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ABSTRACT

This publication is concerned with two major questions: What does the paraprofessional do? and How should a paraprofessional be trained? The duties of the paraprofessional are described as clerical, monitorial, and reinforcing of instruction, and these tasks may be either non-interacting (performed with things rather than persons), or interacting (performed directly with children or other adults). Examples of each category are given. The taxonomy is designed for use in training programs with a behavioral orientation. Examples of task sheets are given for each category and are intended only as samples, with trainer teams urged to adapt them to suit their own needs. Non-interacting tasks and interacting tasks are included, and each category in both groups is represented. There are four steps in each task sheet: 1) The specific task is stated behaviorally. 2) The needed skills, knowledge, and understanding are stated. 3) Training designs, methods, and materials for developing the needed skills, knowledge, and understanding are listed. 4) The plan for evaluation is stated. (Related documents are SP 004 803-805.) (MBM)

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TAXONOMY OF PARAPROFESSIONAL TRAINING

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FOREWORD

Of the many questions asked about the role of school paraprofessionals, the most frequent is: "What does the paraprofessional do?" Perhaps the second most frequently asked question is "How should a paraprofessional be trained to perform those tasks he is supposed to do?"

This publication addresses these two major questions.

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THE LIMITS OF PARAPROFESSIONALISM*

The purpose of employing school paraprofessionals is to make it possible for the certificated person to use his skill and training more effectively. The paraprofessional will not replace the classroom teacher. The tasks performed by the paraprofessional are under the direct supervision of the professional.

Questions concerning the limitation of the school paraprofessional are raised frequently. What should the paraprofessional be permitted to do? What should the paraprofessional not be permitted to do? These questions are central to the issues of role definition and procedures to be established for granting of credentials, certificates or licenses. Clearly, the school professional performs a variety of tasks, the range of which extends from simple behaviors requiring no training and little ability to those behaviors that require special talents and perceptions, supported by extensive training and experience.

The line that separates the professional from the paraprofessional can best be drawn by considering the following precepts:

1. Diagnosing of student needs is a professional task.
2. Prescribing instruction programs is a professional task.
3. Selecting appropriate materials is a professional task.
4. Presenting or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating, determining the why, the how, the where, and the when are professional tasks.

The professional is the decision maker for the implementation of the educational program.

The paraprofessional does only those things that he is directed to do, working under the supervision of the certificated person. These tasks can be described as those that are:

1. clerical
2. monitorial
3. re-inforcement of instruction

*Arnold Glovinsky and Joseph P. Johns, The Practice and the Promise, Report of the Paraprofessional Study, ESEA, Title III, Wayne County Intermediate School District, Detroit, Michigan, September, 1968 pp. 8-9.

Depending on his skill and training, the paraprofessional may be called upon to perform more complex tasks related to the reinforcement of instruction.

Therefore, since the professional and paraprofessional occupy different positions, which can be described in behavioral terms, there need not be confusion over role definition and the limitations of the school paraprofessional.

Each school of the school district will decide for itself the extent of the paraprofessional role. It may be defined narrowly or broadly, depending on the view of the district, or in many cases, on the position held by the classroom teacher with whom the paraprofessional must work. In any event, thinking about tasks to be performed by the paraprofessional ordinarily is accompanied by confusion, or at least uneasiness, when one considers the variety of tasks the paraprofessional may be called upon to perform.

In order to bring into focus this array of duties an ordering of tasks is needed, both for clarifying thinking and to make possible intelligent planning for training. This booklet presents such an ordering, a taxonomy of paraprofessional tasks.

THE TAXONOMY

Any task performed by the paraprofessional falls into one of only two groupings. There are:

- I. **NON-INTERACTING TASKS**, those tasks performed with things rather than persons, and
- II. **INTERACTING TASKS**, those tasks performed directly with either children or other adults.

Each major grouping is subdivided into three categories, as follows:

- | | |
|--------------------|-----------------|
| I. Non-Interacting | II. Interacting |
| 1. Housekeeping | 1. Clerical |
| 2. Clerical | 2. Monitorial |
| 3. Technical | 3. Tutorial |

Examples of each category are:

- I-1. Non-Interacting, Housekeeping: assisting in keeping the room neat and orderly; maintaining room equipment and supplies
- I-2. Non-Interacting, Clerical: writing an assignment on the board; duplicating materials; correcting objective tests
- I-3. Non-Interacting, Technical: setting up and operating a motion picture projector; tape recording a student presentation; constructing bulletin boards
- II-1. Interacting, Clerical: collecting milk money; operating a classroom library; making out forms for tardy pupils
- II-2. Interacting, Monitorial: supervising a cafeteria; accompanying children to an assembly; recess playground duty
- II-3. Interacting, Tutorial: helping a child locate a reference book; drilling a child on his multiplication facts; working with a small group during a play rehearsal.

