

## FGP Pre-Service At-Home Video Note-Taking Guide

Use your phone camera to take a picture of this QR Code. It will pop up with a link that you click to take you to the pre-service training video playlist.



Or copy this link into your browser: <https://bit.ly/FGPpreservice>

**Note:** With exception to the policies and procedures, the videos shared here are not produced by UServeUtah and do not denote an endorsement.

### *Importance of Foster Grandparent Volunteers*

#### **AmeriCorps Seniors: Reasons to Serve**

What is your reason to serve as a Foster Grandparent volunteer?

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#### **Become a Foster Grandparent Volunteer**

Why do you think a positive, supportive relationship is as important as a good education?

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#### **Healthy Volunteers. Stronger Communities.**

Why do you think giving back is good for your health?

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### *UServeUtah Policies and Procedures*

#### **UServeUtah AmeriCorps Seniors Overview**

How many hours a week are you required to serve at a minimum? \_\_\_\_\_ hours

The majority of AmeriCorps Seniors volunteers experience improved or **stable** health, a decrease in feelings of **isolation**, and feel less depressed.

Research shows serving more hours means the volunteer reaps more benefits of service, like improved physical and mental health and wellbeing, life satisfaction, and increased sense of purpose. Why do you think serving more hours as a Foster Grandparent helps volunteers reap more health benefits, as shown by research?

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### **IPT Training FGP (Foster Grandparent Program)**

The first time I enter my timesheet for a new month, I will need to press the **SAVE** button before having access to my timesheet.

***Circle the correct answer:***

We do / don't want you to count the time that you spend entering your timesheet information into IPT, as it is part of your volunteer service.

I can write in the \_\_\_\_\_ (also known as the request for administrative leave column) using the pencil and paper icon to record the number of hours for each station that I am serving at, the type of in-service training I completed, requests for administrative leave, and any other necessary notes.

If I serve 15-20 hours a week, I will receive \_\_\_\_\_ holiday hours per holiday in months that I am actively serving.

### ***The Power of Relationships***

#### **Every Kid Needs a Champion: Rita Pierson**

No significant learning can occur without a significant **relationship.**" - James Comer

How does the story of Rita giving a student +2 instead of -18 on a quiz *impact you*? How can you use this strategy to help the children you will serve?

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“Teaching and learning should bring joy.” How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? What changes might you see?

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Every child deserves a **champion**, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” - Rita Pierson

### **Inspirational Video - Be a Mr. Jensen**

How did Mr. Jensen view Clint, the very active child?

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What will help you see children for their strengths and not their problems?

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### **The Power of Relationships in Schools**

“We need to create learning environments which allow for **strong**, long-term relationships for children to become attached to school and to the adults and other children in it.” -Dr. Darling-Hammond

- Relationships are not just being nice to a child. The child needs to have an experience of **trust** strong enough to experience the benefits of oxytocin.
- **Emotion** and learning are completely connected.

*“If you’re in a positive emotional space, that opens the opportunity for more learning.”  
- Dr. Darling-Hammond.*

What relationships did you have in school that helped you learn?

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## The Power of Relationships in the Lives of Youth

When kids experience a developmental relationship, they are dramatically more likely to be motivated in school, to be optimistic about the future, they build their own will to want to learn, and they feel connected to people.

What are ways that you feel like you could connect with the youth you will mentor?

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## *Growth Mindset*

### **Grit: The Power of Passion and Perseverance: Angela Lee Duckworth**

“Grit is passion and **perseverance** for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.” -Angela Lee Duckworth

- Grit is not related to talent. Talent doesn't make you gritty.
- When children learn about the brain's ability to change and grow in response to challenges, they are more likely to persevere when they fail, because they don't believe that **failure** is a permanent condition.

After hearing about grit, why do you think it is important? Is there someone in your life who is a good example of having grit? How do they exemplify grit?

