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ABSTRACT

Developed through the Career Options Research and Development (CORD) Project, this teacher's manual should be useful in the training of paraprofessionals for the human services areas. Included in the manual is a discussion of several problem situations which teachers in the human services areas may encounter, including adult learning and the development of listening skills, reading skills, writing skills, and good study habits. Suggestions are also offered concerning other topics, such as preservice training of paraprofessionals, internships, and student evaluation. Ideas presented in this manual reflect the experiences of paraprofessional programs at Prairie State College. (JS)

TRAINING PARAPROFESSIONALS FOR THE HUMAN SERVICES

A Manual, Written by Mary Ann Johnson, Director of Human Services, Prairie State College, on behalf of

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CAREER OPTIONS RESEARCH AND DEVELOPMENT

(Social Service Aide Project for the Training and Education of Paraprofessionals)

and

PRAIRIE STATE COLLEGE

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

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Division of Comprehensive Vocational Research
Branch of Career Opportunities

This manual is intended as a general guide for those individuals involved in the training of para-professionals in the Human Services areas. Human services, for the purposes of this paper, are defined as those service areas carved from the social and behavioral sciences and oriented to providing services directly to individuals. Among the accepted para-professional areas are:

social service aide
mental health aide
teacher-aide
community or neighborhood aide
juvenile officer correctional aide
school counselor aide

to mention just a few and to clarify the areas in which the following guidelines might apply.

The educator involved in the training of para-professionals, more often than not, is in contact with a student who does not conform to the traditional norms of the "typical college student." The various types of students one may encounter include individuals who are educationally disadvantaged and/or are returning to the work market or school after many years away from that particular scene. If the training program is to serve the concept of new careers, the program must recognize the uniqueness of these students.

Hopefully, the program will involve teaching methods beyond having the student read, listen to lectures and perhaps, participate in some discussion, but even with new approaches, the ability to read beyond the functionally illiterate level is necessary in most programs. Therefore, before plunging the student into the training program, it is necessary to know where he is in terms of reading and arithmetic skills.

Science Research Associates, Inc. (SRA)[1] has developed Reading and

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1. SRA, Inc., 259 E. Erie St., Chicago, Ill. 60611.

Arithmetic tests designed for adults and youths over 14. It is stressed that the tests are directed to those who may be capable but lack the advantages of formal education. The final forms of both tests were administered to individuals in combination programs of on-job training and basic education with ages ranging from seventeen to thirty years.

After planning an appropriate program for improving the reading and arithmetic skills within the context of resources available, there are other areas which may be placed in orientation sessions and which may need frequent reinforcement during the entire training period.

Adult Learning

The subject of adult learning is one which should be stressed, recognizing that the students may have misgivings about their abilities to learn. Contrary to the adage, "you can't teach an old dog new tricks," research has shown that learning and modification of personality can continue to the end of life if the individual is highly motivated.

The student needs to recognize that adults become conservative in their thinking and behavior; they want to cling to the "old way of doing things" -- the way that is tried and true. They find excuses for not trying new ideas; they rationalize, but basically it is the fear of failure which dampens their enthusiasm and curiosity. The adult is just as tied to his peer group as the adolescent, and is constantly hampered by "wondering what the Joneses will think." Adults do, in fact, live up to the expectations of their neighbors and community. What needs to be stressed is that the adult student is able to enter into the planning and progress of his own learning and development, and the training program is there to provide professional guidance to make the learning easier.

Recognizing that fear is a deterrent to learning, the educator must further deal with the subject. Most fears are learned or acquired, and the fear of failure is not always thought out; the individual simply avoids situations or withdraws rather than making an attempt. The student needs to recognize this kind of reaction and needs guidelines to avoid it. Failure situations can be avoided by setting realistic goals and making the distinction between long range goals and the short term achievements leading to the goal. The student may have a long range goal, but he needs to know how to break it down into its component parts. He must understand that the path to the total goal may include learning or reviewing basic language skills as well as learning experiences in a variety of specific skill areas. When presented with the total program the student may be overwhelmed, but if each segment is approached as a step to the long range goal and dealt with individually, half the battle of overcoming fear has been won.

