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ABSTRACT

This is one of a series which focuses on the use of human resources in guidance programs. Intended for use by school personnel workers, on all levels, to help in the development of new programs through actively working with other significant persons. This monograph discusses support personnel through the exploration of: (1) models of practice; (2) some generalizations; (3) action possibilities; and (4) suggestions for implementation. An annotated list of references is included. (CJ)



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PERSONNEL SERVICES REVIEW

SERIES 3

Human Resources in the Guidance Program

SUPPORT PERSONNEL
IN GUIDANCE PROGRAMS

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PERSONNEL SERVICES REVIEW

Series 3
Human Resources in the Guidance Programs

Support Personnel in Guidance Programs

Nancy E. Sloan

November 1970

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ERIC Counseling and Personnel Services Information Center
The University of Michigan
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FORWARD

The Personnel Services Review is an ongoing publication Series which has been developed by CAPS to inform personnel workers about new developments in a number of personnel services areas. There will be several different series of the Personnel Services Review. Each series will focus on a broad area of personnel work practice. Within each series there will be a number of specific issues (varying from five to ten depending on the series). Each of these issues will concentrate on a specific practice, procedure or method. The goal of these publications is to enable the reader to: (1) become aware of a practice, procedure or method; (2) learn about the ways in which this practice has been applied by others; (3) understand the underlying theory behind the practice; (4) consider possible applications of the practice in a variety of settings; and (5) consider ways that the practice might be implemented in his own personnel work program.

This particular Personnel Service Review Series is entitled "Human Resources in the Guidance Program." The series will contain about five issues. Each issue will focus on people who are available to participate with the counselor in the school guidance program. Program models for involving families, students, teachers, paraprofessionals, and other community members in guidance and counseling activities will be considered. The series is intended to suggest ways that counselors and student personnel workers on the elementary, secondary, and/or college level may expand their activities and develop new programs through communicating, and actively working with other significant people.

SUPPORT PERSONNEL IN GUIDANCE PROGRAMS

DO YOU RECOGNIZE THESE CONCERNS?

Is there a gap between the need for services and the professional personnel available to provide such services?

Is there a need to link the school and community more closely and to establish more communication between the two institutions?

Would the use of more adults, selected on the basis of their concern for children, offer increased opportunity for innovative programs and increased time for more counseling activities by professionals?

Are members of the counseling staff spending too high a proportion of their time on duties which could be performed by staff with special skills, but less training?

WHO ARE SUPPORT PERSONNEL?

Support personnel include all non-professionals who assist in the guidance program. Such terms as subprofessional, paraprofessional, aide, and assistant may also be used with the same meaning, but often denote differences in educational level or tasks performed. Support personnel, as used in this review, covers the various levels of assistants, not including secretarial staff.

MODELS OF PRACTICE

Counselor Assistant Project (Rochester, N.Y.)

As one part of a larger project assessing guidance program status and needs, the Counselor Assistant Project took place in three school districts in 1966-67. The goal of the project was to train personnel in an auxiliary role and to develop activities appropriate for a counselor assistant in a secondary school. Three trainees were hired on the basis of criteria established with the approval of each cooperating school district. All three assistants had previously worked as secretaries, two within the guidance offices. Training consisted of on-the-job activities under the supervision of the assigned counselor, and conference time and instruction with the project director's staff. The instructional time included one-half day per week in conference, two in-ser-

vice meetings per month, and a professional seminar once a month at the University of Rochester. These meetings were to provide professional information and a broad understanding of the field of guidance as well as interpersonal contacts with counselors and consultants. The assistant's daily activities included working with groups on orientation, vocational planning, and post high school planning; participating in various aspects of the school testing program; operating audio visual equipment and conducting screening interviews (Salim and Vogan, 1968).

Guidance Assistant Project (Deerfield, Ill.)

Twelve guidance assistants were hired to work in the elementary schools after careful screening of applicants by a multi-discipline committee which included the school psychologist, the project director, the mental health clinic administrator, the guidance director,

and the school principal. Applicants were required to have a B.A. degree and to possess traits which were deemed important for working in such a capacity. The assistants were given an orientation prior to the opening of school which covered background, procedure, and expectations. Training during the school year was primarily the responsibility of the school psychologist and school social worker. This additional training included in-service instruction and a graduate course which emphasized specific activities such as case studies to be carried out on the job. The daily activities of the assistants included participation in the testing program; observation and data gathering; serving as resource persons; and working directly with children. The work with the children was in small groups and included classroom group guidance, screening for kindergarten and first grade, and making referrals. Evaluation of the first year of the project indicated success in many areas (Results of Pilot Activities, 1968).

