



Springfield School Volunteers, has been partnering with the Springfield Public Schools for almost five decades! We also remain focused on providing every opportunity to facilitate your child's academic and social emotional success.

Partnering with you, the parents, along with the Springfield Public Schools and the community, on behalf of your child, continues to be our winning triad.

What we offer:

- ❖ **Mentoring** - The goal of this program is to match students needing a mentor with caring adult volunteers who are prepared to: serve as role models, promote academic achievement, promote consistent attendance at school, and positively impact social emotional development.

Mentoring has been shown to positively impact students in the following ways:

- Models positive behavior and attitude
- Promotes positive attitude toward academic achievement
- Promotes and encourages community involvement

- ❖ **Academic Support** - The goal of this program is to match volunteers who are able to provide academic support in the Springfield Public Schools. Volunteers are utilized in the following ways:

- Subject specific tutoring
- One to one or one to small group – re-teach
- General Classroom support/assistance

- ❖ **Early Literacy** - The goal of this program is for students to achieve 80 to 100 % proficiency scores on Kindergarten Reading Assessment within the kindergarten school year.

Volunteers provide prescribed reading/ literacy interventions to kindergarten students in the Springfield Public Schools who have been identified as not achieving proficiency scores (not due to learning disability or cognitive deficit) on the Kindergarten Reading Assessment.

- ❖ **Read Aloud** – The Goal of our Read Aloud Program is to model fluent reading and expand classroom libraries, while providing another opportunity to engage the community in our public schools.

- ❖ **SPS Support** - The goal of the SPS support service is to recruit, screen and utilize the resources of the community to fill requests for volunteers to assist the schools in the following nonacademic areas:

- PTO, Field Trips
- Coaching of sports teams
- Library assistance
- Lunch room monitors etc.

Did you know?

Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.

Springfield School Volunteers develop programs and interventions based on what we understand about how children acquire knowledge and intelligence at different stages of their development.

Do you see your child in one of these stages?



Sensorimotor Stage of Cognitive Development

Ages: Birth to 2 Years

Major Characteristics and Developmental Changes:

- The infant knows the world through their movements and sensations.
- Children learn about the world through basic actions such as sucking, grasping, looking and listening.
- Infants learn that things continue to exist even though they cannot be seen (object permanence).
- They are separate beings from the people and objects around them.
- They realize that their actions can cause things to happen in the world around them.
- Learning occurs through assimilation and accommodation.

During this earliest stage of cognitive development, children go through a period of dramatic growth and learning. As kids interact with their environment, they are continually making new discoveries about how the world works. The cognitive development that takes place during this period takes place over a relatively short period of time, but involves a great deal of growth. Children not only learn how to perform physical actions such as crawling and walking, they are also learning a great deal about language from the people they interact with. Piaget also broke this stage down into a number of different sub stages. It is during the final part of the sensorimotor stage that early representational thought emerges.

Preoperational Stage of Cognitive Development

Ages: 2 to 7 Years

Major Characteristics and Developmental Changes:

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- They also tend to be very egocentric, and see things only from their point of view.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development. Children become much more skilled at pretend play during this stage of development, yet still think very concretely about the world around them.

Concrete Operational Stage of Cognitive Development

Ages: 7 to 11 Years

Major Characteristics and Developmental Changes:

- During this stage, children begin to think logically about concrete events.
- They begin to understand the concept of conservation; the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass.
- Thinking becomes more logical and organized, but still very concrete.
- Begin using inductive logic, or reasoning from specific information to a general principle.

While children are still very concrete and literal in their thinking at this point in development, they become much more adept and using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

Formal Operational Stage of Cognitive Development

Ages: 12 and Up

Major Characteristics and Developmental Changes:

- At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems.
- Abstract thought emerges.
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.
- Begin to use deductive logic, or reasoning from a general principle to specific information.

The ability to think about abstract ideas and situations is the key hallmark of the formal operational stage of cognitive development. The ability to systematically plan for the future and reason about hypothetical situations are also critical abilities that emerge during this stage.