</strong></td>
<td><strong>agree somewhat</strong></td>
<td><strong>agree</strong></td>
<td>strongly <strong>agree</strong></td>
</tr>
</tbody>
</table>

4) People in their teens can't vote, so there is not really any reason for them to care about politics and government.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>strongly disagree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>disagree</strong></td>
<td><strong>neither agree nor disagree</strong></td>
<td><strong>agree</strong></td>
<td><strong>agree</strong></td>
<td>strongly <strong>agree</strong></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>disagree</td>
<td>disagree</td>
<td>neither</td>
<td>agree nor</td>
<td>somewhat</td>
<td>agree</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

5) Everybody should volunteer some time for the good of their community.

6) It's important for people in their teens to know what's going on in the world.

7) By helping others, parents set an important example for their children.

8) Teenagers should just enjoy themselves and not worry about things like poverty and the environment.

9) Schools should stick to the basics and not spend so much time trying to teach students about moral or social issues.
10) People should help one another without expecting to get paid or rewarded for it.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strongly disagree</td>
<td>disagree</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>somewhat</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

Revised YSRS for This Study:

1) Helping others gives a person a good feeling.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strongly disagree</td>
<td>disagree</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>somewhat</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

2) Young people have a big role to play in making the world a better place.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strongly disagree</td>
<td>Disagree</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>agree</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

3) It is good for people to know what's going on in their communities.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strongly disagree</td>
<td>Disagree</td>
<td>disagree</td>
<td>neither agree nor disagree</td>
<td>agree</td>
<td>agree</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>
4) Everybody should volunteer some time for the good of their community.
   1  2  3  4  5  6  7
   strongly disagree disagree neither agree nor disagree agree
   disagree somewhat agree somewhat agree strongly agree

5) By helping others, parents or teachers set an example for their children.
   1  2  3  4  5  6  7
   strongly disagree disagree neither agree nor disagree agree strongly agree
   disagree somewhat agree somewhat agree

6) Young people should just enjoy themselves and not worry about things like poverty and the environment.
   1  2  3  4  5  6  7
   strongly disagree disagree neither agree nor disagree agree strongly agree
   disagree somewhat agree somewhat agree

7) Schools should not spend so much time trying to teach students about volunteering.
   1  2  3  4  5  6  7
   strongly disagree disagree neither agree nor disagree agree strongly agree
   disagree somewhat agree somewhat agree

8) People should help one another without expecting to get paid for it.
   1  2  3  4  5  6  7
   strongly disagree disagree neither agree nor disagree agree strongly agree
   disagree somewhat agree somewhat agree
Appendix B

Youth Inventory of Involvement

Youth Inventory of Involvement (YII)

The following is a list of school, community and political activities that people can get involved in. For each of these activities, please indicate whether, in the **past year**, you have done any of the following.

ADAPTATION (for measuring behavioural intentions)

The following is a list of school, community and political activities that people can get involved in. For each of these activities, please indicate whether, in the **next year**, you plan to do any of the following.

1) Visit or help out people who are sick.

   0  1  2  3  4
   do not plan to do plan to do this plan to do this a plan to do this a plan to do this a
   this at all       once or twice  few times  fair bit  lot

2) Take care of other families' children (on an unpaid basis).

   0  1  2  3  4
   do not plan to do plan to do this plan to do this a plan to do this a plan to do this a
   this at all       once or twice  few times  fair bit  lot

3) Participate in a church-connected group.

   0  1  2  3  4
   do not plan to do plan to do this plan to do this a plan to do this a plan to do this a
   this at all       once or twice  few times  fair bit  lot

4) Participate in or help a charity organization.

   0  1  2  3  4
   do not plan to do plan to do this plan to do this a plan to do this a plan to do this a
   this at all       once or twice  few times  fair bit  lot
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5)</td>
<td>Participate in a school academic club or team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
<td>plan to do this a lot</td>
</tr>
<tr>
<td>6)</td>
<td>Participate in a sports team or club.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
<td>plan to do this a lot</td>
</tr>
<tr>
<td>7)</td>
<td>Lead or help out with a children's group or club.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
<td>plan to do this a lot</td>
</tr>
<tr>
<td>8)</td>
<td>Help with a fund-raising project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
<td>plan to do this a lot</td>
</tr>
<tr>
<td>9)</td>
<td>Do things to help improve your neighbourhood (e.g., help clean neighbourhood).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10) Give help (e.g., money, food, clothing, rides) to friends or classmates who need it.</td>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
</tr>
<tr>
<td>11) Join in a protest march, meeting or demonstration.</td>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
</tr>
<tr>
<td>12) Get information about community activities from a local community information centre.</td>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
</tr>
<tr>
<td>13) Volunteer at a school event.</td>
<td>do not plan to do this at all</td>
<td>plan to do this once or twice</td>
<td>plan to do this a few times</td>
<td>plan to do this a fair bit</td>
</tr>
</tbody>
</table>
14) Volunteer at an animal shelter.

- 0: do not plan to do this at all
- 1: plan to do this once or twice
- 2: plan to do this a few times
- 3: plan to do this a fair bit
- 4: plan to do this a lot

Revised YII for this Study:

1) Visit or help out people who are sick.

