



# **Volunteer Handbook 2009**

**Supporting Youth and Families in  
Watauga, Ashe and Avery counties**

**Western Youth Network  
155 WYN Way  
Boone, NC 28607**

**(828) 264-5174 Phone  
(828) 264-0838 Fax**

**[www.westernyouthnetwork.org](http://www.westernyouthnetwork.org)**



## **Mission**

Western Youth Network recognizes a simple truth: growing up is hard, especially during those pivotal years from 5th through 10th grade. Our job isn't to tell kids the answers. It is to help them find their own answers. Our role is to dare them to discover what is possible.

## **History**

Western Youth Network, Inc. (formerly Watauga Youth Network, Inc.) was started in 1985 with the Governor's One-on-One mentoring program. The Youth Resource Center (YRC) after school program was added in 1987. In 1989, the Youth Substance Abuse Prevention (YSAP) program began.

Originally, WYN was grouped with New River Behavioral Healthcare. A few years later, WYN moved to a space on Howard Street.

In 1992, WYN moved to its current location in the Junaluska community. Our building is the old segregated school house for Watauga County and is now a space for bringing people together! Before we moved in, the building was in severe disrepair. It took the physical and monetary support of the community and grantors to transform the building into what it is today.

**\*Notes\***

\*Notes\*

## Programs



# After School Program

*Program Director: Angela Grimes*

## Objective

To provide a structured, safe, fun place for youth.

## Goals

- Academic Support
- Social Skill Development
- Building Resiliency
- Promoting Positive Relationships

## Site Directors

- Safe supervision of youth and tutoring environment

## Transportation

- Kids are either bussed to their site or picked up by ASP staff on a WYN van. Transportation home is also provided by WYN if needed.

## Hours of Operation

- Monday-Friday 2:30-5:30pm
- Only days school is in session
- Not open on Snow Days or early release days due to inclement weather.

## Schedule

- 3:00-3:30pm Check-In and Snack
- 3:30-4:30pm Homework  
(tutoring is offered Monday-Thursday)
- 4:30-5:30pm Activities

## WYN Staff

Jennifer Grubb, *Executive Director*

Angela Grimes, *After School Program Director*

Angela McMann, *Mentoring Program Director*

Janet Shook, *Mentoring Program Specialist*

Ronald Holste, *Prevention Program Director*

Nicole Hiegl, *Project Venture Coordinator*

Grace Fortune, *Project Venture Assistant*

Brian Kreher, *Prevention Curriculum Coordinator*

## Board of Directors

Dr. Jim Deni, *Chair (2003)*

*ASU Psychology Department*

Rosemary Horowitz, *Vice Chair (2007)*

*ASU English Department*

Ron Redmon, *Secretary (2005)*

*Independent Executive Coach*

James Milner, III, *Treasurer*

*(2006)*

*Local Entrepreneur*

Dr. Jan Reinerth *(1985)*

*ASU Sociology Department*

Jon Greene *(2008)*

*Juvenile Court Counselor*

Kendal McDevitt *(2008)*

*ASU Off-Campus Relations Coordinator*

Paul Capua *(2008)*

*Attorney*



# Emergency Phone Directory

Western Youth Network (828) 264-5174  
Executive Director (828) 964-2086

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Watauga Medical Center (828) 262-4100  
Cannon Medical Hospital-Avery (828) 737-7000

Boone Police Dept. (828) 262-4500  
Watauga Co. Sheriff Dept. (828) 264-3761  
Avery Co. Sheriff Dept. (828) 733-5855  
Newland Police Dept. (828) 733-2024

Fire 911  
Poison Control (800) 848-6946  
Cave Rescue Assistance (800) 468-8892

OASIS (800) 268-1488  
Opposing Abuse w/ Service, Information and Shelter  
Hospitality House (828) 264-1237  
Hunger Coalition (828) 262-1628

Watauga Co. Health Dept. (828) 264-6635  
New River Behavioral Health (828) 264-help  
Boone Crisis Pregnancy Center (828) 262-3951

