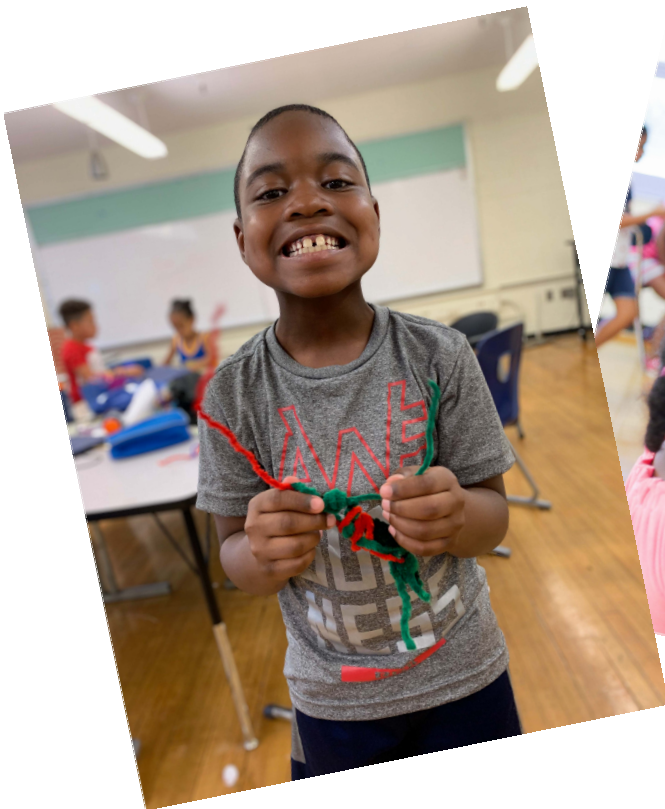


Welcome to
Public Service Academy's



Tutor Certificate!



**Harvard Public
Service Network**



**Phillips Brooks
House Association**



Tutor Certificate!

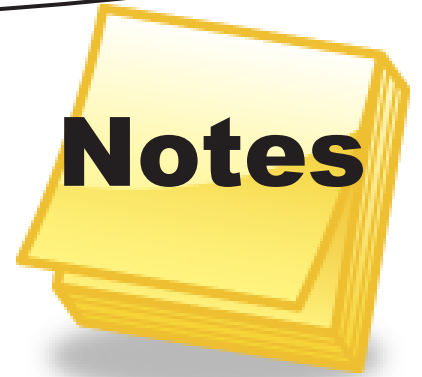
Agenda

- I. Getting Started
- II. Building Positive Relationships
- III. Tools for Tutoring:
 1. Number Sense
 2. Scaffolding
 3. Metacognition
- IV. Break!
- V. SEL Teachable Moments
- VI. Safety and Boundaries
- VII. Check for Learning & Evaluation





Public Service Academy
Tutor Certificate



Harvard Public
Service Network



Phillips Brooks
House Association



Pygmalion

“The **Pygmalion effect**, **Rosenthal effect**, or “**teacher-expectancy effect**” refers to situations in which some students perform better than other students simply because they are expected to do so. The Pygmalion effect requires a student to internalise the expectations of their superiors. It is a kind of self-fulfilling prophecy, and in this respect, students with poor expectations internalise their negative label, and those with positive labels succeed accordingly. Within sociology, the effect often cited with regards to education and social class.

The effect is named after George Bernard Shaw's play *Pygmalion*, in which a professor makes a bet that he can teach a poor flower girl to speak and act like an upper-class lady, and is successful.”¹

“**Robert Rosenthal** and **Lenore Jacobson** conducted [a] landmark study...in 1968. First, they examined a group of students with standard IQ tests. The researchers then identified a number of students who they said would likely show a sharp increase in abilities over the coming year. They informed the teachers of the results, and asked them to watch and see if this increase did occur. When the researchers repeated the IQ tests at the end of the year, the students identified by the researchers did indeed show higher IQ scores. The significance of this study lies in the fact that the researchers had randomly selected a number of average students. The researchers found that when the teachers expected a particular performance or growth, it occurred. This phenomenon, where a false assumption actually occurs because someone predicted it, is called a **self-fulfilling prophecy**.

Ray Rist conducted research similar to the Rosenthal-Jacobson study in 1970. In a kindergarten classroom where both students and teacher were African American, the teacher assigned students to tables based on ability; the “better” students sat at a table closer to her, the “average” students sat at the next table, and the “weakest” students sat at the farthest table. Rist discovered that the teacher assigned the students to a table based on the teacher's perception of the students' skill levels on the eighth day of class, without any form of testing to verify the placement. Rist also found that the students the teacher perceived as “better” learners came from higher social classes, while the “weak” students were from lower social classes.

Monitoring the students through the year, Rist found that the students closer to the teacher received the most attention and performed better. The farther from the teacher a student sat, the weaker that student performed. Rist continued the study through the next several years and found that the labels assigned to the students on the eighth day of kindergarten followed them throughout their schooling. [Researchers] have yet to define the exact process of how teachers form their expectations or how students may communicate subtle messages to teachers about intelligence, skill, and so forth.”²

¹ From Wikipedia: http://en.wikipedia.org/wiki/Pygmalion_effect

² From Cliffs Notes: www.cliffsnotes.com/





Getting to Know You!*

NOTE: You should ALWAYS complete the activity *with* your tutee—build a reciprocal relationship!

Animals

Ask your tutee what kind of animal they would be if they could choose! Each of you should draw the animal you pick. At the bottom, write: “**My name is _____, and if I were an animal I'd be a _____ because....**” Share the pictures with each other and use the information as a jumping off point for a conversation!

Example: "My name is [Will], and if I were an animal, I'd be a turtle, because I'm always rushing around. Sometimes I wish I could slow down."

Opening-Day Letter

Write a letter to your tutee. In that letter, introduce yourself. Tell him/her about your hopes for the new school year. In addition, tell him/her a few personal things about yourself; for example, your likes and dislikes, what you did over the summer, and your hobbies. Ask questions throughout the letter. You might ask what your tutee likes most about school, what they did during the summer, what their goals for the new school year are, or what they are really good at. In your letter, be sure to model the correct parts of a friendly letter! On the first day of program, give you letter to your kid. Then give him/her a sheet of nice stationery and have him/her write a return letter to you. In this letter, they will need to answer some of your questions and tell you about themselves. This is a great way to get to know each other in a personal way!

Meg Basker, Harrison Elementary School, South Bend, Indiana

Hands-On Activity

Begin by each listing at least 25 words that describe them and the things you like. No sentences allowed, just words! Then trace your hands with the fingers spread apart. Place another sheet of paper on top of the tracing. Because the tracing was done with a dark pen, the outline should be visible on the sheet below. Using the outlines as guides, write you words around it. Use a variety of different colored pencils or markers! Share the hands with each other. If you want, cut out the hand outlines and mount them on construction paper so you can keep them.

Veronica Coker, Lanesville Elementary School, Lanesville, Indiana

Two Truths and a Dream

Model the activity by telling two things that are true about yourself and one thing that is a dream -- one thing that you wish was true but is not! Have your tutee guess which is the dream. Then ask you tutee to think up two truths and a dream and you can guess! Notes from the contributor: "One 13-year-old student told the group that she had moved 12 times. Most of the kids guessed that that was a dream, but it was a true fact. It was obvious from further discussion of the topic that she found it difficult to belong anywhere. I shared with her how I had moved three times during my high school years and how difficult it was for me to always be making new friends and then leaving them. We had an immediate bond on the first day."

Kathy Jones, West Cary Middle School, Cary, North Carolina

* Activities modified from material found on: www.education-world.com





The Asset Based Approach*

Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence.

The reality is that the average young person surveyed in the United States experiences only 19 of the 40 assets. Overall, 59% of young people surveyed have 20 or fewer of the 40 assets. In short, the majority of young people in this country--from all walks of life--are lacking in sufficient Developmental Assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application.

Below are eight ways you can build developmental assets—one for each category of assets. (Words in capital letters are the names of the asset categories.) Visit the website and click on each one to get ideas for how to build those assets for all ages of children and youth (<http://www.search-institute.org/assets/individual/>).