- 0: do not plan to do this at all
- 1: plan to do this once or twice
- 2: plan to do this a few times
- 3: plan to do this a fair bit
- 4: plan to do this a lot

2) Participate in or help a charity organization.

- 0: do not plan to do this at all
- 1: plan to do this once or twice
- 2: plan to do this a few times
- 3: plan to do this a fair bit
- 4: plan to do this a lot

3) Help with a sports team or club.

- 0: do not plan to do this at all
- 1: plan to do this once or twice
- 2: plan to do this a few times
- 3: plan to do this a fair bit
- 4: plan to do this a lot
4) Help out with a children's group or club.
   
   0 1 2 3 4
   do not plan to do this at all  plan to do this once or twice  plan to do this a few times  plan to do this a fair bit  plan to do this a lot

5) Help with a fund-raising project.
   
   0 1 2 3 4
   do not plan to do this at all  plan to do this once or twice  plan to do this a few times  plan to do this a fair bit  plan to do this a lot

6) Do things to help improve your neighborhood, like help clean neighborhood.
   
   0 1 2 3 4
   do not plan to do this at all  plan to do this once or twice  plan to do this a few times  plan to do this a fair bit  plan to do this a lot

7) Give help (e.g., money, food, clothing, rides) to friends who need it.
   
   0 1 2 3 4
   do not plan to do this at all  plan to do this once or twice  plan to do this a few times  plan to do this a fair bit  plan to do this a lot

8) Volunteer at a school event.
   
   0 1 2 3 4
   do not plan to do this at all  plan to do this once or twice  plan to do this a few times  plan to do this a fair bit  plan to do this a lot

9) Volunteer at an animal shelter.
   
   0 1 2 3 4
| do not plan to do this at all | plan to do this once or twice | plan to do this a few times | plan to do this a fair bit | plan to do this a lot |
Appendix C

Five-Item Volunteer Knowledge Questionnaire

1. Do you know any places in Clemson where you could volunteer?   Yes  or   No

   If yes, where?
   ______________________________________________________________________________
   ______________________________________________________________________________

2. Do you know of any strength or talent (something that you are good at) you have that could help you volunteer?   Yes  or   No

   If yes, what?
   ______________________________________________________________________________
   ______________________________________________________________________________

3. Do you think you could use the internet to find a place to volunteer where you live?

   Yes  or   No

4. Do you think that you would know what to say when you talked to someone you might volunteer for?

   Yes  or   No

5. Do you know how you could get to a place where you wanted to volunteer?

   Yes  or   No
Appendix D

Interview Questions

**Pre-Interview:**

1. What does the word “volunteer” mean to you?
2. Is participating in volunteer activities important to you or would you rather do something else with your time?
3. Will you tell me about a time (volunteering or otherwise) that changed or reinforced your values?
   - What about this time was important?
4. What volunteer activities have you done before?
5. What volunteer activities do you currently do?
6. Are there any volunteer activities you would like to try that you haven’t tried before?
   - If yes, what?
   - If yes, why haven’t you tried them yet?
   - If no, why not?
7. Do any good things happen to you because of volunteer activities?
8. Do any bad things happen to you because of volunteer activities?
9. How do you feel about the volunteer activities you have done before?
   - Are they fun?
   - Are they boring?
   - Would you rather be doing something else with the time you spend volunteering?

**Post-Interview:**

1. What did you like about the volunteer program?
2. What didn’t you like about the volunteer program?
3. Can you get benefits from doing volunteering activities?
3. Did you learn anything about volunteering that you didn’t know before the program?
- If yes, what?

4. Did you learn about any volunteer activities you didn’t know before the program?
   - If yes, what?
   - If no, were you already aware of the volunteer activities we talked about?

5. Did you hear about any volunteer activities you would like to participate in?
   - If yes, what activities?
   - If no, were you already aware of the volunteer activities we talked about?

6. Would you volunteer with any of these activities in the future?
   - If yes, how will you do this?
     transportation? contacting the agency? asking for help?
   - If no, why not?
Appendix E
Social Validity Questionnaire

<table>
<thead>
<tr>
<th>Volunteer Program Questionnaire</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students enjoyed the volunteer program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2. The researcher worked well with the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>3. It would be beneficial to teach the students more about volunteering using similar programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>4. Overall, the students have different attitudes towards volunteering now than before the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>5. In general, the students show different volunteer participation than before.</td>
<td></td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>6. In general, the students show more initiative with their volunteer activities than before the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>7. The students did <strong>NOT</strong> benefit from the volunteer program.</td>
<td></td>
<td></td>
<td>66.7%</td>
<td>33.3%</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Appendix F

Single Subject Total Scores Chart

### Rob-

<table>
<thead>
<tr>
<th>Condition</th>
<th># of Data Points</th>
<th>Range</th>
<th>Mean</th>
<th>Median</th>
<th>Trend (within)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>3</td>
<td>60-65</td>
<td>62.3</td>
<td>62</td>
<td>Zero-celerating</td>
</tr>
<tr>
<td>Intervention</td>
<td>5</td>
<td>70-82</td>
<td>76.2</td>
<td>77</td>
<td>Accelerating</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>3</td>
<td>80-82</td>
<td>80.6</td>
<td>80</td>
<td>Zero-celerating</td>
</tr>
</tbody>
</table>