Dept. of Social Services-Watauga (828) 265-8100  
Dept. of Social Services-Avery (828) 733-8230

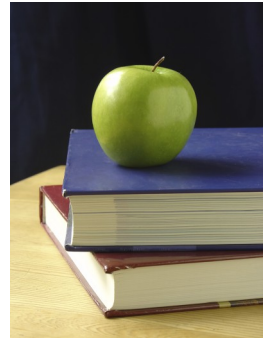
## After School Volunteers

### Job Description

Volunteers are required to be available during the after school time and special events as necessary. The position will run with Western Youth Network's schedule which coincides with the Watauga County Schools' schedule.

### Duties

- Build healthy relationships with middle school students
- Tutoring
- Activity Planning
- Academic Support
- Other assignments as necessary



### Skill Attainment

- Direct experience with adolescents
- Knowledge of: non-profit organizations, the juvenile court system, public schools and other community agencies
- Group leadership
- Program planning
- Special event planning

### Applicable Programs

Criminal Justice, Recreation Management, Sociology, Social Work

## After School Program Policies

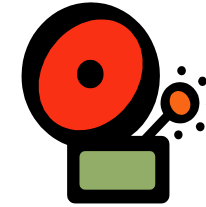
### Logging Hours

WYN tracks 20,000+ hours of volunteer time per year. It is essential that all volunteers login their time on the specified login sheet at all WYN locations. At all volunteer shifts please remember to login and logout. If you forget, we will have no record of your participation.

### Volunteer Conduct

- Use appropriate language
- Limited physical contact
- Act in a friendly and *professional* manner
- Maintain appropriate adult boundaries
- Be prompt and on time
- Avoid inappropriate conversations or jokes
- NO tobacco, alcohol or other unapproved substances
- Keep youth focused on tasks
- Be involved! Participate, communicate and build great relationships.

## Emergency Procedures for Mentors



\*If your victim is not breathing, has no pulse, is bleeding excessively, or may have a head or spine injury call 911 immediately.\*

If your mentee **does not** need immediate medical attention from a professional take them home.

If your mentee **does** need to be transported immediately to a medical facility:

Determine if you can take them without causing further injury.

On arrival at the hospital, call WYN and parent/guardian.

*\*The hospital will not treat a minor without parental consent unless the injured minor has life threatening injuries.\**

# WYN Policies

## Confidentiality

What you learn about your mentee/student should not be shared or discussed with anyone **except** with WYN staff.

Student behavior or performance should never be discussed within earshot of other students, parents or volunteers.

Participant information will not be released to anyone without written consent from the parent/guardian.

All employees, volunteers and interns are required to sign an Assurance of Confidentiality form prior to service.

## Reporting Abuse

Be sure your mentee/student understands that you **MUST** report it if: someone is hurting them, they are hurting themselves, they are or may hurt someone else.

North Carolina law (HB364 and 7A-543) requires that child abuse and neglect issues be reported to the proper authorities immediately.

In this case **call WYN** as soon as possible before proceeding.

## Van Policies

Volunteers do not drive vans unless previously approved by WYN's Director or designee. Authorized drivers must complete the Defensive Driving course before driving the WYN vans.

## Medication

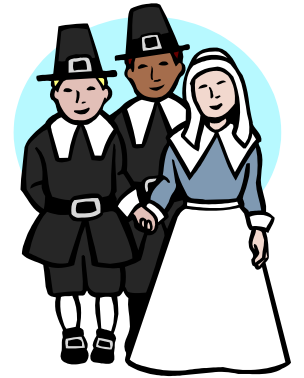
WYN staff may **not** dispense over-the-counter or prescription medications. With written consent from the participant's parent/guardian WYN staff may store and witness the self-administration of medication by participants.

## Press

All statements will be issued through WYN administration. No staff member, board member or volunteer should offer any statement to the press at any time or for any reason related to an emergency situation.