It needs to be further stressed that logical thinking and unrealistic fears are incompatible; logical thinking requires that the student find reasons for a happening, action or belief, reasons which are based on evidence -- not guesses, suppositions or superstitutions. The student must learn to recognize and define the problem or goal, and find all related information before making a judgment or taking action. He must also learn to re-evaluate the action as new information is available and be ready to make a new judgment.

Learning Stiuations

The student needs to be familiarized with the variety of learning

situations he will meet: course work, seminars, workshops, role-playing, conferences, and institutes, and internship or practicums. Stress that course work follows a definite pattern of study through readings, lectures and discussions. Explain that seminar study suggests the small group situation with intensive study of a particular area or subject and concentrated discussion and analysis. The workshop should be distinguished as a separate learning experience which implies the participants are actively involved as opposed to the more passive role in the lecture situations.

Role-playing is a technique, which requires that the student assume the role of another person. For the teacher aide, it may be that of a child, parent or teacher. The caseworker aide may assume the role of the client and so on. An evaluation of the behavior expressed may lead to thoughtful discussion in which the student, through the role playing experience, may assimilate a particular learning rather than passively absorb the knowledge. For example, an instructor actively lectures on the thesis, "never ask a child why he misbehaves" or "to be a welfare recipient, more often than not, is a dehumanizing experience." The student may remember this information, but if he has experienced the emotions and reactions of the individual in the case at point, he will not need to memorize, it will have become part of his own life experience.

Conferences and institutes carry the connotation of bringing a large group together with a specific subject in mind. Keynote speakers may set the pace for smaller group discussions.

The internship or practicum should also be thoroughly explained and will be dealt with later in this paper.

Listening

In the above mentioned learning situations, the student will be subject to lectures, talks, speeches,panel discussions, demonstrations and media presentations. In the past, the greatest emphasis in the communication arts has been on reading, writing and speaking skills, but as suggested, the individual spends the majority of his learning time in listening -- and unfortunately, remembers about half of what he hears, no matter how closely he thinks he listens. Although research indicates the average retention rate is about 50 per cent, listening, like reading or writing, is a skill which can be taught and improved.

Humans think faster than they can read, write or speak, and, it can be added, faster than they listen. The individual's mind is always thinking of what the speaker is saying, and it is extremely difficult, if not impossible, to slow down one's thinking to a rate of 125 words per minute, which is about the average rate of speech.

Further concentration is frequently impaired for a variety of reasons: lack of agreement with the speaker, personal problems, fatigue and lack of interest, to mention a few. To avoid the pitfalls inherent in the listening process, here are some suggestions for the students:

1. Look directly at the speaker. Attempt to maintain eye contact with the speaker except when taking notes. However, when doodling begins during note taking, it is a signal to focus on the speaker to regain concentration on what is being said.

2. Listen for the main idea and subordinate ideas. In formal classes, the instructor assumes the material has been read.

3. Be aware of non-verbal communications.

4. Take notes.

Unfortunately, most speakers do not organize and present their material as precisely as they do for written presentations; therefore, the listener must organize the speaker's ideas into main and subordinate categories. Note that it is ideas which are stressed, not facts. Facts are relevant only to the degree that they support ideas. Organization of ideas basically involves classification. When ideas are classified, a common element is sought for the purpose of grouping.

When attempting to classify or outline, either for written work or listening, be consistent in choosing a common element or guide for classification, and attempt to choose a system in such a way that any particular element will fit in only one place. Some questions which can be considered for classification are:

1. Is the material concerned with a major purpose such as education?

2. Is the material concerned with a major process such as how to teach reading?

3. Is the material concerned with a particular group of people of things such as the characteristic behavior of five year olds?

Rudyard Kipling stated it well with the following poem:

> I keep six honest serving men
> (They taught me all I knew)
> Their names are What and Why
> And When
> and How and Where and Who.