- ☆ Making a Difference for Young People: The Power of One
- ☆ SUPPORT young people with your caring and attention.
- ☆ EMPOWER them to use their abilities to help others.
- ☆ Set reasonable BOUNDARIES AND have high EXPECTATIONS.
- ☆ Help them find activities that make CONSTRUCTIVE USE OF their TIME.
- ☆ Spark their COMMITMENT TO LEARNING.
- ☆ Guide them toward a life based on POSITIVE VALUES.
- ☆ Help them develop SOCIAL COMPETENCIES and life skills.
- ☆ Celebrate their uniqueness and affirm their POSITIVE IDENTITY.

* From Search Institute: www.search-institute.org/



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values children—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child’s whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child’s behavior. 14. Adult role models—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child’s closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one’s beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.



Case Studies

Each case study outlines the type of information you might find out about early on from a tutee. Choose one case study and answer the following questions:

- ☆ What assets does the child have?
 - ☆ What information are you missing? What assumptions did you make?
 - ☆ As a tutor, how could you build on the child's strengths?
1. Darrell is a second grader. He has *tons* of energy and seems to bounce from place to place. He often gets in trouble and has difficulty concentrating because he just can't seem to sit still. He tells you that his teacher doesn't like him. He can tell this because she is always "getting him in trouble when it's not his fault." Other kids and tutors, however, love Darrell. He often organizes games during free time at program and he has already charmed half of the volunteers. Darrell's mother is working full time and going to school at night to earn her nursing degree. Darrell complains that he has to stay inside with his cousin all night and can't ever go out to play.
 2. Kenny, a fourth grader, loves music and dancing and tells you that he is going to be a hip-hop star. He desperately wants to be "cool" and he always wants to hang out with the older boys in the program. Kenny's father, a first generation immigrant, comes to talk to you one day when he picks Kenny up and tells you that his son needs to "learn how life really is" and start doing better in school instead of messing around writing lyrics. He is really excited that Kenny has joined the program, and hopes that Kenny will learn to like math and science more so that he can get a good job.
 3. Ami, a sixth grader, is overweight. She has severe asthma, which keeps her from being very active. She always comes to program with extra snacks, usually junk food, which she buys with money her parents give her. Ami has few friends and many of the other girls in the program are mean to her. She fills much of her time reading and doing homework, but is not doing well in school because she refuses to participate in group activities. She is also involved with a youth group through her church, and says that she has "real friends" there.
 4. Tanya is in tenth grade. She attends a school that has recently been taken over by the state after failing to make Adequate Yearly Progress for the third year in a row. Tanya often misses program because she has two younger sisters that she cares for when her mother is at work and her grandmother (their usual caretaker) cannot. The other caretakers do not speak English. Tanya likes her teachers at school and she wants to do well—she like debating and hopes to be a lawyer when she grows up—but she struggles to get her homework done due to the other pressures in her life. She sometimes shows frustration and tiredness.



PBHA Afterschool Holistic Leadership

Community - Everyday

- Class/Community Circles
- Clear boundaries/schedule
- Consistent, Fun Routines
- Culturally sustaining curric
- Youth roles in self- and group-regulation
- Grounding/calming

Community-1x/week

- SEL Curriculum
- Props/Shoutouts
- Values/Norms
- Peace Circle
- Family Phone Calls
- Staff Collective Care

SEL Teachable Moments

Think:

- When timing/example is right, learning occurs
- Challenging behaviors signal lack of SEL skills
- Empathetic listening to recognize root of action
- If needed, take a break before addressing it

Do:

- “Here’s what I noticed... did you notice that?”
- “I feel...” statement, then a behavior to “start”
- “You did...” or “Let’s plan to reach... ‘SEL goal’.”



The Sauce - Developing a Teacher Identity

Active/Energetic

Calm/patient

Consistent

Relational

Confident

De-escalate disruption

Flexible authority

Cultural competence

Learn from others

Be the accountable adult

Passion - know your “why”



Intervention - Transforming Harm



Base Restorative Questions to use:

- What happened?
- What were you thinking then? What are you thinking now?
- Who was affected?
- What do you think will make it right?

Considerations in the moment:

- Everything you do, all youth watch and learn
- Center the person harmed for care and connection
- Accountability for causing harm takes many forms
- What restores the others? (witnesses, safe environment)

Considerations for choosing further action:

1. Whether harm is Physical +/- Verbal +/- Community/Space
2. Who and how many people are involved?
3. Who witnessed harm done and how does it affect them?
4. How often has this happened?
5. How the person harmed wants to be supported/restored
6. How the person causing harm can be supported/accountable

Possible Restorative Practices for Agreements and Monitoring:

- Conference (with individual pre-conference meetings):
 - With all those affected plus harmed/offender allies
- Circle (3 types)
 - With those involved specifically (*harm*)
 - With all for ongoing issues, or incidents (*peace*)
 - With someone returning to community (*re-entry*)

Restorative Ecosystem - Practices for Each Role

Tier 3

Tier 2

Tier 1

Director and Tutors

Classroom Monitoring of Agreements
Support Circle with those affected but not involved

Peace and Harm Circles
(regularly address conflict)

SEL Teachable Moments Steps:

1. Mindful Recognition: determine root cause of behavior and SEL skills to build better behavior
2. "I ..." statement then a behavior to "start."
3. "You did.." or "Let's plan to reach... 'SEL goal'."
4. Name harm as part of teaching empathy to all
5. Create opportunities for more targeted moments!

Restorative Questions and Conversations

1. Setting Values/Norms with the class
2. Clear boundaries, expectations, and schedule
3. SEL curriculum and sentence starters
4. Consistent, fun routines
5. Culturally sustaining environment and lessons
6. Youth roles in self- and group-regulation; mindfulness; de-escalation protocol
7. Class circles (daily and weekly topics)
8. Family goal-setting for relationships and weekly phone calls for positive moments

JC

Fill in for Director or Tutor while they are in conference or circle

Peace and Harm Circles
(in-classroom facilitation as needed)

JC Circles

Restorative Questions & Conversations

JC Support for circle keeping, expectations, and mindfulness

1. Clear non-classroom boundaries, expectations, schedule
2. Camp culture; values/norms, celebrations, accountability
3. Clear roles and shared responsibilities for community-wide mindfulness, teachable moments, empathy and well-being
4. Camp-wide and specialty circles with staff and campers
5. Staff collective care

Director

Restorative Conferencing
Documentation
Removal options and Re-entry/Support Circles

SEL Curriculum Support
Family Orientation to communicate restorative systems

Family Phone Calls

Restorative Questions & Conversations

Support Tutor/JC curriculum development coaching on "the sauce"

DoP

Support Director
All removal decisions

Support Director
Safety and escalation decisions

Staff support: Healing and Feedback Circles
Restorative Qs & Conversations

Transformation
5%

Restoration
15%

Community
80%



Scaffolding

Step 1: Establish a _____.

Example(s):

Step 2: Help the student _____ for their learning.

Example(s):

Step 3: If the student is stuck, _____.

Example(s):

Step 4: Once the student has reached their learning goal(s), praise them for correct answers, but _____.

Example(s):