### Jacob-

<table>
<thead>
<tr>
<th>Condition</th>
<th># of Data Points</th>
<th>Range</th>
<th>Mean</th>
<th>Median</th>
<th>Trend (within)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>3</td>
<td>42-44</td>
<td>43.3</td>
<td>44</td>
<td>Decelerating (slightly)</td>
</tr>
<tr>
<td>Intervention</td>
<td>5</td>
<td>50-60</td>
<td>55.6</td>
<td>56</td>
<td>Accelerating (slightly)</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>3</td>
<td>65-69</td>
<td>67.6</td>
<td>69</td>
<td>Decelerating (slightly)</td>
</tr>
</tbody>
</table>

### Carrie-

<table>
<thead>
<tr>
<th>Condition</th>
<th># of Data Points</th>
<th>Range</th>
<th>Mean</th>
<th>Median</th>
<th>Trend (within)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>3</td>
<td>50-51</td>
<td>50.6</td>
<td>51</td>
<td>Zero-celerating</td>
</tr>
<tr>
<td>Intervention</td>
<td>5</td>
<td>60-64</td>
<td>61.6</td>
<td>61</td>
<td>Zero-celerating</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>3</td>
<td>67-68</td>
<td>67.3</td>
<td>67</td>
<td>Zero-celerating</td>
</tr>
</tbody>
</table>

### Erin-

<table>
<thead>
<tr>
<th>Condition</th>
<th># of Data Points</th>
<th>Range</th>
<th>Mean</th>
<th>Median</th>
<th>Trend (within)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>3</td>
<td>60-63</td>
<td>61.6</td>
<td>62</td>
<td>Decelerating (slightly)</td>
</tr>
<tr>
<td>Intervention</td>
<td>5</td>
<td>66-74</td>
<td>70.8</td>
<td>72</td>
<td>Accelerating (slightly)</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>3</td>
<td>71-74</td>
<td>72.6</td>
<td>73</td>
<td>Zero-celerating</td>
</tr>
</tbody>
</table>
Session 1: Introduction to Independent Volunteering

Purpose, Goals, and Objectives

**Purpose:** Provide opportunities for participants to learn potential benefits of volunteering to the volunteer and agency as well as local volunteer opportunities, start thinking about personal strengths and abilities and how those strengths could contribute to volunteer agencies.

**GOAL 1: DEMONSTRATE KNOWLEDGE OF VOLUNTEERING**

**Objective 1.1:** Demonstrate knowledge of potential benefits of volunteering to the volunteer.

**Objective 1.2:** Demonstrate knowledge of potential benefits of volunteering for the volunteer agency.

**Objective 1.3:** Demonstrate knowledge of local volunteer opportunities.

**GOAL 2: DEMONSTRATE KNOWLEDGE OF PERSONAL STRENGTHS AND VOLUNTEER INTERESTS**

**Objective 2.1:** Demonstrate knowledge of personal volunteer interests.

**Objective 2.2:** Demonstrate knowledge of personal strengths and abilities.

**Objective 2.3:** Demonstrate knowledge match strengths and interests to volunteer opportunities.

Goal and Objectives: Performance Measures
GOAL 1: DEMONSTRATE KNOWLEDGE OF VOLUNTEERING

Objective 1.1: Demonstrate knowledge of the potential benefits of volunteering to the volunteer.

Performance Measure: Following Part 1 of Session 1, participants will verbally state at least three potential benefits to volunteering for the volunteer when asked.

Objective 1.2: Demonstrate knowledge of potential benefits of volunteering for the volunteer agency

Performance Measure: Following Part 1 of Session 1, participants will verbally state at least two potential benefits of volunteering to the volunteer agency when asked.

Objective 1.3: Demonstrate knowledge of local volunteer opportunities.

Performance Measure: Following Part 1 of Session 1, participant will verbally state at least two local volunteer site possibilities when asked.

GOAL 2: DEMONSTRATE KNOWLEDGE OF PERSONAL STRENGTHS AND VOLUNTEER INTERESTS

Objective 2.1: Demonstrate knowledge of personal volunteer interests.

Performance Measure: During Part 2 of Session 1, participant will complete personality test showing knowledge of volunteer interests.

Objective 2.2: Demonstrate knowledge of personal strengths and abilities.

Performance Measure: Following Part 2 of Session 1, participant will write at least three personal strengths and/or abilities.

Objective 2.3: Demonstrate ability to match strengths and interests to volunteer opportunities.

Performance Measure: Following Part 2 of Session 1, participant will write at least one idea of a volunteer site setting that matches their interests and abilities.

SESSION #1, Part 1 – Approximately 40 minutes and a 10 minute break

Goal and Objectives: Content and Process
GOAL 1: DEMONSTRATE KNOWLEDGE OF VOLUNTEERING

Objective 1.1: Demonstrate knowledge of the potential benefits of volunteering to the volunteer.

