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Fostering Reading, Writing, and Communication Skills through Intergenerational Relationships: An After-School Program

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FOSTERING READING, WRITING, AND COMMUNICATION SKILLS THROUGH
INTERGENERATIONAL RELATIONSHIPS: AN AFTER-SCHOOL PROGRAM

by

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Masters of Occupational Therapy, University of North Dakota, 2015

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ABSTRACT

Intergenerational programs are known to bring older adults together with children in order to promote social inclusion, and increased self-confidence and motivation for both age groups (Hatton-Yeo, 2010). Programs of this nature have proven to influence greater academic outcomes and school performance, decreased criminal behavior and greater personal adaptability in younger populations (Hatton-Yeo, 2010). Research with community dwelling seniors who participated in intergenerational programs indicated that older adults showed a decrease in depressive symptomology after participating in weekly programming (Kamei et. al., 2011). While the outcomes of these studies clearly identify the benefits of intergenerational programming on both youth and the elderly, the healthcare professions identified as facilitating these studies are largely nursing, social work, or student in health education. There has been little evidence based research connecting intergenerational programs to occupational therapy facilitation.

Through an extensive literature review, a product was developed that outlines a school based intergenerational program, facilitated by an occupational therapist, that brings together school aged children and community based seniors.

The primary objective is to increase reading, writing, and communication skills of elementary school children diagnosed with specific learning disabilities through the facilitation of a relationship with community based seniors. A secondary objective is to decrease social isolation and depressive symptomology for senior participants while providing an opportunity to benefit the community through support of youth academic

improvement. Program activities will highlight collaboration through shared experiences to decrease the generational gap (Wright et. al., 2012) through mentorship, relationship building, and occupation-based learning activities. This scholarly project will provide support for the development and implementation of an occupational therapist facilitated intergenerational program. Further development of such beneficial programming is warranted.

INTRODUCTION

In the United States there are currently 2.3 million students between the ages of 6 and 21 identified as having learning disabilities (U.S. Department of Education, 2011). The National Longitudinal Transition Study-2 highlighted that more than three quarters of youth with learning disabilities are functioning below the mean across subtests for academic achievement (Watson & Gable, 2012). Overall, there is a need to reach students with learning disabilities; in particular those reading and writing difficulties. Who would be the most beneficial population group to address these needs for students? Community-dwelling mentors have experience, time, and a desire to mentor younger generations according to Erikson's Theory of Development (Cole & Tufano, 2008). Mentors long for strong social ties and community involvement, and in return, this involvement helps to reduce the risk or delay the onset of cognitive impairments in the elderly such as dementia or Alzheimer's disease (Diament, 2008). The combination of these two population groups is identified as being intergenerational.

Intergenerational programs have been proven to promote meaningful relationships for both older and younger generations (Morita & Kobayashi, 2013). Programs of this nature have multiple benefits for both the younger and older generations. Younger generations have been documented as having increased self-confidence, better school results and attendance, and greater personal resilience (Hatton-Yeo, 2010). For older generations, the benefits of intergenerational programs included improved motivation and self-confidence, escape from isolation, social benefits and community benefits (Hatton-Yeo, 2010).

Two problems have been identified that indicate a need for the development of this product. First, one identified population needing additional help are school-aged children on Individualized Education Plans (IEPs), in particular, those with specific learning disabilities. These students are receiving assistance at school through special education services however these services could be augmented with additional programming delivered in an occupation based format of play and creative activity. Second, community-dwelling mentors are experiencing an increase in loneliness, depression, and an overall decrease in health due to social isolation. Both problems are significant because these populations are not receiving the full attention from occupational therapy or other services to meet their needs to increase quality of life.

To address these problems, an intergenerational after-school program has been developed to reach 4th grade students on IEPs due to being diagnosed with a specific learning disability, in particular, those making reading and writing more difficult. According to the Response to Intervention Model, 4th grade students with these difficulties will benefit from the Tier 2 intervention frequency and duration of the intergenerational after-school program (Denton, 2012). Similarly, younger generations, such as student, have been documented as having increased self-confidence, better school results and attendance, as well as greater personal resilience after participating in an intergenerational program (Hatton-Yeo, 2010). In the proposed program, community-dwelling mentor volunteer will work together with the students as mentors, and in the process decrease those symptoms identified with social isolation. Like the younger generations, older generations also receive benefits from intergenerational programs such

as improved motivation and self-confidence, escape from isolation, social benefits and community benefits (Hatton-Yeo, 2010).

This program will take place after school three times a week. The duration of the program is nine weeks. Each activity lasts between 30-45 minutes and addresses reading and writing while developing a trusting, honest, and open relationship between the two populations. The program is designed to be facilitated by a school-based occupational therapist. Included in the program are pre and post tests to determine an initial baseline and progress made throughout the program, a satisfaction survey to determine participant's feelings on the program implementation and activities. Also provided in the program are consent forms to be given to parents of the students, and community-dwelling mentors, as well as verbal assent for the student participants. Assessments and activities follow the Model of Human Occupation and each activity addresses one or multiple theoretical concepts of the model. Likewise, the Modified Interest Checklist is used to assure that the partnered matches (student and mentors) share the same interests and values so that they will reap the greatest number of benefits from the program.

The Model of Human Occupational Therapy was chosen to guide the development of this program because of its focus on values, roles, habituation, volition, and self-causality (Crepeau, Cohn, & Boyt-Schell, 2009). Values and roles are important for both the students and the community-dwelling mentors to identify and strengthen as they work together to complete common goals throughout each activity. The concepts of habituation and habits are utilized throughout this program to reinforce the formation of positive habits for both groups of participants (Crepeau, Cohn, & Boyt-Schell, 2009). Volition is addressed throughout this program by providing interventions and activities

that are motivating and rewarding for both participant groups. This program also aims to help participants identify new interests that they find to be fulfilling and motivating. Finally, self-causality is addressed in this program by fostering self-confidence and appreciation of the skills each participant has (Crepeau, Cohn, & Boyt-Schell, 2009).

Erikson's theory of psychosocial development stages is utilized in this program to reinforce the relationship between the student and mentor participants. The student participants in this program are currently in the Industry vs. Inferiority stage of development. In this stage the child is attempting to build the specific skill set they believe society is demanding of them; if the child is unable to develop these skills they may have a feeling of inferiority (Cole & Tufano, 2008). The mentor participants in this program are currently experiencing the Generativity vs. Stagnation stage of their life. In this stage, the mentors are attempting to give back to society and become involved in the community (Cole & Tufano, 2008). This program addresses the stages that both participant groups are experiencing and aims to help them achieve the most optimum outcome from those stages.

The Contact Theory has proven to be a useful guide for intergenerational practitioners through application that fosters positive intergroup interaction, which is the main goal of most intergenerational programs (Jarrott & Smith, 2010). Tenants of this theory include sharing a common goal, cooperation, equal group status, opportunity for friendship, and a shared support for authority (Jarrott & Smith, 2010). This theory helps to guide this program's approach of intergenerational activities. All activities are structured to provide opportunities for cooperation, friendship, and sharing a common goal.

Subsequent sections of this scholarly project include a review of the literature, methodology, the intergenerational after school program activities product, and a summary. The literature review provides the history, benefits and drawbacks of intergenerational programs as indicated through current research. This section also highlights the gap in literature about intergenerational programming focused on reading and writing. The methodology is a description of the process used to design the product. The product includes assessments and activities used to bring together students and community-dwelling mentors. The focus of the activities is to help the students decrease their reading and writing deficits while increasing their confidence. As an accompanying result of the benefits to the students, the community-dwelling mentors will have decreased depression and loneliness, and an increase in overall health. Last, the summary reviews main concepts of the program, limitations, implementation, and recommendations for future research and development.

Primary operational definitions of terms used throughout this scholarly project are provided below:

Intergenerational program: Intergenerational programs follow a curriculum that offer younger and older generations the opportunities to interact and become engaged in issues currently affecting society. These programs purposefully bring together different generations in ongoing, mutually beneficial, planned activities, designed to accomplish specified program goals. Through intergenerational programs people of all ages share their talents, values, and resources, supporting each other in relationships that benefit both the individuals and the community (Generations United, 2007).

Individualized Education Plan (IEP): The Individualized Educational Plan (IEP) is a plan or program developed to guarantee that a child in elementary school or secondary education identified under the law as needing specialized instructional services and other related services receives the proper services to meet the child's specific needs (AccessSTEM, 2013).

Specific learning disability: A disorder in one or more of the basic psychological processes involved in using or understanding language, either spoken or written, that may be evident as difficulty or inability to listen, think, speak, read, write, spell, or to do mathematical calculations (Wyoming Department of Education, 2013).

REVIEW OF LITERATURE

General Purpose of Intergenerational Programs

According to the International Consortium for Intergenerational Programs, intergenerational programs are, programs purposefully created to allow for ongoing exchanges of resources and learning among older and younger generations (Morita & Kobayashi, 2013). The evolution of intergenerational contact within our changing society has left many elderly individuals depressed and lonely (Tsai, Motamed & Rougemont, 2013). Research has shown that intergenerational programs are successful in reducing the misconceptions that younger generations have associated with aging and the elderly (Holmes, 2009). Intergenerational programs have shown to have a positive effect on students as well. After participating in a program of this type, students perceptions improved, they had more positive attitudes, and they had reduced stereotypes (Gaggilo et. al., 2014). Programs such as these have helped to promote successful interactions between younger populations and older generations (Tsai et. al., 2013), and promoting meaningful relationships for both older and younger generations (Morita & Kobayashi, 2013).

History of Intergenerational Programs

Intergenerational community programs have been around for decades, with the first formal documented programs starting in North America in the 1960's (Hatton-Yeo, 2010). These programs initially arose to meet a need for increased interactions between older and younger generations to help alleviate age-related stereotypes. Through the decades the goal of the programs evolved to address the problems that affect the two vulnerable populations of children and the elderly. One major problem addressed for both

populations is low self-esteem. For the students, poor academic performance is addressed while for the seniors, isolation, lack of appropriate support systems, and unemployment are addressed (Hatton-Yeo, 2010).

Specific Learning Disabilities in Children

In the United States there are currently 2.3 million students between the ages of 6 and 21 identified as having learning disabilities (U.S. Department of Education, 2011). Nationally, the number of students identified with learning disability increases by approximately 37% in the transition from lower to upper elementary grades in the year 2010 (U.S. Department of Education, 2010). A disorder in one or more of the basic psychological processes involved in using or understanding language, either spoken or written, that may be evident as difficulty or inability to listen, think, speak, read, write, spell, or to do mathematical calculations (Wyoming Department of Education, 2013). Identifying an individual with a disability is a two-pronged decision. First, there must be evidence of a disorder, and second, the disorder must affect function and/or education (Branum-Martin, Fletcher, & Stuebing, 2013).

Both reading and writing are crucial components to learning. Writing is one of the most powerful tools for learning and demonstrating knowledge (Santangelo, 2014). Students documented with learning disabilities are at particularly high risk for experiencing writing difficulties (Graham & Harris, 2003). In regard to handwriting, students who use more repetition and practice showed more improvements than students who use visual, perceptual, and motor activities in a study conducted by Howe, Roston, Sheu, and Hinojosa (2013). Further, repetition activities focus on the act of writing, whereas visual, perceptual, and motor activities focus on components of writing. These

components include but are not limited to eye hand coordination, fine motor pinch and grasp, and hand manipulation activities at midline.

Similar to writing difficulties, reading difficulties present challenges in students in elementary school. Students with reading disabilities make up the largest percentage of students in the learning disability category (US Department of Education, 2010).