No matter what the task, it can be placed in one of the two major groupings and one of the three categories within a group. At times a task may bridge two or three categories. For example, depending on how classroom attendance is taken, it could conceivably encompass all three categories listed under INTERACTING.

The taxonomy is an especially useful tool in districts which are in the early stage of paraprofessional planning, where the immediate decision needed relates to whether the paraprofessional role is conceived narrowly or broadly. A school or district may emphasize in its training program either Non-Interacting or Interacting Tasks.

BEHAVIORAL GOALS

The taxonomy is designed for use in training programs which have a behavioral orientation. Each task for which the paraprofessional is to be trained is defined behaviorally. There are four steps in the preparation of a task sheet.

First, the specific task is stated behaviorally;

Second, needed skills, knowledge, and understanding are listed;

Third, training designs, methods, and materials for developing the needed skills, knowledge, and understanding are written, and

Fourth, the plan for evaluation is written.

Examples of the task sheets follow. They were prepared by teacher-paraprofessional-administrator teams during training sessions conducted by the Paraprofessional Training Project. Each follows the four-point plan and each is written in behavioral terms. The sheets are included not as perfect examples but rather as samples of the kind of work practitioners found useful for their purposes. Trainer teams are urged to adapt these task sheets to suit their needs. Non-interacting tasks and interacting tasks are included, and each category in both groups is represented.

With reference to the task sheets for the interacting category, training in interpersonal relations is assumed to be a prerequisite. A detailed outline of such training is found in the Paraprofessional Training Model, pp. 10-13 and alternative plans in Designing for Training in Communication Skills and Conflict Resolution, both published by the Paraprofessional Training Project. In addition as a model for training in the interacting category, a series of transparencies and a guide have been prepared. The transparencies illustrate problems in lunchroom monitoring (I-2). The guide focuses specifically on how to use the transparencies and gives a rationale for establishing positive interpersonal relations in an effort to prevent deviant pupil behaviors.

SPECIFIC TASK ANALYSES BY CATEGORIES:

- N-1: Non-Interacting, Housekeeping**
- N-2: Non-Interacting, Clerical**
- N-3: Non-Interacting, Technical**

- I-1: Interacting, Clerical**
- I-2: Interacting, Monitorial**
- I-3: Interacting, Tutor**

**N-1 NON-INTERACTING
HOUSEKEEPING**

Specific Task: Straightening room at the end of the school day

A. Needed Skills, Knowledge, and Understanding

1. A standard for classroom housekeeping
2. A routine for checking deficiencies
3. A procedure for accomplishing goal

B. Training Procedures

1. Present written statement of expectations for room house-keeping.
2. Simulate room in disorder - uneven shades, misplaced wastepaper basket, desk askew, supplies out of place.
3. Plan routine for checking what needs to be done.
4. Plan procedure for accomplishing goal.

C. Evaluation - Teacher judgment and self-assessment of paraprofessional

**N-2 NON-INTERACTING
CLERICAL**

Specific task: Collecting, recording and filing absence notes

A. Needed Skills, Knowledge, and Understanding

1. Know form of filing of notes.
2. Know procedure of recording absences.
3. Know school procedure.
4. Know classroom procedure.

B. Training Procedures

1. Explain alphabetical filing system.
2. Explain absentee markings.
3. Written copies of school procedure.
4. Written copies of classroom procedure
5. Simulate and practice collecting, recording, and filing.

**C. Evaluation - Teacher judgment and self-evaluation of the
paraprofessional**

**N-2 NON-INTERACTING
CLERICAL**

Specific task: Checking arithmetic primary papers single digit not carrying addition

A. Needed Skills, Knowledge, and Understanding

1. Know basic addition skills.
2. Know the teacher's method in teaching.
3. Know the teacher's method of correcting papers.
4. Ability to see and inform teacher of patterns of errors in children's papers
5. Ability to print legibly, manuscript
6. Ability to recognize standards of children's legibility

B. Training Procedure

1. Review basic addition skills.
2. Present written statement of teacher's method for correcting papers.
3. Practice checking model papers.

