LIFESPAN RESPITE:
An Information Guide
for Developing, Recruiting, Training and Retaining Volunteers

PRODUCED BY
the North Carolina Respite Care Coalition
and the North Carolina Lifespan Respite Project Team
through the support of the Administration on Aging Lifespan Respite Care Program, the North Carolina Division of Aging and Adult Services, and Easter Seals UCP North Carolina & Virginia
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Lifespan Respite Care Act</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Manual</td>
<td>1</td>
</tr>
<tr>
<td>Volunteer Management</td>
<td>3</td>
</tr>
<tr>
<td>Assess the Need</td>
<td>3</td>
</tr>
<tr>
<td>Define the Job</td>
<td>3</td>
</tr>
<tr>
<td>Begin Recruitment</td>
<td>3</td>
</tr>
<tr>
<td>Recruit Volunteers</td>
<td>4</td>
</tr>
<tr>
<td>Use Social Media</td>
<td>4</td>
</tr>
<tr>
<td>Risk Management and Legal Considerations</td>
<td>5</td>
</tr>
<tr>
<td>Select Your Volunteers</td>
<td>6</td>
</tr>
<tr>
<td>Volunteer Training</td>
<td>7</td>
</tr>
<tr>
<td>Orientation</td>
<td>7</td>
</tr>
<tr>
<td>Policy and Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Effective Training Techniques</td>
<td>8</td>
</tr>
<tr>
<td>Training for Children and Teens</td>
<td>9</td>
</tr>
<tr>
<td>Develop Culturally Competent Volunteers</td>
<td>9</td>
</tr>
<tr>
<td>Retain Your Volunteers</td>
<td>10</td>
</tr>
<tr>
<td>Supervise and Evaluate Your Volunteers</td>
<td>11</td>
</tr>
<tr>
<td>Evaluate Your Program</td>
<td>11</td>
</tr>
<tr>
<td>Program Highlights</td>
<td>13</td>
</tr>
<tr>
<td>Joey’s Gift</td>
<td>13</td>
</tr>
<tr>
<td>Generations and Autism Connect</td>
<td>15</td>
</tr>
<tr>
<td>Accepting the Challenge</td>
<td>17</td>
</tr>
<tr>
<td>Volunteer Home Respite Program, Dept. of Veterans Affairs</td>
<td>20</td>
</tr>
<tr>
<td>Volunteer Families</td>
<td>22</td>
</tr>
<tr>
<td>Grandparents Raising Grandchildren Programs</td>
<td>24</td>
</tr>
<tr>
<td>Project Compassion</td>
<td>26</td>
</tr>
<tr>
<td>Appendix</td>
<td>29</td>
</tr>
<tr>
<td>NC General Statute 1539.10</td>
<td>31</td>
</tr>
<tr>
<td>Examples of Volunteer Interview Questions</td>
<td>32</td>
</tr>
<tr>
<td>Sample of Agency and Volunteer Agreement</td>
<td>33</td>
</tr>
<tr>
<td>Activity: Assessing Your Cultural Competency</td>
<td>34</td>
</tr>
<tr>
<td>Recognition Ideas</td>
<td>35</td>
</tr>
<tr>
<td>Volunteer Evaluation of Assignment</td>
<td>36</td>
</tr>
<tr>
<td>Performance Evaluation of Volunteer</td>
<td>37</td>
</tr>
<tr>
<td>Reference List</td>
<td>38</td>
</tr>
<tr>
<td>Other Resources</td>
<td>39</td>
</tr>
</tbody>
</table>

Disclaimer: This manual is provided for informational purposes only and is not all-inclusive. It serves only as a programmatic example. The fact that an organization is or is not included as a resource does not represent an endorsement or lack of endorsement.
Mission of the North Carolina Respite Care Coalition

The mission of the North Carolina Respite Care Coalition is to promote and support a statewide quality intergenerational respite care system.

Vision of the North Carolina Respite Care Coalition

Throughout North Carolina, there is an established, seamless network that meets the respite needs of families, caregivers, and individuals across the lifespan.
INTRODUCTION:
What is Lifespan Respite?

Imagine what it would be like to have a job that was 24 hours a day, 7 days a week, with no time off. This is the case for many families caring for an individual with special needs. The need for a temporary break from the demands of providing care for others impacts all age groups. Lifespan Respite provides temporary relief for caregivers from this ongoing responsibility and improves the emotional well-being and the physical health of both caregiver and recipient.

The Lifespan Respite Care Act

The Lifespan Respite Care Act was signed into law on December 21, 2006. It authorizes the Secretary of Health and Human Services to award grants to eligible state agencies to (1) expand and enhance respite care services to family caregivers; (2) improve the statewide dissemination and coordination of respite care; and (3) provide, supplement or improve access and quality of respite care services to family caregivers, thereby reducing family caregiver strain (H.R. 3248: Lifespan Respite Care Act of 2006). North Carolina was one of 12 states to receive funding from the grant. The Division of Aging and Adult Services (DAAS) of the N.C. Department of Health and Human Services is the grantee organization. DAAS is partnering with the North Carolina Respite Care Coalition, the Division of Medical Assistance, the Office of Long-Term Services and Supports, and other organizations to enhance and expand the quality and availability of lifespan respite for all age groups.

The Purpose of this Manual

Organizations depend on volunteers as a mainstay to connect caregivers to much-needed support. Since volunteers have such a critical role, it stands to reason that organizations should develop a strong program to recruit, train and retain volunteers. The purpose of this manual is to offer tools for this purpose. Multiple resources exist for guiding organizations in this process. This manual will highlight some of those resources as well as specific respite programs. The manual is divided into three sections. The first section will feature general principles for successfully working with volunteers. The second section will highlight programs that train volunteers to work with specific target populations. The third section is an appendix containing forms, a reference list and resources.
“Respite care enhances the quality of life for the caregiver, their loved one and their community through timely, temporary care. Providing the balance to maintain a healthy approach to caregiving supports families across the lifespan.”

The North Carolina Respite Care Coalition
VOLUNTEER MANAGEMENT

Assess The Need

Before the first volunteer is actually recruited, organizations should conduct a needs assessment. What is the need for respite in a community? What will be the target population? How will volunteers be used? Who will supervise volunteers?

Performing a budget analysis is crucial to the success of the program. Running a volunteer program does not mean there will be no costs for the program. Paid professional staff will need to allocate time for recruiting, training and communicating with volunteers. In addition to staff salaries, agencies may need to factor in the cost for materials, use of equipment and volunteer insurance coverage.

Define the Job

One of the best methods for defining the job of the volunteer is to create a job description. The job description adds clarity to the entry process by spelling out for both the agency and the volunteer the specific expectations for this role. It demonstrates to potential volunteers that the agency is prepared for its volunteers. Job descriptions can be fairly simple but should include:

- A job title that accurately reflects the volunteer role.
- A summary of the volunteer’s responsibilities.
- Preferred experience and/or skills needed for this role.
- Time requirements.
- Training requirements.