Students entering the upper elementary grades with significant reading difficulties may need more intensive interventions to reach meaningful and successful outcomes (Wanzek & Kent, 2012). According to the authors, fourth or fifth graders may be too far in their education to prevent reading difficulties, however, these grades could represent a unique opportunity to provide successful remediation for lessening a reading difficulty and preventing a student with learning disability from falling behind in other content areas. Likewise, with the proper interventions and services, this group of individuals can be prevented from experiencing academic difficulties throughout school and into adolescence (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996). In addition, students who continue to struggle in the upper elementary grades are much further behind in their reading skills in relation to their fellow classmates. Therefore, different interventions are needed to allow for more accelerated learning (Wanzek & Kent, 2012)

Overall, there is a need to reach students with learning disabilities, in particular reading and writing difficulties. The National Longitudinal Transition Study-2 highlighted that more than three quarters of youth with learning disabilities are functioning below the mean across subtests for academic achievement (Watson & Gable, 2012). A multi-component intervention can be used to reach students with both reading and/or writing disabilities. A multi-component intervention allows the instructor to

address several areas in combination with one another including word recognition, fluency, comprehension, spelling, and writing (Wanzek & Kent, 2012). Interventions for this population of students need to also encompass social environmental issues as younger students with delays typically experience less engagement with their linguistic and social environments, both of which are critical sources of teaching-learning interactions (Kaiser & Roberts, 2011). Interventions for this population must also address the high incidence of low self-esteem and emotional well-being that students with specific learning disabilities experience (Ginieri-Coccosis, et. al., 2012).

Tiers of Learning Disabilities in Education

Beginning reading and reading abilities are the academic areas most often targeted by schools that implement response to intervention models (Spectrum K12 School Solutions, 2009). Prevention efforts are part of a four tier system of academic and behavioral interventions designed to prevent the development of problems through interventions for all children, early identification, and interventions for children who exhibit emerging problems such as Specific Learning Disabilities including reading and writing difficulties (Reschly, 2005). The four tiers include the primary prevention tier for general education, the secondary prevention tier for standard protocol (approximately 20% of students), the individualized interventions and Specific learning disability identification tier (approximately 5% of students), and the tertiary prevention tier for special education and individualized education plans [approximately 5% of students with a Specific learning disability] (Reschly, 2005).

For this particular study, Tier 2 will be of the utmost focus. In academics, Tier 2 interventions take place in a small-group tutoring between three to six students at a time

(Reschly, 2005). Progress is monitored, and there is a systematic and structured teaching style. These students fall into a large gap in comparison to their peers falling below standard benchmarks (Reschly, 2005). Students with significant reading problems, whether or not they are deemed eligible for Specific Learning Disabilities and special education, spend most of their day in the general education classroom (Reschly, 2005). These are the students who fall into the category of Tier 2. Fuchs, Compton, Fuchs, Bryant and Davis (2008) reported that effective reading interventions can be provided to young students in 45 minutes, 4 times a week for a duration of 9 weeks. Another study recommended intervention being provided three to five times a weeks for 20 to 40 min. This study also recommended that this type of intervention be implemented before a more intensive one on one intervention is used (Gersten et. al., 2008). Depending on the outcomes, therapists and educators may also determine the student is eligible for special education resources (Reschly, 2005).

Current Issues Facing the Older Population

Aging adults in our society face many new challenges that they did not have to worry about earlier in their lives. Due to the decrease in three-generation-family households over the years, older adults are at risk of being socially isolated, having poor health and decreased morale, and experiencing communication difficulties (Morita & Kobashi, 2013). The elderly have different life stressors to deal with as they age compared to the younger population. These stressors include retirement, health decline and bereavement, and paying for their health care and living expenses. The elderly also have to deal with the possibility of a decline in mental capacity, losing a driver's license, and deaths of loved ones (Lillyman & Land, 2007). All of these new life experiences are

related to social interactions with others and can negatively impact the ability to be social. These new life stressors can lead to an increase in negative coping strategies such as overeating, smoking and increased alcohol consumption (Lillyman & Land, 2007). The fear and isolation that can come as a result of these life stressors can create a snowball effect of worsening health conditions and lower quality of life. Increased hospital admissions can also be a major factor in decreased quality of life and increased isolation in the elderly (Pitkala, Roustasalo, Kautiainen & Tilvis, 2009).

In addition to the other issues that are facing the elderly population of today, depression is one of the most common. Yaka, Keskinoglu, Ucku, Yener and Tunca (2014) identified in their study that 1 out of 5 elderly individuals experience symptoms of depression. Depression in the elderly is commonly correlated with diseases or being dependent on others for care. Quality of life decreases for the elderly when they are unable to do things for themselves that they were able to do earlier in life such as cooking, bathing or driving. Decreases in quality of life can lead to depression and then even further decrease the individuals overall quality of life (Yaka et al., 2014). Therefore social participation is extremely important for promoting positive mental health in the elderly and cannot be ignored. (Lillyman & Land, 2007) Several previous studies have supported the idea that social participation and community involvement are ways in which the elderly can help decrease their depression (Yaka et. al., 2014).

Elderly individuals who continue to have regular social ties as they age have been shown to have a significantly decreased likelihood of demonstrating cognitive decline, compared to the elderly who identify as lonely (Ristau, 2011). Strong social ties and community involvement help to reduce the risk or delay the onset of cognitive impairments in the

elderly such as dementia or Alzheimer's disease. In a study conducted by Diamant (2008), results showed that older women with larger social networks were 26 percent less likely to develop a cognitive impairment than those with small social circles.

An effective strategy for combating loneliness in the elderly is the mentoring model. This model aims to form a relationship between a volunteer and an individual on a short term basis. (Dury, 2014) The elderly are equipped to fill a mentor role, especially to the younger generation. Being in a mentorship role can help increase the older generations social participation and give them new meaning in their lives. The developmental theorist Erik Erikson suggests that during the last two stages of life, individuals' priorities move from being self-absorbed to being other-oriented. The elderly begin to analyze their legacy and what they will pass down to the future generations. Themes from these two stages include giving back, making a difference, and finding meaning and purpose as their lives come to an end (Ristau, 2011). Intergenerational programs have shown to help the elderly feel important and that they are doing something meaningful (Sanders, Sullivan, DeBurra & Fedner, 2013). The elderly population that participates in intergenerational programs tends to look forward to their time spent with the children each week. Motivation for the elderly to participate in programs such as these comes from feeling productive and creative, and their ability to pass along knowledge to the younger generation (Sanders et. al., 2013). This data is consistent with the generativity stage of life described by Erikson. The generativity stage includes productivity, creativity and the capacity to provide for succeeding generations (Cole & Tufano, 2008).

Misconceptions and Stereotypes

“Ageism” is a term used for negative stereotypes that are often times directed towards the elderly population. It is possible that the elderly population also holds negative misconceptions about younger populations but there is limited research available to support this. These negative perceptions are often depicted in social media where young and youthful qualities are more desirable than the wisdom that comes with age (Boerwinkle, Kim, & Southard, 2013.) Younger generations tend to hold these negative views of the elderly population and the ageing process. Kalish et al. (2013) found in their study that many students identified having a preconceived notion about the elderly before working with them. After working with the elderly, these negative preconceived notions were usually changed to positive ones, but having the negative views in the first place can hinder younger generations desire to work with the elderly. If these stereotypes are not broken in the younger generations, Boerwinkle, Kim, and Southard (2013) found that these stereotypes in adolescence can carry over into career choices at the college level. As the nuclear family becomes more dominant in the Western culture, grandparents take a lesser role in raising grandchildren, and often live further away from their children or grandchildren. As a result, children have little contact with relatives of other generations. This gap causes stereotypes and prejudices to form against the elderly population (Fair, Davis, & Fischer, 2011).

Benefits

Both generation groups have much to give and learn through interactions with each other. Children have a zest for learning, while the older adults have a lifetime of experience (Holmes, 2009). Research shows that both age groups were able to reframe

expectations and build communication bridges through shared interests due to use of the intergenerational program (Wright, D'Astous, Wright & Diener, 2012).

Benefits for Students

Younger generations have been documented as having increased self-confidence, better school results and attendance, as well as greater personal resilience as a result of participation in an intergenerational program (Hatton-Yeo, 2010). The younger participants in these programs also gain an insight to valuable characteristics of the older generation (Holmes, 2009; Kalisch et al., 2013). McNair and Moore (2010) found that the adolescents in their program felt more comfortable with their senior companions after having the chance to meet with them once a week, and that most of the adolescents looked forward to their next meeting. Building positive relationships between the younger populations and the elderly can help influence the younger populations as they are growing up to continue working with the elderly. With a larger percentage of children growing up in single parent families or having their extended families distant from them, it is important for these children to have positive role models and positive interactions with the elderly community (Uhlenberg, 2009). Intergenerational programs can help to foster these nurturing relationships where the children can find mentorship and guidance from a reliable elder individual.

Benefits for Community Based Seniors

For older generations, the benefits of intergenerational programs included improved motivation and self-confidence, escape from isolation, social benefits and

community benefits (Hatton-Yeo, 2010). The older generation showed changes in their visual attention, facial expression, engagement behaviors, and intergenerational conversation after participating in a program connecting them with children (Morita & Kobayashi, 2013). After an intergenerational program made up of preschoolers and members of the older generation singing and dancing, the older generation was noted to smile more often and laugh when they saw the preschoolers (Morita & Kobayashi, 2013). Research has demonstrated the benefits of both strenuous and non-strenuous physical activity, including positive effects on cognition for both younger and older generations (Jacobs, Hammerman-Rozenberge, Cohen, & Stressman, 2008). Kamei, et. al. (2011) found in their study that older adults showed a decrease in depressive symptomology after participating in a six month long, weekly intergenerational program. All of these results are consistent with outcomes from research in the field of gerontology that indicate that social relationships and active community participation are important in contributing to the physical and psychological health of older adults (Hatton-Yeo, 2010).

As community based seniors get older they experience different thoughts and feelings than those that are younger. “Gerotranscendence” is the ability to accept death knowing that one's life has been fulfilling and that they have played a significant role in life, according to Gallagher (2012). Mentoring relationships used in intergenerational programs are one way that community based seniors and older adults are able to find fulfillment and pass on wisdom and life lessons to younger generations.

Types of Intergenerational Programs

There are a variety of different types of intergenerational programs that are currently available. These programs include intergenerational volunteering for

mentorship, programs to promote community relationships, intergenerational programs to promote health, and programs to help younger generations (Hatton-Yeo, 2010). One major benefit to intergenerational programs is that they can be specialized to best fit select populations.

School Based Programs

School based intergenerational programs combine older adults and students with a focus on school curriculum. Civic-minded senior adults contribute to the educational process and make important contributions to student's lives. Conversely, children bring much energy, enthusiasm, and support into the lives of older adults (Kaplan, 2001). In a study conducted by Dunham and Casadonte (2009), providing senior volunteers the opportunity to supplement elementary class instruction, children's attitudes were positively affected and their perceptions of the elderly became more positive. These children did not need specific instructions on misconceptions about the elderly population or education on how to foster relationships with the volunteers in order to receive the positive benefits from the interactions, they just needed to know that the volunteers enjoyed helping in class and liked children (Dunham & Casadonte, 2009). Research has shown that social activity and continued social engagement are associated with improved physical health in the older population (Jacobs et. al., 2008). The intergenerational program being proposed will take place in a school setting and will provide the same benefits that school based intergenerational programs do.

Community Based Programs

Community volunteer tutoring programs have become increasingly helpful for students who are at-risk readers. These community based programs have helped students

to increase fluency and skill in reading without straining the school budget (Schwalback & Kiernan, 2002). The elderly volunteers in programs such as these are able to provide additional education and support to young students with learning disabilities that can occur in a setting outside of the classroom. For the program we will be proposing we will use a model similar to this one.

In a study conducted by Werner, Tuefel, Holltgrave, and Brown (2012), when children were partnered with older adult volunteers, they demonstrated improved educational outcomes, and the older adults increased physical, cognitive, and social activity (Werner et. al., 2012). The program utilized in this study was *Active Generations*. *Active Generations* is an out-of-school obesity prevention program that supports what the students learn in school-based physical and health education courses while keeping older adults civically engaged and active in shaping the health of children (Werner et. al., 2012). Boerwinkle, Kim, and Southard (2012) found that though it is good to mix age groups together, a vast difference in ages such as 7-93 year olds may be too large a gap. With an age gap this large, it is difficult to establish a good mentor relationship for the children who sometimes become bored quickly and lose attention. One example of a specialized program includes a program working with grandparents of grandchildren who are on the Autism Spectrum Disorder. This program used technology to connect the two generations and close the communication gap (Wright et. al., 2012). The intergenerational program we are currently proposing would not follow a community based program outline, but will provide many similar benefits as a community based program.