C. Evaluation - Paraprofessional corrects addition papers to teacher's satisfaction in prescribed time.

**N-2. NON-INTERACTING
CLERICAL**

Specific task: Prepare a typed ditto from a teacher's notes.

A. Needed Skills, Knowledge, and Understanding

1. Preparation of a ditto master
2. Operation of ditto machine
3. Skill of typing
4. Format of the task:
 - a. Layout (spacing)
 - b. Type of print or writing
5. Location of materials and machines
6. Number of copies needed
7. Date and time needed

B. Training Procedures

1. Demonstration of preparation of a ditto master (HOW) supervised
2. Demonstration and practice (supervised) in use of ditto machine
3. Prerequisite for the job
4. Obtaining this information from the teacher
 - a. Demonstration of layout and spacing
 - b. Verbal explanation
5. Obtain and give information
6. Written directions on a prepared form

C. Evaluation - Dittos prepared by a specific time to the teacher's satisfaction.

**N-3 NON-INTERACTING
TECHNICAL**

**Specific task: Operating a 16 MM Motion Picture Projector RCA
400**

A. Needed Skills, Knowledge, and Understanding

1. Placement of projector on a sturdy table or stand
2. Removal of covering case and accessories
 - a. Speaker
 - b. Reels
3. Mounting reel arms
4. Identifying the electrical connection
 - a. Sound (speaker cable)
 - b. Plug insert
5. Focusing initial adjustments
 - a. Projector - on and off switch
 - b. Lamp - on and off switch
 - c. Distance between projector and screen
6. Threading of the movie projector
 - a. Place an empty reel on the lower reel arm, and a reel of film on the upper arm.
 - b. Examine the film to see whether it is ready for threading.
 - c. Check the rewind-operate lever for the operate position.
 - d. Adjust the number of feet necessary to thread the film.
 - e. Slide film under upper sprocket and release.
 - f. Open picture gate.
 - g. Form the lower loop of film.
 - h. Run film over guide roller.
 - i. Thread the film to the left of lower sprocket.
 - j. Run film under snubber roller.
 - k. Insert end of the film in the slot in the hub of the lower reel.
 - l. Rotate the reel clockwise by hand to take up film slack.
7. Operating the movie projector
 - a. Turn amplifier to the ON position.
 - b. Turn on the motor.
 - c. Adjust the speed selector for sound.
 - d. Turn on the lamp.
 - e. Focus the image and correct frame line.

7. Operating a movie projector (continued)
 - f. Adjust volume and tone control.
 - g. Turn off lamp, volume, and motor -- after last picture.
8. Rewinding the film
 - a. Bring end of film from lower reel to the hub of the upper reel and attach.
 - b. Adjust the rewind-operate lever to rewind.
 - c. Turn on the motor and let the projector run until the film is rewound.
9. Putting away the projector
 - a. Coil all cords and place them in the space provided beneath the projector.
 - b. Dismantle the machine and put the reel arms, cables, and spare reel in the positions provided for storage.
 - c. Retract the tilting control.
 - d. Push the spring belts into the projector.

B. Training Designs, Methods, and Materials for Developing the Needed Skills, Knowledge, and Understanding

1. Materials - Present to the trainee:
 - a. An operating view of the RCA 400 16 mm motion picture projector
 - b. A list of knowledges necessary for performing the task
 - c. An RCA 400 projector.
2. Use the operating view and the list to teach the trainee how to set up, thread, operate, turn off, rewind, and put away the machine. Then say, "You do it."

- C. Evaluation - The trainee will set up, thread, operate, turn off, rewind, and put away the machine in 15 minutes plus the length of showing time for the film.**