Volunteer Activities (Winnetka, Ill.)

A program of volunteer work in the schools by senior citizens has been in existence in Winnetka for a number of years. In the past three years, the program has received funding and has been initiated in six other communities which differ in socioeconomic level. The volunteers are recruited through publicity and contacts with community organizations. After interviews to determine their experience, interests and availability, the volunteers are considered part of a "talent pool" from which the appointed school coordinators can draw. The volunteers have served in the schools as curriculum resource consultants, special lecturers, teacher aides, tutors for individuals and small groups, and in programs to meet the needs of special children such as underachievers, gifted, handicapped, or bilingual. The coordinator of the program assumes responsibility for placements, supervision, and evaluation of the volunteers as well as maintaining communication between school personnel and the volunteers to make the program effective. An extensive manual for such a coordinator is available from Winnetka schools (Freund, 1968).

Baker's Dozen Community Mental Health Center for Adolescents (Howard University, Washington, D.C.)

As part of a larger program of training the nonprofessional for new careers in the human services, this program trained youth as mental health aides for work with neighborhood children. Eight youths, ranging in age from 17 to 21, were selected and given three months of training. The training goals included development of personal mo-

tivation, values, and identity; basic social and interpersonal skills; and knowledge about working with groups and individuals. Under professional supervision, the aides acted as group leaders for ten children in each of two groups. The groups provided a series of activities designed for ego-strengthening and therapeutic benefits. The aides also participated in program planning, behavior observation, interviews with group members, and individual and group supervision (Mitchell in Grosser, Henry, and Kelly, 1969).

Hot Springs Rehabilitation Center (Arkansas)

In an on-going study, the Rehabilitation Center has used counselor-aides under three experimental conditions. The aides were recruited as secretaries and given no additional training beyond on-the-job activities. The experimental design evaluated (1) counselors working alone in the traditional manner; (2) counselor aides assisting a counselor under maximal supervision; and (3) counselor aides functioning in the complete role of counselor with daily supervision. The clients were randomly assigned to the three counselor situations for regular individual and weekly group counseling sessions. All supervision was conducted in a one-to-one relationship between counselor and aide. The criteria established to measure progress of the clients indicated that the aide working on his own case load with daily supervision by the professional counselor was most successful. Tentative findings in this study suggest interpersonal warmth and high motivation on the part of the aide working with his own clients resulted in greater client benefit. This suggests consideration of a role for support personnel different from that proposed by professional organizations, i.e., an aide has his own case load rather than the aide assisting the professional counselor with one case load (Truax, 1968).

GENERALIZATIONS

1. There are numerous activities within the guidance program which can be effectively undertaken by support personnel.
2. Up to this time, the primary use in the schools of support personnel has been as teacher aides. There is now a growing interest in other possibilities for such people.
3. The addition of aides or paraprofessionals may be the catalyst for role and function evaluation by all school personnel.
4. In-service training and orientation is

needed for all school personnel when support people are introduced to the staff structure.

5. The introduction of support personnel can cause defensiveness and resistance among some members of the school staff. This may be an indication of the professional's job insecurity, and his view of support personnel lowering the standards of the profession.
6. The introduction of support personnel may set the climate for change within the institution or department.
7. The creation of roles for guidance aides and assistants may be viewed as strengthening the department and also as creating entry-level jobs for members of the community.
8. Community members may be enlisted as effective school helpers through a volunteer organization, as well as in paid positions.
9. Certain support personnel, if indigent to the surrounding community, may be more effective with the hard-to-reach families and students than the professional counselor. They are apt to be more in tune with the clients' life style and to meet fewer defensive barriers.
10. The many aspects of support personnel programs need to be carefully considered, especially such areas as job advancement, relationship to other staff members, place in professional organizations, and training and supervision.
11. A basic commitment to the worth of such a program is needed so problems can be met effectively.