## Dress Standards

- Follow Watauga County Schools' dress code
- Wear shoes at all times
- No offensive images or messages
- No visible undergarments
- No bathing suits
- No pajamas
- Midriff should be covered
- No backless tops
- Private body parts should be covered
- No chains, studded or spiked necklaces or any jewelry that could be considered a weapon
- Tops should have a strap on each side of neck
- Shorts, skirts and dresses should pass the fingertip test and should be worn appropriately on waist at all times



# Tutoring

## Guidelines

- Establish that you are in charge
- Be kind and patient
- Encourage questions
- Meet them where they are
- Understand that everyone learns in a different way and at a different pace
- Get creative
- Reduce **distractions**
- Give clear directions
- Break the task into small pieces
- Ask your student to explain their work
- Provide lots of positive feedback and encouragement

How to teach one: give visual directions and demonstrations, play matching games, provide charts and graphs, use maps and map legends, color code information, use dictionaries, teach with rulers and number lines, make flashcards.



## Tactile/Kinesthetic Learner

How to spot one: explores environment, needs concrete objects as learning aids, likes to be physically close to others, wants to touch/feel everything, enjoys doing things with hands, writes everything out, moves constantly.

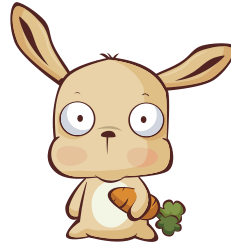
How to teach one: use manipulatives, use writing, write on large surfaces like chalkboards and sidewalks, allow movement during learning, take frequent movement breaks, provide concrete objects for counting/sequencing/categorizing, break things into steps and stages.

# Learning Styles

## Auditory Learner

### How to spot one:

tells jokes, interesting stories, knows all the words to songs, remembers names and not faces, talks constantly, interrupts, willingly contributes to conversations.



How to teach one: teach him/her to talk through tasks, encourage him/her to spell out loud, play rhyming games, provide audiotapes, and record lessons, pair him/her with a visual learner, create study groups.

## Visual Learner

How to spot one: likes to look at books/pictures, loves to look at orderly things, finds objects other have lost, sees details, finds place in a book readily, likes to do puzzles, watches the teacher's face for cues, remembers faces and forgets names, has difficulty understanding oral directions.



## Math

- Make sure they've mastered the fundamentals
- Let them figure it out their own way
- Its okay to use a calculator
- Use games and activities and props to make problems concrete and hands-on



## Reading

- Take advantage of the library
- Talk about things you and your student have read
- Search the internet together (be careful of what the look at)
- Give them a variety of sources to choose from

### *Paired Reading Techniques*

**Modeling:** Talk about you thinking process as you read aloud—what you do to get meaning from words.

**Choral Reading:** Ask your student to read along out loud with you.

**Echo Reading:** Read aloud a line of text. Ask the child to read the same line. Continue this way throughout the passage.

# **Mentoring Program**

*Program Director: Angela McMann*

## **Objectives**

- Be matched with a local child age 6-17
- Take the lead in communication and logistics
- Spend at least 2 hours a week for a calendar year with your mentee
- Be a listener, friend and role model
- Keep youth and family history and names confidential
- Attend WYN monthly events when possible
- Maintain weekly contact with WYN for the first 6 weeks
- After 6 weeks maintain monthly contact with WYN
- Tell your friends about the Mentoring Program
- *Call anytime!!!*

## **Goals**

It is our hope that these relationships will promote increased self-esteem, healthy relationships and wise decision making.