Assisted Living Based Programs

In recent decades, assisted living facilities were the fastest growing residential settings for older adults in the United States. According to Mollica and Johnson-Lamarche (2005), in 2005 assisted living facilities served almost one million older adults in 36,000 settings across the country. Personal interactions in assisted living settings are associated with better quality of life, morale, life satisfaction, and well-being (Street, Burge, Quadango, & Barrett, 2007). However, developing and maintaining relationships in these community settings is difficult to accomplish because the social networks and the settings are set up differently than a normal community.

As older adults transition into assisted living, they encounter social contexts which they are unfamiliar with (Park, Zimmerman, Kinslow, Shin & Roff, 2012). Individuals at assisted living facilities maintain the closest relationships with family or friends outside of the residence, keeping assisted living residence at the level of acquaintances (Park et. al., 2012). Therefore, intergenerational programs help individuals in assisted living facilities feel as though they can develop meaningful relationships with individuals from outside of the facility and pass on stories and experiences. In a study conducted by Fair, Davis and Fisher, (2011), children involved in an assisted living intergenerational program found the experience to be educational and nourishing to the mind and the spirit. A program facilitated in an assisted living facility will not be used for this particular intergenerational program as the main focus is on the student's outcome measures. The proposed program will have similar benefits as a program facilitated in an assisted living facility.

Mentorship Programs

Mentorship programs can be extremely beneficial in creating positive intergenerational relationships. Duke, Cohen and Novak (2009) used a geriatric mentorship program for their study to help increase understanding between first year medical students and the geriatric population. The study results revealed that the mentorship program helped to develop positive attitudes towards the elderly for the first year medical students (Duke, Cohen & Novak, 2009). Programs such as these can be beneficial by increasing the number of medical professionals who choose to work in a geriatric field, something that is greatly needed to keep up with the ever growing elderly population. Mentorship can be a positive outcome from many different types of intergenerational programs, including school based or community based. In the program we will be proposing, mentorship will be used to facilitate positive interactions between the elderly volunteers and the student participants.

Service Learning Programs

Service learning in elementary schools has great potential, however is underutilized in the majority of the United States (Fair, Davis, & Fisher, 2011). Service learning offers students the opportunity to learn about their community, interact with individuals who may be from a different ethnicity, race, religion, or age, and to spend time processing these differences while making links to their academic content (Fair, Davis, & Fisher, 2011). Benefits to service learning include an increase in student's engagement within their community and an increase in their social development skills. Likewise their sense of civic responsibility develops (Kielsmeier, Scales, Roehlpertain, & Neal, 2004.) Students who participate in service learning have been shown to make greater gains on standardized tests, had fewer absences, and experience fewer

suspensions than children who did not participate in a service learning project according to Soslau and Yost (2007). Service learning will be a secondary outcome for this proposed program plan, as students and senior participants will have opportunities to learn about one another and learn more about their communities as a whole while they are working together to improve reading, writing and communication skills for the students.

Intergenerational Programs and Occupational Therapy

The review of the current literature showed that very few of the intergenerational programs available are implemented by occupational therapists or have an overall goal of returning participants to their valued occupations.

Why Occupational Therapy?

Occupational therapists have the ability to analyze, problem solve, and identify strengths of individuals. Facilitators of intergenerational programs must be able to draw out the strengths of both generations, promote sustained attention, and encourage self-motivation for involvement in the program at hand. The facilitator must also ensure that adults and children are always the main program focus (Morita & Kobayshi, 2013). Occupational therapy practitioners provide integrated interventions. They adapt these interventions to be contextually appropriate to meet the needs of their clients (Howe et. al., 2013).

Occupational therapists utilize a client-centered approach when working with others. Occupational therapists specialize in group activities as they are able to interact while maintaining distance to allow the group to form a strong group dynamic. Likewise, occupational therapists have the ability to mode match to best fit the needs of the group.

Mode matching is important because people of all ages are dynamic. Occupational therapists are flexible and have the ability to adapt their plans when working with dynamic groups. Occupational therapists study individuals across the lifespan, making them desirable facilitators for intergenerational programs. Finally, occupational therapists are able to refer to models and frames of reference for insight and guidance. The Model of Human Occupation and the Contact Theory are both used in intergenerational programming and will be used in the development of this proposed program plan.

Occupational therapists are specially equipped to provide services to school aged children with learning disabilities. School aged children with learning disabilities often receive occupational therapy services in the school setting as a related service, these services aim to improve the child's competence in school by helping the child bridge the gap between their capacity to learn and their successful engagement in valued life occupations(American Occupational Therapy Association, 1998). Occupational therapists address learning disabilities in a variety of ways. The occupational therapist may use therapeutic activities, environmental adaptations or group programs to assist children with learning disabilities (American Occupational Therapy Association, 1998).

Frames of Reference and Theories

Theory- and evidence-based models of intergenerational programming are scarce, although excellent training programs and intergenerational handbooks are available according to Bressler, Henkin, and Adler (2005). The Contact Theory was first applied

in 1984 by Capsi. This theory was developed in reference to interracial contact, to the intergenerational setting where he used it to shape an elderly volunteer program at an elementary school. The Contact Theory has proven to be a useful guide for intergenerational practitioners because its application fosters positive intergroup interaction, which is the main goal of most intergenerational programs (Jarrott & Smith, 2010). The Contact Theory has five tenets that promote positive contact between members of diverse groups. Tenants include sharing a common goal, cooperation, equal group status, opportunity for friendship, and a shared support for authority (Jarrott & Smith, 2010). In a study conducted by Jarrot and Smith (2010), researchers found that use of Contact Theory in an intergenerational program appeared to support the goals of intergenerational contact. Both children and elders were observed to have higher levels of active engagement and lower levels of static observation. Conversely, individuals who were not in the contact theory group had failure to optimize the tenets and had lower levels of intergenerational interactions and higher levels of passive engagement or watching (Jarrott & Smith, 2010).

Erikson's developmental stages cover the entire lifespan from birth to death and are based upon social interactions (Cole & Tufano, 2008). The two stages that are of particular significance to this proposed program plan will be the middle childhood and middle adulthood stages. The middle childhood stage is identified as industry versus inferiority. In this stage the child has a focus on academic learning and mastery of skills (Cole & Tufano, 2008). The middle adulthood stage is identified as generativity versus stagnation. In this stage the adult takes an active role in guiding younger generations, giving back to their community and mentoring others (Cole & Tufano, 2008). This

developmental theory is based largely upon social interactions throughout the lifespan and how they can negatively or positively impact an individual's development. The proposed intergenerational afterschool program would aim to provide positive social interactions that would benefit both groups of participants based upon the developmental stages they are in. Those participants in the middle childhood stage will gain confidence in their academics and will have opportunities for skill mastery. The middle adult participants in this program will have the opportunity to fulfill a mentorship role to the other participants and give back to their communities.

The Model of Human Occupation (MOHO) is the most widely used occupation based model by occupational therapists (Crepeau, Cohn, & Boyt-Schell, 2009). This model is used by many due to its holistic view of clients, the structure it provides for occupation based interventions and its overall familiarity (Lee, Taylor, Kielhofner & Fisher, 2008). MOHO also has an extensive evidence base that reinforces its effectiveness as an occupation based model. “MOHO conceptualizes occupational therapy as a process in which practitioners support client engagement in occupations in order to shape the clients abilities, their routine way of doing things, and their thoughts and feelings about themselves” (Crepeau, Cohn, & Boyt-Schell, 2009, p. 447). The four main concepts of MOHO (volition, environment, habituation and performance capacity) are easy to understand and identifiable by most occupational therapists (Lee et. al., 2008). Using this model would be useful as a guide for a school based intergenerational program will help to guide an occupational therapist facilitator with keeping the program both client centered and occupation based. MOHO has clearly defined concepts that can be easily understood and addressed by the facilitator of this program.

Limitations of Research

There were some limitations in the current literature that we noted as we were conducting our review. Throughout the review we were unable to find any negative results from participating in an intergenerational program. Some literature reported that participants in an intergenerational program had neither positive or negative benefits, but the majority of the studies reported positive benefits. Throughout the review of research it was also discovered that there were far fewer quantitative research articles available on intergenerational programs as compared to qualitative research.

Conclusion

The literature review revealed that intergenerational community programs have substantial benefits for both younger and older populations. Intergenerational programs have the potential to be a valuable tool for providing intervention and support to young students with reading and writing learning disabilities. Not only can a program such as this assist the students with their school performance and results, it can increase their self-confidence and personal resilience. Older populations can benefit from intergenerational programs as well by fulfilling a mentorship role, escaping isolation, experiencing increased social and community benefits, and through improved motivation and self-confidence. School aged children with learning disabilities receive occupational therapy services in their schools as a related service; these services aim to improve the child's competence in school by helping the child bridge the gap between their capacity to learn and their successful engagement in valued life occupations. Occupational therapists can also play a significant role in these programs by facilitating the interactions between the older and younger populations to promote increased independence in occupations.

The overall goal of this program will be to increase reading and writing abilities of young students diagnosed with learning disabilities through the facilitation of an inter-generational relationship between community-based seniors and elementary school children.

METHODOLOGY

The topic of this study was presented to a team of student researchers by an occupational therapist as a possibility for a scholarly project. The topic of intergenerational programming was originally used for a small program planning assignment in the University of North Dakota's occupational therapy program. This assignment helped to build a small research base and form an idea of how they wanted to complete their scholarly project based on this topic. A search was completed using EBSCO databases, CINAHL, PubMed and AJOT for peer-reviewed journal articles in the English language about intergenerational programs in the last five years. As data was gathered on intergenerational programs, the scope of the study was narrowed down to intergenerational programs for assisting school children with specific learning disabilities. The specific learning disability to be targeted in this research was in regard to reading and writing. There was no research found on intergenerational programs designed to assist this specific population. A gap in the literature pertaining to occupational therapists facilitating intergenerational programs was also discovered. The current literature that is available on intergenerational programs led to the development of an intergenerational program facilitated by a school occupational therapist that would be a beneficial intervention for young students who are on an IEP for a specific learning disability.

After the extensive literature review was conducted, a product for the implementation of an afterschool intergenerational program connecting community-

dwelling mentors and students with a specific learning disability was developed. The Model of Human Occupation, Contact Theory and Erikson's developmental theory were chosen to help guide the development of their program product. Interventions for this program were found using intervention handbooks that were available, online internet searches of interventions for reading and writing, and previous knowledge from student fieldworks. All interventions were modified to fit the needs of this individual program and its participants.

The concepts from the Model of Human Occupation were used to guide this product and were interwoven into the programs interventions. Each activity highlights one or more theoretical concepts from the model. Outcomes measures for this program were developed to assess problem areas for each group of participants that were identified during the literature review. The outcomes measure also utilized the Model of Human Occupation concepts to keep the product cohesive. Erikson's theory of psychosocial development stages was utilized in this program to reinforce the relationship between the student and mentors, and particularly to address the role of the mentor volunteers in the program. All activities in this program are structured to provide opportunities for cooperation, friendship and sharing a common goal, and these concepts are from the Contact Theory. Once finished with the product, subsequent sections of the scholarly project were completed.

PRODUCT



**Fostering Reading, Writing, and Communication
Skills through Intergenerational Relationships:
An Afterschool Program**

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The University of North Dakota

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Introduction

Goals of Program

The overall goal of this program will be to increase reading and writing abilities of elementary school students diagnosed with learning disabilities through the facilitation of an intergenerational relationship with community based mentors.

Locating Participants

There are two groups of participants to be included in this program; fourth grade students and community dwelling mentors. Inclusion criteria for the first group include being a fourth grade student, being diagnosed with a Specific Learning Disability; specifically reading and writing difficulties, and currently being on an Individualized Education Plan (IEP) through the school. Exclusion criteria will include those students with documented behavioral disorders and/or violent outbursts. The school based occupational therapist will identify 10 to 15 children who meet the inclusion and exclusion criteria to be a part of this program. In order to have these students participate in the afterschool intergenerational program, consent will be obtained from the parents and assent from the children.

The second group involved is the community based mentors. Inclusion criteria include being an independent, community dwelling mentor, between the years of 55-75 years old, and having the physical and cognitive ability to successfully participate in all of the program sessions. Mentors will be required to get a background check prior to working with the students. Exclusion criteria include those with behavioral difficulties, safety concerns, and limited cognition. Mentors will be recruited via flyers describing the program and its purpose at mentor centers, retirement communities, and independent

living facilities. The occupational therapist should also contact the directors of these facilities to help the advertising and recruitment process. Ten to fifteen participants would then be selected from those mentors who have met the inclusion and exclusion criteria. The number of mentors chosen to be participants in this program will depend on the number of student participants who are identified.