ACTION POSSIBILITIES

Since the use of support personnel in pupil services is a relatively new concept, specific roles and functions are not clearly defined. There is, however, increasing professional interest in clarifying the various ways in which such personnel can be utilized to strengthen existing services. One such effort is the work of the ACES Committee on Support Personnel for Guidance in the Schools. This Committee has recently released a report which is now available through ERIC. The report offers a detailed discussion of issues to consider in using support personnel. This discussion is based upon a survey of existing programs and the attitudes of personnel, guidance supervisors in

state departments of education, and school counselors.

In one appendix of the report, activities are suggested for support personnel based on three levels of responsibility as outlined in the ASCA role statement. Tasks appropriate to support personnel are enumerated under eleven common activity areas in a guidance department. The following are examples taken from the report (Zimpfer, et al., 1970, Appendix B).

1. Planning and development of the guidance program:

Level I. Check supplies of standard forms and fill out routine orders for supplies.

Level II. Be familiar with equipment used in electronic data processing.

Level III. Supervise and coordinate the activities of clerical or other skilled personnel under the general supervision of the counselor.

2. Counseling:

Level I. Type reports of case conferences.

Level II. Act as a recorder in small group discussion or counseling sessions.

Level III. Observe verbal and non-verbal interaction in groups or act as a discussion leader in small groups with approval of the counselor.

3. Pupil appraisal:

Level I. Type reports of case conferences.

Level II. Identify students whose school achievement and test records show discrepancies.

Level III. Secure factual information from a client through use of a structured interview schedule.

4. Educational and occupational planning:

Level I. Maintain a file of occupational literature.

Level II. Secure follow-up information of a routine nature according to a general follow-up plan.

Level III. Assist students to obtain information on financial aid.

IMPLEMENTATION

Arnold Schmais (1967) presents a general overview of points to consider in any program which utilizes nonprofessionals or support personnel. Many of the following points have been taken from his discussion and are explored more fully by him.

1. The objectives and goals of the program using support personnel must be clearly stated and understood by all persons involved. A conception of support personnel which is acceptable to the total staff needs to be stated.
2. Resources which allow for a commitment to the particular program desired would include adequate funding, adequate staff time, and opportunities for training and advancement.
3. The role and duties of the aide or support person must be defined and described. This would include appraisal of existing tasks to be assumed and new services which he could help provide. Here, the ACES Committee description of three levels may be helpful. In it, program planners discuss whether more than one level of support personnel is desirable. The opportunities for occupational mobility and advancement in salary, status, or task opportunities should also be considered.
4. Recruitment of appropriate people is an important part of the process and should involve as many of the professional staff members as possible.
5. Screening and selection of the applicants must be based on pre-established criteria in line with the program goals. Departmental interviews with all professional staff participating in the selection will make for a more well-accepted staff of support personnel.
6. Training would include orientation in the role and functions to be assigned, core or on-the-job skill training, and continuing in-service education for all staff involved in the program.
7. Supervision of support personnel may fall to one individual who coordinates the entire program or be on a one-to-one basis of the professional and the aide. The supervisor needs to be aware of the problems and doubts which the support person may encounter as his role develops in the school.
8. Evaluation must be an on-going process of both the personnel's performance and progress, and the program--its stated goals, working elements, and effect upon the school and the professional staff.

Formal and informal community organizations are one means of finding participants. Also, community meetings to explain the program, neighborhood committees to make referrals and publicize the program, and public announcements are means of recruiting a wide group of applicants.

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AN ANNOTATED BIBLIOGRAPHY ON INSERVICE TRAINING FOR ALLIED PROFESSIONALS AND NONPROFESSIONALS IN COMMUNITY MENTAL HEALTH. Bethesda, Md.: National Institute of Mental Health (DHEW), 1968. (ED 023 991 MF-\$0.50 HC-\$3.30 64P.)

This annotated bibliography, the second in the series of four, pertains to the inservice training of allied professionals and nonprofessionals for community mental health. The period of emphasis is 1960-1967.

AUXILIARY PERSONNEL IN THE ELEMENTARY SCHOOL. Washington, D.C.: The Department of Elementary School Principals, 1967. (ED 031 442 Not available from EDRS. Available from Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036, \$3.00, 53P.)

A collection of twelve articles on the use of aides and volunteers in the elementary school.