1. Orientation Activity: 4 minutes

*Content:* “I know that you know each other but this is my first time meeting a few of you. Would you mind if we played a short game to help me learn your names? To start out, the person who is holding the tennis ball says his or her name. Next that person calls the name of someone else and throws the ball to that person. Keep going until the ball has been thrown to everyone.”

*Process:* Use this activity as an icebreaker. Arrange chairs in a circle before participants arrive. Have them stand inside the circle for the game. Remember to bring tennis balls. If the first round goes well, add a second tennis ball to the game to make it more challenging.

3. Introduction: 2 minutes

*Content:* “Volunteering means different things to different people. What does volunteering mean to you? What volunteer activities have you done?”

*Process:* Introduce the topic of volunteering. Write answers on board.

2. Presentation: 1 minute

*Content:* “There are many reasons why people volunteer. People volunteer to give something back to their community. People also volunteer because it’s good for them in some way.”

*Process:* Introduce the idea that volunteers can benefit from volunteering.

3. Discussion: 4 minutes

*Content:* “Can you name for me some ways that people can benefit from volunteering?”

*Process:* Write answers down on the board. If they miss any main points (feel good about themselves, be a part of something meaningful, spend time with others, chance to practice skills, increased confidence ) mention them.

3. Debriefing: 1 minute

*Content:* “So volunteering can benefit the volunteer but it also benefits the places where people volunteer and the people they volunteer with”
Process: Lead into the idea of how volunteers play important roles in helping agencies.

Objective 1.2: Demonstrate knowledge of potential benefits of volunteering for the volunteer agency.

1. Introduction: 1 minute

Content: “Volunteers help out in different ways at different places they volunteer. They might do behind the scenes activities or work directly with people. There are many different roles a volunteer can play depending on how they want to help out.”

Process: Introduce participants to volunteer roles.

2. Discussion: 5 minutes

Content: “Let’s talk about different ways volunteers can help out at different places. What could a volunteer at an animal shelter do to help? How about at a hospital? How could a volunteer help at a local garden? And at a homeless shelter?”

Process: Name different volunteer sites and ask participants to name volunteer activities volunteers could do there. Write their answers on the board. Supply answers if participants get stuck on a certain volunteer site.

------------------------------------- 10 Minute Break  -------------------------------------

Objective 1.3: Demonstrate knowledge of local volunteer opportunities.

1. Learning Activity: 4 minutes

Content: “We’re going to split up into two groups. While you’re in your group, I want you to come up with different places in Clemson that might need volunteers.”

Process: Make sure everyone has pencils and paper.

2. Debriefing: 3 minutes
Content: “What places did you come up with?”

Process: Write different places on the board.

3. Introduction: 1 minute

Content: “You came up with a lot of great places. Do you think there are other places you didn’t think of or didn’t know about? How could you learn about other places to volunteer at?”

Process: Introduce topic of looking for places to volunteer.

4. Presentation: 3 min

Content: “Here are some other places I know of to volunteer in Clemson.”

Process: List other places I’ve researched that didn’t come up during the learning activity.

5. Debriefing: 2 min

Content: “So there are a bunch of places to volunteer just in Clemson. And there are different activities you could do to help out at any of these places. I know we’ve covered a lot of information so far do you have any questions?”

Process: Make sure participants are still engaged.

*Before leaving, participants will be given the opportunity to complete performance measures.*

Session #1, Part 2 - Approximately 40 minutes and a 10 minute break

**Goal and Objectives: Content and Process**

**GOAL 2:** DEMONSTRATE KNOWLEDGE OF PERSONAL STRENGTHS AND VOLUNTEER INTERESTS

Objective 2.1: Demonstrate knowledge of personal volunteer interests.
1. Introduction: 1 minute

Content: “You know that everyone is different. Everyone has different ways they would like to volunteer. Some people might have fun walking dogs at an animal shelter. I might be afraid of dogs and I would rather help plant at a garden. Someone else might want to work with people serving food at a homeless shelter. It all depends on what you like to do and what you think is important.”

Process: Introduce the idea that everyone has different likes and values.

2. Learning Activity: 7 minutes

Content: “We’re going to take a short quiz to get us thinking about where we might have the most fun volunteering. Since everyone is different, everyone’s answers could be different. There are no right or wrong answers.”

Process: Pass out volunteer personality quiz.

3. Discussion: 3 minutes

Content: “So what did you think? Was the quiz hard, easy, interesting? Did it help give you ideas for places you would like to volunteer? Where did the quiz say you should volunteer? Do you think that’s right?”

Process: Go around the room and ask everyone what type of place the quiz said they should volunteer at. Ask them if they think that’s right or if they can think of another type of place they would rather volunteer.

Objective 2.2: Demonstrate knowledge of personal strengths and abilities.

1. Introduction: 1 minute

Content: “We’ve talked about where you would have fun volunteering. Now we’re going to talk about our strengths and abilities. Like interests, each of us has our own strengths and abilities that we could use to help out with.”

Process: Introduce the idea of thinking about what strengths they could contribute to a volunteer agency.