It is not enough to be adept at organizing ideas to become a good listener. One must also be aware of the significance of non-verbal communication. The listener must take note of voice tone, posture, facial and eye expressions, and gestures, for these add meaning to the

spoken word. The good speaker, himself, is aware of audience reaction on the same level of non-verbal communication. He seeks eye contact, the assenting nodding head, the frown, the smile and other non-verbal ways in which the audience communicates agreement or disapproval, interest or disinterest. Non-verbal communication is equally important in one-to-one situations and small groups.

An important psychological factor of which the listener should be aware is that of <u>selective listening</u>. We all have our own particular set of prejudices, and frequently when we listen to a speaker with whom we disagree, we simply block out much of what he says by picking out the points which we may attack either in our minds or in oral rebuttal. This is one of the more serious deterrents to effective listening. To eliminate this process of selective listening, the listener must avoid making judgments as the presentation is in progress and must weigh what the speaker has said in terms of its validity: Is it opinion or fact? What is the source of information? Is the source valid? He must also attempt to summarize both positive and negative points.

There are specifics to note-taking which may be halpful in addition to the points on outlining.

1. Use your own words--do not attempt to write everything--this is where the ability to classify becomes important.
2. Develop a shorthand or symbol system for such words as <u>a</u>, <u>an</u> and <u>the</u>. You may also drop unnecessary vowels for faster note-taking. Fr exmpl: y my drp / unecsy vwls fr fstr nte tkng.
3. Try to keep your handwriting legible.
4. Practice note-taking separate from listening at the beginning.

Questions

Effective listening suggests effective participation, which implies answering and asking questions. The student may ask the following types of questions. Point out that he should note that certain instructors may show a preference for a particular kind of question.

1. Recall--or specific information. What is the characteristic behavior of two year olds?

2. Comprehension. You are required to put the information in another form. Compare the behavior of two year olds with that of three year olds.

3. Application. You are required to use what you know for a specific problem. How do the manifestations of puberty affect the behavior of thirteen year old girls in the classroom?

4. Analysis. You will need to fully understand a process. What aspects of the development of three year olds have particular significance for planning a nursery school curriculum and why?

5. Synthesis. You are encouraged to use what you know to create new plans, activities or theories. Plan a unit for teaching base 10 at the first-grade level.

6. Evaluation. Observe a fifth-grade classroom; evaluate the reading lesson as it relates to what you have learned about the growth and development of that age level.

Stress that if the student does not understand or feel a need for further clarification, he should ask questions. If he does not, the confusion of not understanding will be compounded as the material becomes more complex. Also suggest that the instructor is not inclined to appreciate or encourage questions, he should make a point of getting together with other students in the class to discuss the areas where confusion may have arisen. Suggest jotting down questions during the formal lecture, being specific in his questions and comments, and being sure they relate to the topic being discussed.

As an instructor, do not make the mistake of assuming the student has levels of proficiency expected of the traditional student in the study skills. Do not assume that because you may be teaching a subject such as psychology, casework and interviewing, or the principals of group therapy that your role is limited to that specific topic. In many instances, the instructor must deal with reading, writing and listening skills or personality traits that traditionally the student is expected to have mastured before he enters a post secondary training program.

Organization of the Student's Time

The ability to organize one's time in order to engage in the study process, is another area which is frequently assumed, but in training programs for para-professionals should be included as a specific topic.

If the student is entering the program of study from high school, he may find that the class schedule appears to be freer than before; however, it should be pointed out, at least in theory, for every hour he spends in class, ideally he would spend an equal amount of time in study. It should be stressed, though, that this is not always possible so it becomes a matter of establishing priorities on his time outside of class and using it to the greatest advantage.

There is also the student who is returning to the world of study after a long absence, and this student may have the additional concern of family responsibilities which requires a more careful evaluation of priorities and organization of time. There are several alternatives depending on the individual situation. It may be he finds it impossible to study at home; if so, suggest he allow himself time to study at school before or

after class. If he or she has young children at home, use their nap time as the study time. If he is an early riser, he may possibly gain a half hour or so before the rest of the family is up. Most importantly, stress consistency--if he chooses to study before he goes to bed, he should do it on a regular basis. His family will respond more willingly to a consistent time than if he changes it each day.