**N-3 NON-INTERACTING
TECHNICAL**

Specific task: Operating a DuKane micromatic sound filmstrip projector

A. Needed Skills, Knowledge, and Understanding

1. Position case so wide aluminum trim is close to the operator.
2. Release the case by pushing the case hasps down.
3. Remove case from the projector by pulling up on handle.
4. Push in on case release button; open like a suitcase.
5. Place the case in front of the projector with the screen facing the projector. (3 feet)
6. Remove cord from carrying case compartment.
7. Plug power cord into marked receptacle at the rear of the projector.
8. Plug power cord into an electrical outlet. Use adaptor if necessary.
9. Lift turntable from storage slot.
10. Lift pick-up arm from storage position and move towards control panel.
11. Place turntable on turntable shaft. Push idler wheel under edge of turntable. Push turntable down until it seats.
12. Remove red needle guard.
13. Turn volume control knob clockwise to position 2. (This turns on pilot lamp, amplifier and phonomotor.)
14. Allow 3 minutes for machine to warm up.
15. Set record player speed at 45 or 33-1/3 rpm.
16. Adjust slide image.
17. Raise the projected image by tilting the projector with elevating knob.
18. Push bottom of film carrier forward.
19. Check film. The last frame on outside of roll.
20. Place film in film cup.
21. Pull film from center over film guide.
22. Thread film into film carrier until it comes out bottom of carrier.
23. Push film carrier back.
24. Push rim of framing knob in and rotate it clockwise until focus frame appears on screen.
25. Sharpen focus.
26. Slide film under film take-up clip.

27. Advance film to proper frame for starting record.
28. To stop program, move lever to hold position. To start program, return lever to play position.

B. Training Designs, Methods and Materials for Developing the Needed Skills

1. **Materials:** Present to the trainee a list of knowledges that are necessary for performing the task.
2. Utilize the list as an outline to operate the DuKane Projector.
3. A Dukane Filmstrip Projector

C. Evaluation

The trainee will set up and operate a DuKane Filmstrip Projector in a limited time span (5 minutes).

**N-3 NON-INTERACTING
TECHNICAL**

**Specific task: Operating a Califone Record Player, Model 1430, and
headsets**

A. Needed Skills, Knowledge, and Understanding

1. Remove lid from case.
2. Remove power cord from cord storage compartment at side of case.
3. Identify electrical connections.
4. Turn the power control to PAUSE position.
5. Select correct needle and turntable speed for type of record played.
6. Place record on turntable and turn power switch to play.
7. Adjust volume and turn power switch off.
8. Distribute headsets to children.
9. See that children have headsets comfortably positioned.
10. Plug headsets in jack box.
11. Plug jack into external speaker in record player.
12. Turn power switch of record player to play.

**B. Training Designs, Methods, and Materials for Developing
the Needed Skills, Knowledge, and Understanding**

1. **Materials:** Present to the trainee a list of skills that are necessary for performing the task.
2. Use the list as an outline to teach the knowledges to the trainee. Show how to operate the machine. Then say, "You do it."

C. Evaluation

The trainee will set up and operate a record player and headsets in a limited time span (5 minutes).

**I-1 INTERACTING
CLERICAL**

Specific task: Checking tardy students and writing out passes to enter classroom according to school policy

A. Needed Skills, Knowledge, and Understanding

1. What is the school policy?
2. Which forms should be used?
3. What information is found from the student to write on forms?
4. File the duplicate.

B. Training Procedures

1. Written school policy on tardiness
2. Location of forms
3. Procedure to write pass forms - dated and indexed
4. Location of file cabinet classified
5. Simulate the activity.

C. Evaluation

On site observation and assessment

**I-1 INTERACTING
CLERICAL**

Specific task: Checking out books from the classroom library

- A.**
- 1. Recording data on library cards**
 - 2. Filing library cards in their proper places**
 - 3. Procedure to follow for book renewal**
- B. Training Procedure**
- 1. Remove the card from the book, set date due stamp and stamp on the required line.**
 - 2. File the cards in alphabetical order behind the date due according to the author.**
 - 3. Teach rules for renewal according to each teacher -- do this according to a prepared list.**
- C. Evaluation**
- Role play a typical library situation and have a teacher evaluation.**

**I-1 INTERACTING
CLERICAL**

Specific task: Writing up an experience chart for a primary student as a step to reading

A. Needed Skills, Knowledge, and Understanding

1. The correct primary printing form necessary
2. How to listen and rephrase the child's thoughts and expressions
3. How the child must reread this experience back to the paraprofessional

B. Training Procedure

1. Teach "ball and stick" method of printing by a primary practice sheet.
2. Give the paraprofessional a typical primary child's experience and have her record it.
3. Observe primary reading in a master teacher's room and then practice under her direction.
4. Have the teacher play the part of the student and the paraprofessional apply the above training.

