

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.

<b>PRE &amp; POST-TRAINING LANGUAGE &amp; LITERACY SURVEY</b>					
<b>Fill in the circles for each question according to your level of agreement.</b>					
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.	○	○	○	○	○