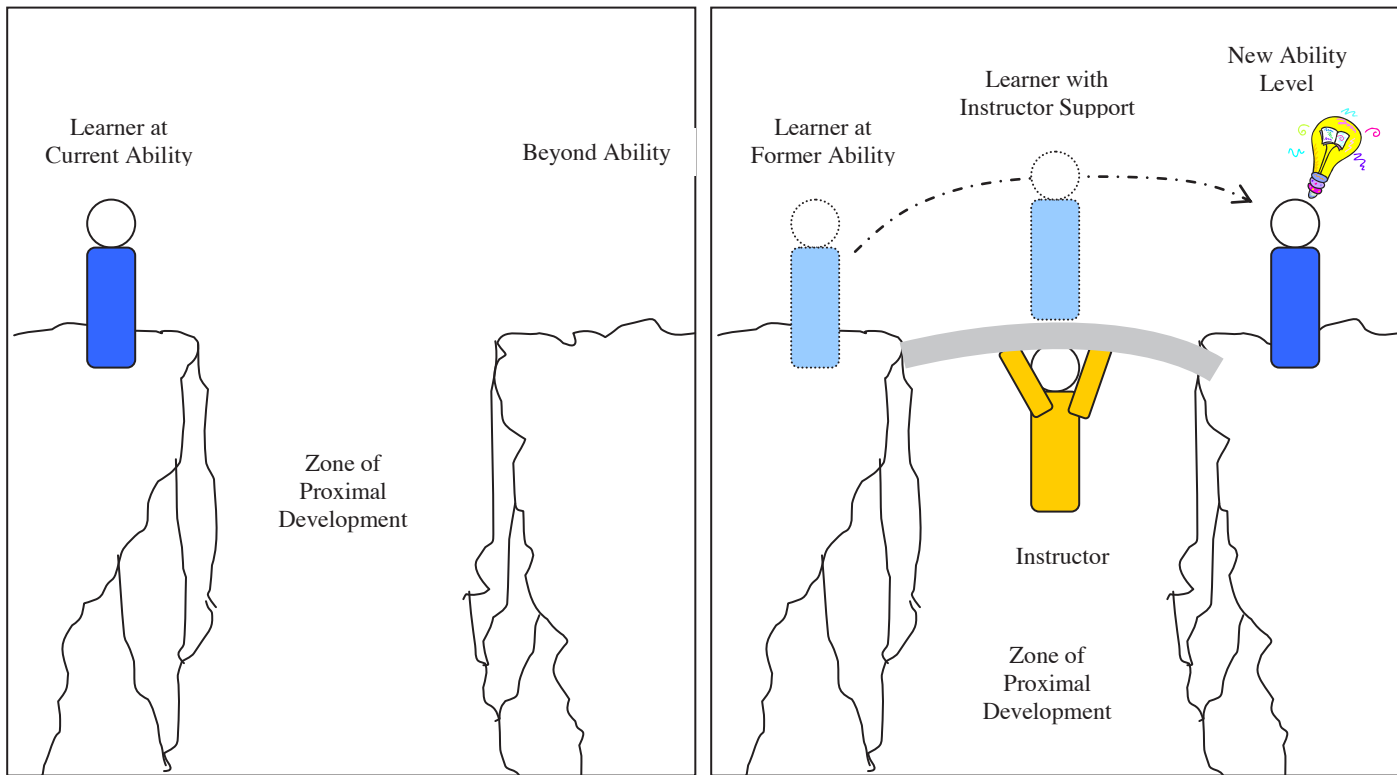


Scaffolding

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky’s sociocultural theory and his concept of the **zone of proximal development (ZPD)**.

“The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance” (Raymond, 2000, p.176). The scaffolding teaching strategy provides individualized support based on the learner’s ZPD (Chang, Sung, & Chen, 2002).

In scaffolding instruction by a more knowledgeable other (teacher) provides scaffolds or supports to facilitate the learner’s development. The scaffolds facilitate a student’s ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000). The more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD (Bransford, Brown, & Cocking, 2000).¹



¹ From NYC Teaching Fellows Website:
<http://condor.admin.cuny.cuny.edu/~group4/Van%20Der%20Stuyf/Van%20Der%20Stuyf%20Paper.doc>





Scaffolding for Curriculum Planners

Note for Curriculum Planners

The concept of scaffolding is extremely useful for curriculum planning, in addition to homework help. If you are planning curriculum, first think about your desired result (completed mural, puppet show performance, publication of an after-school newsletter, etc.) Next think about all of the skills your students would need to have in order to complete the project. Create lessons for each of those skills so that, when you begin to put the final product together, your students will feel competent and ready to participate! A brief example is provided below—this project might last a few weeks or a whole semester depending on how much the kids learn to do themselves:

Producing an After-School Newspaper

- 1) What do kids know about newspapers? Observation activity (types of stories, headlines, pictures, captions, sections, etc.)
- 2) Talk to a journalist (generate excitement, get insight)
- 3) Write a newspaper article (lessons on journalistic style, how to quote appropriately, accurate sources, etc.)
- 4) How to do an interview (observe TV interviews, practice writing questions, practice interviewing)
- 5) Photos for newspapers (practice taking pictures, recording important information for captions)
- 6) Decide what stories are interesting (brainstorm), decide who will work on which stories
- 6) Research/do interviews/take pictures
- 7) Write and revise stories
- 8) Learn how to use layout program on computer + create newspaper
- 9) Print paper and distribute





Math Practice!*

Note: The following are fifth grade math problems.

1) How many addition signs should be put between digits of the number 987654321 and where should we put them to get a total of 99?

2) There are 12 people in a room. 6 people are wearing socks and 4 people are wearing shoes, 3 people are wearing both. How many people are in bare feet?

3) Divide the face of the clock into three parts with two lines so that the sum of the numbers in the three parts are equal.

4) In the first year of production a play sells 1572 tickets, in its second year it sells 1753 tickets, in its third year it sells 152 less than in its second year. How many tickets are sold in 3 years?

* From: <http://www.stfx.ca/special/mathproblems/grade5.html>





Literacy Practice!*

Note: The following are reading comprehension passages for older elementary school children (4-6 grade)

Making the Team

It has been my lifelong dream to play on the middle school softball team. I began playing softball when I was in the second grade. My older brother taught me to play. He is three years older than I am. He practices with me every afternoon and always attends my games with my parents.

This year, I started sixth grade. The middle school softball team tryouts were announced last month. Every day since the announcement, my brother has helped me prepare for the team tryouts. The tryouts were held last Saturday morning. Twenty-three students from my grade tried out for the team. The team only has spaces for five sixth grade students. I know I worked as hard as I could to prepare for the tryouts. I felt like I had done a good job at the tryouts, but I was still nervous on Saturday night and Sunday morning, waiting for the team list to be posted. On Sunday afternoon, my parents took me to the school to see who had made the team. I was so happy when I saw my name on the list. It is so exciting to be a part of the team.

When we left the school, my parents said we should go out for pizza. It would just be a little family celebration in my honor. They called my brother, and he met us at the restaurant. He walked in with a big smile on his face. He was really proud of me. My parents were very proud too, although they warned me about keeping my grades up and making sure I did all my homework every day. They do not need to worry about those things. I'll work very hard to stay on the team.

Making the Team Questions

- The first paragraph mainly discusses _____.
 - eating pizza
 - playing softball
 - doing homework
 - finding her name on the list
- Which of the following best describes how the girl felt when she saw her name on the list?
 - nervous
 - happy
 - angry
 - sad
- The word *warned* means _____.
 - to notify in advance
 - shouted
 - celebrated
 - to join a team
- The girl is in the sixth grade. What grade is her brother probably in?
 - second grade
 - middle school
 - third grade
 - ninth grade

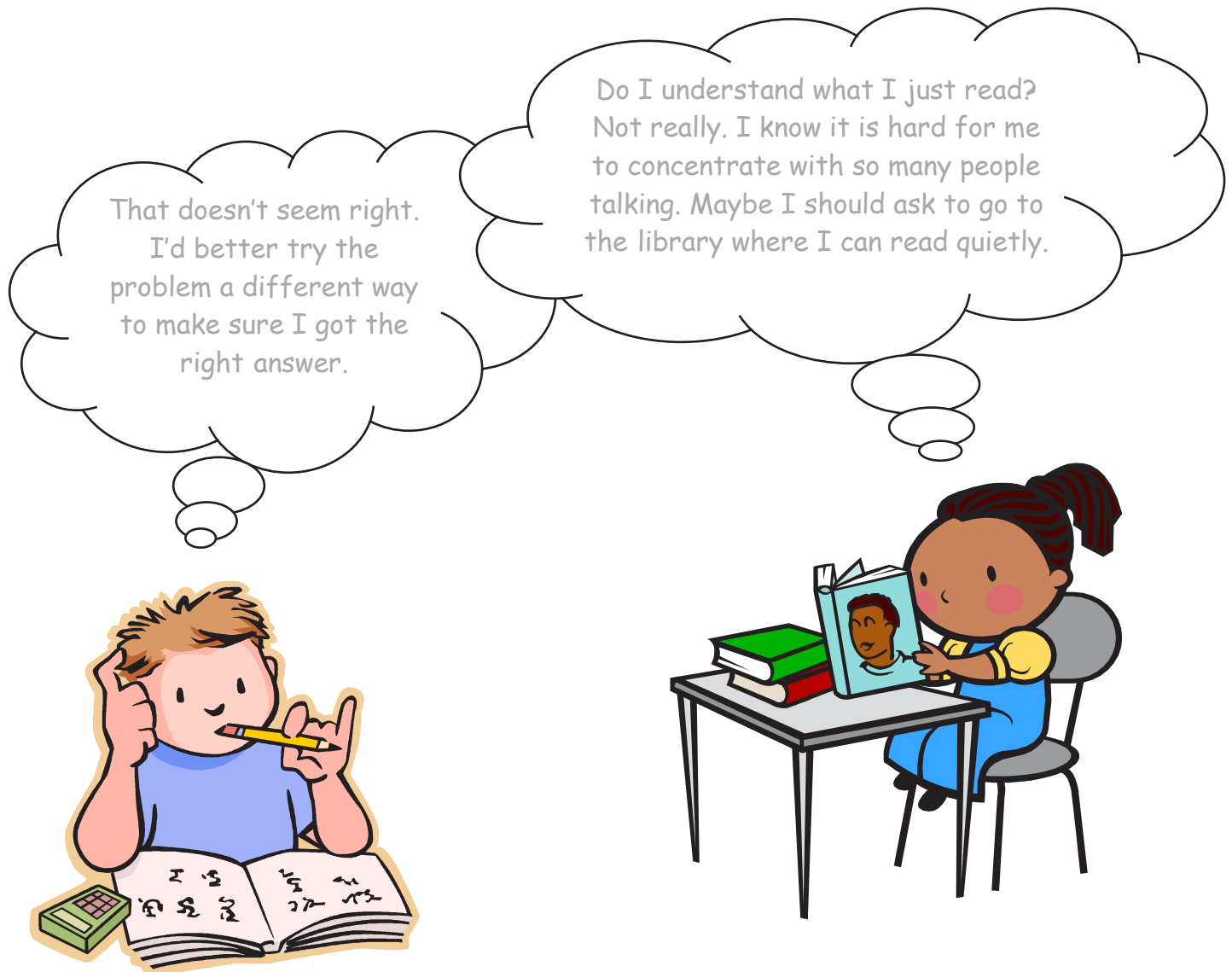
* From ABCTeach.com: http://www.abcteach.com/directory/reading_comprehension/grades_46/