C. Evaluation - Teacher judgment and self-assessment of the paraprofessional

I-2 INTERACTING MONITORIAL

Specific task: Monitoring a cafeteria in a manner satisfactory to building principal or other designated responsible person

A. Needed Skills, Knowledge, and Understanding

- 1. Standards of cafeteria behavior**
- 2. Management procedures**
- 3. Reacting to emergency**
- 4. Anticipating and preventing problems**

B. Training Designs, Methods, and Materials for Developing the Needed Skills, Knowledge, and Understanding

- 1. Standards - obtain the information, preferably written policy statement.**
- 2. Management - obtain the information concerning procedures and routines.**
- 3. Emergencies - obtain information; certificated person's location, school policies regarding first aid, etc.**
- 4. Anticipating - eye contact; circulation; position in the room; observation**

C. Evaluation

On-site observation; self assessment

**I-2 INTERACTING
MONITORIAL**

Specific task: Daily milk distribution to primary classrooms.

A. Needed Skills, Knowledge, and Understanding

1. Auditing weekly milk order for each classroom
2. Locating where the milk is stored
3. Auditing current milk list for the week
4. Collecting, counting, and banking money

B. Training Procedure

1. Study models of weekly milk order
2. Observation of milk storage location
3. Simulate distribution with paper containers.

C. Evaluation

Milk money and distribution of milk accomplished to principal's satisfaction -- on-site observation.

**I-2 INTERACTING
MONITORIAL**

Specific task: Paraprofessional assisting the health team in administering vaccine shots to the children

A. Needed Skills, Knowledge and Understanding

1. Knowledge of form 80E -- Health Record
2. Knowledge of behavior to put children at ease
3. Knowledge of routing procedures
4. Reaction to emergency
5. Proper disposal of used materials

B. Training Procedure

1. Form 80E - Familiar with form for correct entry
2. Practice entering - Stamp provided by the Health Department
3. Practice procedures: Rolling up child's sleeve
Application of cotton to the arm
4. Emergency procedures: Taking children to fountain (washroom) for a drink
Call parent (with permission).
5. Disposal: Place cotton in paper bags for burning.
Place all syringes in separate container.

C. Evaluation

On-site observation Judgment of principal

**I-2 INTERACTING
MONITORIAL**

Specific task: Distributing and collecting supplies and materials

A. Needed Skills, Knowledge and Understanding

1. A procedure for distributing and collecting materials
2. A system for accounting for materials distributed
3. Safety factors in distributing materials

B. Training Procedures

1. Practice distributing and collecting supplies and materials
2. Discussion concerning safety factors involved

C. Evaluation

Teacher judgment and self-assessment of paraprofessional

**1-3 INTERACTING
TUTORIAL**

Specific task: Assisting children with manuscript writing

A. Needed Skills, Knowledge and Understanding

1. Ability to demonstrate legible manuscript
2. Ability to observe pupils problems in writing
3. Ability to correct pupil's performance

B. Training Designs, Methods and Materials for Developing the Needed Skills

1. Group members will demonstrate their ability to write in manuscript by participating in a timed exercise.
- *2. Members will be provided with practice instruments to develop the needed skills.
3. Achievement will be determined by a post-test.

C. Evaluation

1. Trainer's Judgment
2. Speed and Accuracy - four minutes timed exercise

***The practice instruments are taken from:**

**Let's Write Manuscript - Book 1
Hayes School Publishing Company, Inc.
Wilkinsburg, Pennsylvania
(Price \$3.50)**

I-3 INTERACTING TUTORIAL

Specific task: Playing the Radio Game

A. Needed Skills, Knowledge, and Understanding

1. Knowledge of letters to be reviewed or vocabulary words to be reviewed
2. Understanding of reinforcement of things already taught by means of games
3. Knowledge of the game (This game would be played with a small group. The alphabet cards (or words) would be given to the children of the class. Then the teacher or student calls them in with the words "Calling A, calling A." The pupil with the card "A" replies, "A reporting, A reporting" and gives up the card.)

B. Training Procedures

1. Written explanation of the game procedures.
2. Inventory of the word or letter cards
3. Creation of a makeshift microphone
4. Practice presentation of the game (role-play)

C. Evaluation

Teacher's judgment and self-assessment of the paraprofessional

I-3 INTERACTING TUTORIAL

Specific task: Drill a child on short vowel "A."