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## How to Help Every Child Fulfill Their Potential: Carol Dweck

- You never see an unmotivated baby. Mindset can make kids afraid to try and make them easily derailed by setbacks.
- What are the two types of mindsets:
  - \_\_\_\_\_ mindset - you only have a certain amount of intelligence. This makes kids afraid to try.
  - Growth mindset - intelligence can be **developed**.
- Goals: *Fixed mindset* kids must avoid looking dumb at all costs. *Growth mindset* kids have a focus on learning. An emphasis on learning helps students earn higher grades.
- Effort: *Fixed mindset* kids feel you should not have to work hard, it should come easily. *Growth mindset* kids put forth **effort**; even geniuses have to work super hard.
- Setbacks: *Fixed mindset* kids hide their mistakes. *Growth mindset* kids feel that they learn from mistakes.
- Praise: Mindsets are transmitted through praise. Praising children’s intelligence harms them.

Why do you think praise can cause fixed mindsets?

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- Yet: In Chicago instead of a failing grade, students got the grade **not yet**.
- The brain can be developed like a muscle.

Knowing that “not yet” implies there is opportunity for growth, what areas of your life could you apply the power of “not yet”?

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## Growth Mindset for Mentors: How Mentors and Growth Mindset Go Hand-in-Hand

- Relationships with caring adults help expand a kid's **sense of self** and help them navigate the challenges of adolescence.
- Mentoring Relationship/The Positive Impact to Develop A Growth Mindset
  - **Cognitive Development** - Mentors help youth think more clearly and make better decisions - *Offer strategies to approach problems.*
  - **Social Emotional Development** - Mentors help youth manage their emotions, get along better with others, and learn how to handle conflict and disappointments - *Reframe emotions and provide support.*
  - **Identity Development** - Mentors can model appropriate behaviors, help youth discover their values and beliefs, and give them a glimpse of who they might become - *Model a growth mindset.*
- How can I be a good mentor? Be consistent, trustworthy, and caring.

How can you model a growth mindset? Share an example from your life.

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## Growth Mindset for Mentors: Using Mistakes & Failures to Your Advantage

Avoid negative reactions and embrace making mistakes because they are natural and give us opportunities to learn.

Brain growth happens *from* mistakes, not in spite of them.

- Analyze mistakes (emphasize they're an important part of learning!)
- Honor and praise what they did right
- Talk about the *feelings* associated with mistakes.
- Push your mentee to take on bigger challenges when they are ready, that are just a stretch beyond their current abilities.

- Share your own failures and mistakes. (Provides an opportunity to model how you approach mistakes).
- Encourage them to ask for help when they get stuck.
- Be proactive - don't wait for them to fail. Initiate conversations any time.
  - *How do you feel when you make a mistake?*
  - *How do you think others view you when you make a mistake?*
  - *Have you ever discovered something new from making a mistake?*
  - *Has a mistake ever made you think more deeply about a problem?*
- Be patient. It may take time for them to feel comfortable about discussing mistakes or learn and apply the growth mindset.

## **Growth Mindset for Mentors: The Right Message in the Right Situation**

- Situation 1: New learning challenge - present challenges as exciting opportunities to grow and learn
  - Messages to foster excitement and confidence around challenges:
    - “Let’s take it one step at a time”
    - “Your brain is going to get stronger as you work through the challenge.”
    - “You’ve got this. I have seen you learn challenging things in the past. What strategies have helped you **overcome** those challenges? Could you use similar strategies for this challenge?”
- Situation 2: Working with a mentee that is still struggling despite tremendous effort:
  - Remember that **effort** is just one ingredient to developing a stronger brain.
  - Help to identify the strategies or **support** needed to overcome the challenge.
  - Responses to provide support and encouragement to keep trying:
    - “Let’s step back and see if there’s another way we can do it.”
    - “I’m glad you let me know that you’re struggling. Getting help is sometimes a good way to crack tough problems.”

- Situation 3: Praising when there has been success because of a strong effort and good strategies.
  - Acknowledge the effort once a new challenge is overcome and complete.
  - Help mentees identify the **strategies** they've learned for tackling challenging situations or tasks.
  - Responses:
    - "What do you think contributed to your success?"
    - "I saw you use a variety of techniques."
    - "What can you **apply** from this experience?"

What responses or questions stand out to you? Why do you think they will be effective?