Metacognition

Key Phrase: “If you teach a kid to study, they’ll succeed for a lifetime.”





Metacognition: Thinking about Thinking

Knowing how to learn, and knowing which strategies work best, are valuable skills that differentiate expert learners from novice learners. Metacognition, or awareness of the *process of learning*, is a critical ingredient to successful learning.

What is Metacognition?

Metacognition is an important concept in cognitive theory. It consists of two basic processes occurring simultaneously: *monitoring your progress* as you learn, and *making changes and adapting your strategies* if you perceive you are not doing so well. ([Winn, W. & Snyder, D., 1998](#))

How Does a Novice Learner Differ from an Expert Learner?

Novice Learners don't stop to evaluate their comprehension of the material. They generally don't examine the quality of their work or stop to make revisions as they go along. Satisfied with just scratching the surface, novice learners don't attempt to examine a problem in depth. They don't make connections or see the relevance of the material in their lives.

Expert learners are "more aware than novices of when they need to check for errors, why they fail to comprehend, and how they need to redirect their efforts." ([Ertmer, P.A. & Newby, T.J., 1996](#))

Take reading for example. We've all experienced the phenomenon of reading a page (or a whole chapter!) in a textbook and then realizing we haven't comprehended a single thing. A novice learner would go on to the next page, thinking that merely reading the words on a page is enough. An expert learner would re-read the page until the main concept is understood, or flag a difficult passage to ask for clarification from an instructor or peers later.

Why Are Metacognitive Strategies So Important?

As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. Independence leads to *ownership* as student's realize they can pursue their own intellectual needs and discover a world of information at their fingertips.

The task of educators is to acknowledge, cultivate, exploit and *enhance* the metacognitive capabilities of all learners.

Metacognitive Strategies for Successful Learning

Awareness:

- Consciously identify what you already know
- Define the learning goal
- Consider your personal resources (e.g. textbooks, access to the library, access to a computer work station or a quiet study area)
- Consider the task requirements (essay test, multiple choice, etc.)
- Determine how your performance will be evaluated
- Consider your motivation level
- Determine your level of anxiety





Public Service Academy Tutor Certificate

Planning:

- Estimate the time required to complete the task
- Plan study time into your schedule and set priorities
- Make a checklist of what needs to happen when
- Organize materials
- Take the necessary steps to learn by using strategies like outlining, mnemonics, diagramming, etc.

Monitoring and Reflection:

- Reflect on the learning process, keeping track of what works and what doesn't work for you
- Monitor your own learning by questioning and self-testing
- Provide your own feedback
- Keep concentration and motivation high



For more information:

Wikipedia: <http://en.wikipedia.org/wiki/Metacognition>

Metacognition: An Overview: <http://www.gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>





Building Metacognitive Practices

Getting Started

- ☆ Don't be afraid to tell students, **"I don't know the answer, but let's figure it out together."** This provides students with confidence and self-esteem by proving they are not those only ones who don't know and that teaching students that learning is a life-long experience. One of the best ways to teach metacognitive skills is to let students observe your learning process.

General Tips

- ☆ Students should have at least **two ways to figure out every problem**, especially in mathematics.
- ☆ Have students **make pictures and/or movies** in their minds (with eyes open or closed) to solve problems (e.g. word problems, questions about a text).
- ☆ Encourage learning to be interactive experiences by having students **imagine themselves in the problem or story**. Use your own personal stories and student's stories as examples to help students connect with learning goals.
- ☆ Students should learn to synthesize or **combine new information with existing knowledge** to solve problems, or to form original ideas or interpretations. Ask leading questions in order to help them achieve this type of thinking.
- ☆ --Example: *"Wow, this is a new kind of math problem we have never seen before! Luckily, it looks a lot like what we worked on last week. What similarities do you see? What did we learn last week that could be helpful here?"*

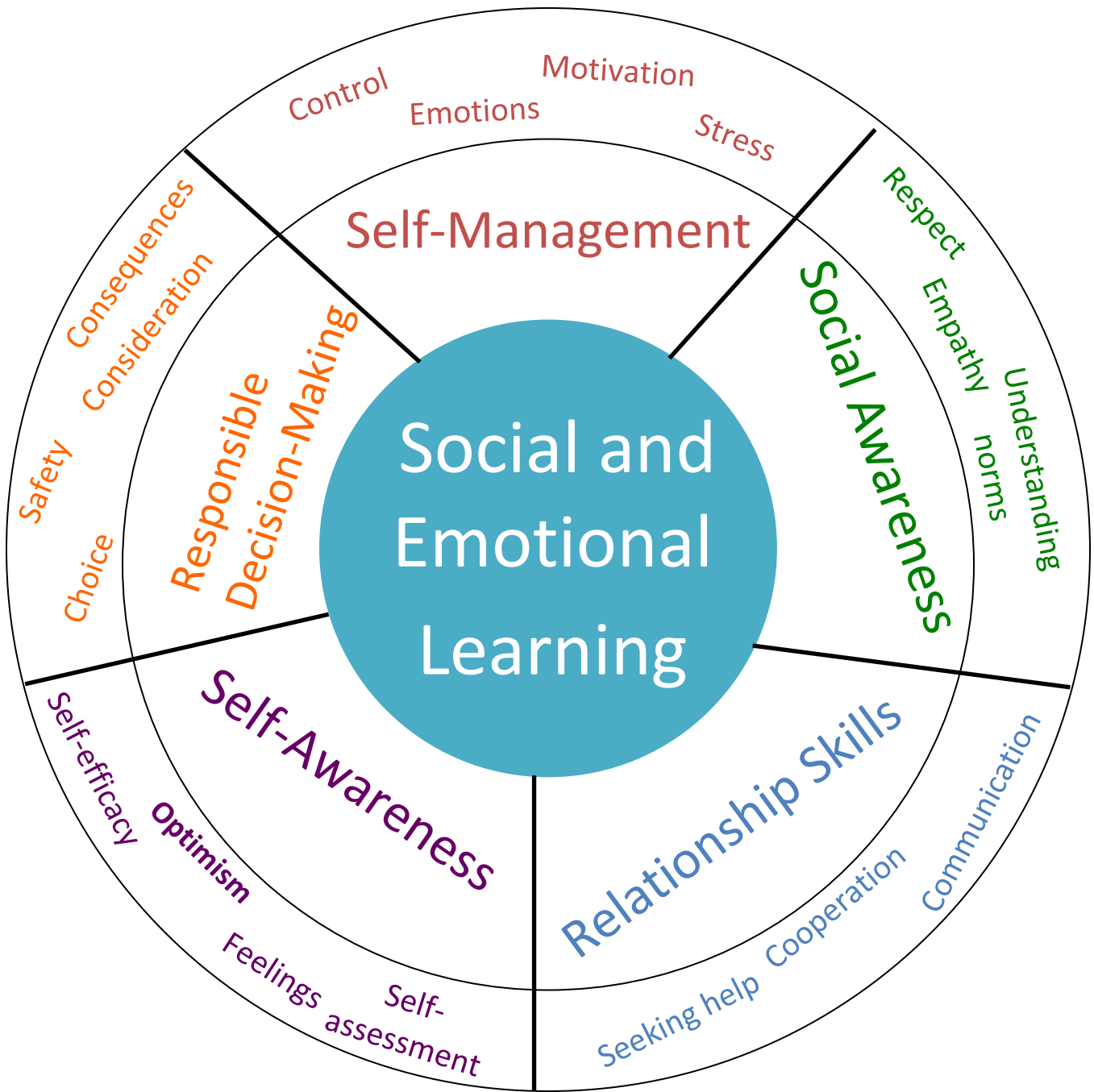
Literacy Activities

- ☆ While reading, ask students to **draw inferences** by thinking ahead to make judgments, speculate, or predict what is to come. If student are struggling, help them by asking leading questions or by asking them to visualize themselves as part of the story.
- ☆ If students struggle with reading comprehension, **practice pausing at the end of each sentence, paragraph or page**. At each pause, have the student ask themselves, "What just happened?" then summarize events or facts aloud.