There are other actions he can take to make greater use of his time. A list of pointers to the student could include the following: Do not shop for groceries without a list! Know what he needs, list it and buy it. Incidentally, there is an additional pay-off to saved time; he may find that he will also spend less money. If he or she has been serving meals (particularly breakfast and lunch) on a serve as they come basis, serve the entire family at the same time. Plan the meals so that on the days of class they require less time in the kitchen. If there is a freezer, there is the option of preparing meals in advance and simply warming them when necessary. Stress avoiding buying clothes which need ironing. Plan for illness by having dependable sitters so it is not necessary for the student to miss class or work because of minor illness. Emphasize looking for more efficient ways of cleaning the house, and if the children are older, suggest involving them in his learning process through questions and discussions so that they will be more willing to share the responsibilities of keeping house.

The problem of managing time is one the student should face and tackle before he enters the work world. The pace of attending classes will not be as many hours away from home. It will give him the opportunity to re-organize slowly and with care so he can be fully prepared by the time

he completes his studies.

Developing Good Study Habits

Like organization of the student's time, the development of good study habits must also be covered. For most of us, the fine art of studying requires some practice and habit formation. Consistent study habits must be developed if the student is to succeed. Suggest that if possible, he study in the same place and preferably where he can keep his materials on hand at all times: dictionary, pen, pencils, and so on. Using the same place will also condition him to get down to studying without wasting time. Discuss the need for sufficient ventilation and lighting, avoiding direct light or light which casts shadows, that too much quietness can be as distracting as too much sound. However, high volumes over prolonged periods can be distracting; they can actually cause damage to the ear. Caution against getting too comfortable--he should stay away from his favorite chair--a little discomfort leads to increased efficiency in mental work.

As stated previously, when to study is contingent on his other responsibilities. He needs to evaluate his own situation and act accordingly, but should avoid long periods of study and should not permit assignments to pile up. Studying during the day and reviewing just before going to bed is another useful hint.

Reading

General comments on reading and writing skills are also appropriate. Discuss how well he reads or, more importantly, how much he wishes to improve his reading skills will be a determining factor in his level of academic success in the training program.

Emphasize, however, that academic success does not necessarily mean that he will make a good human services aide. A straight A student may fail miserably in the life situation because education is more than acquiring knowledge; it involves attitudes, personality and the ability to communicate what one knows to others in such a way that they are willing and eager to accept it. However, the student will need to learn many new terms. Each profession has its own particular vocabulary. Further, a lack of reading skills will limit him in his function as an aide.

The basic rules for reading are worth reviewing, perhaps for some, their first exposure. Effective reading is more than reading words; it involves reading for main ideas and supporting details, understanding the use of figurative speech, recognizing the difference between fact and opinion; it is a total process.

A few simple guidelines are appropriate, but if he is having serious problems in reading, recommend the librarian, counselor or reading specialist for professional assistance. The guidelines are:

1. Skim or read quickly through the material to find the main ideas: how, why, what, who, when, where?

2. Re-read the material, underline main ideas and difficult passages, look up words you do not understand and write the definitions in the margins if it's your book.

3. If the text has questions at the end of the chapters, attempt to answer them.

4. If possible, work with another student; discuss problems and ask questions of each other.

Writing

Writing skills also take on additional importance as one enters a program of study. He will be required to write as a student, as an applicant when he seeks employment and as an aide on the job. Again,

the intent of this manual is not to teach the student to write, but a few hints are in order. After he has written something, suggest it be read into a tape recorder or to another person. This will help him catch errors in leaving out words, using improper verb tenses or forgetting punctuation. Another benefit is that it will allow him to hear the rhythm or lack of it in his writing. Good writing is very close to good speech; it is smooth. People tend to become stilted in their writing style, and when read orally, the sentences which are too short or too long become quite obvious. Further, allow and encourage him to have another person edit his writing for spelling or grammatical errors; even professional writers have this done. What is important is that he says what he has to say in such a way that the reader can understand it. It does not require a vocabulary of six-syllable words to be a good writer.