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### **Carol Dweck: The Effect of Praise on Mindsets**

After watching the children's responses to the difficult puzzle based on whether they were praised for their intelligence or their effort, how does that motivate you to speak to the children you work with?

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## ***Understanding Young People***

### **Importance of Play**

- Play helps children to think creatively, learn different **problem solving** strategies, develops their language, and leads to positive social skills.
- Play helps children in literacy areas because it is very **symbolic**. Looking at a word and seeing that it represents something that's not present requires symbolism.

Adults can enhance playing pretend by taking on a make-believe role, playing parallel to or with children to make play suggestions, to ask questions, and to **role play**.

Share why you believe it's important for adults to provide enriching interaction in play, but to leave and allow children to play on their own:

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### Every Behavior Has A PURPOSE!

Remember that behaviors are symptoms.

We can say, "What is the function of that? What are they getting from it?"

Consider if a child is staying silent during the entire tutoring/mentoring session. What ideas come to mind when you consider the *function* of their silence?

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How does it change your perspective on their silence?

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What ideas do you now have to address their silence?

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### 4 Ways to Prevent Problem Behaviors

To prevent problem behaviors, we need to communicate expectations to them in a clear, understandable, and accessible way.

When we are in a state of sensory overload, we will engage in unexpected problem behaviors because we are trying to escape that situation and calm down.

What appropriate coping strategies and solutions could you come up with to help a child who is experiencing sensory overload?

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- \_\_\_\_\_
- \_\_\_\_\_

### 5 Common Mistakes When Talking with Preschool Children

1. Over Flattery - makes children question your sincerity over time
2. Using Terms That Have No Meaning
3. Don't Ask If They Don't Have A Choice
  - a. State things as a command, not a question.
4. Don't End Your Statement With "Okay?" It becomes a choice again.
5. Tell Children What You WANT Them To Do

Come up with an alternative to saying: "Don't dump all of the crayons out of the box!"

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### Cognitive Development in Middle Childhood

What are challenges for lower socio-economic status children?

- Hearing fewer words at home
- May have access to fewer reading materials

Because of this, they will need explicit instruction in vocabulary.

Language can take a variety of forms. Teach how language can suit different situations, like how you might wear a dress to church but not to play soccer. Teach *formality* versus *incorrectness*. Do not shame children about the ways they speak at home.

Brainstorm examples of areas of your life where you might speak or write formally, and when you might speak or write informally. Reflect on the importance of time and place.

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We learn by **verbalizing** so you want to keep kids talking, trying to find the right words, and not giving them all of the answers.

If we don't **rehearse** information, we forget information.

*Intelligence is not set in stone! It changes.*

In order to invest in school, students need to:

- Experience academic success
- Develop and maintain their **cultural** identity
- Develop a critical consciousness so that they can question things.

Teachers (and volunteers!) can give emotional support, quality feedback, precise feedback, and establish routines that help manage productivity and behavior.

### ***Social Emotional Learning***

#### **You Think You Are Smart? There Are 9 Types of Intelligence!**

- Naturalist (nature smart)
- Musical (sound smart)
- Logical-mathematical (number/reasoning smart)
- Existential (life smart)
- Interpersonal (people smart)
- Bodily-kinesthetic (body smart)
- Linguistic (word smart)
- Intra-personal (self smart)
- Spatial (picture smart)

Based on the examples in the video, what types of intelligence do you identify with?

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How do you see these intelligence types as strengths in your life?

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## Social-Emotional Learning: What is SEL and Why SEL Matters

The process of learning social and emotional skills is most effective when it begins early and continues through high school.

Students with SEL learn to:

- Manage their own emotions and behaviors
- Have empathy and show care and concern for others
- Solve problems effectively
- Make responsible decisions
- Maintain healthy relationships
- Identify others' emotions and perspectives

In what ways do students benefit from social emotional learning? How do their outcomes change?

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## Practical Strategies for Teaching Social Emotional Skills

By helping children develop social emotional skills, they can build friendships, solve problems, manage their emotions and more.

Why is it important for you to both model *and* provide instruction on skills like sharing, taking turns, or helping each other, like the educators in the videos?