Following the Activity

- ☆ If a student is easily able to solve a problem, ask them how they knew the answer. Do not accept, "I just know." **Have students explain their thinking**, even if they didn't realize what they were doing—it will help ensure that they understand what they are doing (instead of just following a formula) and can apply concepts in other places.
- ☆ Help students to think about their own learning styles by asking questions like, "What do you like more, learning by yourself or working with a group?" Point it out, if you notice learning strategies or situations that work particularly well (e.g. "Wow, you did so well today when we were in the quiet library! I think that you might focus best in a quiet space, do you?" or "You really picked that up fast when you talked through the steps aloud.")





SEL Core Competencies

Adapted from Collaborative for Academic, Social, and Emotional Learning (CASEL)

SEL Defined | CASEL

What Is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.^{1 2}



¹ <http://www.casel.org/social-and-emotional-learning/>

² <http://www.adenialinker.com/what-is-sel.html>

1. Senior Counselors will be able to understand the basics of SEL and its importance in the classroom.
 2. Senior Counselors will be able to identify SEL core competencies.
 3. Senior Counselors will be able to identify the skills related to each competency and what this will look like for their age group.
 4. Senior Counselors will be able to integrate social and emotional core competencies and skills into their academic curricula and into daily classroom routines.
 - ii. *Regulate emotions such as impulses, aggression, and self-destructive behavior*
 - iii. *Exhibit positive motivation, hope, and optimism*
 4. **Lastly, brainstorm strategies to help promote aforementioned skills.**
 - a. *Brain breaks during lessons (for campers who get frustrated)*
 - b. *"Practice staying focused on your own work for 5 minutes then take a break"*
-

II. **Direct SEL Instruction.** *Explicitly teaching campers a specific skill-set.*

1. **Identify a specific competency that you would like to work on in your class.**
 - a. *Example: Helping campers build positive relationships with each other.*
2. **Identify a specific skill related to the competency that you would like to focus on.**
 - a. *Example: Working cooperatively with others.*
3. **Brainstorm strategies that would work in your classrooms.**
 - a. *Example: "In my classroom, we will use 'I' statements when talking to others."*
 - b. *Example: "In my classroom, we will practice taking turns when..."*

Restorative Practices Paradigm Shift

“What’s fundamental about restorative justice (practices) is a shift away from thinking about laws being broken, who broke the law, and how we punish the people who broke the laws. There’s a shift to: there was harm caused, or there’s disagreement or dispute, there’s conflict, and how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored. It’s a different orientation. It is a shift.”

Cheryl Graves- Community Justice for Youth Institute

Traditional Approach

School and rules violated

Justice focuses on *establishing guilt*

Accountability = punishment

Justice directed at offender, victim ignored

Rules and intent outweigh whether outcome is positive/negative

No opportunity for remorse or amends

Restorative Approach

People and relationships violated

Justice identifies *needs and obligations*

Accountability = understanding impact, repairing harm

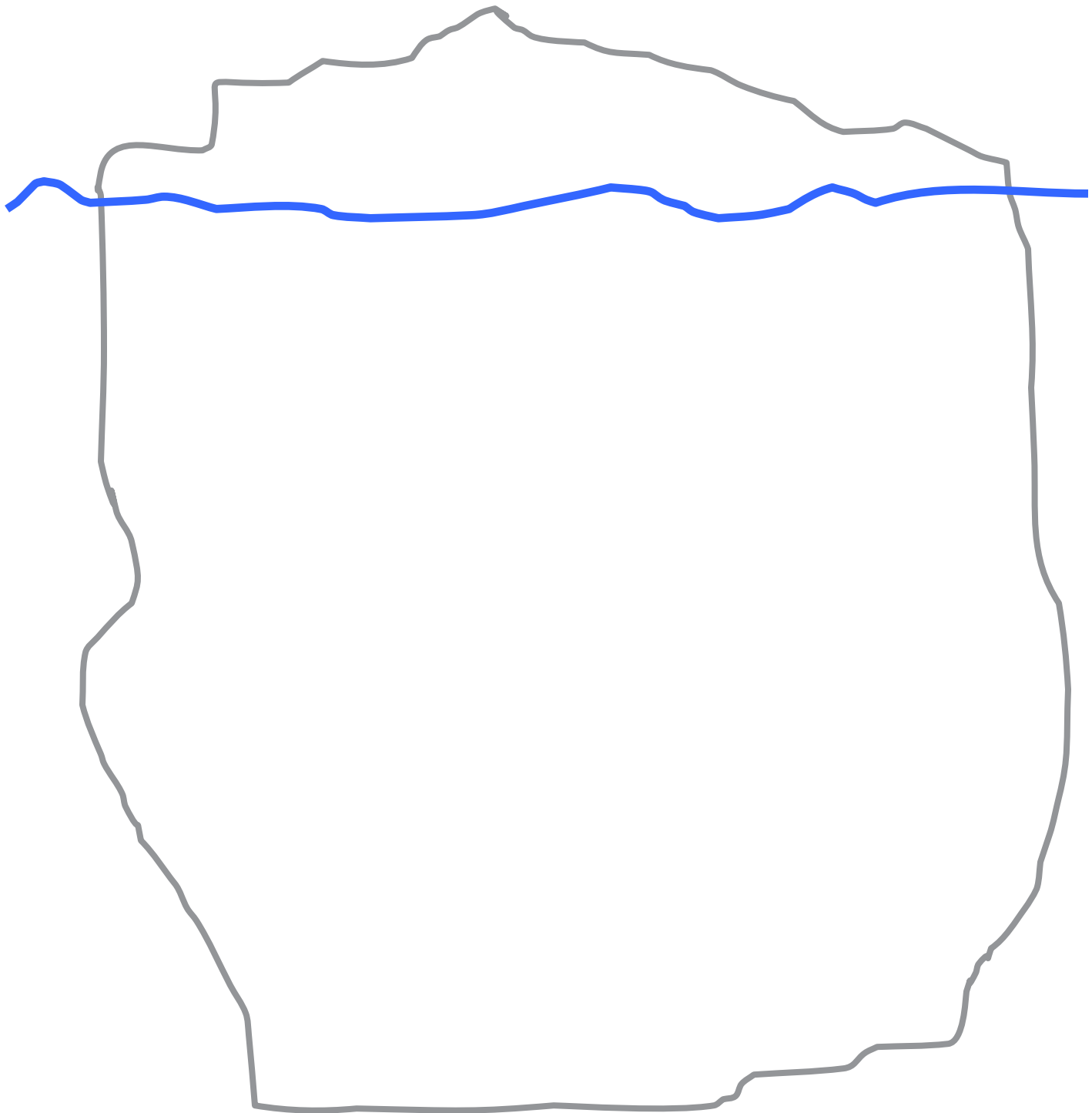
Offender, victim and school all have direct roles in justice process

Offender is responsible for harmful behavior, repairing harm and working toward positive outcomes

Opportunity given for amends and expression of remorse



Step 2: Recognition



Misbehavior is a symptom of an **underlying cause**.

- misbehavior is a symptom of an underdeveloped skill

Restorative Ecosystem

Behavior is communication.

- students' actions are purposeful in their attempt to solve a problem

Behavior has a function.

- kids misbehave when they feel that they get something out of it, even if un-consciously

Behavior occurs in patterns.