2. Presentation: 2 minutes

Content: “I’ll use my assistant as an example. Amy is outgoing and really great at talking to people. She would be really helpful doing volunteer activities at a place that needs someone to meet people and welcome them. Even though Suzy is great at talking to people, Lillie might be very shy but good at keeping things neat and organized. Lillie would be really helpful doing volunteer activities at a place that needs someone to help them get organized.”
Process: Give examples of different abilities individuals might have.

3. Learning Activity: 5 minutes

Content: “You have a piece of paper and a pencil. I want you to take some time to think and write down at least three strengths that you have. If you need help spelling, Amy and I will be coming around.”

Process: Help when needed. Suggest a variety of possible abilities if necessary but let participants decide what fits them.

3. Discussion: 5 minutes

Content: “Allright, ______ what did you write down? After hearing everyone’s answers, are there any strengths you have that you didn’t think of?”

Process: Go around the room until everyone has had a chance to answer. Write answers on board.

------------------------------------- 10 Minute Break  -------------------------------------

Objective 2.3: Demonstrate knowledge match strengths and interests to volunteer opportunities.

1. Introduction: 1 minute

Content: “We talked about where you would have fun volunteering. We’ve also talked about what you’re good at doing. Let’s put these two ideas together.”

Process: Introduce the topic of matching volunteer interests with personal strengths and abilities.

2. Presentation: 2 minutes

Content: “Let’s say Amy loves animals. We also know that she is very outgoing and friendly. Maybe she could volunteer at an event for an animal shelter greeting people. That helps out the animals that she loves and uses her strength of being friendly to greet people. I’m good at planning and I love to work with plants. Maybe I could volunteer at a local garden planning a fundraiser for them. Do you get what I mean?”

Process: Give examples.

3. Learning Activity: 5 minutes
Content: “Let’s split up into groups of two. Now share your list of strengths with each other and the type of place you would like to volunteer. Help each other come up with something they could do to volunteer at that place.”

Process: Allow groups time to suggest ideas to each other. Walk around and help when needed.

4. Discussion: 3 minutes

Content: “Let’s see what you came up with.”

Process: Go around the room asking for answers. Help if a group was stuck with matching a place to volunteer activities by suggesting activities.

*Before leaving, participants will be given the opportunity to complete performance measures.
Session 2: Traveling to and Choosing a Volunteer Site

Purpose, Goals, and Objectives

Purpose: Provide opportunities for participants to learn about local volunteer sites, individually choose which site is best for them, and learn their travel options to that site.

GOAL 3: IDENTIFY TOP THREE FAVORITE VOLUNTEER SITES.

Objective 3.1: Demonstrate ability to use an internet search engine to look for potential volunteer sites.

Objective 3.2: Demonstrate ability to choose three favorite volunteer sites and rank them.

GOAL 4: DEMONSTRATE KNOWLEDGE OF TRANSPORTATION OPTIONS TO FAVORITE VOLUNTEER SITES.

Objective 4.1: Demonstrate ability to use internet to look up bus routes.

Objective 4.2: Demonstrate ability to decide if a bus route will get them to a volunteer site.

Objective 4.3: Demonstrate knowledge of other transportation alternatives.

Goal and Objectives: Performance Measures

GOAL 3: IDENTIFY TOP THREE FAVORITE VOLUNTEER SITES.

Objective 3.1: Demonstrate ability to use an internet search engine to look for potential volunteer sites.

Performance Measure: During Part 1 of Session 2, participants will use a search engine to find at least five local volunteer sites.

Objective 3.2: Demonstrate ability to choose three favorite volunteer sites and rank them.

Performance Measure: Following Part 1 of Session 2, participants will choose their three favorite local volunteer sites and rank them from first choice to third choice.
GOAL 4: DEMONSTRATE KNOWLEDGE OF TRANSPORTATION OPTIONS TO FAVORITE VOLUNTEER SITES.

Objective 4.1: Demonstrate ability to use internet to look up bus routes.

Performance Measure: During Part 2 of Session 2, participants will use the internet to look up bus routes to their top three volunteer sites.

Objective 4.2: Demonstrate ability to decide if a bus route will get them to a volunteer site.

Performance Measure: During Part 2 of Session 2, participants will show on a map where the three volunteer sites are and how close the bus will get to each site.

Objective 4.3: Demonstrate knowledge of other transportation alternatives.

Performance Measure: Following Part 2 of Session 2, participants will write down at least two alternative transportation options to the bus.

SESSION #2, Part 1 – Approximately 40 minutes and a 10 minute break

Goal and Objectives: Content and Process

GOAL 3: IDENTIFY TOP 3 FAVORITE VOLUNTEER SITES.

Objective 3.1: Demonstrate ability to use an internet search engine to look for potential volunteer sites.

1. Introduction: 1 minute

Content: “During our last session we talked about different types of volunteer places we might like helping out at. Based on what we learned during our last session about where we might want to volunteer, today we’re going to look up real places in Clemson we could volunteer at.”