A. Needed Skills, Knowledge, and Understanding

1. Knowledge of long vowels
2. Knowledge of short vowels

B. Training Procedures

1. Use vowel card and flash card "A" for drilling.
2. Hold up card to be mastered giving students the sound.
3. Have class repeat in unison and then individually until vowel is mastered.
4. Begin to use "word cards" containing vowel "A," first in unison and finally individually.

C. Evaluation

Each child is able to read each word card shown in 30 minute period.

I-3 INTERACTING TUTORIAL

Specific task: Helping a pupil to use guide words in a dictionary

A. Needed Skills, Knowledge, and Understanding

1. Know correct alphabetical order.
2. Know what guide words are and how to use them.
3. Know where guide words are located on a dictionary page.

B. Training Procedure

1. Provide list of words in alphabetical order.
2. Practice putting words in alphabetical order.
3. Use dictionary to emphasize arrangement of words in alphabetical order.
4. Study one page of dictionary to know placement of guide words as entry words.
5. Practice to find out how much faster words can be found by using guide words.

C. Evaluation

The paraprofessional is given two guide words and a list of other words. She will be able to indicate in five minutes which words would be found on a given page in the dictionary.

**I-3 INTERACTING
TUTORIAL**

**Specific task: Help students find material for English assignment in
Instructional Materials Center.**

A. Needed Skills, Knowledge, and Understanding

1. How to identify English material section.
2. How to identify subject matter -- poetry
3. How to identify English Literature and American Literature
poetry area

B. Training Procedures

1. Provide observation and practice in library.
2. Simulate English assignments.

C. Evaluation - Judgment of librarian

I-3 INTERACTING TUTORIAL

Specific task: Helping a child to give verbal responses to questions

A. Needed Skills, Knowledge, and Understanding

1. How to ask questions which cannot be answered non-verbally
2. How to ask provocative questions to get verbal responses
3. How to deal with and accept nonverbal responses
4. How to maintain positive attitude, patience, acceptance, tolerance for nonverbal child
5. How to anticipate solution for nonverbal answer

B. Training Procedures

1. Provide some written materials with discussion about characteristics of nonverbal child.
2. Role play situations with teachers and paraprofessionals.
3. Practice in asking questions which will get verbal responses.
4. Practice in appropriate vocabulary - using many other terms for same question - rephrasing - probing.

C. Evaluation - Judgment of the teacher

I-3 INTERACTING TUTORIAL

Specific task: Working with children to set and clean-up breakfast table

A. Needed Skills, Knowledge, and Understanding

1. Give simple, specific directions for one task at a time.
2. Understand capability of child--urging him to do what he can do.
3. Accept child's limitations and not expect perfection.
4. Know location of supplies.
5. Know routines in order of sequence.

B. Training Procedure

1. Teacher demonstrations followed by paraprofessional practice
2. Inventory of supplies
3. Discussions about routines
4. Problems anticipation--give examples

C. Evaluation - On-site observation

N-3 INTERACTING TUTORIAL

Specific task: Helping students use filmstrips and records

A. Needed Skills, Knowledge, and Understanding

1. Attitudinal development
2. Technical skills

B. Training Procedures

1. Demonstrate use of filmstrips.
 - a. The filmstrip should be carefully removed from the container. It should be held by the edges, and the fingers should not be placed directly on the pictures.
 - b. Check the title of the filmstrip with the label on the container.
 - c. Unroll a portion of the filmstrip and insert into the bottom of the viewer. (Check to make sure the beginning part of the filmstrip is inserted first.)
 - d. Focus the viewer and turn one frame at a time. (Do not pull the filmstrip through the viewer by either end.)
 - e. When finished, carefully reroll the filmstrip and place in the container with the same title.
 - f. Report any damaged filmstrips to the person at the circulation desk.
2. Demonstrate use of records.
 - a. The record should be carefully removed from the container. Hold the record by the edges. (Fingers should not be placed on the grooves.)
 - b. The record should be carefully placed on the phonograph. The amplifier should be turned on and allowed to warm up. The correct speed should be selected before the arm is placed on the record.
 - c. The arm should be carefully placed by the margin of the record.
 - d. After the record is completed, turn the phonograph off (motor and amplifier). Carefully remove the arm from the record and firmly secure the arm to the clip.

- e. Remove the record from the phonograph and place in the correct container.
- f. Again... check to make sure the phonograph is turned off (motor and amplifier).

C. Evaluation - Teacher judgment and self-assessment of the paraprofessional.