- habits are hard to break

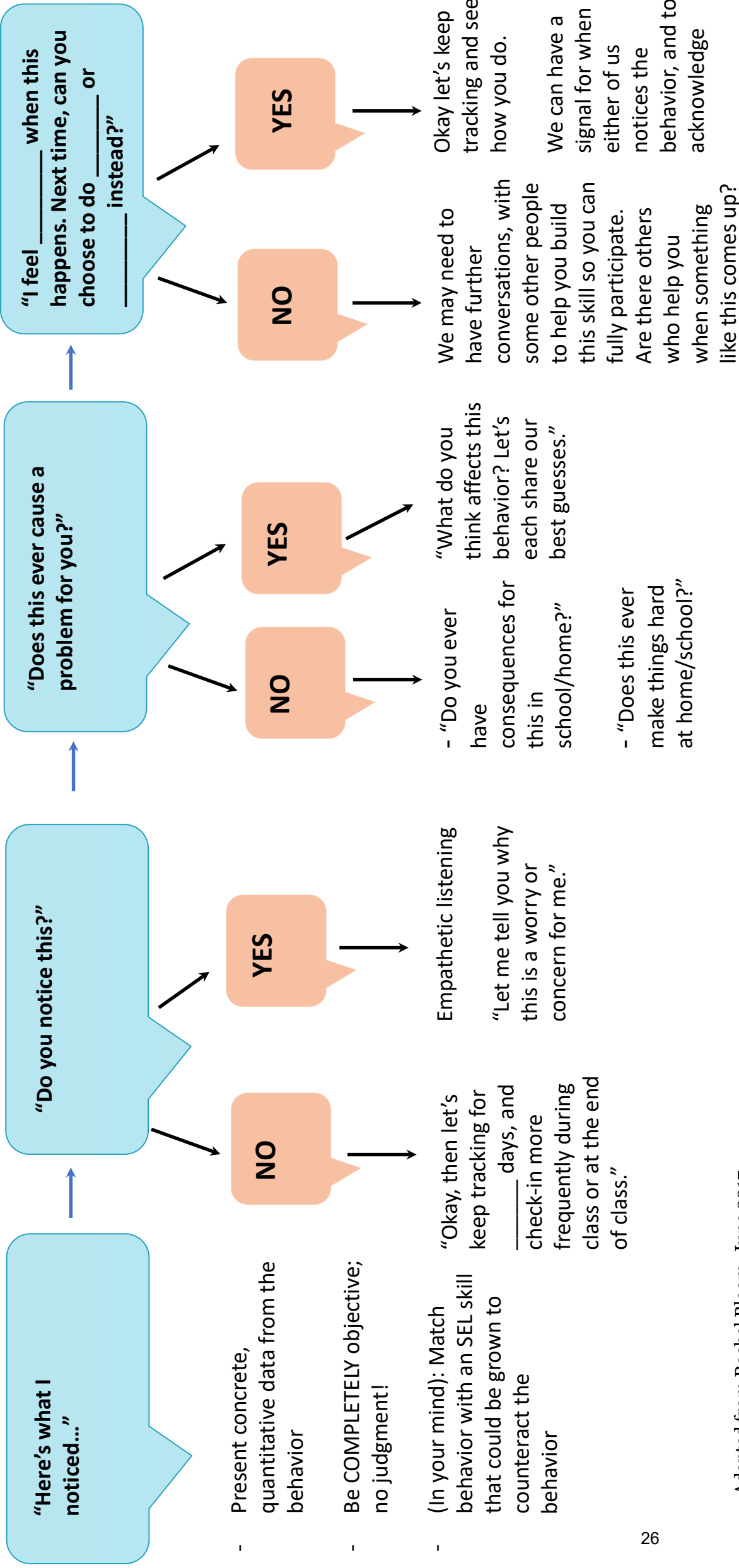
Behavior can change.

- students can learn underdeveloped skills through relationships, moments, and role models

***Be INTENTIONAL and TRANSPARENT about
what is happening in your classroom.***

SEL Teachable Moment Steps

Intervention - Transforming Harm

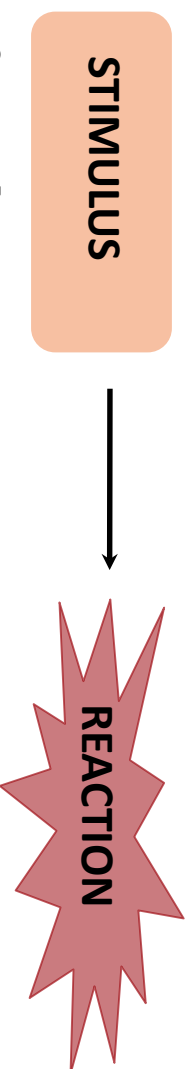


Mindfulness

/cultivating attention and awareness/

mindfulness works for youth to better self-regulate and adults to better respond

[WITHOUT Mindfulness]



[WITH Mindfulness]



mindfulness doesn't make the problem go away, it just creates a better space to solve it in



SEL Teachable Moments

Language of Choice Formula	Example
<p>Acknowledge the Feelings Underneath + State the behavior that must stop + State the desired behavior + “You decide”</p>	
Setting Consequences	Example
<p>Related: Logically connected to the behavior</p> <p>Reasonable: Equal in proportion and intensity</p> <p>Respectful: Preserves the self-esteem of youth</p> <p>Reliably enforced: Consequence happens, no matter what!</p>	
Making things right:	Example
<p>Loss/Delay of Privileges: Activities, objects, or access to areas</p> <p>Time spent in reflection: Time out from other students Required meetings with parents, directors, etc.</p> <p>Restitution: Return or replacement of objects Compensation to staff or other youth</p>	





PBHA-Wide Rules!

- ☆ Safety is _____.
- ☆ Children should never _____.
- ☆ You should never _____.
- ☆ Appropriate touching only!

YES	NO
☆	☆
☆	☆
☆	☆
☆	☆

- ☆ Communicate! _____.
- ☆ Always remember _____.



ANTI-BULLYING POLICY

Phillips Brooks House Association is committed to creating a safe, caring, respectful learning environment for all students and program participants and strictly enforces a prohibition against bullying, including without limitation, Cyberbullying, of any of its students by anyone and also strictly enforces a prohibition against retaliation of any person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying. PBHA program based initiatives, developed collaboratively between PBHA Officers, staff, students, families, community members will seek to: (1) help program participants of all ages and abilities stay safe, act wisely, and believe in themselves and (2) help adults respond effectively to students' reports and their own observations.

Consistent with Cambridge and Boston Public Schools policies **Bullying is defined as** the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that: (i) causes physical or emotional harm to the target/victim or damage to the target/victim's property; (ii) places the target/victim in reasonable fear of harm to himself or herself or damage of his/her property; (iii) creates a hostile environment at a PBHA program or event for the target/victim; (iv) infringes of the right of the target/victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of any PBHA program. For purposes of this policy, bullying shall include Cyberbullying.

Cyberbullying is further defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer or signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or a blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) through (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution of electronic means of a

communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or position creates any of the conditions enumerated in clauses (i) through (v), inclusive, of the definition of bullying.

Aggressor is defined as a student who engages in bullying, cyberbullying, or retaliation.

Hostile environment as defined in M.G.L c. 71 § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is defined as any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff is defined to include, senior staff, PBHA officers, program directors, Summer Camp Counselors and Junior Counselors, and registered program volunteers. (Registered volunteers are those listed in the PBHA database or otherwise known to directors).

Target or Victim is defined as a student against whom bullying, cyberbullying, or any retaliation has been perpetrated.

Any PBHA volunteer or employee who witnesses or is aware of bullying, or is made aware of bullying shall make an appropriate intervention and inform their PBHA program director. A program director made aware of an instance of bullying shall follow up or make an age-appropriate intervention and file a report with PBHA senior staff, Director of Programs, Deputy Director and Executive Director. PBHA takes allegations of bullying seriously and will respond promptly to complaints and allegations of bullying. Additionally, allegations of retaliation against a person who reports bullying, provides information during an investigation or witnesses or has reliable information about bullying also shall be taken seriously. PBHA will respond promptly to such complaints and allegations. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given our obligation to investigate the matter. **PBHA will report instances of bullying and PBHA's response to ISD of Boston and the Boston School Department and the City of Cambridge and the City of Cambridge School Department when appropriate.**



Mandated Reporting*

What is Mandated Reporting?