About the Facilitator

This intervention plan is intended to be facilitated by the school occupational therapist. The school occupational therapist's role is to facilitate the activities, obtain child assent, and administer the consent forms, satisfaction surveys, and the pre and posttests to each group of participants. The pre and posttests information will be analyzed by the school occupational therapist in order to determine the outcomes of the program. The school occupational therapist will also be in charge of administering the Modified Interest Checklist in the first session to pair students with compatible mentors.

Outcomes Measures

Data will be gathered from both groups of participants via pre and posttests. The pre and posttest will measure self-confidence, interest in reading and writing skills, and ability to concentrate for the student participants. For the mentor participants, the pre and posttest will measure levels of perceived loneliness, depression, and overall quality of life. These tests will be administered by the school occupational therapist. The information gathered from these tests will help to determine the outcomes of this program for both groups of participants.

Outcomes for this program will also be determined in conjunction with the student's individual IEP goals and the outcome measures that are used by the school

occupational therapist. The occupational therapist will include the data gathered from the students' performance in the afterschool program in the annual IEP meeting. The occupational therapist will encourage parent involvement throughout the afterschool program so that parents are aware of what goals the program is helping the student reach. Each state has its own individual outcome measures and procedures for students on an IEP, and occupational therapists considering the implementation of this program should utilize them accordingly.

Consent Form

Consent forms for the student/student's parents and the mentors are included and should be given to the participants prior to the study. The consent form provides the participants with information regarding benefits of the program, and states they are able to withdraw at any time if they feel the program is not meeting their needs. Assent from the child will also be obtained by the school occupational therapist.

Activities

Activities in this afterschool program will focus on encouraging writing, reading and communication skills for the student participants. Activities include information sharing activities during the initial group meetings to help the group members get to know one another and promote a feeling of belonging to the group. Creative process activities will be utilized to promote cooperation and collaboration in working toward a shared goal. Many of the activities overlap and build off of one another so that the participants can feel comfortable with the activities. The mentor participants in the program will also be encouraged to help the students with their writing, reading and communication skills throughout the activities. This will help create a feeling of need and

importance for the mentors through helping the children.

Theories

Erikson's theory of psychosocial development stages is utilized in this program to reinforce the relationship between the student and mentor participants. The student participants in this program are currently in the *industry vs. inferiority* stage of development. In this stage the child is attempting to build the specific skill set they believe society is demanding of them; if the child is unable to develop these skills they may have a feeling of inferiority. The mentor participants in this program are currently experiencing the *generativity vs. stagnation* stage of their life. In this stage, the mentors are attempting to give back to society and become involved in the community. This program addresses the stages that both participant groups are experiencing and aims to help them achieve the most optimum outcome from those stages.

The Contact Theory has proven to be a useful guide for intergenerational practitioners through application that fosters positive intergroup interaction, which is the main goal of most intergenerational programs. Tenants of this theory include sharing a common goal, cooperation, equal group status, opportunity for friendship, and a shared support for authority. This theory helps to guide this program's approach of intergenerational activities. All activities are structured to provide opportunities for cooperation, friendship, and sharing a common goal.

The Model of Human Occupation (MOHO) is utilized to guide the interventions of this program plan and its activities. The model's concepts are interwoven throughout all of the interventions and the data collection methods. Each intervention lists what theoretical concepts are being addressed with the activity. The pre and post tests

administered to both participant groups also employ theoretical concepts from MOHO such as volition, values, habituation, and roles.

Satisfaction Survey

The satisfaction survey should be administered at the middle of the program (week 5) to address if the participants are satisfied with the activities. At this point, the facilitator can make any changes that are needed. Likewise, the satisfaction survey should also be administered at the end of the program to show increased or decreased satisfaction with program activities.

Pre and Post Test for Students

Do you feel confident?

1: I don't feel confident 2: I feel little confident 3: I feel confident 4: I feel very confident

Do you have a hard time sitting still in class?

1: I don't have a hard time 2: I have a little bit of a hard time 3: I have a hard time 4: I have a very hard time

Do you like reading?

1: I don't like it 2: I like it a little 3: I like it 4: I like it a lot

Do you like writing?

1: I don't like it 2: I like it a little 3: I like it 4: I like it a lot

Do you like being around older people?

1: I don't like it 2: I kind of like it 3: I like it 4: I like it a lot

Pre and Post Test Mentors

How would you rate your current level of depression?

1: None to Little Depressed 2: Occasionally Depressed 3: Moderately Depressed 4: Severe Depression

How would you rate your current level of loneliness?

1: None to Little Loneliness 2: Occasionally Lonely 3: Moderately Lonely 4: Always Lonely

How would you rate your current level of motivation?

1: Rarely Motivated 2: Motivated Occasionally 3: Motivated Most of the Time 4: Always Motivated

How would you rate your current health?

1: Not Healthy at All 2: Somewhat Healthy 3: Moderately Healthy 4: Always Healthy

How would you rate your satisfaction with your participation in daily activities?

1: Not Satisfied 2: Somewhat Satisfied 3: Mostly Satisfied 4: Always Satisfied

Child Assent:

Verbal assent will be obtained from all school-aged participants. The program will be described to them in terms that they understand. A general overview of the activities to be completed and the relationships that will be built with the mentors will be introduced. The school-aged participants will then have the opportunity to ask any questions that they may have about the program and will have the opportunity to decline participation.

Parent Consent Form:

FOSTERING READING, WRITING, AND COMMUNICATION SKILLS THROUGH INTERGENERATIONAL RELATIONSHIPS: AN AFTER SCHOOL PROGRAM

INTRODUCTION

Your child has been invited to participate in an after school program that connects mentors with school aged children. This afterschool program will be used to increase positive and meaningful relationships between the two groups while helping to increase reading, writing and communication skills for your child.

WHAT IS INVOLVED IN THE PROGRAM?

As a participant your child will be asked to participate in an afterschool program bringing mentors and school aged children together to assist children in their reading, writing and communication skills. This will take approximately 30-45 minutes three times a week for nine weeks.

Participants can be expected to participate in a variety of activities developed to address reading, writing, and communication skills in a fun and exciting way.

Participants may stop being involved in the afterschool program at any time if they experience any emotional distress, discomfort, or if the afterschool program is not meeting their social and emotional needs.

RISKS

This program involves a risk of strong emotions that may arise during the afterschool program or after the program comes to a close. These strong emotions may stem from forming deep friendships with other participants.

There may also be other risks that we cannot predict.

BENEFITS TO TAKING PART IN THE PROGRAM?

It is reasonable to expect the following benefits from this program: Younger populations benefit from intergenerational programs by having increased self-confidence, better school results and attendance, as well as greater personal resilience. Older populations benefit from intergenerational programs through improved motivation and self-confidence, escape from isolation, experience increased social benefits, and community benefits. However, we can't guarantee that you will personally experience benefits from participating in this program. Others may benefit in the future from the information we find in this program.

CONFIDENTIALITY

Your child's name will not be used when data from this after school program is published. Every effort will be made to keep notes, records and other personal information confidential.

We will take the following steps to keep information confidential, and to protect it from unauthorized disclosure, tampering, or damage: All data files containing participant's names and private information will be kept on a password protected computer and a

locked file cabinet that only the program facilitators will have access to.

YOUR RIGHTS AS A PROGRAM PARTICIPANT

Participation in this program is voluntary. You have the right not to allow your child participate at all or to leave the program at any time. Deciding not to participate or choosing to leave the program will not result in any penalty.

CONTACTS FOR QUESTIONS OR PROBLEMS?

Contact Cynthia Nelson at cynthia.b.nelson@my.und.edu or Laurel Prusak at laurel.prusak@my.und.edu if you have questions about the program, any problems or concerns, or if something unusual or unexpected happens.

Permission to Participate in Afterschool Program

I _____ (print name), signify that I have read the above consent form and would allow my child to participate in the afterschool program that brings school aged children together with mentors.

Parent/Guardian Signature _____ Date _____

Upon signing, the parent/legal guardian will receive a copy of this form, and the original will be held in the subject's research record.

Mentor Consent Form:

FOSTERING READING, WRITING, AND COMMUNICATION SKILLS THROUGH INTERGENERATIONAL RELATIONSHIPS: AN AFTER SCHOOL PROGRAM

INTRODUCTION

You have been invited to participate in an after school program as a mentor that connects mentors with school aged children. This after school program will be used to increase positive and meaningful relationships between the two groups while helping to increase reading, writing and communication skills for the students.

WHAT IS INVOLVED IN THE PROGRAM?

As a participant you will be asked to participate in an afterschool program bringing mentors and school aged children together to assist children in their reading, writing, and communication skills. This will take approximately 30-45 minutes three times a week for nine weeks.

Participants can be expected to participate in a variety of activities to build meaningful relationships with individuals of all ages.

Participants may stop being involved in the afterschool program at any time if they experience any emotional distress, discomfort, or if the afterschool program is not meeting their social and emotional needs.

RISKS

This program involves a risk of strong emotions that may arise during the afterschool program or after the afterschool program comes to a close. These strong emotions may stem from forming deep friendships with other participants.

There may also be other risks that we cannot predict.

BENEFITS TO TAKING PART IN THE PROGRAM?

It is reasonable to expect the following benefits from this program: Younger populations benefit from intergenerational programs by having increased self-confidence, better school results and attendance, as well as greater personal resilience. Older populations benefit from intergenerational programs through improved motivation and self-confidence, escape from isolation, experience increased social benefits, and community benefits. However, we cannot guarantee that you will personally experience benefits from participating in this program. Others may benefit in the future from the information we find in this program.

CONFIDENTIALITY

Your name will not be used when data from this after school program is published.

Every effort will be made to keep notes, records and other personal information confidential.

We will take the following steps to keep information confidential, and to protect it from unauthorized disclosure, tampering, or damage: All data files containing participant's names and private information will be kept on a password protected computer and a

Satisfaction Survey

Mentor Participant Satisfaction Survey

Facilitator(s)

Name(s): _____

Date: _____

Please take a moment to rate how well you feel the program was conducted and your overall satisfaction with the program.

The facilitator(s)...	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Clearly answered any questions I had.				
2. Used clear language that I could understand.				
3. Created a comfortable environment.				
4. Were nonjudgmental.				
5. Were friendly.				
6. Were enthusiastic.				
7. Were respectful.				

As a participant, I found...	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The activities were interesting and fun.				
2. The activities enhanced my relationships with the school aged children.				
3. The location was convenient.				
4. The time of the program was convenient.				
5. There was enough time to complete all of the activities during each session.				

6. I was satisfied with the program.				
--------------------------------------	--	--	--	--

What things did you like about the program?

What things did you NOT like about the program?

Were there any activities that you feel did not meet the stated goal?

Please share any additional comments you have about your experience.

Satisfaction Survey

Student Participant Satisfaction Survey

Facilitator(s)

Name(s): _____

Date: _____

Satisfaction Survey		
Did you have fun during this program		
Did you like working with the mentors		
Did you like the games and activities		
Did you learn new things		

What did you like about the program?

What did you NOT like about the program?

ACTIVITIES

WEEK ONE: INTRODUCTION

Title: Find Your Match

Objective:

1. Individuals will complete the Modified Interest Checklist from the Model of Human Occupation Clearinghouse to identify their interests so that they can be matched with their most appropriate partner for the duration of the program.

Theoretical Concepts: Volition, roles, values

Setting: In a quiet room with tables and chairs.

Preparation: Make copies of the Modified Interest Checklist (located on the MOHO Clearinghouse website) and the Human Bingo Worksheet for each individual (located in the Appendix).

Materials Needed: Modified Interest Checklist, Human Bingo worksheet, pencils/pens

Performance Skills Addressed

- Emotional Expression
- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Individuals will each be given a Human Bingo worksheet. In 10 minutes, the individuals should try to fill out as many boxes as possible to try and get a black out.

After the allotted time, individuals will introduce themselves to the group.

Activity:

1. Individuals will sit at the tables and complete the Modified Interest Checklist.

Wrap-Up: Review the following topics: ground rules of the group, overview of the

purpose of the after school program, and upcoming activities.

Possible Grading:

More Challenging: The human bingo could have more squares to make it more difficult to get a bingo. This would also encourage the participants to talk to more people.