Process: Introduce the idea of connecting the idea of volunteering to the reality of finding a volunteer site.
2. Presentation: 3 minutes

*Content:* “Your computers are already on with the internet up. Go ahead and type in google.com so we’re ready to go. Let’s say I’m interested in volunteering at an animal shelter, once I have google up, I might want to type ‘animal shelters, Clemson’ and hit enter to search for nearby animal shelters I could volunteer at. The first place that comes up is ‘Animal Rescue Fund of South Carolina.’ If I click on that one it takes me to their website. I’m just going to look around to see if they have any volunteer opportunities, maybe under ‘help us’ and scroll down. Here it says how you can volunteer for them. Make sure to write down the address for the website.”

*Process:* Provide an example of what they’ll be doing during the learning activity.

3. Learning Activity: 20 minutes

*Content:* “Does anyone have any questions? I’ll be walking around to help if you need anything. Go ahead and get started. Remember to write down the web address of each place you’re interested in so you can find it again. I want you to find at least five places in or close to Clemson you might want to volunteer at.”

*Process:* Get them started. Help when needed.

4. Debriefing: 5 minutes

*Content:* “If the places you’re looking at don’t have a website just search for their phone number and write it down. If a website doesn’t say anything about volunteering, you can always call them and ask how you could volunteer.”

*Process:*

Objective 3.2: Demonstrate ability to choose three favorite volunteer sites and rank them.

1. Introduction: 1 minute

*Content:* “Now you’ve found at least five places you might like to volunteer in Clemson. How do you choose just one or two to volunteer at? Did any place stand out as being more interesting to you than the other places you found? Think about last session when we talked about what your strengths and abilities are. Is there a place you found that might need someone with your strengths to help them out?”
Process: Introduce the topic of choosing the best possible volunteer site based on individual traits and talents.

2. Learning Activity: 6 minutes

Content: “Now I want you to take some time and pick the top three places you might want to volunteer at from the places you looked up online. After you’ve picked out three I want you to rank them in order from the place you’d most want to volunteer to the place you’d least want to volunteer.”

Process: Make sure participants write contact information down next to their lists.

3. Debriefing: 3 minutes

Content: “How was that? Was it easy to rank your top three volunteer places? Did anyone think it was hard? Why? Why is it important to choose our top three favorite volunteer places?”

Process: Emphasize the importance of narrowing down choices to find what’s best for them. Make sure to mention how their time is important and they probably can’t volunteer everywhere they want to. It may be better to narrow down choices and spend more quality time at a few places.

*Before leaving, participants will be given the opportunity to complete performance measures.*
Goal and Objectives: Content and Process

GOAL 4: DEMONSTRATE KNOWLEDGE OF TRANSPORTATION OPTIONS TO FAVORITE VOLUNTEER SITES.

Objective 4.1: Demonstrate ability to use internet to look up bus routes.

1. Introduction: 2 minutes

Content: “During out last session, we chose our top three volunteer places we might want to help out at. Today we’re going to talk about how to get to those places. All of you have used the CAT bus to help you travel in Clemson when a place is too far to walk. Today we’re going to look up what CAT bus routes will get us to our top three volunteer places.”

Process: Introduce the idea of using the CAT bus to get to volunteer sites.

2. Presentation: 4 minutes

Content: “Like last week, I’ll show you an example of how I can look up the right CAT bus route to get to one of my possible volunteer places then you’ll try with your three places. I’m going to type in www.catbus.com and hit enter to get to the CAT bus home page. Next, I’m going to click on the ‘Map’ tab on the left. The volunteer place I want to get to is the Animal Rescue Fund. I wrote down the address during our last session and I can see that the Animal Rescue Fund is in Seneca. If I click on the Seneca section of the CAT bus map, I can see that Seneca has three bus routes; the dark blue, the light blue, and the yellow route. I want you to do that for each of your three places. I’m going to pass out your papers with your top three places on them and I want you to look up what bus routes you might be able to take to each of them. Later today we’re going to learn how to choose the right route.”

Process: Provide an example of using the Cat bus website to look up routes to a favorite volunteer site.

3. Learning Activity: 10 minutes

Content: “Does anyone have any questions? Go ahead and get started. I’ll be walking around if anyone needs help.”

Process: Help when needed.

Objective 4.2: Demonstrate ability to decide if a bus route will get them to a volunteer site.

1. Introduction: 1 minute
Content: “Now that you have an idea of what bus routes you might need, we’re going to look at a map to figure out if the bus will get us to each place or if we need to come up with another way to get there.”

Process: Introduce the idea of using a map to compare to the CAT bus map.

2. Presentation: 4 minutes

Content: “Just like before, I’m going to show you an example of how to do this and then you’ll get a chance to look it up yourselves. I printed up these maps that have your volunteer places marked on them. So you’ll look at your map, and compare it to the CAT bus map. Here’s my map with the Animal Rescue Fund marked. When I compare it to the CAT bus map, I can see that the Animal Rescue Fund is right on the Dark Blue route so I would take the Dark Blue route to get there. If you want to look up a place that is not one of your top three places, you won’t have a map for it. You can always use the website www.mapquest.com to look up places using their address. “

Process: Provide an example of comparing a place on a map to the CAT bus route map.