It does require organizational skills, the same organizational skills which were discussed under listening and note-taking. It is a matter of beginning with the main idea and outlining from there, using a classification system which also reflects the sequence or order of the thoughts. Writing papers for college requires an additional skill--the use of footnotes, bibliographies, and so on. There are many pamphlets and books available which will give him help to improve his writing skills.

Using the Library

Using the library requires that the student become familiar with the physical setting of the library. Large universities frequently have libraries in separate rooms or buildings arranged according to the college or subject divisions; the law library, the education library and so on. Check the reference and see what is available.

The first tool he will use in the library is the card catalogue. The library's collection is listed on at least two, if not three, cards in the card catalogue--the library index. The three separate divisions of the card catalogue are by author's name, by title and by subject. Most libraries have at least the author and title classification.

Each card gives the following information:

1. Upper left hand corner--the call number which indicates where the book can be found. If the stacks (where the books are stored) are open to students, you use the call number to locate the book, but many large libraries require that you present the call number, title and author to the librarian who has the book located for you. The call number systems will be explained following this section.

2. Title of the book, author, his birth year and, if deceased, the year of his death.

3. Where the book is published, publishing company and date of publication.

4. Number of pages and the height of the book.

5. Number of illustrations, graphs and plates.

6. Possibly a brief description of the book.

If one knows the title, one may use the title card catalogue drawer containing the initial letters of the title; ignore such first words as the, a and an. If the author is known, one may choose the drawer with the beginning letters of the author's last name. If there are several works by the same author, he will need to check each card for that particular title. If he wishes to find information on a particular subject, he may choose the drawer which alphabetically corresponds to the subject. Child development would be found under C or, in a very large collection, CH. Some subjects are classified in more than one way. Child development

material, for example, may also be listed under Human Growth and Development. When using the subject catalogue, stress that he may have to try several different types of subject headings.

When he has found a book, he may find additional information before deciding to check out the book. Point out the title page; checking the copyright and publishing dates to make sure that the book is current. Stress skimming the introduction, preface and table of contents; looking at the index, mention the index is an alphabetical listing of topics and names occurring in the book that indicates where to find a specific subject and how many pages are devoted to it and that it is located at the back of the book. Suggest examining the material in the appendix. The bibliography may be very useful; even though the book may not be exactly what he is looking for, its references can lead him to other sources.

Another useful tool is The Readers' Guide to Periodical Literature, which is an index of magazine articles. It is alphabetically organized under subject, author's last name or article title. The International Index to Periodicals is a companion index to the Readers' Guide but its emphasis is on scholarly journals in the humanities and social sciences. There are other periodical indexes to which his librarian may direct him. Magazine articles are valuable because they provide the most recent information available.

Many libraries use the Dewey Deciman System which classifies books into ten large subject areas. The large subject areas and the corresponding beginning call numbers are listed below:

000 General Words
100 Philosophy
200 Religion
300 Social Science
400 Languages
500 Science
600 Useful Arts
700 Fine Arts
800 Literature
900 History

Each of the larger divisions is subdivided into ten smaller categories, and each of these is further divided into ten subdivisions. If necessary, subdivision can continue indefinitely through the use of decimals. Each non-fiction book has a call number, but fiction is arranged alphabetically by the author's last name.

Larger libraries use the Library of Congress Classification which begins the call number with capital letters to indicate the subject area. The outline which follows gives the subject area classifications.