Begin Recruitment

While people volunteer for many different reasons, it is safe to say that volunteers will want to be a part of an organization whose mission they support. Today’s volunteers have the information highway at their fingertips, so they will do their homework. Organizations should make certain their mission is clearly defined and part of everything that is viewed by the public, including brochures, newsletters, marketing materials and the website. A designated web page for volunteers is useful in explaining the needs of individuals and the ways volunteers can help. For most volunteers, the number one reward for volunteering is making a difference in the lives of others.
Recruit Volunteers

Recruiting volunteers takes a willingness to think outside of the box and explore all possible sources. A source that is often ignored is the board. Successful Strategies for Recruiting, Training, and Utilizing Volunteers (2005) notes that the board is “the public face of your organization and often your biggest donors. Thus board members are in the best position to promote the organization’s mission and values to volunteers” (p. 2-2). Businesses may be another untapped source. Businesses look for ways to link to the community. One of the best ways they can respond to the needs of the community is by encouraging their employees to volunteer. Children, teenagers and college students bring a great enthusiasm to volunteer activities but are frequently overlooked as volunteers. The same is true of persons with special needs. Persons with special needs can offer a fresh perspective, particularly around eliminating barriers to being a volunteer. People usually think immediately of architectural barriers in relation to volunteers with disabilities, but programmatic, technological and communication issues are often the real barriers to incorporating persons with disabilities into a volunteer program. When organizations work to eliminate these barriers and commit to being inclusive in their approach to recruitment, they benefit from the strengths of a diverse volunteer base.

Use Social Media

Social media has become a powerful tool for reaching others.

Here are 4 examples.

- **Blogs**: Blogger.com is one of the most popular blogging sites. Post information about fundraisers, office needs and volunteer opportunities.

- **Twitter**: Twitter.com uses “tweets” (140 characters or less) to send messages to anyone who has signed up to receive the messages. Twitter is perfect for quick reminders and updates. Tweets can be sent from cell phones via text messaging.

Recruiting Volunteers with Disabilities

- Reach out to all disability organizations.

- Acknowledge a design to have people with disabilities as volunteers in all community presentations.

- Incorporate language or symbols on promotion methods that indicate your service opportunities are accessible and inclusive of all volunteers.

- Involve people with disabilities in the development of the recruitment plan and delivery message

- Consider the format when communicating the message including:
  - Font size/style
  - Color Usage
  - Braille Translation
  - Sign Language Translation
  - Closed Caption

From Reaching Out to Potential Volunteers with Disabilities (2002)
Facebook: People use their Facebook page to post announcements, updates and pictures of events. Like Twitter, updates can be made to Facebook pages via text messaging.

Ning: Ning.com can be used by nonprofits to create discussion boards, post pictures and video clips of volunteer events.

**Risk Management and Legal Considerations**

Volunteers and the organizations that hire them have legal protection under North Carolina law (sidebar). However, organizations must have policies in place that clearly define the scope of their volunteer roles. The NC Commission on Volunteerism and Community Services recommends the following strategies for minimizing liability (*Handbook of Volunteer Management*, 1991, p. 7):

1. Review the organization’s insurance coverage for identified risks related to the use of volunteers.
2. Consider requiring volunteers to sign release forms. Volunteers should know exactly what their obligations are and what the program’s responsibilities are.
3. Review the organization’s by-laws. Certain volunteers may be defined as independent contractors rather than normal agents.
4. Draft a policy statement that defines procedures for training, supervising and disciplining volunteers.
5. Establish controls for volunteers handling money or valuable items.
6. Protect the organization from lawsuits and clients against liability from volunteer actions by thorough screening. The volunteer application process should follow the organization’s general hiring policies and include an interview and personal, employment and police record or reference checks.
7. Cover a code of conduct, program policies including issues of confidentiality, conflict resolution, volunteer and staff relations and drug and alcohol use in volunteer training.

*From N.C. Gen. Stat. §1539.10, Charitable Volunteers*

A volunteer who performs services for a charitable organization is not liable in civil damages for any acts or omissions resulting in any injury, death, or loss to person or property arising from the volunteer services rendered if:

1. The volunteer was acting in good faith and the services rendered were reasonable under the circumstances; and
2. The acts or omissions do not amount to gross negligence, wanton conduct, or intentional wrongdoing.
3. The acts or omissions did not occur while the volunteer was operating or responsible for the operation of a motor vehicle.

Entire statute may be found in appendix.
No matter how “common sense” a policy may seem, organizations should always err on the side of safety in making sure that written policies and procedures exist for defining the responsibilities of volunteers. The Center for Volunteer Caregiving, a private, nonprofit, faith-based organization in Cary, NC dedicates a section in their Volunteer Handbook (Revised, 2008, p.7) to defining the scope and limits of volunteer responsibilities. These include:

- Volunteers should perform only assigned duties.
- Volunteers should not share their phone numbers with the Care Receiver, nor will the Center share phone numbers.
- Volunteers should not take sides in the personal problems of a Care Receiver.
- Volunteers are not permitted to sign checks or legal documents of any kind on behalf of the Care Receiver.
- Volunteers are not to give...advice on legal, medical, financial, investment, insurance, banking or personal issues.
- Volunteers must respect the spiritual and religious practices of the Care Receiver, the primary caregiver, and the family.

Select Your Volunteers: Screen, Interview & Match

The first step in selecting volunteers is the screening process. “The principal idea in screening is to determine what the potential volunteer is interested in doing, and match their interests to the organization’s” (Handbook, 1991, p. 35). In addition to matching interests, volunteer candidates should have the opportunity to address with the organization any barriers that would prevent them from volunteering. Building a volunteer program that is inclusive in nature was mentioned earlier. Sometimes even the most diligent volunteer coordinator may overlook a design in the program that prevents certain population groups from volunteering. “Do not assume that the purpose of screening is to announce requirements of the organization and expect that a volunteer will accept them. This process should be two-sided, one in which compromises are made on both sides” (Handbook, 1991, p. 35).

Organizations may use an application packet as a tool for initiating the screening process. Williams (2008) suggests the packet should include “an overview of the program, position description, formal application, record check permission form, self disclosure of criminal activity, and a request for other required paperwork...as appropriate.”

Interviewing the volunteer candidate is the next step in the process of selection. A successful interview is one which clarifies both for the volunteer and the agency if this is a proper fit. Beginning with a set of open-ended questions about the volunteer’s interests and motivation are useful in setting the volunteer at ease. Face-to-face interviews are
preferable for evaluating the applicant’s communication skills. It also gives the applicant the chance to ask more detailed questions about your program.

Once it is determined that an individual is a good volunteer candidate, every effort should be made to match the volunteer to a placement in a reasonable amount of time. The Center for Volunteer Caregiving uses a matrix in their Volunteer Handbook (p. 4) to illustrate to volunteers the process used in making a match. Making a good match is obviously the most challenging aspect of selecting volunteers. “Poor matches will result in dissatisfied volunteers and increased volunteer turnover” (Handbook, 1991, p. 36). Perfect matches usually do not exist, and sometimes compromises must be made around non-critical issues. However, there should be no compromising when it comes to the safety of recipients of respite. Organizations should be intentional in being thorough with the selection process. An up-front investment is well worth the time and effort if it succeeds in preventing disruptions in services.

**Volunteer Training**

**Please Note:** This section offers general training techniques for use with volunteers. It is in no way an exhaustive model for training, nor does it reflect ongoing training which is specific to the requirements of the position. We trust that each organization makes decisions as to what to include in an orientation based on their needs and the needs of their clients. Multiple resources for training volunteers are available on the internet.

**Orientation Session**

Orientation is as much about “how to present” as it is about “what to present”. Effective training techniques are highlighted on page 9. How the organization interacts with volunteers is central to the success of the volunteer program. Do volunteers feel welcomed and valued the moment they enter the door for orientation? Is the session planned so that more than one method of training is used in order to meet the needs of various learning styles? Is the session reasonable in length, with time allowed for questions and breaks?
Volunteer training should be tailored to give volunteers the guidance they need in carrying out their assignments. While training will vary based on the specific role of the volunteer, certain common elements are usually incorporated. The Handbook of Volunteer Management (1991, p. 39) identifies the following.

- The history, mission and purpose of the organization.
- Descriptions of the programs, services and constituency.
- Benefits and value of volunteering.
- Timelines, descriptions of events and activities.