Under Massachusetts law, the Department of Social Services (DSS) is the state agency that receives all reports of suspected abuse or neglect of children under 18. State law requires professionals whose work brings them in contact with children to notify DSS if they suspect that a child has been—or is at risk of being—abused or neglected. DSS depends on reports from professionals and other concerned individuals to learn about children who may need protection.

Only paid employees are mandated reporters. This means that volunteers are not official mandated reporters. However, PBHA professional staff are. Because our programs are volunteer run, individual volunteers are morally responsible to report any suspicion of abuse or neglect to professional staff in order to care for and protect the youth in our programs.

How are abuse and neglect defined by law?

Abuse Means:

- ☆ The non-accidental commission of any act by a caretaker that causes or creates a substantial risk of physical or emotional injury or constitutes a sexual offense; or any sexual contact between a caretaker and a child under the care of the individual.

Neglect Means:

- ☆ Failure by a caretaker, either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth or essential care.

* Revised from a handout created by the Massachusetts Mentoring Partnership





Mandated Reporting

What are the signs of abuse and neglect?

- ☆ *Physical abuse is usually indicated by injuries that the child tries to hide or cannot explain.*
- ☆ *Sexual abuse may be indicated by early, overt sexual knowledge or, at the opposite end of the spectrum, extreme withdrawal.*
- ☆ *Physical neglect may be indicated by consistent hunger, poor hygiene or frequent absences from program.*

What do I do if I suspect abuse or neglect?

Step 1: If you encounter signs of abuse or neglect, _____.

Step 2: Talk to your _____ (and no one else) about your suspicions.

Step 3: You and your director will work with PBHA professional staff to decide whether there is sufficient evidence to warrant a report to DSS (the Department of Social Services).

Step 4: If a call is made, DSS will investigate and _____.

What if my tutee tells me they are being abused or neglected?

Step 1: Inform the child that _____.

Step 2: Don't _____.

Step 3: Don't _____.

Step 4: _____.





Check for Learning

Respond to each question in one or two sentences. Bullet points are also acceptable!

1. In one or two sentences, summarize the “Asset Based Approach” for working with youth. Why is this theory important?
2. List one or two activities that you may use on the first day to start building a positive relationship with your tutee.
3. What can be a way to scaffold math practice for learning, not just the correct answer?
4. Define “scaffolding” and list the four steps.
5. List three strategies for helping your tutee to develop metacognitive skills through literacy.





Useful References

Important Organizations	Website
Phillips Brooks House Association	www.pbha.org
Harvard Public Service Network	www.fas.harvard.edu/~pbh/psn
Massachusetts Department of Education	www.doe.mass.edu
Boston Public Schools	www.boston.k12.ma.us
Cambridge Public Schools	www.cpsd.us

Educational Theory and Reference	
Search Institute -Information about the 40 Developmental Assets	www.search-institute.org
The Educator's Reference Desk -Articles and links about educational theory, lesson plans and more!	www.eduref.org

About Afterschool...	
Afterschool.gov -Links to hundreds of federal resources for afterschool!	www.afterschool.gov
Promising Practices in Afterschool -Best practices for afterschool programs	www.afterschool.org

Games and Activities!	
ABCteach -5,000+ free printable worksheets and curriculum ideas	www.abcteach.com
DiscoveryEducation (a Discovery Channel Site) -Make your own fun word and math puzzles and more!	puzzlemaker.discoveryeducation.com



FIRST GRADE

Social and Emotional

I LIKE it when adults' rules are clear and fair.

I ENJOY writing thank-you notes when someone does something nice for me.

I CAN use my words to let someone know I'm upset, but I may need some adult help to remember.

I LIKE when adults help me think of different ways to deal with problems and then help me pick what I would like to do.

I LIKE to hear and read stories that show kids, families, and neighborhoods that look like mine.

Academic

I STILL LEARN best when tasks are broken down into small, "bite-size" pieces.

THIS YEAR my biggest job is learning how to read.

I READ by recognizing words that show up again and again, by looking at pictures, and by sounding out words.

I AM learning to write sentences. I use "invented" spelling mostly, but late in the year I may have "real" spelling tests for the first time.

IN MATH, I am learning the value of coins, practicing patterns, adding, and subtracting. I practice skip counting by 2's, 3's, 5's, and 10's all the way to 100!

I AM BEGINNING to tell time. I know "o'clock" now!

EACH DAY, my teacher will give me about 10 minutes of homework and will expect me to read at home.

SECOND GRADE

Social and Emotional

I LIKE to play games in pairs and small groups when everyone plays by the rules... but I don't like to lose.

I LIKE to participate in music and sports clubs that are safe and fun for everyone.

I ENJOY reading and notice if the kids and adults around me like to read too.

I NOTICE when others are being kind or rough and I watch what the adults around me do and say about it.

I AM using my words to communicate about how I'm thinking and feeling rather than just my actions.

Academic

I AM reading directions and can follow them if they are clear. I may need some help breaking down tasks into manageable pieces.

I AM LEARNING more and more about words – like homophones and synonyms. Do you know these words?

I CAN write complete sentences with subjects and predicates, but I may not know the meaning of these words yet.

IN MATH I can use my 100's table to count forward and backward by 5's and 10's.

I USE "problem-solving strategies" to help me with word problems.

BY THE END of the year, I will count to 1,000, learn regrouping, and be able to add/subtract three-digit numbers.

I WILL practice my spelling and math each day at home (or in my after-school program) for 10 to 20 minutes. I will be expected to read each day.

THIRD GRADE

Social and Emotional

MY FRIENDS and I are starting to form groups. I want to fit in.

I SOMETIMES WORRY about making mistakes. I like when adults admit they make mistakes sometimes too.

I PLAY cards and board games in groups. We sometimes decide on new rules if we think the game needs it.

I ENJOY team sports. I like to be with people who encourage their team members and show good sportsmanship.

I LIKE it when adults really listen to what I'm saying . . . not just "pretend" to listen!

WHEN ADULTS ask me what I like and what I would change about an activity, I feel my opinion matters.

I KNOW some of my talents now, and I like practicing to get even better at what I do. I like teaching what I know to others, too.

YOU MAY FIND a stamp, coin, card, or sticker collection under my bed!

I AM very interested in how the world works. I love magnets, bugs, planets, and mystery goop. Hands-on experiences with materials keep me motivated and focused!

I AM "reading to learn," not just "learning to read."

Academic

KNOWING what different words mean helps me understand what I am reading. I like it when adults talk to me about what words mean.

BY READING AND TALKING about different genres of books, like mysteries, biographies, and myths I am building a bigger vocabulary.

FROM POEMS to paragraphs, I am expressing myself through writing.

MY WRITING shows mostly correct grammar, spelling, and punctuation.

IN MATH, I am working on multiplication tables and word problems. The instructions always ask me to "show what I know," so I have to give the right answer and explain or diagram how I got it.

I GET about 20 to 30 minutes of homework a night, which may include free reading.

FOURTH GRADE

Social and Emotional

SOME ISSUES, like global warming, are really important to me and I like to talk and act in ways that will make a difference. I like it when adults help me to brainstorm ways I can help.

I LIKE learning about people who have "made a difference" in the world. I am learning about "heroes" and am figuring out just who my heroes are!

I HAVE a few hobbies and extracurricular activities I'm really interested in.

I LIKE it when adults listen to me and when their responses are fair.

I AM becoming more mature and like to have some responsibility and independence.

Academic

I WILL read and write a lot this year. I am expected to do oral and written book and research reports.

I AM learning about "W5 + 1," (who, what, where, when, why, and how) reporting and reading headlines and newspaper articles.

READING, word studies, and spelling help me improve my vocabulary.

IN MATH, I apply my knowledge to real-life problems.

I WILL add and subtract five-digit numbers and multiply by two digits.

I HAVE about 40 minutes of homework each night as well as free reading.

FIFTH GRADE

Social and Emotional

MY FRIENDSHIPS are more important (and sometimes more volatile) than ever.

I AM learning to balance my time between friends, activities, and responsibilities.

SOMETIMES I WANT support from adults and other times I want independence.

I NEED adult support to manage my online time and content with friends (text messaging, e-mailing, instant messaging, video games, social networking sites, etc.).

WHEN ADULTS disagree with me, I still need to know that they care.

I LIKE to help in my community or to volunteer in some way.

I KNOW a lot more about what I'm good at and what I need to improve upon.

MY BODY is starting to change and I have a range of feelings about these changes.

Academic

I LIKE learning about "real world" things— forensic science, the chemistry of cooking, and spoken word poetry slams are among the many things that hold my interest!