Less Challenging: Instead of playing Human Bingo, a less active ice breaker could be played such as introduce yourself and state one interesting fact.

Smaller Group: For a smaller group, the same activity could be played. If there are not enough people to get a full bingo on the Human Bingo game, the individuals could be given one or two free spaces.

**The facilitator will review the Modified Interest Checklists and match up individuals that have the same interests (one student with one mentor). These will then be the pairs for the upcoming activities.

Title: Introductions

Objectives:

1. Teach participants about how people of different age-groups often have varying perspectives that cause them to think, act, and relate differently than people of their own generation.
2. Encourage participants to get to know each other and share of themselves in a personal way as this is the first step to building an intergenerational friendship.

Theoretical Concepts: Values, personal causation, roles

Setting: In a quiet room with tables and chairs.

Preparation: Print Getting to Know You cards for each pair (located in the Appendix)

Materials Needed: Getting to Know You cards and pencils

Performance Skills Addressed:

- Communication Skills
- Listening Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Have participants introduce themselves by stating their names, something they are doing in school or in the community, and a favorite hobby.

Activity:

1. Play the card game to stimulate more information sharing.
2. Have the participants take turns picking up cards and asking questions of each other.
3. If someone doesn't want to answer the question they can pass. Participants are

encouraged to answer as many questions without passing.

Wrap-up: Ask participants to say a few words about similarities and differences between their own lives and those of their other aged friends.

Possible Grading:

More Challenging: Each individual could answer the question on the card without passing.

Less Challenging: Individuals could choose the questions that they would like to answer prior to answering to the group.

Smaller Group: This activity would not change for a smaller group. The same format would be followed.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Fishing for Feelings

Objective:

1. Participants will complete a card game about different feeling and emotions. The individuals will then discuss how no matters the age, individuals experience the same feelings.

Theoretical Concepts: Volition, values

Setting: A quiet environment with desks or tables.

Preparation: Prepare a small deck of cards for each team present, which represent different feelings an individual may experience. Each card will have a separate feeling. Feelings may include: anger, joy, confusion, scared, sadness, excited, giggly, bored, ect. Include two of each emotion in each deck of cards.

Materials Needed: Feelings cards

Performance Skills Addressed:

- Emotional Expression
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Answer the following questions:

- What are feelings?
- Why is it important to know how you feel?
- Who can you talk to when you are feeling angry, happy, or scared?

Activity:

1. Participants will pair up with their assigned partner and then join with other pairs

to make teams of 4-6 participants. Each team will be given a deck of feeling cards and each team member will be given 5 cards.

2. The participants will take turns asking the rest of their team if they have a specific feeling card, similar to how one would play go fish. If a participant finds another team member with the same card then both participants will share a time when they experienced that feeling.

Wrap-Up: *Ask the following questions:*

- What similarities did you find between you and your team members?
- Was it difficult to talk about some of the feelings you have experienced?
- How did it make you feel to learn more about your team members?

Possible Grading:

More Challenging: Increase the amount of feelings cards in each deck.

Less Challenging: The emotions and feelings in the deck of cards could be discussed prior to completion to make sure that all individuals understand the meanings and possible scenarios where they may feel those emotions.

Smaller Group: No adaptations would need to be made for a smaller group.

Adapted from: <http://blog.playdrhutch.com/2012/10/10/playful-activities-to-help-kids-learn-about-feelings/>

**WEEK TWO:
DIFFERENT YET THE
SAME**

Title: Despite Our Differences

Objectives:

1. This activity will help facilitate intergenerational relationships and a celebration of differences.
2. Participants will develop an awareness of generations separated by age and experience, and show each group and each person their common ground.

Theoretical Concepts: Values, roles, volition

Setting: In a quiet room with tables and chairs

Preparation: Make copy of Despite Our Differences Worksheet for each pair (located in the Appendix).

Materials Needed: Despite Our Differences Worksheet and pencils

Performance Skills Addressed:

- Writing Skills
- Reading Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- Do you have to like and do the same exact things as someone to be friends with them?
- Is it ok to be different from others?

After a group discussion based on the questions, present the materials for the activity.

Activity:

1. Have the large group split up into their assigned pairs to list what is different

between them and what is the same.

2. Once the pairs have agreed on their differences and likenesses, have the mentors assist the students in filling out the *Despite Our Differences Worksheet*.
3. Once the students and mentors have filled out their worksheets, encourage the students to share their pictures and what they wrote out loud with the rest of the group.

Wrap-Up: Have the pairs return to the large group. Discuss again why it is ok to be different from your friends. Also discuss that even though two individuals may seem very different they might have a lot in common.

Possible Grading:

More Challenging: Have each student complete the activity with another student, then have each student complete the activity with a mentor. This will show the students that you will have differences and likenesses despite the age difference.

Less Challenging: Before splitting the group into the assigned pairs brainstorm as a group a list of differences between the mentors and the students. Also brainstorm a list of things mentors and the students may have in common. Leave the list up for the pairs to refer to when they are filling out their worksheet.

Smaller Group: This activity can be completed by a smaller group with no changes.

Adapted from: <http://ayearofmanyfirsts.blogspot.com/2013/02/the-book-nook-anti-bullying-books.html>

Title: My Superhero

Objective:

1. Participants will learn similarities between the two generations by sharing who their hero is and why. Participants will also work on writing, public speaking, and creative drawing.

Theoretical Concepts: Values, roles, volition

Setting: In a quiet room with tables and chairs.

Preparation: Supply participants with the My Superhero Worksheet (located in Appendix)

Materials Needed: Markers, colored pencils, and blank paper

Performance Skills Addressed

- Writing Skills
- Creative Thinking
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: The group facilitator will define what a hero is to the participants. As a group, participants will come up with a list of qualities that make someone a good hero or role model.

Activity:

1. Pairs will sit together at the tables. Individuals will draw a picture of their hero and write a brief paragraph on the back about their hero.
2. After the individuals are finished drawing and writing about their hero, they will

share with their table their pictures and descriptions.

Wrap-Up: *Discuss the following questions:*

- How did it make you feel to talk about your hero?
- How did you feel to find out that both generations share some of the same heroes (dads, superman, etc.)?
- What will you do to be a role model for others?

Possible Grading:

More Challenging: Instead of drawing a picture, the individuals could write a letter to their hero. If possible, the individuals could give/send their letter to their hero.

Less Challenging: To take a break from writing, the individuals could draw the picture of their hero and then describe verbally about their hero to the group.

Smaller Group: With a smaller group, all individuals could sit at the same table and share the art supplies. Following completion of the activity, the group could go around the circle and recap about their hero.

Title: Two Truths and a Lie

Objective:

1. This activity will help the participants gain an understanding of one another and learn more about one another

Theoretical Concepts: Roles, habits, routines, values

Setting: In a quiet room with tables and chairs

Preparation: Gather the supplies needed for the activity.

Materials Needed: Paper, pencils

Performance Skills Addressed:

- Writing Skills
- Reading Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: The facilitator will start by modeling the process by telling two truths and a lie (preferably something that could plausibly be true). Use example statements such as: I have two children. I once won a pie-eating contest. When I was ten, I hated science. Have the group guess which statement is a lie.

Activity:

1. Have each participant individually write out their two truths and a lie, without telling anyone what they are writing.
2. Next have the individuals meet up in their assigned pairs. The student will read their two truths and a lie to their partner and so will the mentors. Each partner will attempt to guess what sentence is a lie.

3. Then have the participants come back together in a large group. Have each participant share their two truths and a lie out loud and have the whole group guess which sentence is a lie.

Wrap-Up: Ask the group if they found any surprises during this activity.

Possible Grading:

More Challenging: This activity could be made more challenging by having each participant write their two truths and a lie into a bucket. The facilitator will pull out each paper and the group will have to guess who wrote it, and then guess which one is a lie.

Less Challenging: This activity could be made less challenging by having each participant write only one truth and one lie.

Smaller Group: A smaller group could complete this activity by staying in the large group instead of breaking up into pairs.

Intergenerational activities sourcebook. (2003). State College, PA: The Pennsylvania State University

**WEEK THREE:
READING FOUNDATION**

Title: Mad Libs

Objective:

1. The Mad Libs activity will be used as a medium to review words and parts of speech.

Theoretical Concepts: Volition

Setting: A quiet room with a whiteboard/chalkboard/ or a flip chart and chairs and tables.

Preparation: Print a copy of a different Mad Lib for each group that is the same difficulty level. Mad Lib books can be purchased at a bookstore or at Wal-Mart.

Materials Needed: Mad Lib, whiteboard/chalkboard/or flipchart, and pens/ pencils

Performance Skills Addressed

- Writing Skills
- Communication Skills
- Creative Thinking

Intro:

- Explain the objectives of the session to the participants and the support staff.
Discuss what activities will be completed and the timeframe for the session.

Warm-Up: The group will work together to write down on the whiteboard/ chalkboard/ or flip chart what the following words are: Noun, Verb, Adjective, Adverb, and Pronoun.

This flip chart can be used for reference while completing the Mad Lib activity.

Activity:

1. One Mad Lib will be completed in each pair. Preferably, the student will be in charge of writing down the words to fill in the blanks. The community dwelling

mentor is responsible for helping the student with spelling.

2. After all partners have finished a Mad Lib, the partners will come together and join the group. Pairs will take turns reading their Mad Libs to the group.

Wrap-Up: *Ask the following questions:*

- What did you find easy/difficult about this activity?
- What did you learn while doing this activity?
- Who in your family would enjoy doing this activity with you?

Possible Grading:

More Challenging: Individuals could complete Mad Libs individually. This would be more challenging because they would not have someone to help them with ideas.

Less Challenging: One Mad Lib could be completed within the whole group. Individuals can answer intermittently or individuals could go around the room and answer in a pattern.

Smaller Group: No modifications made for smaller group. The same activity format would be followed, however the partners could complete more than one Mad Lib if time allowed.

Title: Spelling Competition

Objectives:

1. Help participants learn new words and have a raised awareness about working with words that both generations use.
2. This activity is designed to provide youth and older adults with the opportunity to increase their mental focus and spelling ability in a fun environment.

Theoretical Concepts: Volition, self-efficacy

Setting: In a quiet environment with tables and chairs.

Preparation:

- Create a spelling bee list of words that are of the proper reading level for the students

Materials Needed: Dictionary, word list that is applicable to students

Performance Skills Addressed

- Writing Skills
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: The groups will divide into smaller groups of equal number of students and community dwelling mentors. Once divided, team members will collaborate to come up with a team name that must include the first letter of each participant's name.

Activity:

1. The team with the team name starting with the letter closest to Z will start.
2. The team will then be given a word by the facilitator. The team works together to

come up with the correct spelling of the word. One point will be granted to the team when the word is spelled correctly.

3. The team with the most points at the end of the game wins.

Wrap-Up: *Ask the following questions:*

- How did this activity make you feel?
- How did your fellow students and community dwelling mentor partner help you?
- Describe the benefits to working together on a team to accomplish goals.

Possible Grading:

More Challenging: Each individual will have to spell the words individually without consulting with other teammates.

Less Challenging: Word level can be lowered to make the words easier to spell

Smaller Group: With a smaller group, this same activity could be accomplished. Instead of individuals being on a team, individuals could have a partner.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Code Cracker

Objective:

1. To encourage problem solving and reasoning skills with language and grammar.

Theoretical Concepts: Volition, roles

Setting: In a quiet environment with tables and chairs.

Preparation: Gather the supplies needed for this activity

Materials Needed: Paper and pencil

Performance Skills Addressed

- Reading Skills
- Problem Solving
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Start by writing out all of the letters of the alphabet where all of the participants can see. Review each of the following codes and provide examples of how to use each code.

- **Code 1:** “Hop One.” This is an easy code to write, but a surprisingly weird and challenging one to decode! Just replace each letter with the one just after it in the alphabet. “Read a book,” for example, would be “Sfbe a cppl.” To make a “z”? Loop back to the start and write “a.”
- **Code 2:** Capital Letters. Write a short passage using lots of proper nouns and capitalized first words in sentences. The message is composed by stringing only the capitals together. “Eat good food,” for example, would come from “Every

time Arthur went to Total Goodness to eat Outrageous Orange Donuts, he ended up seeing his arch enemies, Fred, Oscar, Ozzy and Danny.”

