

WORKSHEET #1: SELF-REFLECTION

This questionnaire deals with your communication behavior in a group; please answer the following questions as honestly as possible.

1. If I, as a trainer, were giving a set of instructions and the trainees sat quietly with blank faces, I would:

 ___ state the instructions clearly and precisely and then move on.

 ___ encourage the trainees to ask questions until I was sure everyone understood what they were supposed to do.

2. If the trainer gave a set of instructions I did not understand I would:

 ___ keep silent and then ask another member of the group what he or she meant.

 ___ immediately ask the trainer to repeat the instructions until I was sure that I understood what he or she wanted me to do.

3. How often do you let other group members know when you like or approve of something they say or do?

 Never 1 2 3 4 5 6 7 8 9 Always

4. How often do you let other group members know when you are irritated or impatient with, embarrassed by, or opposed to something they say or do.

 Never 1 2 3 4 5 6 7 8 9 Always

5. How often do you check out what other group members are feeling and how they are reacting rather than assuming that you know?

 Never 1 2 3 4 5 6 7 8 9 Always

6. How often do you encourage other group members to let you know how they are reacting to your behavior and actions in the group?

 Never 1 2 3 4 5 6 7 8 9 Always

7. How often do you check to make sure you understand what other group members mean before agreeing or disagreeing?
Never 1 2 3 4 5 6 7 8 9 Always
8. How often do you paraphrase or restate what other members have said before responding?
Never 1 2 3 4 5 6 7 8 9 Always
9. How often do you keep your thoughts, ideas, feelings, and reactions to yourself in group sessions?
Never 1 2 3 4 5 6 7 8 9 Always
10. How often do you make sure that all information you have about the current topic of discussion is known to the rest of the group?
Never 1 2 3 4 5 6 7 8 9 Always

Adapted from:

Johnson, David W. and Johnson, Frank P. (1987). Joining Together: Group Theory and Skills. Prentice Hall, Inc. Englewood Cliffs, New Jersey.

WORKSHEET #2: IDENTIFYING THE NEEDS AND WANTS OF A GROUP

Date: _____

1. How many members does the group have? _____
How many are males? _____ females? _____

2. How many members come to the meetings regularly? _____

3. Does the group have: (check)
 · elected leaders · other (describe)
 · unofficial leaders _____
 · a facilitator _____

4. What is the job of the leaders in the group? _____

STRUCTURE

1. How are members of the group organized? (check)
 · committees
 · sub-groups
 · task groups
 · pairs
 · by office or position
 · other (explain) _____

2. What do the members do? _____

3. Do they share information with the general group? _____

MEETINGS

1. How often does the group meet? _____

2. How often do the members meet (other than in general group meetings)?

3. Is there a person who takes attendance and notes of the meeting? _____

If no, why not? _____

4. Has there ever been a general meeting without the group leader? _____

What happened? _____

5. Are there people who talk too much in the meetings? _____

Too little? _____

6. How long do the meetings usually last? _____

7. Does the group meet in a quiet place with enough room for all? _____

8. Is the agenda for the meeting usually completed? _____

9. How do you usually feel during a meeting? _____

10. How do you usually feel after a meeting? _____

EVALUATION

1. What is the purpose of the group? _____

2. What does the group want to accomplish (goals)? _____

3. What are some activities of the group? _____

4. Why do you belong to the group? _____

5. What other impressions do you have on:
the group?
individual members?
the leaders?

Read over the answers to the questions in the worksheet. Select those things you would like to change, solve or deal with. List them below and go to work.

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WORKSHEET #3: PARENT INVOLVEMENT NEEDS ASSESSMENT

Estimado Padre/Encargado:
Dear Parent/Guardian:

Por favor responda a las siguientes preguntas. Sus respuestas nos ayudarán a prestar un mejor servicio a usted y a sus niños en edad escolar.

Please fill out this short questionnaire. The answers you provide will help us to better serve you and your child.

Gracias.
Thank you.