## **Skill Attainment**

- Direct experience with adolescents
- Behavior management
- Familiarity with non-profit organizations, the juvenile court system, public schools and other community agencies

**Requirements:** 18+ years old, own transportation, emotionally stable, 4 references, background check, attend a three hour training, interview with Program Director

## **Love and Logic is based on nine modules**

- 1) Neutralizing Arguments
- 2) Delaying Consequences
- 3) Empathy
- 4) Recovery
- 5) Developing positive teacher/student relationships
- 6) Setting limits with enforceable statements
- 7) Using choices to prevent power struggles
- 8) Quick and easy preventative interventions
- 9) Guiding students to solve their own problems

## **Why does it work?**

- Uses humor, hope and empathy to build up the adult/child relationship
- Emphasizes respect and dignity for both children and adults
- Provides real limits in a loving way
- Teaches consequences and healthy decision-making

# Behavior Management

## Basic Strategies

- Model appropriate behavior
- Provide opportunities for choice and decision-making
- Acknowledge pain and other feelings
- Help the child find an area of interest and expertise
- Focus on the positive; provide recognition and encouragement
- Provide activities that appeal to the student's learning style

## Love and Logic

Children learn the best lessons when they're given a task and allowed to make their own choices and have the opportunity to succeed or fail when the cost of failure is small. Children's failures must be coupled with love and empathy from their parents and teachers.



# Getting to Know Your Mentee

- Refrain from judging and making assumptions
- Explain the confidentiality policy with the mentee/student (i.e. what you will not tell others and what you must tell others)
- Find common interests
- Keep it casual in the beginning
- Ask open-ended questions
- If mentoring a child, make a list of activities you would like to do together
- Talk with a staff member about questions and concerns you have about your mentee or your role as a mentor



## **Active Listening**

- Avoid giving advice or approval
- Ask for clarification by explaining what you hear them saying (i.e. I hear you saying you feel...Is that correct?)
- Maintain soft eye contact
- Be mentally present while they are speaking
- Help them solve their own problems

# Activities and Skill Building *For Mentoring*

## Cultural

- Gallery openings on the 1st Friday of the month (downtown Boone)
- Highland games at Grandfather Mtn. in summer
- Horn in the West outdoor drama
- Visit ASU
- Friday night bluegrass @ Todd General Store
- Tuesday night storytelling @ Todd General Store
- Linville Caverns
- See a play, lecture or musical performance @ ASU ([www.apps.appstate.edu](http://www.apps.appstate.edu))



## Academic

- Identify plants on a hike
- Look at stars and identify constellations
- Discuss current events
- Cook
- Teach money management skills
- Take a personality test
- Bring your mentee to your workplace
- Create your own small business
- Teach routine maintenance



## Bullying

**“a form of aggression which involves one or more students verbally, physically and/or psychologically harassing another student repeatedly over time.”**

Bullying often begins in elementary school, peaks in middle school and lessens in high school.

Two-thirds of school shooters report having been bullied prior to attacking their school. Early intervention needs to be pursued to stop this kind of escalation of violence.

**Bullying can be prevented. If you see or suspect bullying, please report it immediately to a WYN staff member.**

## The Continuum of Violence

### **Begin Here**

Put downs...Insults...Threats...Trash talk...Bullying...Pushing...Fighting...Sexual Harassment...

### **Not Here**

Stealing...Drinking and Drugs... Weapons... Vandalism... Hate Crimes... Gangs...Hostages...Rape...Murder...Suicide.



## Teens (Ages 14-17)

### Characteristics

- Concerned about body and appearance
- Worry about clumsiness, illness and diet
- Think abstractly
- Learn by doing
- Less influences by parents, more influenced by peers
- Need and demand more freedom and privacy
- Mask true feelings
- Need praise and adult recognition
- Recognize a range of ideas

### Preferred Activities

- Presentations and projects that involve appearance
- Opportunities to discuss and address physical risk, including smoking, drugs, drinking and sexual activity
- Opportunities to show competence in a public setting
- Opportunities to express feelings through projects and activities
- Discussions of diverse ideas and opinions with adults and peers

## Physical

- Blazing Saddles
- ASU University Woods/low ropes course
- Walking dogs at Humane Society
- Picking up trash
- Building something
- Footsloggers climbing tower
- Greenway Trail
- Frisbee, basketball, rollerblading, biking (all equipment can be provided by WYN)
- Bowling (get free passes at local businesses)