Policies and Procedures

Policies and procedures should be discussed at the orientation as well as given in writing to volunteers. Some of these policies were mentioned on page 5 under Risk Management. Most organizations have policies that deal with such topics as:

- Attendance and absenteeism
- Confidentiality
- Setting Boundaries
- Reporting Abuse and Neglect
- Record Keeping
- Grievance Process
- Transportation Policies
- What To Do In an Emergency
- Dismissal and Termination

It is important to investigate all laws related to risk management procedures before establishing a volunteer program. Involving the board in assisting with the crafting of policies is essential. Many organizations provide a Volunteer Code of Ethics or Volunteer Agreements, which are signed by the volunteer to indicate he understands and agrees with the expectations outlined in the Policies and Procedures. A sample Volunteer Agreement is included in the appendix.

Effective Training Techniques

The Community Tool Box (http://ctb.ku.edu), an organization committed to “promoting community health and development by connecting people, ideas and resources”, offers step-by-step guidance in developing a training system. The following information comes from the Community Tool Box and may be useful to review in preparing for the orientation setting. Principles of Adult Learning (for more details see Part D, Chapter 11 at http://ctb.ku.edu)

- Adults must feel a need to learn. It’s important that they understand the relevance of what is being taught to what they will be doing.
- Allow adults to share their previous experience and relate them to the present situation. Everyone likes to feel that they have something to bring to the discussion.
- People learn better when lessons are centered around solving problems.
Training should be interactive.

Balance support with challenging the learner. This is a delicate balance. Try to convey...that the volunteer will always have the support necessary to do the job well.

Urge volunteers to use their creativity. Encourage suggestions, ideas, and improvements.

Remember that people aren’t the same. People learn in different ways and may respond better to different approaches.

**Training for Children and Teens**

Some of the same techniques for training adults may be used in training children and teens, especially interactive training that encourages them to share suggestions and ideas. Modeling and coaching children and teens gives them the hands-on experience needed to be successful as volunteers.

Carobell, Inc. is a private nonprofit in Hubert, North Carolina that provides services for individuals who have developmental disabilities with multiple medical needs, including facility-based respite services. Carobell offers a year round VolunTEEN program which trains teenage volunteers to assist staff in activities. Teen volunteers have a job description and are trained in client rights and confidentiality. Teens must also have a background check and sign off on Rules and Regulations, the job description and a Code of Ethics. Teen volunteers participate in a number of activities with individuals such as arts and crafts, music, reading stories, pushing wheelchairs, assisting in recreational activities and even going on field trips.

**Develop Culturally Competent Volunteers**

We live in a multicultural world. According to the U.S. Census Bureau ([http://quickfacts.census.gov](http://quickfacts.census.gov)), in 2009 approximately 34% of North Carolina’s...
population belonged to a racial or ethnic minority group. Culture is not just about ethnicity. It includes language, gender, religion, sexual orientation, socioeconomic status, abilities, values and traditions, as well as the life experiences that impact families. Raising awareness around issues of culture makes for more effective volunteers. In broad terms, developing cultural competence “means cultivating an open mind and new skills and meeting people where they are, rather than making them conform to your standards” (Arizona CASA, Getting Started Manual, 2009, p. 13).

A plethora of information exists on training in cultural competence. Interactive exercises seem to be particularly effective in helping persons feel what it is like to be “different” or not part of the dominant culture. Addressing stereotypes and examining our own biases make us cognizant of areas for improvement (see Assessing Your Cultural Competence in appendix). Most importantly, volunteers come to understand that being culturally competent is as much about uniting around commonalities as appreciating differences.

**Retain Your Volunteers**

Annual events are often scheduled to recognize volunteers. While these events provide a pleasing venue for volunteer recognition, a healthy organization sets an overall tone that positively effects volunteer retention. Successful Strategies for Recruiting, Training and Utilizing Volunteers (2005, p. 4-3) says volunteers should:

- Be well-oriented to the workplace.
- Have available training and ongoing educational opportunities.
- Have meaningful work with specific responsibilities.
- Have a dedicated space and the necessary resources.
- Be respected.
- Have available support such as ongoing meetings to exchange information and offer volunteer support.
- Be recognized for work done.

In addition to recognition events, volunteers can be acknowledged throughout the year in multiple ways through notes, birthday cards, small gifts or being highlighted on your website. When recognizing volunteers, make a point to call attention to the impact of their efforts as a way to demonstrate how being a volunteer makes a difference in the lives of others. Other suggestions for recognition are included in the appendix. Whatever you choose to do in the way of recognition, the key is to do it promptly and often.
Supervise and Evaluate Your Volunteers

A successful volunteer program is contingent on adequate supervision. The supervisor links the volunteer to the assignment, provides the necessary direction and support, and serves as the agency point person.

Since volunteers are not paid staff, organizations may be tempted to forego an evaluation of volunteers. This may be problematic if the need arises to reassign a volunteer or dismiss a volunteer, since the evaluation can be used as supportive documentation for such purposes. “A recommended approach to performance review is to have volunteers evaluate their job assignment” (Handbook of Volunteer Management, 1991). This frames the process in a way that is less threatening, and allows the supervisor to compare the self-assessment with the supervisor’s performance evaluation of the volunteer. The Volunteer Evaluation of Assignment and Performance Evaluation of Volunteer forms from the Handbook of Volunteer Management are included in the appendix.

Evaluate Your Program

Program evaluation determines the effectiveness of the program, but it is also one of the most difficult pieces to accomplish in program implementation. The program evaluation is important because “it provides direction to the staff and board; it can identify the need to reallocate financial resources, staff or volunteers; it supports funding applications” (Successful Strategies for Recruiting, Training and Utilizing Volunteers, 2005), p. 5-1). The sample evaluation plan below highlights four steps in the process. This plan is also taken from Successful Strategies for Recruiting, Training and Utilizing Volunteers, p. 5-4 (2005).

- **Evaluation Design:** Describe program and identify measures or indicators to determine whether and to what extent the program met its goals and objectives. Process evaluation can be used to describe key players, activities and accomplishments. Outcome evaluation can be used to assess the effects of the program on the target population using a preprogram, post program and follow-up design.

- **Data Collection:** Identify data sources and instruments for collecting information. Primary sources may be people you’ll interview or talk to in a focus group.

Whistleblower Policy

Every organization should have a whistleblower policy. This encourages staff and volunteers to come forward to report any illegal activities within the organization, and it protects persons from retaliation. This policy promotes an open and ethical work environment.
- **Data Management:** Enter data into a database and perform quantitative analysis and qualitative analysis.

- **Reporting:** For process evaluation use case studies. For outcome evaluation use tables to present results and highlight findings.
PROGRAM HIGHLIGHTS

This section of the manual features programs that support volunteer respite for several different target populations. **Joey’s Gift** offers respite in a facility-based setting for children with Down Syndrome and Autism. **Generations & Autism Connect** is a training resource for individuals who volunteer with children with autism. **Accepting the Challenge** instructs professional caregivers in how to interact with persons with dementia. It has also been used in volunteer settings. **The In-Home Volunteer Respite Program** educates volunteers on how to provide respite to the families of veterans. **Easter Seals Volunteer Families** provides respite through a network of families who are licensed as foster parents but provide services as volunteers. **Grandparents Raising Grandchildren** gives grandparents a break with tutorial respite for children. **Project Compassion** mobilizes volunteers as a team to support families dealing with end of life diseases.