BACKGROUND INFORMATION: NATIONAL CONFERENCE ON THE PARAPROFESSIONAL, CAREER ADVANCEMENT, AND PUPIL LEARNING. Washington, D.C.: National Education Association; New York: New York University, New Careers Development Center, 1969. (ED 030 933 MF-\$0.25 HC-\$0.45 7P.)

This conference report, which includes the findings of the Bank Street College of Education survey on the use of paraprofessionals in education, traces the development of paraprofessionals in the classroom from the Depression era until the present time.

Blau, Theodore H. THE PROFESSIONAL IN THE COMMUNITY VIEWS THE NONPROFESSIONAL HELPER: PSYCHOLOGY. Washington, D.C.: American Psychological Association, 1968. (ED 030 144 MF-\$0.25 HC-\$0.70 12P.)

This report assumes that professional training programs will not be able to meet future demands for psychological help. The role of the nonprofessional, and the responsibility of the professional psychologist are discussed in terms of this problem.

Bowman, Garda W., and Klopff, Gordon J. AUXILIARY SCHOOL PERSONNEL: THEIR ROLES, TRAINING, AND INSTITUTIONALIZATION, BASED ON A NATIONWIDE STUDY OF TEACHER-AIDES, TEACHER-ASSISTANTS, FAMILY WORKERS, AND OTHER AUXILIARY PERSONNEL IN EDUCATION, CONDUCTED FOR THE OFFICE OF ECONOMIC OPPORTUNITY. New York: Bank Street College of Education, 1966. (ED 026 713 MF-\$0.25 HC-\$1.20 22P.)

Bowman, Garda W., and Klopff, Gordon J. NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. New York: Bank Street College of Education, 1968. (ED 027 266 MF-\$1.00 HC-\$12.95 257P.)

After a general statement on approach, this description of a detailed, exploratory, developmental study of the utilization of low-income paraprofessional school personnel in an upward mobility program is divided into two phases.

A CAREER LINE TRAINING PROGRAM OF SEMIPROFESSIONALS IN EDUCATION APPLICATION FOR CONTINUATION GRANT AND PROGRESS REPORT. Syracuse, N.Y.: Semiprofessional Training Projects, 1969. (ED 033 056 MF-\$0.50 HC-\$5.05 99P.)

Two phases (the experimental phase and the redirection and polishing phase) of a three-phase program for the inservice training of paraprofessional school personnel have been completed.

Carr, Constance; and Others. A NEW CAREERS GUIDE FOR TRAINERS OF EDUCATION AUXILIARIES. New York: New Careers Development Center, Training Laboratory, 1968. (ED 031 440 MF-\$1.00 HC-Not available from EDRS. Available from New Careers Training Laboratory, New York University, School of Education, New York, New York, 207 P.)

Manual for designing and implementing training program for the trainers of nonprofessional or paraprofessional school personnel.

Chevront, Robert F. THE USE OF TEACHER AIDES IN COLORADO SCHOOLS. PRESENTING THE RESULTS OF THE COLORADO WORK CONFERENCE ON AUXILIARY PERSONNEL IN EDUCATION, APRIL 8-9, 1968. Denver: Colorado State Department of Education, 1968. (ED 024 654 MF-\$0.25 HC \$1.55 29P.)

This document discusses various aspects of the training and utilization of "teacher aides."

Clay, Suzanne. HEAD START EVALUATION AND RESEARCH CENTER, BOSTON UNIVERSITY. REPORT E-1, THE UTILIZATION OF NONPROFESSIONAL INTERVIEWERS IN THE NEW ENGLAND AND MISSISSIPPI SAMPLE BY THE BOSTON UNIVERSITY HEAD START EVALUATION AND RESEARCH PROGRAM, 1966-1967. Massachusetts: Boston University, 1967. (ED 022 566 MF-\$0.25 HC-\$0.60 10P.)

Twenty-four members of two poverty areas were chosen to be trained as nonprofessional parent interviewers. They were given the training and then sent to their respective community areas to obtain interviews with the parents of Head Start children.

Dady, Milan B. AUXILIARY SCHOOL PERSONNEL PROGRAMS FOR RURAL AMERICA. New York: Bank Street College of Education; Morehead, Ky.: Morehead State University, 1968. (ED 026 338 MF-\$0.50 HC-\$4.60 90P.)