## Social

- Community service (Hospitality House, Habitat for Hunger Coalition)
- Eat at an ethnic restaurant or cook an ethnic meal
- Attend a town council meeting
- Practice manners and phone skills
- Write “thank-you” notes
- Go to the dentist, barber, nail salon
- Team sports at Parks and Rec
- Attend monthly WYN events
- Take dance or music lessons
- Send someone a care package



*\*Many kids are disliked by friends or family due to poor manners or behavior. Volunteers must serve as a good model for appropriate social skills and when possible, redirect their behavior.\**

# **Prevention Program**

## *Program Team:*

Ronald Holste, Prevention Program Director

Brian Kreher, Curriculum Coordinator

Nicole Hiegl, Project Venture Specialist

## **Objectives**

- Help lead prevention classes in local middle school classes
- Assist with the planning and coordination of special events
- Work independently
- Other assignments as necessary

## **Skill Attainment**

- Group leadership
- Program/event planning
- Public speaking
- Familiarity with non-profits
- Volunteer management
- Basic marketing skills

## **Adolescents (Ages 10-14)**

### **Characteristics**

- Like to achieve and be seen as competent
- Seem inconsistent in ideas and moods
- Can exchange ideas
- Seek independence
- Want a voice in decisions
- Sometimes feel awkward/embarrassed
- Identify strongly with peers
- Like to experiment
- Need praise and approval

### **Preferred Activities**

- Connections to real-world experiences
- Opportunities to serve
- Physical activity
- Decision-making and leadership
- Apply school day lessons thru projects and performances
- Quiet time for homework with adult and peer help as needed
- Wide range of reading activities with discussion of the ideas found in the material
- Experiences built on a wide array of cultures and ethnic groups

# Child Development By Age Group

## Elementary (Ages 6-10)

### Characteristics

- High energy and need lots of activity
- Practicing large muscle and fine motor skills
- Growing attention span
- Respond to *simple* rules and limits
- Eager to learn
- Creative
- Beginning to reason
- Feel their ideas matter; like to make choices!
- Easily hurt and insulted
- Eager to please
- Enjoy small groups
- Emphasize fairness
- Do well with a routine

### Preferred Activities

- Games with simple rules
- Imaginative play
- Reading aloud or silently
- Small experiments
- Nature walks
- Music, dance and drama
- Cultural experiences
- Playing outdoors



The Prevention Program seeks to reduce the onset of risky behaviors including alcohol, tobacco and other drug use, premature sexual activity and violence.

Prevention staff interact with students through the AllStars and Reconnecting Youth curricula as well as a variety of special events throughout the year.



# Benefits of a Volunteer/Child Relationship

## Mentees/Students

- Improved self-esteem, attendance, eye-contact, attitude
- Increased communication
- Improved interaction with peers
- Increased consideration of others
- Fewer trips to the principal's office
- Improved academic performance
- Taking more initiative in the relationship
- Fewer trips to the principal's office
- Improved academic performance
- Taking more initiative in the relationship
- Happier at school
- Improved appearance
- Paying more attention
- Decreased hostility
- More enthusiastic
- Smiling more often



## Mentors/Tutors

- Appreciation of children from diverse backgrounds
- Positive feeling for having impacted a young person's life
- A better understanding of school systems
- Better able to relate to youth
- More understanding about yourself
- Better understanding of your values and beliefs
- Increase in your sense of responsibility
- Personal satisfaction

# Qualities of Successful Volunteers

- Accessible
- Flexible
- Open
- Kind and patient
- Persistent
- Committed
- Has a sense of humor
- Good listener
- Willing to share life experiences
- Ability to accept different points of view

Volunteers should not play the role of:

Babysitter  
Doctor  
Taxi service  
Financier  
Parent/Legal guardian  
Minister  
Probation officer  
Professional counselor  
Social worker