**Joey’s Gift**

Joey Minotti was born with Down Syndrome and developed signs of autistic spectrum disorder at the age of 3. By age 4 Joey began throwing tantrums involving self injury, which grew worse in the coming years. The behavior problems created a nerve-racking family environment and required one family member to remain at home with Joey at all times. As the stress on the family grew, the Minotti family realized they needed help in caring for their son. They sought respite care, but none was available. Eventually they were advised to place Joey in a group home for a temporary placement. Joey died 11 months later due to negligence in the facility. Joey’s Gift grew out of the personal experience of the Minotti family. To learn more about Joey’s Gift, contact Easter Seals of Volusia and Flagler Counties in Florida at 386-255-4568 or visit their website.

**Joey’s Gift Center-Based Respite Care** provides short breaks for caregivers on designated Friday evenings or Saturday mornings. It is implemented by Easter Seals of Volusia and Flagler Counties in Florida. Volunteers are recruited from the surrounding communities and receive on-site training as well as a training manual. The manual includes an explanation of respite, specifics of the program and a sample schedule, program policies, a job description, tips on interacting with the children, disability etiquette, hints on meeting friends with disabilities, myths and facts about people with disabilities and definitions of specific disabilities.
The volunteer to children ratio is 1:3, and the staff to volunteer ratio is 1:5. Siblings are welcome to attend. Families are required to pre-register for each program by completing a detailed application. Prior to the children’s arrival, they are organized into color-coded groups based on their ages. Each team is led by a paid Easter Seals staff member. If a paid staff member is not available for all teams, the leader is an experienced volunteer. All activities are planned and the materials needed for the day are assembled and made available in each classroom.

The Volunteer Respite Worker Training Manual offers the following points for positive interaction.

1. **It is better to reward good behavior than to punish bad behavior.** Reward refers to all the ways you encourage children, such as “Good job Susan” or “Thank you for wiping up the milk; you did a good job”.

2. **There are several types of rewards:** social (praising, listening to children); material or tangible (food, toys); points, tokens or stars, which when accumulated can lead to other rewards (more suitable for older children). All the children you care for are different. You will notice that social praise works most of the time to encourage children and yet at other times and for other children it doesn’t seem to “do the trick”. The key factor in using one or the other is to be consistent.

3. **Social rewards are better** because they are always available and children may come to expect material rewards and refuse to behave without them. Behavior management is a complex business, so with this statement comes a qualifier. There are children who understand physical, tangible rewards better than social rewards. We have to look at each child separately, so we can start with the tangible rewards, but after awhile we add the social rewards.

4. **Give attention to the behavior that you want.** If you give attention to negative behavior, then that is a reward for the child. She may misbehave to get your attention.

---

**Sample Agenda for Saturday Morning Session**

9:00 a.m. Volunteers Arrive: Report to assigned classroom, check schedule, set out table top activities

10:00 Meet and Greet Guests: Gather & identify lunches, share location of table top activities

10:30 Clean up, snack and water break

10:45 Meeting Circle: at chair or on floor. Introductions, songs

11:00-11:45 Outside time when weather permits, or movies in conference room

12:00 p.m. Lunch preparation: Help guests wash hands, identify lunches, help each guest find a friend at table

12:30 Special Craft Activity

1:00 Guests can choose from activity centers

2:00 Guests are signed out and picked up
5. **Look for opportunities to praise** for appropriate behavior.

6. **Children learn by copying**, so model behavior you want children to have.

7. **Some behaviors need to be stopped**. If it is harmful to themselves, other children or property, use action and physically stop the child. Explain your actions with positive statements.

8. **Some behaviors will disappear if ignored**, such as crying, complaining, temper tantrums and swearing.

9. **Disapprove of the behavior but not the child**. Do not shame the child or destroy his self-respect.

10. **Redirect the child**. When you tell a child she cannot do something, or to stop doing something, she should find another activity which is acceptable. You may need to direct them elsewhere.

11. **Have reasonable standards for children**. Do not set your expectations so high that the child will not be successful very often.

12. **Encourage the child’s independence**. Let him make some decisions and choices. Give reasons for your rules (when the child is old enough to understand). Let her learn from the results of misbehavior (when results are unpleasant, but not dangerous).

---

**Generations and Autism Connect**

**Generations and Autism Connect** is a six-module curriculum created by the National Easter Seals Office in collaboration with contributors from the Autism Society of America, Senior Corps, Generations United, National Association of Area Agencies on Aging and CareBreak. This unique collaboration of providers designed the curriculum “with an eye towards older adults who may be interested in a meaningful contribution to their community through volunteerism”. It addresses the special needs of children with autism and was intended to be incorporated within a comprehensive volunteer training curriculum.

The following information is taken from the **Generations and Autism Connect** CD. The National Easter Seals Office would like to share this resource with others who engage volunteers. For information on obtaining a copy of the CD, contact Patricia Wright at pwright@easterseals.com.

**Meeting and Greeting Individuals with Autism**

Arrive rested, calm and ready to learn about the person with autism. Meet with the significant people in the individual’s life before greeting the individual with autism.
Learn as much as you can from the caregivers. Be a good observer. Notice the individual but do not stare. Wait for the individual with autism to include you in her circle of acceptance. Signs of acceptance are a quick glance, looking from the side of their eyes, offering a toy or other object, sitting or standing closer.

Module 1 An Overview of Autism

Autism is a spectrum disorder. Some people with autism have average or above average IQs while others have mental retardation. Children with autism experience difficulty in communicating and interacting with others. They may also display repetitive behavior and be limited in their interests.

Certain communication traits that are connected with autism are:

- Difficulty starting or ending conversations or keeping conversations going.
- Robotic, formal speech.
- Echolalia: Repeat back what is just said or repeat back whole or partial scripts from movies, cartoons, or commercials.
- Difficulty with the practical use of language.

Social interaction may be limited since children with autism find it difficult to understand body language, use body language, make friends, or be motivated by the same things as other children. Repetitive behavior is exhibited by certain body movements such as rocking or hand flapping.

Other traits of autism include over selectivity, a lack of generalization, distractibility, a strong need for routines and rituals, learning by seeing and doing, difficulty in using their words in times of stress and difficulty understanding spoken words, especially in times of stress.

Module 2 Families

Sources of family stress come from reactions from society, feelings of isolation, concerns over future care giving, finances, feelings of grief and ethnic/cultural/religious differences. Strategies to address family stress are their spirituality, exercise, relaxation techniques, advocacy, counseling and keeping a log of daily goals and successes. To establish rapport with families, volunteers must listen twice as hard, talk half as much, have a positive mindset, know their own limits and define the parameters.

Module 3 Communication

- Understand cause and effect. Does the child recognize that their actions can cause something to happen in the environment?
- Recognize that communication opportunities can occur throughout the day.
Encourage children to initiate communication.
Try to figure out the child’s interests by watching him or asking the family.
Children who do not have spoken language can communicate using different means, such as gestures, use of objects, picture symbols, writing or with high tech devices.

Module 4 Socialization
Several strategies may be useful for assisting children in socializing with others. One way is to find places where there are children without disabilities available for play and interaction. When planning for an outing, plan for social activities. Praise and encourage children with autism and other children when they are playing together appropriately. Support their play by suggesting play ideas.

Module 5 Behavior
From the point of view of the child with autism, problem behavior can result from not understanding what he is being asked to do, difficulty in communicating his wants and needs, and difficulty in understanding consequences. From an adult’s point of view, a child’s behavior might look and feel like a lack of compliance, tantrums, destruction of property, aggression and self-injury. To improve a child’s behavior we must know why they are engaging in this behavior. Three possibilities are:

1. Access: Does the child want something?
2. Escape/Avoid: Does the child want to get away from something or someone?
3. Sensory-Self Regulation: Repetitive movements may be a person’s way of dealing with the amount of activity going on around them.

Module 6 Community Inclusion
Inclusion is a principal, not a place. Inclusion should extend to family, neighborhood, church programs, recreation centers and community presence. To insure success, add structure to the community by increasing the predictability of an activity, making expectations clear, bringing communication devices and preparing children ahead of time. Suggestions for outings are trips to the police station, grocery store, beach, park and movies.