- **Code 3:** “Hieroglyphs.” Ancient Egypt was just one of the cultures that used pictorial representations to create a language. In this case, invite your child to design an original symbol of some kind to substitute for every letter of the alphabet. If your child likes using computers, this can also be done by matching a font such as wingdings with a regular letter font.
- **Code 4:** Word Weirdness. Create a message with several words, and “hide them” in a set of sentences. Each word in the message can only be found after a proper noun or a capitalized initial letter. Here, for example, is “Go south 8 yards”: “Justin, go find out why Wayside Garden’s south gate, the one off I-8, seems to be opening into two Ivy Corner yards.”

Activity:

1. Have the pairs alternate writing secret messages to one another and working together to crack the messages.
2. Once each pair is comfortable cracking each other’s codes have the pair’s team up with other pairs and work together to crack their secret messages.

Wrap-Up: *Ask the following questions:*

- What strategies did you use to crack the codes?
- Was cracking the codes difficult or frustrating? Why
- What did you enjoy or dislike about this activity?

Possible Grading:

More Challenging: To make this activity more challenging, have the participants try to

guess the how to crack the codes without giving them examples first.

Less Challenging: To make this activity easier, have one secret message for each code example instead of using multiple.

Smaller Group: For a smaller group, one individual could be elected to make a secret message for the rest of the group to decode. The following portions of the activity would be the same. The questions could be answered individually.

Adapted from: http://www.education.com/activity/article/invent_a_secret_code/

**WEEK FOUR:
CELEBRATING THE PAST**

Title: Finding Your Family Tree

Objectives:

1. Participants will learn how to create genealogy charts of their own immediate families.
2. Participants will become more aware of how family size and structure have changed in recent generations.

Theoretical Concepts: Roles

Setting: A quiet room with tables and chairs

Preparation: Gather the supplies needed for this activity

Materials Needed: Notepad, pens, markers, plain white paper

Performance Skills Addressed:

- Writing Skills
- Creative Thinking

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- Introduce key vocabulary to the group: ancestors, family tree, roots surnames, etc.

Activity:

1. Have participants list possible categories of family members that would go onto the genealogy chart such as siblings, aunts and uncles, grandparents, cousins, etc.
2. Have each group member use a blank sheet of paper to make their genealogy chart. Remind the members that it is ok if they do not remember all of their family member's names, they can just write "grandma" or "cousin".

3. Have each participant share their genealogy chart with their partner
4. Each partner group will then write a paragraph about their families and why their family is unique and share it with the large group

Wrap-Up: *Ask the following questions:*

- What did you learn during this activity?
- What did you find to be difficult during this activity?
- Are you interested in learning more about your family tree?

Possible Grading:

More Challenging: To make this activity more challenging, have the participants bring in pictures of their family members and write a short sentence about each family member into the genealogy chart.

Less Challenging: To make this activity less challenging have the participants only include their most immediate family instead of any extended family.

Smaller Group: This activity can be completed without any changes by a smaller group.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Tell a Story Part 1

Objectives:

1. Instill a greater interest in reading and storytelling
2. Provide pairs with an educational alternative for how they spend their leisure time

Theoretical Concepts: Values

Setting: A quiet room with tables and chairs.

Preparation: Have paper and pencils set at each tables

Materials Needed: Lined paper, and pencils or pens

Performance Skills Addressed

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- Who do you know who tells good stories?
- What makes a good story?
- What are your favorite kinds of stories?

Activity:

1. In a large group, identify a theme (ex: facing a challenge, making a new friend, learning to do something new).
2. In pairs, participants will use creative writing to illustrate a story that is based off of the chosen theme.

Wrap-Up: *Ask the following questions:*

- What was difficult about this activity?
- What was easy about this activity?
- How was your partner able to help you throughout this activity?

Possible Grading:

More Challenging: Pairs could write a story and draw a picture depicting what happened in their story.

Less Challenging: Pairs could draw from a hat a character, setting, and main event then write a story using those pieces.

Smaller Group: This activity could be completed as an entire group if there were not enough individuals to form multiple small groups. On the other hand, this activity could be completed individually and then shared with the group.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Tell a Story Part 2

Objectives:

1. Instill a greater interest in reading and storytelling
2. Provide pairs with an educational alternative for how they spend their leisure time

Theoretical Concepts: Values

Setting: A quiet room with tables and chairs.

Preparation: Have the room set up with open space in the front for pairs to tell their stories

Materials Needed: Open space in room

Performance Skills Addressed

- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Group will complete relaxation techniques together before presenting their stories to the group. Group members will use deep breathing techniques and positive visualization.

Ask the following question:

- What do you do to relax?
- What strategies do you use to not get stressed?
- How do you feel after doing relaxation techniques?

Activity:

1. Pairs will then present short stories to the rest of the group.

Wrap-Up: *Ask the following questions:*

- What did you enjoy about listening to other groups' stories?
- Where else could you use these storytelling skills?

Possible Grading:

More Challenging: Pairs could act out their stories while reading them to the rest of the groups.

Less Challenging: Presenters could stay sitting at a round table with all of the other groups to make the activity less intimidating.

Smaller Group: This activity would have no adjustments for a smaller group.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

**WEEK FIVE:
POETRY AND
CREATIVITY**

Title: Roll and Write a Story

Objectives:

1. To facilitate the creative writing process
2. Provide the students with practice writing and reading

Theoretical Concepts: Volition

Setting: In a quiet room with tables and chairs

Preparation: Make copy of the Roll and Write a Story Worksheet (located in the Appendix) for each pair.

Materials Needed: Roll and Write a Story Worksheet, one set of dice for each pair, pencils, and paper

Performance Skills Addressed:

- Writing Skills
- Reading Skills
- Math Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Provide a 'bland' sentence to each pair and have them embellish it in 2 minutes. E.g.: 'The man fell' or 'The car stopped'. Have the pairs share their embellished sentence.

Activity:

1. Have the group split up into their assigned pairs.
2. Have the students and mentors take turns rolling the dice to create their story. The pairs will then brainstorm an entire story based off of what they rolled.

3. The pairs will then write down their story, with the mentor assisting the student when needed.
4. Have the pairs return to the group and encourage the students to share their story.

Wrap-Up: Ask the following questions:

- What was your favorite part of making up a story using the dice?
- What was difficult about this process?

Possible Grading:

More Challenging: Have the pairs come up with three stories in the time frame instead of just one. The pairs can then choose their favorite story to share with the group.

Less Challenging: Have the pairs write their story in three sentences instead of a paragraph. Or you could have the pairs color a picture illustrating the story they rolled.

Smaller Group: This activity can be completed in a smaller group without any changes.

Adapted from: <http://www.teacherspayteachers.com/Product/Roll-and-Write-Freebie-547273>

Title: Poetry Pals

Objectives:

1. Participants will develop an awareness of generations separated by age and experience, and show each group and each person their common ground
2. Participants awareness of poetry will widen, and they will learn how poems can be catalysts to self-expression
3. The activity will create an environment of openness and sharing

Theoretical Concepts: Volition, values, roles

Setting: Quiet room with tables and chairs

Preparation: Gather a handful of poetry books that are acceptable for the age of the students.

Materials Needed: Poetry books for elementary aged children, paper, pencils

Performance Skills Addressed:

- Writing Skills
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Facilitator will discuss the five senses with the group and how they are going on all the time whether we know they are or not. The five senses will be reviewed and examples of each will be given. Stress that using imagination about the five senses when reading or writing poetry is important.

Activity:

1. Facilitator will ask participants to describe their favorite place they have been on

a vacation to their partner using the senses they experienced there. If participants have not been on a vacation they can describe their favorite season using the senses they experience.

2. Pairs will next discuss a tropical island and what senses they may experience there.
3. Facilitator will present a poem of choice to the intergenerational pairs and will have them analyze and discuss what they notice and like about the poem.
4. Have the pairs write their own poems. Ask for volunteer readers from both age groups. The students may require help from their mentor group member with the writing or reading of the poem.

Wrap-Up: *Ask the following questions:*

- What did you enjoy about creating a poem? What was difficult?
- What senses are your favorite to use?

Possible Grading:

More Challenging: Have the participants write two poems, one for themselves to keep and one to give to their mentor partner to take home as a present.

Less Challenging: Have the participants draw a picture illustrating a poem instead of writing their own. Encourage the participants to share their picture and describe it thoroughly.

Smaller Group: This activity could be completed by a smaller group without any changes.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Visualization

Objectives:

1. This activity's aim is to look at self-exploration, self-esteem, and relaxation through the use of visualization.
2. Individuals will work in pairs to practice visualization skills through sharing and drawing, and will learn how to use these techniques in everyday life.

Theoretical Concepts: Volition, roles, values

Setting: A quiet room with tables and chairs.

Preparation: Supply each table with drawing paper, crayons, and normal paper for writing on.

Materials Needed: Drawing paper and crayons or markers, and writing paper with pens or pencils.

Performance Skills Addressed

- Emotional Expression
- Non-verbal Skills
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Practice visualization activity. Have the participants close their eyes and visualize their rooms at home. Encourage the individuals to use all of their senses. What does it look like? What colors do they see? Do objects appear soft or hard? What kind of lighting is there? What does it smell like? What does it sound like?

Activity:

1. The community dwelling mentor will model the activity to the students. The

community dwelling mentor will read a passage from a familiar fiction book aloud. As the community dwelling mentor does so, the students will be encouraged to close their eyes and visualize what the story is depicting. For example, the mentor may read a quote from *Where the Wild Things Are*:

That very night in Max’s room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around.”

2. After the community dwelling mentor reads the passage, they will share with the students the images that they visualized.
3. The community dwelling mentor will once again read a passage from a familiar fiction book aloud. This time the students will visualize and then share what they saw using their imagination.
4. One final passage will be read by the community dwelling mentor. This time, both the community dwelling mentor and the student are encouraged to draw a picture of what they imagined during the visualization activity.
5. Share and discuss images with each other.

Wrap-Up: *Answer the following questions:*

- What was easy about visualizing these passages?
- What was difficult about visualizing these passages?
- How will this visualizing activity help you to visualize when you are reading a book at home or at school?

Possible Grading:

More Challenging: To make this activity harder for the student, the student could read the passages to the community dwelling mentor.

Less Challenging: This activity could be made easier if the students were able to follow along with the reading. By forcing the students to listen and depend on hearing the activity is harder.

Smaller Group: In a smaller group, a speaker could be elected. The speaker can then read the scenario to the rest of the group. The following parts of the activity would remain the same.

Adapted from: http://www.educationworld.com/a_curr/profdev/profdev094.shtml

**WEEK SIX:
CREATIVITY AND SELF-
APPRECIATION**

Title: Creative Works

Objective:

1. Provide participants with a relaxed, fun way to learn about the ideas and feelings of members of another generation.

Theoretical Concepts: Volition, values, self-efficacy

Setting: In a quiet environment with tables and chairs.

Preparation: Place paper and pencils at each table.

Materials Needed: Pens, pencils and paper

Performance Skills Addressed:

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- Have you ever read any poems before?
- What do you like about poems?
- Do you think poems are hard to write? Why?

Activity:

1. Intergenerational pairs will brainstorm a topic that they would like to write about.
Topics can include seasons, holidays, childhood, school for some examples,
2. The international pairs will then discuss among themselves the ideas of things they associate with their chosen topic such as food, smells, clothing and events.
Have the mentor participants assist the students in writing all of the ideas down.

3. Teams will develop an acronym of the theme with the theme written in the first column and words, phrases or ideas describing the theme in the rows. Provide an example of the acronym to the participants so they understand what the acronym should look like.

Soft winds blow

Purple flowers bloom

I feel happy

New animals are all around

Growth is everywhere

4. Have intergenerational pairs write a short poem that goes along with their acronym and share it with the rest of the group.

Wrap-Up: *Ask the following questions:*

- What did you enjoy about this activity?
- What did you find to be the most difficult during this activity?
- How did your mentor participant help you during this activity?

Possible Grading:

More Challenging: Have the participants write a poem that does not include an acronym to guide them.

Less Challenging: Each pair could write one sentence of the poem. At the end of the activity put each pair's sentence together to make one poem.