3. Learning Activity: 10 minutes

Content: “Go ahead and get started. This can be hard to do. Let me know if you need any help. Make sure you write down what route to take next to each place on your list.”

Process: Don’t forget to bring maps for each student with their top three places marked on it.

-------------------------------------------------- 10 Minute Break  --------------------------------------------------

Objective 4.3: Demonstrate knowledge of other transportation alternatives.

1. Introduction: 1 minute

Content: “Some of you had a hard time with our last activity. It’s not your fault; a few of your places might not be on a bus route. Let’s talk about what you could do if you can’t get to a place by bus”

Process: Introduce the idea of transportation alternatives.

2. Discussion: 5 minutes

Content: “What are some ways, other than the bus, that you could get to a volunteer site by if you don’t drive your own car?”

Process: Write answers down on the board. Add any ways that don’t get answered (friend, walk, bike, and carpool)
3. Debriefing: 4 minutes

Content: “Was today’s session hard or easy? Why?”

Process: Talk about any difficulties students had and take some time to answer questions.

*Before leaving, participants will be given the opportunity to complete performance measures.*
Session 3: Contacting Volunteer Sites

Purpose, Goals, and Objectives

**Purpose:** Provide opportunities for participants to learn to use the internet to look up contact information of possible volunteer sites and to learn how to speak professionally to potential volunteer supervisors when contacting them.

**GOAL 5:** DEMONSTRATE ABILITY TO CONTACT VOLUNTEER SITE SUPERVISORS.

**Objective 5.1:** Demonstrate ability to use an internet search engine to look up contact information for top three volunteer sites.

**Objective 5.2:** Demonstrate ability to speak professionally to potential volunteer supervisors.

Goal and Objectives: Performance Measures

**GOAL 5:** DEMONSTRATE ABILITY TO CONTACT VOLUNTEER SITE SUPERVISORS.

**Objective 5.1:** Demonstrate ability to use an internet search engine to look up contact information for top three volunteer sites.

**Performance Measure:** During Session 3, participants will use a search engine to look up contact information for top three volunteer sites correctly.

**Objective 5.2:** Demonstrate ability to speak professionally to potential volunteer supervisors.

**Performance Measure:** During Session 3, participants will practice having a phone conversation with a potential volunteer supervisor and speak professionally as judged by facilitator.

SESSION #3 – Approximately 40 minutes and a 10 minute break

Goal and Objectives: Content and Process
GOAL 5: DEMONSTRATE ABILITY TO CONTACT VOLUNTEER SITE SUPERVISORS.

Objective 5.1: Demonstrate ability to use an internet search engine to look up contact information for top three volunteer sites.

1. Introduction: 1 minute

Content: “We’ve found three volunteer places where we might want to volunteer. Today we’re going to learn how to talk to people at these places to get more information and decide if we would like to volunteer there.”

Process: Introduce the idea of contacting volunteer site supervisors.

2. Learning Activity: 10 minutes

Content: “You have your lists of top three volunteer places with their web addresses. I want you to type in each web address. Once you get there, look for the word(s) contact or contact us. Once you do that you should be able to find a phone number or email address for someone at that place. I want you to copy the name, phone number, and email address down on your list. Make sure to do this for all three places. I’ll be walking around. Let me know if you have any questions or can’t find the contact information.”

Process: Help anyone that needs it. Remember to bring phone books in case a website doesn’t have a phone number.

3. Debriefing: 3 minutes

Content: “Did everyone find a phone number for a person at each of their places? Was it more difficult to find on some websites than others? What did you learn from this activity?”

Process: Make sure students feel comfortable with this and could do it again by themselves.

------------------------------------- 10 Minute Break  -------------------------------------
Objective 5.2: Demonstrate ability to speak professionally to potential volunteer supervisors.

1. Introduction: 1 minute

Content: “I don’t know if any of you have this problem, but when I call someone I’ve never talked to before I get nervous sometimes. We’re going to talk about what we can say to the people who work at our volunteer places to make sure we make a good impression even if we’re nervous.”

Process: Introduce the idea of speaking with potential volunteer supervisors.

2. Presentation: 4 minutes

Content: “I’m going to show you two examples of phone calls to people we might volunteer for, after that we’ll discuss both of them. Phone Call 1: ‘Ummm hi, is (long pause) Ann there? Hi, Ann I want to volunteer at the Animal Rescue Fund. Ummmm, how much time would I have to spend there? I don’t have to wash animals or clean up after them do I? Ok, Thanks.’ Phone Call 2: Hi, is Ann there? Hi Ann, My name is Mattie and I would really like to volunteer at the Animal Rescue Fund. I was looking at your website and saw that you need people to come in and spend time with the animals. I think I would be great at that. Do you need anyone to come in this week? I can come in Wednesday between 5 and 7pm. Great! It was nice talking to you, thank you.”

Process: Show two examples of a first phone call with a potential volunteer supervisor, one good and one bad.

3. Discussion: 7 minutes

Content: “Which call was better the first or the second? Why? What information did I make sure to say in the second phone call that I didn’t say in the first? I’m going to pass out some cheat sheet cards you can have with you to fill out before you call a volunteer place so you have them with you when you call.”