Accepting the Challenge

Accepting the Challenge is a “hands-on”, multidisciplinary training produced by Alzheimers North Carolina in 2003. Although the DVD was designed to help professional caregivers provide quality care to people.
with dementia, it has been used by organizations to train volunteers in communication skills. The DVD features actual onsite interactions with people with Alzheimers. The material on these 2 pages is from the DVD, which may be obtained from Alzheimers North Carolina by calling 1-800-228-8738 or visiting their website.

**Module 1 What is dementia?**

Dementia is an umbrella term that includes multiple types of cognitive loss, including Alzheimer’s disease and vascular dementia. Dementia is a disease process and should not be confused with changes that come with normal aging. Physiologically, dementia affects both the structure and the chemistry of the nerve cells in the brain, causing progressive degenerative brain failure.

How do these physiological changes manifest in persons with dementia? Initial changes can be seen in a person’s ability to immediately recall events, followed by a loss of recent memories. As the disease progresses language and speech are affected, as well as the ability to understand language. Social skills worsen because control of moods and impulses is lost. Eventually mobility, self-care, eating and using the toilet are all impaired.

**Module 2 Skill Building**

When considering skills that enhance our interactions with people with dementia, one of the most important skills to consider is approach. Steps in a positive approach are:

- **Come from the front.** This allows time for the person to process your approach.
- **Go SLOWLY.** One second per one step is a good rule to follow.
- **Get to the side.** Moving to the side is more of a supportive stance, versus a head-on, confrontational stance.
- **Get low.** Kneeling or sitting next to the person helps them to feel more in control.
- **Offer your hand, and wait for them to touch you.**
- **Use the person’s preferred name.**
- **Wait for a response before you start talking or doing!**

How you speak is another key element in interactions. Your tone should be friendly, your pitch low and your speed slow.
Three reasons for communicating with a person with dementia are:

1. **Getting the person to do something.**
   - **What to do.**
     - Give short, simple, concrete information.
     - Offer simple choices, not yes/no.
     - Ask for their help.
     - Ask them to try.
     - Break the task down.
     - Back off/change something.

2. **Having a friendly conversation.**
   - **What to do.**
     - Go slow and with the flow.
     - Use familiar words.
     - Use objects in the room.
     - Know the person.
     - Repeat conversation, if needed.
     - Look interested.
     - Be prepared for emotional outbursts.

3. **Dealing with distress.**
   - **What to do.**
     - Remember the positive approach.
     - Determine the need or emotion.
     - Use empathy. It looks like. It seems like. It sounds like.
     - Redirect or distract.
     - Respect personal space.

**Module 3 Ways of Helping**

When offering assistance to people with dementia, visual, verbal and tactile cues should be used. Use visual cues first. Examples of visual cues are signs, pictures, gestures or demonstrations. Verbal cues should not be overdone. Keep verbal cues simple. Use a person’s name for attention but don’t overdo it. Touching for attention is a tactile cue that may be used. Another tactile cue is “hand under hand assistance” or clasping the hand.

The level of cognitive loss makes a difference in the amount of help that is needed. There are 5 levels of cognitive loss.

**Level 5** is early loss. These persons usually do fairly well with personal activities and care but rely on routine and habit.

**Level 4** is moderate loss. Routine is still important and tasks can be accomplished, but certain steps often get left out. The person uses visual cues and environment to know what to do.

**Level 3** is middle loss. This is the “hunting/gathering” stage, where persons are driven by sensory input. Simplify your language and provide step-by-step guidance.
Level 2 is severe loss. Persons in this stage can spend a lot of time pacing or moving around. They can no longer effectively use language. Slow down, use music and rhythm, and use hand under hand assistance.

Level 1 is profound loss. These persons return to reflexive behavior. They are still aware of movement and touch but are bed- or chair-bound. Move slowly, explain what is happening and remember the person still understands tone of voice and emotion.

Module 4 Meaningful Days
Providing purpose and meaning each day, and doing things with the person and not to them can decrease risky behaviors before they begin. Problem solving risky behaviors means determining if the behavior is actually risky or just a “So What” behavior. If it is a “So What” behavior, we learn to let it go, leave it alone and live with it. If it is a risky behavior, we need to describe the behavior, answer questions about the behavior, brainstorm a plan of action and implement the plan. If the plan works, we celebrate. If it does not work, we rethink and problem solve again.

Volunteer Home Respite Program, Department of Veterans

Public Law 106-117 expanded the array of community-based services available to veterans to include noninstitutional settings for respite care. With the expansion of community-based respite, the Department of Veterans Affairs selected 12 sites in the U.S. to pilot the Volunteer Home Respite Program. Information below is taken from two pilot sites: the Lexington VA Medical Center in Lexington, Kentucky; and the Baltimore VA Medical Center in Baltimore, Maryland. The contacts for these programs are Jacqueline Williams, Voluntary Service, Lexington VA Medical Center, Jacqueline.williams6@va.gov, 859-233-4511; and David Sevinsky, Volunteer Respite Coordinator, Baltimore VA Medical Center, david.sevinsky@va.gov, 410-605-7000.

Many veterans are now staying home rather than being placed in long-term care facilities. Their primary caregivers are family and friends. The In-Home Volunteer Respite Program was developed to provide the primary caregivers a much needed break from their duties. Respite volunteers must be over the age of 18 and in good physical health. All prospective volunteers complete an application, which includes a background check and being fingerprinted. Volunteers may make visits once or twice a week for a few hours. They provide companionship and socialization for the veteran. Volunteers who are approved for the program receive 6 hours of training: 2 hours of Mandatory
Volunteer Training and 4 hours of comprehensive respite care training. The orientation includes:

- General Safety and Emergency Plans.
- Volunteer Rights and Responsibilities.
- Setting Boundaries/Code of Conduct/Ethics.
- Veteran/Caregiver Rights and Responsibilities.
- Active Listening/Communication.
- Traumatic Brain Injury.
- Diseases of Veterans returning from Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF).
- Depression, anxiety, PTSD, suicide prevention.
- Elder Abuse and Neglect.
- Dementia.
- Cultural Diversity.

The Respite Volunteer has the right to:

- Be trusted with adequate information about the veteran, their primary caregiver, and the family whom they will be working with.
- Receive an orientation and training to adequately prepare them for their assignment.
- Privacy about their personal information such as their home address and phone number.
- Use reasonable judgment when making decisions in an emergency situation and know what steps need to take place when an emergency might happen.
- Report any suspicious behaviors or abuse. If physical, sexual, emotional or financial abuse is suspected it must be reported. The volunteer will not face retribution for her concern.
- Report any unsafe condition that might cause the veteran harm.
- Resign at any time. The volunteer should give adequate notice.

Volunteers will not:

- Provide medical/personal care or “hands-on” care to the veteran.
- Engage in activities usually performed by health care providers.
- Provide any feeding assistance to a veteran that is on any type of eating restrictions.
- Transport the veteran or caregiver.
- Cash checks, pay bills, or sign any documents for the veteran and/or caregiver.
- Accept money or gifts of any value.
- Buy any items from the veteran or caregiver.
- Run errands or shop for the veteran or caregiver.
- Perform any household tasks or services; train or care for pets, laundry, dishes, plumbing, and lawn/garden work or home improvements.
- Take the veteran to their home for a visit.
- Smoke on the property of the veteran they are visiting.
- Leave the veteran alone.
- Offer medical advice or opinions on family matters.
- Discuss the veteran’s benefits eligibility information with them.
- Disrespect the spiritual and religious practices of the veteran, caregiver, and family.
- Photograph, record or video the veteran or caregiver.