Smaller Group: This activity can be completed by a smaller group with no changes.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: The Best Part of Me Part 1

Objectives:

1. Students and mentors will identify a positive physical feature of themselves.
2. Students will work in their intergenerational pairs to complete the activity.
3. Students and mentors will create a descriptive poem about their favorite feature.

Theoretical Concepts: Values, roles, personal causation

Setting: In a quiet room with tables and chairs

Preparation: Gather materials needed

Materials Needed: Digital camera, printer, construction paper, blank white paper, markers, pencils

Performance Skills Addressed:

- Emotional Expression
- Writing Skills
- Reading Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Facilitator will begin the session by giving an example to the group of what part of themselves they think is the best (examples: elbow, knee, hands, hair). Facilitator will begin a list on the board of what they love about that body part (examples: helps them eat, give high fives, makes them stand out). Have participants contribute to the list once they understand what is going on.

Activity:

1. Ask students and mentors if there is anything about themselves that they love and why. Initially, most children will hesitate to answer for fear of "bragging," but

will share when they realize the classroom environment is friendly and tolerant.

2. Have the group break up into their assigned pairs. Have the pairs further discuss and brainstorm ideas about their favorite body part.
3. Have the intergenerational pairs assist one another in developing a poem about their favorite body part.
4. While pairs are writing their poems, the facilitator will go around the room and take a picture of each participant's favorite body part and print them out.

Wrap-Up: *Ask the following questions:*

- What was difficult about this activity?
- What did you enjoy about this activity?
- How did discussing your favorite body part make you feel?

Possible Grading:

More Challenging: Have each individual identify one of their partners favorite body parts (example: your hands are always helpful).

Less Challenging: Have the participants write two sentences about their favorite body part instead of creating a whole poem.

Smaller Group: This activity can be completed by a smaller group with no changes.

Activity adapted from: <http://www.scholastic.com/teachers/lesson-plan/sharing-best-part-me>

Title: The Best Part of Me Part 2

Objectives:

1. Students and mentors will identify a positive physical feature of themselves.
2. Students will work in their intergenerational pairs to complete the activity.
3. Students and mentors will create a descriptive poem about their favorite feature.

Theoretical Concepts: Values, roles, personal causation

Setting: In a quiet room with tables and chairs

Preparation: Gather materials needed

Materials Needed: Digital camera, printer, construction paper, blank white paper, markers, and pencils

Performance Skills Addressed:

- Emotional Expression
- Reading Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Review information covered in previous session (what was covered, what they worked on in the previous session, and what they learned).

Activity:

1. Participants will review poems from previous session
2. Participants will glue the poem and the picture of that body part to a sheet of construction paper.
3. Participants will share with the larger group their poem and the picture.

Wrap-Up: *Ask the following questions:*

- What did you like about this activity and talking about your favorite body part?

- What did you find most enjoyable about this activity?
- What was most difficult about this activity?

Possible Grading:

More Challenging: Have the participants act out some of the things they do with their favorite body part (examples: high fives, eat food, brush hair)

Less Challenging: Have the participants read two sentences about their favorite body part instead of reading a whole poem.

Smaller Group: This activity can be completed by a smaller group with no changes.

Activity adapted from: <http://www.scholastic.com/teachers/lesson-plan/sharing-best-part-me>

WEEK SEVEN: INTERVIEWING

Title: Bringing Our Photographs to Life

Objectives:

1. Increase the appreciation of the life experiences of people from other generations among participants
2. Participants will develop enhanced communication skills

Theoretical Concepts: Values, roles, volition

Setting: A quiet room with tables and chairs

Preparation: Gather the needed materials

Materials Needed: Photographs, paper, pens, pencils, possible props and costumes and music or video equipment if desired

Performance Skills Addressed:

- Writing Skills
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- Do pictures hold any significant meaning to you?
- How can pictures remind you of past memories?

Activity:

1. Have each individual share a photograph of personal importance and explain why it is of such importance
2. Following discussion of photographs, individuals will write a short paragraph describing how they felt about sharing their personal story with others.

- Possible writing topics:
 - What does your photo show about what you value?
 - How would you describe this period in your life in which this photo was taken?
 - What life story would you write based on this photo?

Wrap-Up: *Ask the following questions:*

- What did you like about this activity?
- What did you find to be difficult about this activity?
- Did you learn anything unexpected during this activity?

Possible Grading:

More Challenging: Have the participants bring multiple pictures of themselves and choose two pictures to write about.

Less Challenging: To make this activity less challenging, have the participants write a sentence about the picture instead of a whole story.

Smaller Group: This activity can be completed by a smaller group without any adaptations.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: History in the Making

Objectives:

1. Students will develop interview skills and learn about how historical events were experienced by individuals who lived through them.
2. Older adults will apply their cognitive skills by remembering and telling stories from their past.

Theoretical Concepts: Values

Setting: A quiet room with tables and chairs

Preparation: Gather recording devices for the pairs to use

Materials Needed: note paper, pencils/pens, recording device

Performance Skills Addressed:

- Communication Skills
- Listening Skills
- Writing Skills
- Emotional Expression

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up:

- Have the students write questions that they would like to ask their elderly partner.

Have the students try to incorporate historical events into their questions as well.

Activity:

1. Break the participants up into their pairs and sit them across from one another at a table. The students should ask their elderly partners the interview questions they

had written down earlier.

2. When the interview is over ask the student and elder participant to write a brief reflection about the experience of the interview.
3. Have the students and elder participants work together to type up the interviews for the elders to take home as a gift.

Wrap-Up: *Ask the following questions:*

- What did you like about interviewing your mentor partner?
- What did you find to be difficult?
- Did you learn anything unexpected?

Possible Grading:

More Challenging: Have the students interview one of the mentor participants that they have not worked with in the past. This way the student will get to learn things about someone new to them.

Less Challenging: Provide a set outline of questions for the students to ask so they do not have to brainstorm their own.

Smaller Group: Have the groups split up with one mentor and multiple students. The students will all interview the same mentor but will ask different questions and work together to make their interview transcript.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: A-Z Interview

Objective:

1. Group members will get to know one another through the use of interview questions related to all of the letters in the alphabet.

Theoretical Concepts: Volition, roles, values

Setting: In a quiet environment with tables and chairs.

Preparation: Gather needed supplies for the activity.

Materials Needed: pencils, paper

Performance Skills Addressed

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the group the following questions:*

- What do you need to do to interview another person?
- Do you like learning new things about other people?
- Have you ever been interviewed before?

Activity:

1. Each person will be given a paper and a pencil. Individuals should divide into their pairs.
2. The community dwelling mentor and student will interview each other to find something from each letter of the alphabet that is important or meaningful to the person being interviewed.

3. Each participant will attempt to write something for each letter of the alphabet for the person their interviewing.
4. Each participant will share the information that they learned about their partner.

Wrap-Up: *Ask the following questions:*

- How did it feel to interview your partner?
- What did it feel like to be interviewed?
- When will you use these interview skills again?

Possible Grading:

More Challenging: The individuals being interviewed could be given a role to play (basketball player, astronaut, teacher etc.). They would then have to play the part and answer the questions in that role.

Less Challenging: Fewer letters from the alphabet could be addressed to make the activity easier.

Smaller Group: For a smaller group, the activity could be completed as an entire group. Individuals could take turns asking the group a question and then everybody could take turns answering. At the end of the activity, individuals could go around the circle and state one thing they learned about another person.

**WEEK EIGHT:
CREATIVE
PERFORMANCE**

Title: Theatrical Performance Part 1

Objectives:

1. Participants will learn about different ways to translate spoken stories into plays
2. Participants will learn more about others' lives through working together to write and perform oral history plays

Theoretical Concepts: Roles, volition

Setting: A quiet room with tables and chairs

Preparation: Gather needed supplies for the activity.

Materials Needed: Notepads, pencils and pens,

Performance Skills Addressed:

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Seat all of the participants in a circle and have them go around and tell the group one to three things about themselves that they may not have already revealed.

Make sure everyone in the group has a chance to talk.

Activity:

1. Have the intergenerational pairs decide on a fact they told the group about earlier that they would like to expand on and make into a play.
2. The facilitator will brainstorm with the group members a list of different types and formats of performances. Some examples include musicals, a play or an interpretive dance.

3. Participants will brain storm the type of play they want to complete and begin to write down their ideas.

Wrap-Up: Have the group members discuss what they liked and disliked about brainstorming and beginning to write their performances.

Possible Grading:

More Challenging: Have each group choose a different type of performance so that no two performances are alike. Some performances would be more difficult than others, for example a musical.

Less Challenging: Groups for these performances could have more people so that more work is shared.

Smaller Group: Split the group into two instead of having multiple pairs to brainstorm and begin to write performances.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Theatrical Performance Part 2

Objectives:

1. Participants will learn about different ways to translate spoken stories into plays
2. Participants will learn more about others' lives through working together to write and perform oral history plays

Theoretical Concepts: Roles, volition

Setting: A quiet room with tables and chairs

Preparation: Gather needed supplies for the activity.

Materials Needed: Notepads, pencils and pens,

Performance Skills Addressed:

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Participants will review concepts and information from previous session to make sure that everybody is caught up and on the same page.

Activity:

1. Have intergenerational pairs finish writing their performances.
2. Intergenerational pairs will begin to practice their performances to be ready for the next session where they perform for the whole group.

Wrap-Up: *Ask the following questions:*

- How does it feel to prepare for a performance?
- How has your partner helped you to prepare for the performance?

- What other settings will you need to practice before “performing”?

Possible Grading:

More Challenging: After completing the performance script, the group members could switch with another pair and proof read the script. This would help students to learn how to proof read.

Less Challenging: The group could write one play together to make it more collaborative.

Smaller Group: Split the group into two instead of having multiple pairs writing and practicing their plays.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

Title: Theatrical Performance Part 3

Objectives:

1. Participants will learn about different ways to translate spoken stories into plays
2. Participants will learn more about others' lives through working together to write and perform oral history plays

Theoretical Concepts: Roles, volition

Setting: A quiet room with tables and chairs

Preparation: Gather needed supplies for the activity.

Materials Needed: Notepads, pencils and pens,

Performance Skills Addressed:

- Communication Skills
- Writing Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: Review information learned from previous session. Give pairs time to rehearse together before performing for the group.

Activity:

1. Have all pairs present their performance to the larger group.

Wrap-Up: *Ask the following questions:*

- What stage of the performance process was the most difficult for you (the brainstorming, writing, or performing)?
- What stage of the performance process was the easiest for you?
- How did your partner help you through this process?

- What other activities in life will you need to rely on a teammate to complete?

Possible Grading:

More Challenging: Have each pair write a paragraph reflecting on the experience they had while writing, rehearsing and performing the play.

Less Challenging: Instead of having each pair write and perform a play, let the entire group do it so that more of the work is shared.

Smaller Group: Split the group into two instead of having multiple pairs performing their plays.

Adapted from: *Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University

WEEK NINE: CONCLUSION

Title: How Will You Survive?

Objective:

1. This is a team-building activity in which the students and the community dwelling mentors have to work together through communication and decision making to decide what items are needed to survive different scenario stories.

Theoretical Concepts: Volition, roles, values

Setting: In a quiet environment with tables and chairs.

Preparation: Print out “How Will You Survive” worksheet (located in the Appendix) for each individual

Materials Needed: Worksheet, pens/pencils

Performance Skills Addressed

- Listening Skills
- Communication Skills
- Teamwork Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- When multiple choices are available, how do you come up with a final decision?
- Who do you ask for help when making a big decision?
- When is it important to collaborate and meet a mutual understanding?

Activity:

1. Hand out the worksheet to partners and allow them time to read the worksheet and scenarios together. The mentor should assist the student with reading.
2. In 15 minutes, have each pair come up with their top 5 items they would keep if

they were in each scenario. Prioritize items from most important to least important and write one sentence for why each item should be kept.

3. Divided into small groups (2-3 sets of intergenerational pairs per group). Here, negotiate as a team which five items would be kept. The written sentences from the previous step will help to back up ideas. This may be difficult due to a variety of opinions and a larger group.
4. Once each group decides on their top five items, the groups will present to each other on their chosen items.

Wrap-Up: *Discuss the following questions:*

- What role did you take throughout the decision making process.
- Where you a leader or a follower?
- How were you able to come up with a group decision when individuals disagreed?
- Why is it important to have differing points of view?

Possible Grading:

More Challenging: Have a list with more items so that it is harder to choose which items would be at the top of the list.

