

Supplemental material, Schmitt & Gillispie, “The Untapped Potential of Preschool Classroom Volunteers in Language–Literacy Instruction: A Feasibility Study,” *Perspectives of the ASHA Special Interest Groups*, [https://doi.org/10.1044/2020\\_PERSP-20-10002](https://doi.org/10.1044/2020_PERSP-20-10002)

**Supplemental Material S2.** Pretraining/Posttraining Survey.

PRE & POST-TRAINING LANGUAGE & LITERACY SURVEY					
Fill in the circles for each question according to your level of agreement.					
Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Story book readings can be used to teach children skills related to language and literacy.	○	○	○	○	○
Preventative language and literacy instruction should be provided to all children living in at-risk environments.	○	○	○	○	○
I feel confident in my knowledge of early language and literacy development.	○	○	○	○	○
I feel confident in my knowledge of skills related to language and literacy strategies.	○	○	○	○	○
I feel confident in my ability to lead a small group (3-4 students) story book reading.	○	○	○	○	○
I feel confident in my skills to teach language and literacy while reading a story book.	○	○	○	○	○
I was trained by OB to support academic goals and objectives.	○	○	○	○	○
Classroom teachers have taught/shown me how they want me to support the classroom.	○	○	○	○	○
I am being utilized to my fullest potential as a classroom volunteer.	○	○	○	○	○