Process: Write answers on board. Point out any that might be missed.

4. Learning Activity: 7 minutes

Content: “Now I want you to split up into groups of two. One of you is going to be the volunteer and the other will be the person answering the phone at the volunteer place. I want the person who is the volunteer to practice speaking professionally. Then switch places.”

Process: Give students the opportunity to practice speaking professionally.

5. Debriefing: 3 minutes

Content: “Is there anything I missed that you think should be on your cheat sheets? Do you guys have any questions about what we learned today?”
*Process:* Make sure everyone is getting their questions answered.

*Before leaving, participants will be given the opportunity to complete performance measures.*
Session 4: Constraints to Volunteer Participation

Purpose, Goals, and Objectives

**Purpose:** Provide opportunities for participants to be aware of what might make volunteering difficult and learn how to overcome those difficulties.

**GOAL 6:** DEMONSTRATE KNOWLEDGE OF HOW TO OVERCOME VOLUNTEER CONSTRAINTS.

**Objective 6.1:** Demonstrate knowledge of volunteering constraints.

**Objective 6.2:** Demonstrate knowledge of ways to overcome volunteering constraints.

Goal and Objectives: Performance Measures

**GOAL 6:** DEMONSTRATE KNOWLEDGE OF HOW TO OVERCOME VOLUNTEER CONSTRAINTS.

**Objective 6.1:** Demonstrate knowledge of volunteering constraints.

**Performance Measure:** After session 4, participants will verbally state at least two volunteering constraints.

**Objective 6.2:** Demonstrate knowledge of ways to overcome volunteering constraints.

**Performance Measure:** After session 4, participants will verbally state at least one way to overcome at least three different volunteering constraints.

SESSION #4 – Approximately 40 minutes and a 10 minute break

Goal and Objectives: Content and Process

**GOAL 6:** DEMONSTRATE KNOWLEDGE OF HOW TO OVERCOME VOLUNTEER CONSTRAINTS.
Objective 6.1: Demonstrate knowledge of volunteer constraints.

1. Review: 3 minutes

Content: “This is our last session, so I just wanted to take some time to review what we’ve learned. The first class, we learned how volunteering can help us and the people we volunteer for. We’ve also learned some of our strengths and how we could use them when we volunteer. We chose our favorite three volunteer places here in town. Then we looked up how to get to these places on the CAT bus and talked about other ways we could get to them. Last week, we learned how to be prepared when calling our volunteer places. So we’ve learned a lot about volunteering these past couple weeks.”

Process: Quickly recap what we’ve learned.

2. Introduction: 1 minute

Content: “Even though we know everything we need to know to go out and start volunteering, some other things might get in the way. These things are called barriers or constraints.”

Process: Introduce the idea of volunteer constraints.

3. Presentation: 7 minutes

Content: “A ton of different things could be barriers. One common barrier is time. I know for me I have classes and work during the day. When I go home I usually have to do homework. It’s hard to make time to volunteer sometimes. Another barrier could be emotional, how you feel. It can be hard to do something you’ve never done with people you don’t know. I get scared sometimes when I’m meeting a bunch of people for the first time and doing something new. I don’t want to feel like I can’t do it or that other people think I’m not doing a good job. Also, volunteering takes a good amount of planning. You have to look for a place. You have to figure out how to get there. You have to find free time to volunteer. You have to talk to someone there to see if you can help. You have to get other things like work and school done so you have time to volunteer. You may need to bring supplies with you. It can start to feel like work instead of fun.”

Process: List different barriers students might face when they start volunteering. List barriers on board as you mention them.

4. Discussion: 4 minutes

Content: “Are there any other barriers you can think of that I didn’t talk about?”

Process: Write answers on board.
Objective 6.2: Demonstrate knowledge of ways to overcome volunteering constraints.

1. Introduction: 1 minute

Content: “So we know that all these things can get in the way of us volunteering. What can we do if these things happen to us?”

Process: Introduce the idea of overcoming barriers.

2. Discussion: 8 minutes

Content: “Let’s take a closer look at each of these barriers and talk about how we can get past them. How could you give yourself more time to volunteer? Can you change how you feel if you’re scared or nervous to volunteer? How can you plan to volunteer?”

Process: Write answers on board under each barrier. Suggest answers if they aren’t mentioned (time: plan ahead for certain times on certain days to be volunteer times, feelings: remind yourself of your volunteer strengths and abilities, planning: find ways to make planning fun- maybe you plan while you have music on, maybe you make lists of things you need to do and cross them out as you do them).

3. Debriefing: 5 minutes

Content: “Now that we know some things that might come up to make us not volunteer, we can plan ahead to keep them from stopping us. Do you have any questions from today’s session?”

Process: Make sure everyone has a chance to ask questions.

*Before leaving, participants will be given the opportunity to complete performance measures.*
**Final Meeting: Questions/Discussion**

- Students will meet with facilitator to ask any other questions that may have come up and discuss possible future volunteer involvement.
References:


DSM-III-R (1987)