Less Challenging: Have a list with fewer items to choose from so that the choice is easier.

Smaller Group: This same activity can be completed in a smaller group with no changes

Adapted from: <http://www.wilderdom.com/games/descriptions/SurvivalScenarios.html>

Title: Recipes for a Great Friendship

Objective:

1. To learn the skills to initiate and make friends
2. To use appropriate language and social skills
3. To practice writing and reading skills

Theoretical Concept: Values, roles, volition

Setting: In a quiet room with tables and chairs

Preparation: Make copies of the Recipes for a Great Friendship Worksheet (located in the Appendix) for each pair.

Materials Needed: Pen, pencil, “Recipes for a Great Friendship” handout

Performance Skills Addressed:

- Reading Skills
- Writing Skills
- Communication Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following questions:*

- What are some ways you make friends?
- What is appropriate to talk about when initiating a friendship?
- What is not appropriate?

After a discussion based on the questions above, introduce the materials for the session to the group.

Activity:

1. Have the large group split up into their assigned pairs to brainstorm further what they believe is the recipe to a good friendship.
2. Once the pairs have agreed on their recipe for friendship, have the mentor assist the student in writing the recipe down on the recipe sheet provided.
3. Once the students and mentors have their recipe written down, encourage the students to share their recipes out loud with the rest of the group.

Wrap-Up: Have the group participants return to the large group. Discuss why the recipes for a good friendship that were shared would make a good friendship. Have the group generalize that friendships can occur between two student, two mentors, a student and a mentor, etc.

Possible Grading:

More Challenging: Have the participant's pair up with someone they have never worked with before. Encourage the new pairs to initiate conversation with one another to try and learn something new about them before discussing their recipe for friendship.

Less Challenging: Have the large group brainstorm ideas for a recipe for friendship and write it where everyone can see it before having the pairs write out their recipe.

Smaller Group: This activity can be completed with a smaller group without any changes.

Adapted from: <http://www.ladybugsteacherfiles.com/2011/10/enemy-pie-friendship-writing-activities.html>

Title: Conclusion/ Wrap Up

Objectives:

1. To wrap up the entire program and provide closure to the group members
2. To review the things learned and gained throughout the program

Theoretical Concepts: Values, roles, routines, volition, personal causation

Setting: A quiet room with tables and chairs

Preparation: Gather the materials needed for the activity

Materials Needed: Small cups filled with potting soil, seeds

Performance Skills Addressed:

- Communication Skills
- Listening Skills

Intro: Explain the objectives of the session to the participants and the support staff.

Discuss what activities will be completed and the timeframe for the session.

Warm-Up: *Ask the following question:*

- Reflect on the past nine weeks, what activities and memories stand out to you?

Activity:

1. The group leader talks about how the positive things we learn in group are just a beginning. As an idea is planted and grows, we grow and change. Make sure to remind yourself of the positive things you can think and do (water the seed that is planted) and remember what we learned in our group.
2. Have the group members plant their seeds together.
3. Finally have each member write a letter to their partner for the duration of the program, thanking them and explaining what they have learned from them.

Wrap-Up: *Ask the following questions:*

- What lessons will you take away from this program?
- Do you believe this program has helped you to grow?
- Has this program changed your thoughts about anything?
- Is there anything else you would like to close the group with?

Resources list:

List of pertinent research articles, benefits of intergenerational program

- Bishop, J. D., & Moxley, D. P. (2012). Promising practices useful in the design of an intergenerational program: Ten assertions guiding program development. *Social Work in Mental Health, 10*(3), 183-204. doi:10.1080/15332985.2011.649637
- Dunham, C., & Casadonte, D. (2009). Children's attitudes and classroom interaction in an intergenerational educational program. *Educational Gerontology, 35*(5), 453-464. doi: 10.1080/03601270802605473
- Hatton-Yeo, A. (2010). An introduction to intergenerational practice. *Working with Older People, 14*(2), 4-11. doi:
<http://dx.doi.org.ezproxy.undmedlibrary.org/10.5042/wwop.2010.0261>

Activity Resources

- <http://ayearofmanyfirsts.blogspot.com/2013/02/the-book-nook-anti-bullying-books.html>
- <http://blog.playdrhutch.com/2012/10/10/playful-activities-to-help-kids-learn-about-feelings/>
- http://www.education.com/activity/article/invent_a_secret_code/
- http://www.educationworld.com/a_curr/profdev/profdev094.shtml
- Intergenerational activities sourcebook*. (2003). State College, PA: The Pennsylvania State University
- <http://www.ladybugsteacherfiles.com/2011/10/enemy-pie-friendship-writing-activities.html>
- <http://www.scholastic.com/teachers/lesson-plan/sharing-best-part-me>

<http://www.teacherspayteachers.com/Product/Roll-and-Write-Freebie-547273>

<http://www.wilderdom.com/games/descriptions/SurvivalScenarios.html>

APPENDIX

SUMMARY

This product was developed in order to address the two identified problems. First, students with specific learning disabilities could benefit from additional programming as a means of supporting their educational needs. Second, the mentor population could benefit from fulfilling a mentorship role to students in order to decrease their symptoms of depression and loneliness. Currently, there are no identified intergenerational programs that address reading and writing. An extensive literature review was conducted in order to address these problems. Literature shows intergenerational programs have been shown to be beneficial for promoting meaningful relationships for both older and younger generations (Morita & Kobayashi, 2013). Younger generations have been documented as having increased self-confidence, better school results and attendance, as well as greater personal resilience (Hatton-Yeo, 2010). For older generations, the benefits of intergenerational programs included improved motivation and self-confidence, escape from isolation, social benefits and community benefits (Hatton-Yeo, 2010).

To bring these two populations together, an after-school intergenerational program was developed. *Fostering Reading, Writing and Communication Skills through Intergenerational Relationships: An Afterschool Program*, identifies benefitted recipients of the program, where to locate the participants, information about the facilitator, a pre

and posttest for both populations involved, consent forms, verbal assent and a satisfaction survey. The program includes activities designed to bring fourth grade students with Specific Learning Disability together with community-dwelling mentors. The activities are focused on reading and writing to address the reading and writing difficulties of the students. Each activity takes 30-45 minutes to complete. The program is set up so that participants meet three times a week for nine weeks. According to the Response to Intervention Model, Tier 2 proves this frequency and duration to be most beneficial for students with these reading and writing difficulties (Denton, 2012).

Outcomes of the program will be addressed through the pre and posttest which will be administered to both populations, as well as the satisfaction survey administered at the midway point of the program and at its conclusion. The pre and posttest address the main concepts of the Model of Human Occupation as this is the model directing the program plan. Other outcomes measures that are not included in this specific program plan include the student's grades in class, and changes that the teacher and parents of the student have noticed. This additional data will be collected by the student's teachers and given to the facilitating occupational therapist.

To implement this product, a school with a population of 10-15 students diagnosed with a specific learning disability on an IEP who meet the inclusion and exclusion criteria should be identified. This identification should be done through a collaborative process between the school occupational therapist and the school special education teacher. Parental consent from the student's parents should be obtained via the consent form included in the program, as well as verbal assent from the student participants. Once the school and the students are identified, the community-dwelling

mentors need to be identified as well. To locate this group of participants, flyers should be posted at local independent living facilities, retirement homes, and senior centers. On the flyer, inclusion and exclusion criteria should be included as noted in the program plan. This will ensure that the community-dwelling mentors will be a best fit for the students. Facility directors should be contacted at this location to educate the directors on the benefits of this program. A consent form should also be administered to the mentor volunteers. When mentor volunteers have been selected they will need to complete a background check in order to work with the students. Once all participants have been located, a location at the school and an open time slot should be set that best suits the students and mentors. The school occupational therapist will work as a coordinator to locate and identify participants as the school occupational therapist will be the facilitator of the after-school intergenerational program.

Roadblocks to implementation include the school not having a full-time occupational therapist. A recommendation for this could be contracting a local occupational therapist to implement and facilitate the program. Other roadblocks include transportation issues for both populations as the program is after school and the students will miss the bus system. The community dwelling mentors may also not be able to drive and will depend on public transportation. A recommendation would be to have a bus system for both the students and the community-dwelling mentors attending the after school program. Similarly, parents of the students could carpool together to take students and community-dwelling mentor's home. Another potential roadblock could be the school not allowing an after school program to take place within their facilities. In the instance that this occurred, the program could potentially take place at the community

senior center, or at a community center at a central location for both populations. Last, a large enough group of participants may not want to participate in the program. In this instance, it would be recommended that as many students with the proper diagnosis on and IEP attend the program, however other students not on these IEP plans could also attend. These students would then be role models to the other students. On the other hand, if not enough mentors are able to participate in the program, it is recommended that two students are paired per one mentor. These would not be ideal conditions for the implementation of the program, however goals and objectives of the program could still be attained. Multiple roadblocks could occur during the implementation process, however, the above are the most common to happen in the initial stages of implementation.

Clinical practice strengths of this program plan reach two different populations. Clinical practice strengths specifically addressed to the students include supporting the goals of the IEP. The occupational therapist will be able to significantly impact the students learning through this program without sacrificing the students' class time. The activities in the program are specifically selected to be enjoyable and engaging for the students. When the students are fully participating in the activities, they will be engaged in the occupation of play.

Clinical practice strengths specifically addressed to the community-dwelling mentors include capitalizing on the knowledge of the elderly participants to aid the students. Similarly, the mentor participants are at a stage in life where they want to contribute to generations below them. This concept is known as generativity. This program is also used to address isolation and depression in the mentor population. The

contributions made by the mentors to this program will in turn decrease depression and isolation, and helping to decrease the prevalence of depression. Clinical practice strengths that address both populations include using theoretically based activities that prove to be beneficial to both populations.

Limitations of this program have been identified. First, the program is for a very specific population (i.e. fourth grade students diagnosed with specific learning disability who are currently on an IEP). Since the inclusion and exclusion criteria is so strict, many students that could potentially benefit from the program are eliminated. For example, students fall between the cracks because they struggle with reading and writing, however do not meet the full criteria to be diagnosed with a specific learning disability or be on an IEP in special education. In the future, it is the hopes of the researchers that this program be expanded to reach a broader range of students. The goal would be to reach those students who fall between the cracks. Second, the pre-test, post-test, and the satisfaction surveys are not standardized. These measures were created by the researchers to address the specific populations while following the Model of Human Occupation. Third, the geriatric population cannot receive direct services from the school based occupational therapist without referral. Fourth, the program is most beneficial when there is not a large age discrepancy between the two populations. For this program, the fourth grade students are approximately 10 years old and the mentors between the ages of 55- 75 years old. The optimal range of ages has not been identified however age ranges should be included when identifying participants. Last, the program could be too much of a time commitment for the mentors. The 30-45 minute sessions may not be worth the trip to the

school. Likewise, this short period of time may not be optimal for completing the activities to the full extent to which they are intended.

Despite limitations, the program provides a guide to implement an after-school program bringing together students and community-dwelling mentors to increase school performance in the students and decrease depression and loneliness in the mentors. Further improvements of this product include determining the appropriate length and frequency of sessions. This program could also be expanded to encompass earlier grades to eliminate the need for IEPs. When reading and writing deficits are identified early and a program such as this are implemented, the significant impacts of the specific learning disability could be avoided.

Future research needs to be conducted on the specific characteristics that make the community-dwelling mentors a good fit for an educational after school program such as this one. Future research is also needed to implement this program and determine its effectiveness. This will also help to determine what areas need to be revisited and what areas of the program can be eliminated. Likewise, it will determine the longitudinal effects. For example, what are the effects one, three, and five years after participating in the program? Future research could help to evaluate how different age groups work together, for example how do fourteen year olds and sixty five year olds old interact and what can they learn from each other. Last, future research could help determine the effects and the need for a collaboration between school occupational therapists and occupational therapists serving the geriatric population so that both populations can receive direct occupational therapy services. This would allow both populations to be assessed, evaluated, and treated.

In conclusion, the goal was to develop an after school intergenerational program that brings together community-dwelling mentors and fourth grade students. In doing so, the objective is to provide an increased satisfaction in life roles for mentor volunteers and elementary school students through intergenerational relationships. An intergenerational program combining students and community-dwelling is needed to facilitate positive relationships between the generations, increase satisfaction in reading and writing in school and more satisfaction in other life roles.

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