This manual, constituting "a design to institutionalize auxiliary personnel in education in rural schools in America," deals with the recruitment, selection, training, utilization, and career development of paraprofessionals.

DeHart, Ruth. PARAMETERS OF THE TEACHER AIDE ROLE: A STUDY OF TEACHER AIDES IN SELECTED GULF COAST SCHOOL DISTRICTS. FINAL REPORT. Houston, Texas: Gulf School Research Development Association, 1968. (ED 032 277 MF-\$0.25 HC-\$2.45 Also available from Gulf School Research Development Association, 3801 Cullen Boulevard, Houston, Texas 77004, \$2.00, 47P.)

A survey was conducted to provide information of use to school administrators as they plan for initial or continued use of paraprofessional personnel.

Denham, William H.; and Others. NEW CAREERS FOR THE DISADVANTAGED IN HUMAN SERVICES: REPORT OF A SOCIAL EXPERIMENT. FINAL REPORT. Washington, D.C.: Howard University, Institute for Youth Studies, 1968. (ED 033 055 MF-\$1.00 HC-\$12.50 248P.)

This book reports a 2-year program of recruiting, selecting, training, and development job opportunities for 168 youth, mostly Negro, from the inner-city ghetto areas of Washington, D.C.

DESCRIPTIONS OF PARAPROFESSIONAL PROGRAMS IN EDUCATION. Washington, D.C.: National Commission on Teacher Education and Professional Standards; New York: New York University, New Careers Development Center, 1969. (ED 027 259 MF-\$0.25 HC-\$2.00 38P.)

This collection of project descriptions of paraprofessional programs in education, originally compiled for use at the 1969 national conference, is designed to provide up-to-date information on various aspects of operating paraprofessional programs.

Feldman, Richard; and Others. AN ANNOTATED BIBLIOGRAPHY ON AUXILIARY PERSONNEL IN EDUCATION; WITH SELECTED TITLES RELEVANT TO TRAINING AUXILIARIES (PARAPROFESSIONALS) AND TEACHERS FOR PARTNERSHIP IN A SCHOOL SETTING. New York: Bank Street College of Education, 1969. (ED 025 487 MF-\$0.50 HC-\$5.10 100P.)

This annotated bibliography surveys the literature since 1960 on paraprofessional school personnel. Entries are divided into four major categories: the school system (204 items), pre-school education (15 items), elementary education (48 items), and secondary education (16 items).

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The "Career Incentive Plan" proposes that an aide's knowledge of the disadvantaged environment, his ability to communicate with the residents, and his work experience as an aide be considered for partial credit toward a B.A. degree.

Fisher, John K. SUBPROFESSIONALS IN PUPIL PERSONNEL SERVICES. NASSP Bulletin, 324, 1968, 49-57.

Explores the need to consider use of paraprofessionals to satisfy the demand for more pupil services.

Freund, Janet W. GUIDE FOR CO-ORDINATORS OF VOLUNTEERS AND VOLUNTEER SERVICES IN SCHOOLS. Winnetka, Ill.: Winnetka Public Schools, 1968. (ED 031 447 MF-\$0.75 HC-\$6.90 136P.)

This manual for those responsible for matching teacher requests and student needs to volunteer services is applicable to a variety of school volunteer programs but concentrates on the type of volunteer service which evolved from the Winnetka, Illinois, project in which older citizens in the community form a "talent pool" to work to enrich the curriculum and to motivate the children's interest and effort, some in a one-to-one relationship, some with small groups, some

with whole classes.

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This newsletter capsules information on and for new careerists (paraprofessionals) for the fall of 1968.

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This book presents a design for the training of all school personnel for effective cooperation when auxiliaries (paraprofessionals) are introduced as members of the multilevel, multifunctional educational team.

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This directory lists those institutions of higher learning throughout the United States which responded to a questionnaire as to whether they had operating or projected training programs for auxiliary personnel in education.

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The problem of the shortage of counselors is examined and the various possible solution considered.