**Easter Seals Volunteer Families Program**

**Volunteer Families (VF)** is a program of Easter Seals UCP North Carolina & Virginia that serves as a resource for families in the community by providing emergency and planned respite for at-risk children. Respite is provided through a network of families who are licensed as family foster parents, but provide this service as volunteers. The goals are to decrease the incidence of abuse and neglect and need for out-of-home placements, provide stability for children, reduce parental/caregiver stress, and assist families in receiving needed services. Jane Macleod, Coordinator, may be contacted at jane.macleod@nc.eastersealsucp.com.

Families are identified in the community who see this unique volunteerism as a meaningful way to give back to the community. Hosting a child in the volunteer’s own home allows the child to experience family life and be incorporated into the family’s routine, while providing the child with stability and nurturing. Many volunteers have remarked that bringing a child into their home for respite has also been a benefit to the entire family, teaching compassion and selfless giving.

Examples of situations where this respite is useful include:

- A mother who must be hospitalized and has no one to care for her children.
Parents under stress due to caring for a child with a disability, with no one to provide relief.

A parent who is involved in a domestic violence situation and has no friends or family nearby.

A parent coping with depression who cannot find appropriate care for their child with autism.

A newborn who is adopted but must enter interim care for the 7-day mandatory waiting period prior to adoption.

VF recruits, trains and licenses families to provide this respite care in their homes. A typical stay is overnight, a weekend or perhaps longer, depending on the circumstance, but usually not exceeding 21 days. Children served are ages 0 to 21. Volunteers complete the standard licensing process for foster care for the state of North Carolina, receiving 30 hours of training.

Referrals for respite care typically come from agencies and individuals that may be working with the families, such as departments of social services, schools, physicians, therapists, homeless shelters and pastors. Parents themselves may also contact the agency when they recognize their need for respite care. A VF staff person takes the referral and matches the child with an appropriate family. This matching is crucial to the success of the placement. The following factors are taken into consideration: age and sex of the child, children already residing in the volunteer family’s home, and interest in this particular age group and circumstances. A unique aspect of VF is that families can accept a placement when it suites their schedule.

**Referral Packet**

A child placement coordinator supplies a referral packet to the referrer which includes the following documents:

- Medical information.
- Immunization record.
- Current medication orders.
- Consent for treatment.
- Authorization to release information.
- Court records, if applicable.
- Social history.
- Authorization for services.
- Client rights.
- HIPPA information.

The parent signs consent to voluntarily place their child with a VF family and they understand they may rescind this consent at any time.

**Recruitment and Training**

Volunteers are recruited from faith-based organizations, agencies, community events and, most significantly, by other volunteers. Nothing is as powerful as the experience of
other volunteers who have hosted successful placements in their homes. Hearing about hosting a child who has never been to a community pool or neighborhood cookout or perhaps even slept in their own bed is a significant pull for people who want to make a difference in their community on a one-to-one basis.

Licensure requires training in CPR, First Aid, Blood Borne Pathogens, Seizure Management, Medication Administration and 10 additional hours per year on topics of interest. VF also provides a training session. Topics covered in this session include:

- Agency Policy/Procedures.
- Confidentiality.
- Child Development.
- Grief, loss and attachment.
- Child abuse and neglect, and sexual abuse.
- Working with biological families.
- Behavior Management Techniques.
- Emergency Protocols.
- Required Documentation.

Placement

During the placement, the coordinator follows up on how the placement is going and helps with any issues that may arise, such as the child arriving without proper clothing or behavior issues that may be a barrier to a successful placement. VF families have a placement coordinator available to them 24/7 if any issues should occur, and the coordinator usually brings and picks up the child, making homes visits as needed. Interestingly, many children who come into respite consider it a “vacation” and their behavior exemplifies this belief.

The need for respite care for at-risk children continues and VF is able to fill this gap in a unique way.

Grandparents Raising Grandchildren Programs

For the past several years, the Hertford County Office of Aging in North Carolina has had the opportunity to witness the culmination of hard work, dedication, and prayers with the ongoing growth of its Grandparents Raising Grandchildren Program. What started out as only a combination of statistical data on grandparents as caregivers has today resulted in a program which provides a variety of services for approximately 50 grandparents and their grandchildren. The Hertford County Office of Aging is indebted to a community that has embraced this program through their contributions and support. For more information about the program, contact Linda L. Blackburn, Director, Hertford County Office of Aging at 252-358-7856 or at Linda.blackburn@hertfordcountync.gov.
Grandparents Raising Grandchildren Tutorial Respite Program

Hertford County is the third largest county in the state for the number of grandparents raising grandchildren. Based on this data, the county created Grandparents Raising Grandchildren. This programming supports grandparents and their grandchildren. One of the most successful components of this program is the Tutorial Respite Program, which is a collaboration with Hertford County School System.

After-School Tutoring Program

The Hertford County School System offers an after-school tutoring program to area students who benefit from the additional help with school assignments and homework. These programs are disbursed throughout the community, often being held at local church fellowship halls. The location enables students to receive tutoring closer to home. The small fee for these services is the responsibility of the parent/caregiver. For grandparents raising grandchildren on a fixed income, this fee for one or more children quickly becomes cost prohibitive.

The Grandparents Raising Grandchildren Program recognizes through initial assessments that homework and other school activities pose a significant problem for grandparents. One of the first goals of the program is to provide assistance to these grandparents and the grandchildren by helping them obtain much needed after-school tutoring. Through fund raising activities and the generosity of civic groups within the community, the Office of Aging obtains sufficient funding to pay for the fees associated with the after-school tutoring program. Data confirms that children who attend the program are more likely to pass to the next grade level.

Summer Enrichment Program

The Hertford County School System offers a Summer Enrichment Program for six weeks at the end of each school term. This program gives students the opportunity to continue less structured academic activities as well as enjoy field trips and other fun events sponsored and supervised by the school system. The small fee for having a child participate in these services is minimal compared to all that can be gained by the additional weeks of structured, supervised, healthy activities. The Hertford County Office of Aging has been able to sponsor each grandchild that wishes to attend the Summer Enrichment Program for the past several years with funds donated to the program and fundraising events hosted by the Grandparents Raising Grandchildren Program.

Foothills Grandparents Raising Grandchildren Program (GRG) is supported through the efforts of several nonprofits in Rutherford, Polk, McDowell and Cleveland counties. Rutherford County Cooperative Extension coordinates programming, offering year-round support, education, and advocacy for both
grandparents and the children they are raising. Tracy Davis with the Extension program coordinates these efforts and may be reached at 828-287-6020 or at tracy_davis@ncsu.edu.

**Foothills Grandparents Raising Grandchildren Program (GRG)**

GRG provides support to relative caregivers by helping families access necessary services, expand support systems, and promote family stability. GRG supports grandparents by making referrals to other agencies, accessing local resources and providing information about activities for children. A monthly support group provides information, referrals, and emotional support. Everyone has an opportunity to share both their struggles and successes and to create a voice for the rights and concerns of kinship caregivers and their children.

**Kids Garden Program**

In the spring of 2006, a seed grant was used to purchase materials for a Kids Garden. Volunteers provided the labor to build the garden. The concept was to use a garden setting as a tool for teaching a science and literacy-based curriculum to children.

Each month during the grandparent support group meeting, children have an opportunity to participate in hands-on activities based on a science topic. An introduction to the topic is followed by a garden activity. A related story or craft is also used to further enhance learning. These activities help to strengthen both academic and life skills.

The Kids Garden Project is a collaborative effort between two Extension volunteer groups—Master Gardeners and Extension & Community Association. These volunteers donate their time and talents in many ways including garden maintenance, teaching, storytelling, and arts and crafts.