Library of Congress Classification

A General Works
B-BJ Philosophy and Psychology
BL-BX Religion
C History of Civilization
D General History
DA History--Great Britain
DB History--Austria, Hungary and Czechoslovakia
DC History--France
DD History--Germany
DE-DJ History--Greece, Italy and Netherlands
DK History--Russia, Poland and Finland
DL History--Scandinavia
DP History--Spain and Portugal
DQ-DR History--Switzerland, Turkey and Balkan States
DS History--Asia
DT History--Africa
DU History--Australia and Oceania
M Music
N Fine Arts
P General Language and Literature
PA Classical Language and Literature
PB-PH Modern Languages
PJ-PL Oriental Language and Literature
PN General Literature
PQ 1-3999 French Literature
PQ 4001-5999 Italian Literature
PQ 6001-9999 Spanish and Portuguese Literature
PR English Literature
PS American Literature
PT 1-4899 German Literature
PT 5001-9999 Dutch and Scandinavian Literature
Q General Science
QA Mathematics
QB Astronomy

E 1-143 History--General America
E 151-F 974 History--United States
F 975-1000 History--Central America
F 1001-1140 History--Canada
F 1201-1392 History--Mexico
F 1401-3799 History--Latin America
G Geography and Anthropology
H-HA General Social Sciences
Statistics
HB-HJ Economics
HM Sociology
J Political Science
K Law
L Education
QC Physics
QD Chemistry
QE Geology
QH Natural History and Biology
QK Botany
QL Zoology
QM-QR Anatomy, Physiology and Bacteriology
R Medicine
S Agriculture
T Technology and Engineering
U-V Military and Naval Science
Z Bibliography and Library Science

Reference books such as encyclopedias, dictionaries and atlases can be useful in initiating your research and finding the over-all view of a particular topic, but do not use them exclusively. There are general and special encyclopedias. Again-it must be stressed for the instructor that the above areas of competencies cannot be assumed.

Introduction to Pre-Service Training

As suggested earlier, learning experiences for para-professional trainees are organized in a variety of ways. Institutions of higher learning and state, county and/or local school units may initiate and provide varied training programs. In many areas the college and the local agencies work together as a team to offer high quality programs. Many joint projects are sponsored financially by state and federal grants.

Training programs may be included in one and two year curriculums at the junior college level, which offer vocational and transfer credits. These courses lead to a certificate or associate degree at the conclusion of the program. Other programs can be short term varieties, including 10 week or summer workshop activities. The college courses usually are preferred, because they offer future opportunities and career goals for

the trainee.

Whether a trainee is educated by an institution of higher learning or by an agency, training methods may have similar characteristics. The training is usually geared to the individual's level of ability, and supervision is given and planned by teams of educators, with assistance from counselors and other specialists.

Community participation is important to any program. Its success depends on the enthusiasm, cooperation and support of the people. Several good examples of community participation are demonstrated by groups within the local operation of the Office of Economic Opportunity. Community Action programs have sub-groups which aid in the organization and functioning of programs such as Head Start. Professionals, paraprofessionals and lay citizens work and guide operations as a team. For example, the Head Start programs, under the leadership of a director, utilize and train community members whose children attend classes at the center. Parents are guided into training programs and many enroll in college level courses and workshops. In this way they are able to begin climbing a career ladder.

Observation and Participation Activities

Observation and participation in the work experience are the basic components of para-professional training programs. It is essential that aides have adequate time to observe in the work situation. These observations are usually made over a several week period and should preclude the practicum or internship period. The intern is the aide-in-training, the student aide or aide trainee.

While a trainee is participating in observation experiences she should keep careful records of the procedures in various situations.

Each observation experience must have a purpose, and goals or objectives should be clearly defined.

Internship or Practicum

A practice experience, often referred to as the internship or practicum experience, is considered a key to successful training of paraprofessionals. At the college level, it is a carefully guided on-the-job experience, where aides are actually involved in the agency activities for a substantial period of time. It can be said that this unit of work in the curriculum may be regarded as the key to future success for the aide. This is the opportunity to demonstrate those skills, understandings and positive attitudes learned during the pre-service period.

Orientation

At the beginning of the internship, much can be achieved through an adequate, well-planned orientation program. This orientation should involve the on-the-job supervisor, the supervising instructor and the trainee. These meetings also offer an opportunity for further learning. The agency personnel learn about the utilization of aides and their various roles, and the aide learns more about the differentiation of roles with the agency and becomes more aware of the roles and responsibilities of the professional.