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## *Literacy*

### What is Early Literacy and Why is It Important?

The skill when children understand that letters have meaning and can be read as words and sentences is called \_\_\_\_\_.

83% of children who are not reading on grade level by the beginning of fourth grade are at risk of failing to graduate high school. This shows the importance of early literacy.

### Teach Your Child New Words With Books

Practice using “expanding.” What are three other sentences that you could use to describe the caterpillar in more detail?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Children learn vocabulary best through \_\_\_\_\_.

### Scarborough’s Reading Rope

- A child needs strong skills in both language comprehension and **word recognition** in order to read.
- What are some ways to build a child’s vocabulary?

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- **Verbal reasoning** is the ability to understand language beyond the words that are spoken.
  - Verbal reasoning involves figurative language, or language that is not the typical meaning of the word (e.g. sauna being used to describe a hot place)

Give an example of another word that we often use to describe something that is not its actual meaning: \_\_\_\_\_

- Helping the child understand when information is implied and not directly stated will help their ability to make connections and inferences.

Give an example of how you can practice inferential thinking with a child you work with.

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Pick a letter and write a silly example sentence like “might move mom’s magnets to her mirror” which can help the child develop phonological awareness:

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When practicing phonics:

- 1) Follow the words with your finger from left to right.
- 2) Touch and say the words as you read them.
- 3) Give the child a chance to practice before you jump in too quickly.

### **Reading Expert Linda Farrell: Letter Names vs Letter Sounds**

Before we teach a child to read, the child needs to understand that there is a letter and there is a sound, and they are often not the same sound.

### **What Is Phonemic Awareness?**

It is important for students to understand that the words we hear when we speak are made up of individual \_\_\_\_\_.

### **Understanding Phonics: Why Is Teaching This Way Effective?**

We have 26 letters in the alphabet but we use \_\_\_\_\_ sounds to make all the words in the english language.

### **Letter Naming/Alphabet Knowledge**

Use “letter is, \_\_\_\_\_ is” when teaching the alphabet and letter pronunciation.

### **Articulating Our Sounds: A Helpful Video for Teachers And Parents**

As mentors we want to make sure that we are **articulating** the sound clearly and accurately for students, and providing error correction if we hear students adding that “schwa” on.

Tricky letter sounds to practice and pronounce correctly: Q, Y, \_\_\_\_\_, and R.

### **Reading Expert Linda Farrell: Mastering Reading Accuracy**

It's important to not let an inaccurate reading of a word slip by even if it doesn't change the meaning of the word. That sets up students for poor comprehension. We want to help students develop a habit of reading accurately.

What do you observe Linda Farrell doing to make sure the child reads accurately?

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### **Letter Names with Reese, Kindergartener**

The video highlights that children may need practice with some letters hundreds of times before mastery. How can you maintain patience and persistence when helping a child who struggles to remember specific letters over time? What are some ways to keep the lessons engaging?

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### **Mastering Short Vowels and Reading Whole Words with Calista, 1st Grader**

In the video, Linda uses specific praise and encouragement with Calista. How can you apply similar positive reinforcement techniques when working with a child who is struggling with reading? What about these techniques being applied to children that are not in a school or literacy setting, such as in a Boys and Girls' Club or domestic shelter?

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## Read Aloud to Your Child

When reading aloud, talk about the *characters*, where the story *takes place*, what *problems* the characters are having, and *predicting* what will happen next.

Doing these things aids the child's understanding of story **structure** and **comprehension**.

### When dyad reading:

- 1) Sit side by side with the child slightly in front of you.
- 2) Read with the child at the same time using two voices
- 3) Your voice should be a little faster and louder than the student's
- 4) Use your finger to track reading beneath the text
- 5) Make sure you keep your eyes on the words
- 6) For only a few minutes each session, you should read at almost your normal pace to pull the student to higher rates of speed.
- 7) Write down any unknown words and talk about them using student-friendly descriptions.
- 8) Occasionally lower the volume of your voice to allow the student to lead the reading.
- 9) Have fun. This experience benefits both of you.