**Project Compassion**

Project Compassion is a nonprofit organization founded in 2000 and based in Chapel Hill, North Carolina. It creates community and provides innovative support for individuals and their caregivers dealing with serious illnesses or end of life care. Volunteer caregiving Support Teams provide practical, emotional, and quality of life support for people living with serious illness. Circles of Care and Operation Compassion are customized extensions of the Support Team concept. Support Team Development Conferences have been held in 40 states since 2000 and have trained 4,000 persons in leading teams. The following information comes from
Support Teams

Since 2002, Project Compassion has used a team approach to mobilize community volunteers in the Triangle of North Carolina and beyond. These Support Teams:

- Offer practical, emotional and spiritual support for people living with illness and caregiving.
- Create meaningful community for people living with challenging health conditions.
- Empower individuals to remain in their own homes longer.
- Engage community members of all ages in caregiving support as part of living meaningful lives and creating livable communities.

Support Team volunteers pool their talents, creativity, time and leadership abilities to offer much more support than one volunteer can provide alone. Teams average 6-12 volunteer members, 2 volunteer co-leaders and a coach. Their activities often include a carefully coordinated combination of:

- Practical Support: such as help with transportation, respite, meals, errands, household tasks and yard work.
- Emotional and Social Support: such as visits, calls, check-ins and shared time together.
- Quality of Life Support: such as social outings, gardening, help with hobbies, computer access, art projects, cookbook projects and pet care.
- Advocacy and Resource Support: such as tapping community resources, help with problem solving, accompanying friends on doctor visits and organizing records and bills.

Circles of Care

Circles of Care was launched in 2009 to help bridge the gaps in care for African-Americans. Studies show that African-Americans:

- Are at higher risk of dying of breast, prostate, colon and mouth cancer.
- Access treatment more slowly when diagnosed with early stage, possible curable cancers.
- Have less access to effective pain control and support at home when diagnosed.
- Access hospice care less often at the end of life.
Project Compassion joined forces with experienced health educators from the Community Health Coalition, the University of North Carolina Medical School, Duke Divinity School, area cancer centers and African-American leaders and groups across the Triangle to create this initiative with funding from The Duke Endowment.

Circles of Care staff work in the community to create intentional groups of volunteers that provide practical, emotional, and spiritual support as well as resources and increased access to care for individuals and families facing serious illness such as cancer. A team can be created in partnership with faith communities, service organizations, sororities and fraternities and other community groups. Teams may be formed from existing groups that are trained to become Circles of Care or new groups that come together specifically for this purpose.

**Operation Compassion**

Operation Compassion was created in 2009 in five counties in Eastern North Carolina to provide supportive community for military service members and their families during deployment and following deployment. Based on the Support Team model, communities form teams that offer practical, emotional, spiritual and quality of life support and key resources that make a difference. This initiative is a partnership with the New Bern District of the United Methodist Church, the Citizen Soldier Support Program, clergy, health care and mental health professionals, community leaders, faith communities and other groups in Eastern North Carolina. It is funded in part by The Duke Endowment.

Operation Compassion Teams provide support such as:

- Child care, giving parents a break of time to themselves.
- Yard work, home repairs and automobile check-ups in situations where the deployed service members would usually do these tasks.
- Meals for military spouses now raising children alone.
- Friendship and social supports for parents and children.

**Training**

Each of these initiatives requires formal training for volunteers, as well as leadership training for team leaders.
An Act to Provide Qualified Immunity from Civil Liability in Tort for Volunteers of Nonprofit Charitable Organizations.

The General Assembly of North Carolina enacts:

Section 1. Article 43B of Chapter 1 of the General Statutes is amended as follows:
(1) By rewriting the catch line of that Article to read: “Defense of Charitable Immunity Abolished; and Qualified Immunity for Volunteers.”; and
(2) By adding two new sections to read:

“§ 1-539.10. Immunity from civil liability for volunteers.—(a) A volunteer who performs services for a charitable organization is not liable in civil damages for any acts or omissions resulting in any injury, death, or loss to person or property arising from the volunteer services rendered if:
(1) The volunteer was acting in good faith and the services rendered were reasonable under the circumstances; and
(2) The acts or omissions do not amount to gross negligence, wanton conduct, or intentional wrongdoing.
(3) The acts or omissions did not occur while the volunteer was operating or responsible for the operation of a motor vehicle.
(b) To the extent that any charitable organization or volunteer has liability insurance, that charitable organization or volunteer shall be deemed to have waived the qualified immunity herein to the extent of indemnification by insurance for the negligence by any volunteer.
(c) Nothing herein shall be construed to alter the standard of care requirement or liability of persons rendering professional services.

“§ 1-539.11. Definitions.—As used in this Article:
(1) ‘Charitable Organization’ means an organization that has humane and philanthropic objectives, whose activities benefit humanity or a significant rather than limited segment of the community without expectation of pecuniary profit or reward and is exempt from taxation under either G.S. 105-130.11(a)(3) or G.S. 105-130.11(a)(5) or Section 501(c)(3) of the Internal Revenue Code of 1954.
(2) ‘Volunteer’ means an individual, serving as a direct service volunteer performing services for a charitable, nonprofit organization, who does Page 2 S.L. 1987-505 House Bill 152 not receive compensation, or anything of value in lieu of compensation, for the services, other than reimbursement for expenses actually incurred.”

Sec. 2. This act is effective upon ratification, and shall apply only to causes of action arising after that date.

In the General Assembly read three times and ratified this the 29th day of June, 1987.
Examples of Volunteer Interview Questions

Sample Interview Questions

- What would you like to know about our organization?
- What attracted you to our organization?
- What types of work have you done before? What did you like best about that work?
- What kinds of experience or training have you had that would help you contribute here?
- How do you deal with situations that don’t go as planned?
- Would you rather work on your own, with a group, or with a partner? Why?

From Successful Strategies for Recruiting, Training, and Utilizing Volunteers, 2005

Interview Record

Candidate: ___________________________________ Date: _______________________

Core Questions

1. Of your various qualifications, which do you consider to be the most important to the volunteer position to which you are applying and why?
2. What was the best volunteer job you have ever had and why?
3. Describe some of the major job duties and responsibilities of the position.
4. What were some of the obstacles you encountered in volunteering?
5. What benefits are important for you in a volunteer job?
6. Are there any conditions of either hours, day, or location that would present a problem for you?

For Interviewer

___ Described job to candidate
___ Discussed hours and benefits
___ Asked if candidate had questions
___ Discussed time frame for filling position

Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the candidate have the required skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the candidate’s experience relevant to the position?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does candidate seem able to handle position?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Has candidate shown sufficient interest?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is candidate flexible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is candidate willing to participate in orientation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is a second interview needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Handbook of Volunteer Management, 1991
Sample of Agency and Volunteer Agreement

This agreement is intended to indicate the seriousness with which we treat our volunteers. The intent of the agreement is to assure you both of our deep appreciation of your services and to indicate our commitment to do the very best we can to make your volunteer experience here a productive and rewarding one.

I. Agency
We, ______________________________ (agency) agree to accept the services of _____________________ (volunteer) beginning ________________________ and we commit to the following:

1. To provide adequate information, training and assistance for the volunteers to be able to meet the responsibilities of their position.
2. To ensure diligent supervision of the volunteer and to provide feedback on performance.
3. To respect the skills, dignity and individual needs of the volunteer and to do our best to adjust to these individual requirements.
4. To be receptive to any comments from the volunteer regarding ways in which we might mutually better accomplish our respective tasks.
5. To treat the volunteer as an equal partner with agency and staff, jointly responsible for completion of the agency mission.