A PROPOSAL FROM THE NEWARK BOARD OF EDUCATION TO THE FORD FOUNDATION. Union, N. J.: Scientific Resources, Inc., 1967. (ED 023 627 MF-\$0.25 HC-\$0.80)

This proposal to use nonprofessional aides in school and after-school programs in Newark, N.J., delineates program objectives, the mechanics and phasing of the proposed program, recruitment and selection procedures to be used in obtaining aides, the training to be given aides, the role of the assistant teacher, the concentration on language development, the program evaluation to be conducted and staff responsibilities.

Reissman, Frank, and Gartner, Alan. THE INSTRUCTIONAL AIDE: NEW DEVELOPMENTS. New York: New Careers Development Center, 1969. (ED 029 832 MF-\$0.25 HC-\$0.90 Also available from New Careers Development Center, New York University, 238 East Building, New York, N.Y. 10003, \$0.25, 16P.)

The utilization of students for cross-age teaching, parents to read to children, and community members as "street academics" is suggested for further improvement of pupil performance as well as the integration of school with community.

RESULTS OF PILOT ACTIVITIES IN THE GUIDANCE ASSISTANT PROJECT. Deerfield, Ill.: Deerfield Public Schools, District Number 109, 1968. (ED 026 680 MF-\$0.25 HC-\$2.60 50P.)

This is a preliminary progress report of a pilot program training paraprofessionals, or semi-or untrained persons, as guidance assistants in the elementary schools in Deerfield, Illinois. Primary responsibility for training these assistants fell to the school psychologist, social worker, and counselors.

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Describes the implementation of the Counselor Assistant Project in the Rochester, N.Y. area schools.

Schmais, Aaron. IMPLEMENTING NONPROFESSIONAL PROGRAMS IN HUMAN SERVICES. MANPOWER TRAINING SERIES. New York: New York University, Center for Study of Unemployed Youth, 1967. (ED 018 648 MF-\$0.50 HC-\$4.60 90P.)

Specific processes for utilizing nonprofessional employees in human services are presented. The background, current status, and problems are discussed.

Thomas, Hadley A. THE TEACHER AIDE PROGRAM. Tuba City, Ariz.: Tuba City Elementary School, 1968. (ED 027 996 MF-\$0.25 HC-\$1.10 20P.)

The Tuba City Elementary School, located in a Bureau of Indian Affairs Sub-agency Headquarters on the Navajo Reservation in Arizona, has conducted a teacher aide program since August 1965. Teacher aides are used in ungraded primary grades, in intermediate grades, and to assist nurses, librarians, and home visitation officers.

Thomson, Henry. INSTRUCTIONAL AIDE PROGRAM. Seattle, Wash.: Shoreline Community College, 1969. (ED 027 882 MF-\$0.25 HC-\$0.25 3P.)

The Instructional Aide Program is a flexible curriculum designed to prepare students to meet the paraprofessional needs of several kinds of institutions.

Tomlinson, T.M.; and Others. PSYCHOTHERAPY AND THE NONPROFESSIONAL THERAPIST: RESPONSES OF NAIVE THERAPISTS TO "THERAPEUTIC" CONTACT WITH CHRONIC SCHIZOPHRENICS. (ED 021 297 MF-\$0.25 HC-\$0.80 18P.)

The question is asked about the advisability of engaging naive students in the task of "helping" patients who are unlikely to exhibit identifiable behavior or personality change. Biographical and rating scale data from untrained student therapists are examined, and the conclusion is reached that in most instances the experience has a positive outcome.

Truax, Charles B. THE USE OF SUPPORTIVE PERSONNEL IN REHABILITATION COUNSELING: PROCESS AND OUTCOME. Fayetteville: Arkansas State Rehabilitation Research and Training Center; Evanston, Ill: Association of Rehabilitation Centers, Inc., No date. (ED 022 217 MF-\$0.25 HC-\$2.05 39P.)

The following issues are discussed in relation to counseling and vocational rehabilitation: (1) the process and outcome of counseling and therapeutic practice; (2) selection of effective counselors; (3) effective counselor training; (4) the role of untrained supportive personnel in the role of counselor aides; and (5) discusses the most effective use of supportive personnel in rehabilitation counseling.

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Designed to accompany a film ("I Am a Teacher Aide") used by trainers for enhancing team interaction between teachers and teacher aides, this discussion guide opens with an introduction on the uses of audiovisual materials and a list of specific resource available on team interaction training.

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A detailed report by an ACES committee on the use of support personnel with guides for program development.

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