## ***Children with Learning Disabilities***

### **Learning Disabilities, What Are the Different Types?**

Learning disabilities are disorders and basic psychological processes that involve understanding and using language (the ability to receive, process, recall, and then communicate information).

\_\_\_\_\_ is a learning disability in reading.

\_\_\_\_\_ is a learning disability in writing.

Dyscalculia is a learning disability in math.

Children can have learning disabilities that may significantly affect the following domains or make them have a preference for learning in the domains of:

- Auditory processing
- Visual processing
- Sensory-motor functioning

- Social-emotional functioning

**True / False** Circle whether the following statement is true or false:

*Learning disabilities can be caused by a child having vision or hearing loss, being on the autism spectrum, having an intellectual disability, or experiencing cultural/environmental/ economic disadvantages or emotional disturbances.*

### **ADHD: Signs, Symptoms, Solutions**

ADHD stands for attention deficit hyperactivity disorder. Children with ADHD have trouble paying attention, are hyperactive, and often have difficulty controlling their behavior.

- It is estimated that it affects around 5% of all children aged 3 to 17 globally.
- For every girl diagnosed with ADHD, there are 3 boys diagnosed with ADHD.

Brainstorm some ways you can work with a teacher and/or parent to empower a student with ADHD to have the best chance at success in school in your mentoring sessions:

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### **What is Dyslexia? - Kelli Sandman-Hurley**

People with dyslexia don't have a problem with seeing language, but with **manipulating** language. They see the same words as we do.

- The brains of those with dyslexia rely more on the **right** hemisphere and frontal lobe. It means a word takes a longer trip through their brain, and can get delayed in the frontal lobe.

**True / False** Circle whether the following statement is true or false:

*A person with dyslexia can change their brain and improve their reading.*

## What is Autism? | Quick Learner

Autism is sometimes associated with strengths in the areas of visual memory, music, art, math, and science.

People with autism sometimes have other conditions, such as:

- Higher rates of sleep disorders
- ADHD
- Anxiety
- Depression
- Gastrointestinal Issues

Treating these co-occurring conditions can make a big difference.

*Describe ways that the world would be a better place if the qualities of people who are neurodiverse are accepted and valued:*

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## Strengths of Students With Learning Disabilities and Other Disorders

**Neurodiversity:** everybody has certain pockets of strengths and weaknesses within the different learning disabilities and disorders they may have.

- Ask ourselves: *What is different about the way neurodiverse individuals filter and understand the world around them?*

**We can help those with learning disabilities or other disorders to understand the answers to the questions of:**

- “Who am I?”
- “How can I engage in meaningful ways with my peers, with adults, and others in my community?”
- “How can I contribute in meaningful ways?”

## ***Working with All Children***

### **Cultural Competence**

Cultural competence encourages the acknowledgement and acceptance of differences in appearance, behavior, and culture.

According to the video, how do you demonstrate respect to others?

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Without cultural competence we create a higher risk for misunderstanding, hurt feelings, and bias, things that can all be avoided.

### **What is Cultural Humility?**

In your own words, what is the goal of cultural competency?

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- Cultural humility is a lifelong process of asking yourself how your own **biases** might impact the way you treat and understand others, alongside work to minimize that impact.
- Cultural competency is a **goal** while cultural humility is a **mindset**.

### **Ways to Practice Cultural Humility**

- Recognize that no culture is better than another
- Engage in self-reflection
- Be honest when you're not sure
- Learn about other cultures
- Find a support system

**Circle** which practice of cultural humility above that you need to work on most.

## ***Defensive Driving***

### **5 Defensive Driving Strategies to Be A Safer, Smarter Driver**

What is Space Management?

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What is Situational Awareness?

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Helpful notes:

- Map An Intersection and Track Road Users
- Current statistic: 36% of crashes occur in *intersections* (US National Highway Traffic Safety Administration NHTSA)
- Parking Lots - Check your rear window, then your rear view mirrors, THEN begin backing up.

What is my attitude toward driving, as indicated by my yielding and following distance behaviors? Does that attitude need to improve?

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How can I improve my driving? Which of the 5 strategies specifically do I need to improve?

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