II. Volunteer
I. ______________________________ agree to serve as a volunteer and commit to the following:

1. To perform my volunteer duties to the best of my ability.
2. To adhere to policies and procedures, including recordkeeping requirements and confidentiality of agency and client information.
3. To meet time and duty commitments or provide adequate notice so that alternate arrangements can be made.

III. Agreed to:

_____________________________   ________________________________
Volunteer                  Staff Representative

_____________________________   ________________________________
Date                          Date

This agreement may be canceled at any time at the discretion of either party, but it will expire automatically on __________ unless renewed by both parties.

From Handbook of Volunteer Management, 1991
Activity: Assessing Your Cultural Competency

Place an “X” on each line that best represents you.

I know my own cultural background.

I am aware of many of the cultural influences that have shaped my world view.

I can describe the influences of culture and cultural identity on children’s development.

I understand how prejudice and discrimination impact children’s development from an early age.

I understand how prejudice and discrimination can impact a family.

I am clear about my own attitudes regarding culture and race and the impact these will have on children in my care.

I know how to provide culturally competent advocacy to the children I serve and culturally competent support to their families.

From Arizona CASA, Getting Started Manual, 2009
Recognition Ideas

- Highlight volunteers on your website.
- Work with local businesses to provide discounts or coupons to volunteers.
- Send “Fun Pun Gifts” such as:
  - Safety pins—Volunteers secure the success of our program.
  - Plastic rulers—You measure up as a fantastic volunteer.
  - Stick of gum—Thanks for sticking with us and making such a difference.
  - Cupcakes—You take the cake as a great volunteer.
  - Hershey hugs—You deserve a hug today; thanks for volunteering.
- Acknowledge start date of volunteers by listing “anniversary of service” in a program newsletter or a sending card. You can also acknowledge hours served.
- Nominate volunteers for community awards sponsored by your United Way, civic clubs, mayor’s office, local print and television media and corporations.
- Send birthday cards or inspirational quotes to your volunteers.
- Take pictures of your volunteers in action and send them copies with a lollipop and a note: “You’re on Candy Camera”.
- Send letter of commendation and acknowledgement to volunteer’s employer.
- Provide donated tickets to local community events for volunteers and families.
- Create special place in your program office to honor outstanding volunteers (Hall of Fame, Volunteers Honor Roll, etc.).
- Send inspirational quotes or virtual postcards through email.

Volunteer Evaluation of Assignment

Name______________________________ Work Area_________________________________

Circle the appropriate answer:
3—Excellent, 2—Good, 1—Satisfactory, 0—Unsatisfactory, NA—Does not apply

1. Personal satisfaction with present job assignment.   3   2   1   0   NA
2. Job description complies with present duties.    3   2   1   0   NA
3. Adequate orientation and training.     3   2   1   0   NA
4. Supervisor’s instructions adequate for day-to-day activities.  3   2   1   0   NA
5. Comfortable relationship with co-workers.       3   2   1   0   NA
6. Cooperative and positive relationship exists with staff. 3   2   1   0   NA
7. Cooperative and positive relationship exists with supervisor. 3   2   1   0   NA
8. Receive adequate recognition for services.     3   2   1   0   NA
9. Receive adequate support from staff.      3   2   1   0   NA

10. Any additional comments (Please include any feelings, problems, etc. about your volunteer involvement.):

11. Any suggestions for improving the volunteer program:

12. If exit interview, please state reason/s for leaving.

________________________________________  ____________________________________
Volunteer’s Signature                     Supervisor’s Signature

________________________________________  ____________________________________
Volunteer Administrator’s Signature        Date

From Handbook of Volunteer Management, 1991
Performance Evaluation of Volunteer

Volunteer_____________________________ Position_____________________________

Period covered by evaluation___________________ Date of Evaluation________________

<table>
<thead>
<tr>
<th>Position Duties and responsibilities: Not Met</th>
<th>Satisfactory</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________________________          1     2       3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ________________________________          1     2       3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ________________________________          1     2       3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ________________________________          1     2       3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ________________________________          1     2       3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work relationships:</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relations with other volunteers 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Relations with staff 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Relations with service recipients 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Meeting commitments on time 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5. Initiative 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. Flexibility 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Comments by supervisor regarding above areas:

Comments by volunteer regarding above areas:

Overall, how does the volunteer feel about this position?

What else can be done to support the volunteer in this position or to move the volunteer to a new position?

___________________________     ____________     _______________________    _________
Supervisor                     Date         Volunteer (optional)   Date

Scheduled date of next evaluation ____________________________

From Handbook of Volunteer Management, 1991
Reference List


Department of Veterans Affairs Maryland Health Care System. (2009, September). VAMHCS policy memorandum (pp. 1-8).


Hane, R., Gregg, K., Steinig, S., Murphy, M., Caruso, M., Kasier, B. & Barringer, K. (2009) Generations & autism connect [CD]. Easter Seals


Memorandum No. 135-07. (2010, January 26). Volunteer home respite program (pp. 1-10).

Minotti, B. Volunteer respite worker training


**Other Resources**

[www.northcarolinarespitecarecoalition.org](http://www.northcarolinarespitecarecoalition.org)

North Carolina Respite Care Coalition (NCRCC) is a grassroots network of parents, family caregivers, and professionals in the field of respite care as well as government funding representatives and others from across the state who have an investment in family support services. NCRCC consists of 3 regions: west, central and east. Quarterly meetings are held in each region, as well as a one-day annual statewide conference.

[www.ncdhhs.gov/aging](http://www.ncdhhs.gov/aging)

North Carolina Division of Aging and Adult Services (DAAS) works to promote independence and enhance the dignity of North Carolina’s older adults, persons with disabilities, and their families through a community-based system of opportunities, services, benefits, and protections; to ready younger generations to enjoy their later years; and to help society and government plan and prepare for the changing demographics.

[www.ncdhhs.gov/aging/aaa.htm](http://www.ncdhhs.gov/aging/aaa.htm)

Area Agencies on Aging are offices established through the Older American’s Act that serves to facilitate and support the development of programs to address needs of older adults in a defined geographic region. In North Carolina, AAAs are located within regional Councils of Government. They have functions in five basic areas: (1) advocacy; (2) planning; (3) program and resource development; (4) information brokerage, and (5) funds administration and quality assurance.

[www.ncarelink.gov](http://www.ncarelink.gov)

NC careLINK is a comprehensive health and human services website. It provides up-to-date information about programs and services across North Carolina for families, seniors, youth and everyone in between. It is a collaborative effort of the NC Department of Health and Human Services and many other government and nonprofit information and referral stakeholders across North Carolina.

[www.archrespite.org/home](http://www.archrespite.org/home)

The ARCH National Respite Network and Resource Center has as its mission to assist and promote the development of quality respite and crisis care programs; to help families locate respite and crisis care services in their communities; and to serve as a strong voice for respite in all forms. The website features multiple fact sheets and resources on Lifespan Respite.

[www.nadsa.org](http://www.nadsa.org)

The mission of the National Adult Day Services Association is to enhance the success of its members through advocacy, education, technical assistance, research and communication services. Accomplishments have included the development of national recommended operating Standards and Guidelines, and developing curriculum for professional development geared to the needs of service managers and direct care staff.

[www.fianationalnetwork.org](http://www.fianationalnetwork.org)

Faith in Action brings together people of many faiths to help neighbors in need. “Find a Program” locates faith-based programs in each state and includes the populations served and services provided by each organization.

[www.caregiver.org/caregiver/jsp/home.jsp](http://www.caregiver.org/caregiver/jsp/home.jsp)

Family Caregiver Alliance is a public voice for caregivers. Pioneering programs include information, education, services, research and advocacy. These programs support and sustain the important work of families nationwide caring for loved ones with chronic, disabling health conditions.