I AM STILL reading stories and books, but I am discussing themes, points of view, character traits, protagonists, and antagonists. I read memoirs, legends, and folktales as well as historical fiction at school.

SPELLING AND GRAMMAR count "big time" now!

IN MATH, I must explain in writing how I solve a multistep word problem.

I AM multiplying and dividing large numbers. I use estimating to help me figure out how large or small an answer should be before I figure it out.

I AM converting fractions, decimals, and percents and learning about metric measurement. I understand common and lowest common multiples.

SIXTH GRADE

Social and Emotional

I can be enthusiastic at some times; lethargic at other times

I ENJOY friendships with regardless of gender

I express feelings by actions more than words

I experience extremes of emotions

I AM concerned with and aware of inclusion/exclusion, cliques, and changing relationships

I LIKE to experiment with behavior, roles, appearance, self-image

I LIKE to be able to make some choices for myself; I may demand privileges, but may avoid responsibilities

I FEEL unique and may feel misunderstood; believe that no one else has ever felt this way

Academic

I LIKE to talk about issues in the adult world.

I AM learning about and writing essays that have many genres and styles of writing

READING, word studies, and spelling help me improve my vocabulary.

IN MATH, I apply my knowledge to real-life problems.

I WILL add and subtract five-digit numbers and multiply by two digits.

I HAVE about 40 minutes of homework each night as well as free reading.

SEVENTH GRADE

Social and Emotional

I AM concerned about physical attractiveness to others; the mirror and social media may be my best friend and worst enemy

I AM struggling with a sense of identity; I seek music and culture

I HAVE many independent or group activities outside of school, from doing homework: sports, dress, telephone, computer, video games

I CAN feel far more complex emotions than I often put into words

I FEEL strongly about peer relations/peer pressure and what it means to "be cool"

WHEN ADULTS draw clear boundaries, especially for risk-taking like drugs and alcohol, it helps me to understand cause and effect

I AM more understanding and cooperative

Academic

I LIKE interviewing people and gathering information for longer projects and research

I READ more on my own and enjoy characters who I can relate to

I LIKE to learn about practical applications of math and science

I AM interested in money and how it affects the world and how I can relate to it personally

I ENJOY learning about biology and ecology and relationships of living things to humans

I CAN memorize things even better at this age and may want to go deeply in one interest area

I CAN figure out fractions from decimals and like plotting things on bar charts and scatter plots

HIGH SCHOOL TRANSITION

Social and Emotional

I AM concerned with rules, standards of behavior and fairness, especially how it applies to me and my friends

I HAVE developed a beginning understanding of cause and effect yet may have feelings of omnipotence and invulnerability ("It can't happen to me.")

I LIKE to think about the present, right now is important (limited thoughts of future)

I SHOW emerging ability in a particular skill or content area and may want to explore something in depth

I HAVE improved abilities to use speech for self-expression. Sometimes I still experience visceral emotions I do not yet have models for how to communicate to others

I LIKE teamwork when it uses strengths and I can contribute

I CAN be distracted by friends, by social media, or by emotions and like when boundaries there to help me manage attention are clear and transparent

I LIKE guidance that hones my ability to make concrete plans and follow through on my own

I LISTEN to my parents and push back on most of their input to my life

Academic

I LEARN best when involved in activities that are active, hands on, and related to real life

I SHOW interest in current events, politics, social justice; also pop culture, materialism

I LIKE to offer "ideal" solutions to complex problems

I AM developing a set of ideals and selecting role models

I AM beginning to question parents' religious beliefs, political beliefs, and other values

I FEEL that I have a lot of homework and a busy schedule; I may wish I had more choice in my academic pursuits

EACH DAY at school, I experience an academic topic that I do not understand fully.

I LIKE challenges to be broken into steps and am becoming familiar with multi-phase projects like science labs

UPPER HIGH SCHOOL

Social and Emotional

I AM developing the ability to think abstractly

I AM concerned with philosophy, politics, and social issues. I may be noticing larger issues play out in my own community and have consciousness about them beyond self

I LIKE to set goals and make plans that cause me to think long-term about my life

I CARE about peer influence and acceptance, including my romantic/sexual relationships

I AM able to show long-term commitment in relationships

I LIKE to make my own decisions and may only appreciate advice in the form of "guidance"

I EXPECT others to treat me like an adult, though I may feel challenged and need support handling some adult responsibilities

I ENJOY looking back on my childhood and achievements and relationships from my past

I HAVE a strong sense of ethnic identity develops, young people are more likely to reject negative, stereotypical views of their culture.

Academic

KNOWING how to frame arguments and citing evidence is increasingly important in social sciences

BY READING AND TALKING about complex issues makes me feel that I am learning while my opinion matters

IN MATH, everything is more abstract and geared toward state tests. I may enjoy showing my understanding of complex topics in algebra or geometry.

I PLAY less and have a structured agenda that includes some free time with peers "doing nothing" and some more or less formally involved groups

I AM interested in specific training for skills and careers

I LIKE to deepen studies within subjects I am good at and "get by" for the ones that do not feel relevant

I USE my critical thinking skills by talking about big questions regarding science, racism and justice, purpose, spirituality, politics, and other topics.

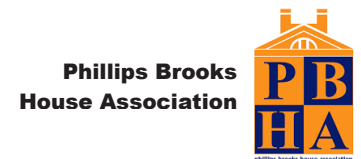
I HAVE many more tests, for which the stakes seem higher, than I have before

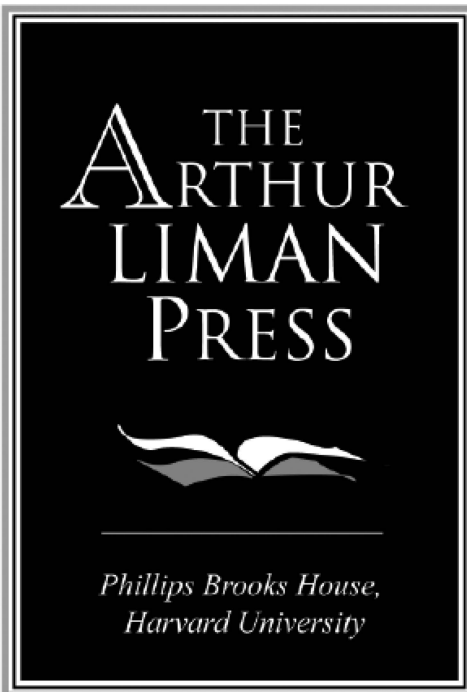
I AM preparing for college and career in my studies and the level of classes I take may reflect how I see myself achieving academically beyond high school



Evaluation

Training Date:	Trainer(s):
Your Name:	Your Email:
Before attending this workshop, I would rate my knowledge in this subject area as (circle one): <div style="text-align: center;"> Beginner Intermediate Advanced </div>	
Please rate the following statements: 1= poor, 2 = fair, 3 = standard, 4 = good, 5 = excellent	
The trainer was engaging.	1 2 3 4 5
The Trainer demonstrated knowledge of the content.	1 2 3 4 5
The visual aids and/or handouts were useful.	1 2 3 4 5
The information will be valuable/useful to me in my volunteer work.	1 2 3 4 5
The information will be valuable/useful to me personally.	1 2 3 4 5
The session timing worked well (e.g. good length, appropriate start/end time).	1 2 3 4 5
The location was convenient.	1 2 3 4 5
The room/environment supported my learning experience.	1 2 3 4 5
I was fully present and actively participated.	1 2 3 4 5
My co-participants were actively involved and supported my learning.	1 2 3 4 5
Comments!	
The information I found most useful/useable was:	
The first technique I will apply is:	
What could we do to improve the overall training experience?	
May we contact you within 90 days to ask how the training is helping you? <input type="checkbox"/> Yes <input type="checkbox"/> No	





The Arthur Liman Press at Phillips Brooks House is an endowed fund in honor of Arthur C. Liman '54. Publications from the Arthur Liman Press promote lives of service and honor the life and commitment of this influential attorney. Although Mr. Liman represented an impressive array of clients including Time Warner and Michael Milken, he spent much of his career defending the rights of the poor. He served as advisor to four governors, two mayors, and counselor to Secretaries of State and U.S. senators. He was chief counsel of the Iran-Contra hearings. Liman also led an investigation of the Attica prison uprising, an investigation that many say changed the way the criminal justice system is viewed in America. He was also on the Board of Overseers at Harvard University from 1988-1994.



Arthur Liman