Orientation should include agency policies with regard to the clientele served as well as policy dealing with the agency employees: i.e., supplies, coffee breaks, calling in sick, etc. Guidelines and job descriptions should also be reviewed by all parties. Evaluation, an important element in internship experience should be discussed and scales and forms (if used) may be distributed and discussed. Aides should be

reminded of their ethical and moral responsibilities. Future meetings should be scheduled and other topics noted for further study and discussion.

Evaluation

Evaluation, as part of the internship experience, is an on-going part of the training program. Evaluation is done on a week-to-week, day-to-day basis and is built into a regular work schedule. On-campus classes offer weekly seminars where trainees and the instructor participate. Ideally, the on-the-job supervisor should also be involved. Everyone is encouraged and expected to participate in making ranking appraisals of practices and procedures.

Seminars are only a part of the evaluative process. Evaluation sheets or rating scales are filled out by the aide, instructor and on-the-job supervisor. Logs or diaries, weekly objectives, case studies and anecdotal records may be kept by the aide to allow for further evaluation.

It is important that the evaluation sheets reflect objectives related to specific skills or tasks to be performed by the aide on-the-job as well as objectives in terms of attitudes and general behavior. The objectives should be based on the job description, which ideally should be developed jointly by the agency and the training institution.

Some facility or chain of command must be established for communications. The on-the-job supervisor should feel free to contact the college supervisor; the aide should have the same freedom. The training instructor should serve as a liaison during this internship period.

Problems During Internship

One of the most frequent problems encountered by aides in training is that of expectation versus the reality or role perception. For example, the teacher-aide student who has been trained as an instructional aide sometimes emphasizes the instructional aspect and forgets the clerical, housekeeping, technical and general elements of the job description. Or, the mental health aide may expect to participate immediately in group therapy sessions.

Facing criticism is another area where the aide may have some difficulty, particularly during the internship when finding and correcting errors is often a prime factor. The instructor needs to stress that this is a value of the internship as the student is still in a learning situation and mistakes are expected. The advantage is the student still has the instructor for assistance in correcting mistakes.

Carelessness on the part of the aide is also a frequent criticism by on-the-job supervisors, and dealing with this aspect requires a concerted effort in the seminars in the area of developing acceptable attitudes towards the work world.

Another area which can create conflict has been broadly defined as "supervision tolerance." When the aide proceeds on his own without approval from the supervisor, he is asking for problems. As the aide has been on the job for awhile, many tasks will develop which do not have to be cleared with the supervisor. Routines do develop, but the aide should be cautioned that when a different task occurs, it should be discussed with the supervisor and/or instructor. It must be stressed that the professional is the policy maker; he decides what is to be done

and how it is to be done. He may not always be correct in his decisions, but the decisions are his to make.

There is another area to include, and that is the one in which there is a basic conflict between personalities. This problem is not always easy to pin down. It is difficult to understand why two grown people find it difficult to get along. Separate and apart they may do well and have many friends, but some intangible quality prevents them from getting along. It must be stressed to the student that the obligation is his to "keep his cool."

Employment

The training program for paraprofessionals should include a section on finding employment, particularly when successful completion of the internship does not carry the guarantee of employment with the supervising agency. Traditionally the college has not been concerned with employment beyond the extent of providing a placement service, but again, the assumption is that the college graduate has the skills to fill out forms, call agencies, etc. This is not always a valid assumption to make about paraprofessional trainees. Consequently, it becomes worthwhile to include discussions of placement bureaus, civil service testing, entry requirements, employment applications, the job interview, salary expectations, and professional organizations. It may also be worthwhile to include information on jobs available in other locales, including other states.

Conclusion

The information in this brief manual has been concerned with the commonalities of the various human services programs. It is not intended as a complete handbook, but does reflect the experiences of para-professional programs at Prairie State College, Chicago Heights, Illinois.