Eduardo Sánchez

Nombre: _____ *Escuela:* _____
Name: _____ School: _____

Dirección: _____ *Nombre de niños/as*
Address: _____ Child's name: _____

de teléfono:
Phone #: _____

Programa:
Program: _____

Marque los temas sobre los cuales le gustaría recibir información en otra reunión:
Check topics you would like to hear more about at a meeting:

- ___ 1. School District Policies and Procedures (*Reglamentos del Distrito Escolar*)
Standardized/Adapted Curriculum (*El currículo estandarizado, ¿qué es?*)
CSET/IEP Procedures (*Procedimientos para niños en educación especial*)

- ___ 2. Making good use of community agencies: Who are they? What do they do?
(*Como aprovechar la ayuda que ofrecen las agencias de la comunidad: ¿Cuáles agencias? ¿Qué hacen?*)

- ___ 3. Meeting your child's needs at home
(Como ayudar a sus hijos en el hogar)
 Behavior Management (*Comportamiento*)
 Home/School Cooperation (*Cooperación entre el hogar y la escuela*)
 Homework Supervision (*Supervisión de las tareas escolares*)
- ___ 4. Parent/Child Advocacy
(Derechos de los padres y los estudiantes)
- ___ 5. Parent Training for in-school participation.
(Preparándose para participar en la escuela de sus hijos)
- ___ 6. Promotion Policy/Report Cards
(Promoción académica del estudiante/Notas escolares)
- ___ 7. Other/Otro: _____

Check the time that is best for you to attend a meeting:
Indique el día y la hora que resulte más conveniente para usted para asistir a reuniones.

Lunes _____ Martes _____ Miércoles _____ Jueves _____ Viernes _____
 Monday Tuesday Wednesday Thursday Friday

- ___ Morning: before noon (*en la mañana: antes de las doce*)
- ___ Afternoon: after noon (*en la tarde: después de las doce*)
- ___ Evening: after six (*en la noche: después de las seis*)

In which language would you prefer to receive information?:
¿En qué idioma prefieren ustedes recibir información?:

Español: _____ *English:* _____

WORKSHEET #4 IDENTIFYING THE NEEDS AND WANTS OF A COMMUNITY

Date: _____

1. Name of the Community: _____
2. How many people would you guess live in the community named above? _____

Of those community members,

How many do you think are: (give percentage or numbers)

Puerto Rican? _____ Dominican/Cuban? _____

Afro-American? _____ Asian-American? _____

White? _____ Other Latino? _____

Mexican American? _____ Other? _____

Schools

1. How many schools are there in the community?

_____ elementary schools

_____ junior high schools

_____ high schools

_____ junior colleges/colleges

What other schools are there? (e.g., Catholic schools, nursery schools, trade schools, etc.)

2. Are students bused from this community to other communities? _____

If yes, from where? _____

3. Are students from other communities bused to this community? _____

If yes, from where? _____

4. How many children would you guess are not in school (drop-outs)? _____

Why do you think they dropped out of school? _____

5. How many students does an average class have? _____

6. Would you say that the classrooms are in _____ condition?

_____ excellent

_____ good

_____ fair

_____ poor

(Do they have desks and chairs, blackboards, erasers, chalk, maps, heat, shelves, good lighting?)

7. Are there PTA meetings in the school often? _____

If no, why not? _____

8. Other comments on school (how much free time do the students get?; are there music, art and gym classes?) _____

Work

1. What percent of the young people (14-18) that you know have jobs?

2. What percent of the adults that you know have jobs? _____ women _____ men

3. Where are most of the jobs found? (e.g., stores, factories, government, etc.)

Community Service Organizations

List the organizations that provide services to the community and their locations (e.g., YMCA, Salvation Army, etc.)

On what activities do community residents spend most of their free time? _____

Leadership

1. Who are the leaders in the community? _____

2. Who is the person in the highest office in the community?

3. Of the adults you know who are eligible to vote, how many:
_____ are registered to vote? _____ vote regularly?

4. Is the community divided into "sections" or "barrios"? _____ Yes _____ No
If yes, what is the relationship between the people who live in these sections?

Other Observations

1. What do you like most/least about your community? _____

2. List other issues in your community that you think are important to discuss.

WORKSHEET #5: FEEDBACK SHEET

Please answer questions 1 to 3 by circling the numbers closest to how you feel right now:

1. Do you think that the manual was worthwhile?

No, a waste of time					Yes, very worthwhile
1	2	3	4	5	

Why?

2. How well do you think the manual presented the material?

Poorly				Very Well
1	2	3	4	5

Why?

3. How useful were the exhibits and worksheets in this manual?

Useless				Very Useful
1	2	3	4	5

Why?

4. What exercise, suggestion, or piece of information in this manual worked for you? Please describe.

5. Write down any findings, comments, or suggestions on how to improve this manual.

Please send the completed sheet to the ASPIRA National Office. Your answers will help to improve the manual. Thank you.

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